

LEARNING INDONESIAN FOR FOREIGN SPEAKERS (BIPA) BASED TEACHING MATERIALS LOCAL WISDOM

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ABSTRACT

Teaching materials accompanied by Compact Disks (CDs), brochures, and pocket maps of the City of Jakarta can help and facilitate the development of understanding of BIPA materials, cultural insights, and matters related to them. Aims to learn and use Indonesian language teaching materials for Foreign Speakers (BIPA) based on local wisdom at the Singapore Intercultural School (SIS) South Jakarta. In addition, the existence of photos of researchers in teaching materials as a source of personal documentation can help students get a more real picture of local wisdom. The method used is quantitative and qualitative descriptive through a Research and Development (R&D) approach which is carried out in seven stages from Borg & Gall. The development of learning models based on local wisdom culture needs to be re-applied by teachers by adding innovations to other materials that are quite relevant to this development model. Adding CDs, brochures of historical places, tourist attractions, and location maps in a unique and simple package to carry everywhere.

CCS Concept

CCS

• General and reference ~ Reference works

KEYWORDS

learning, BIPA, local wisdom

1. INTRODUCTION

The role of teaching materials in supporting learning to facilitate the learning process, increase knowledge and experience in this case in Indonesian. The requirements for good Indonesian language teaching materials for foreign speakers (BIPA) must include or be relevant to

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The 5th ICLIQE'21, September 4, 2021, Surakarta, Indonesia

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ACM ISBN 978-1-4503-8692-0/21/09...\$15.00

DOI: <https://doi.org/10.1145/1234567890>

local wisdom. Because learning BIPA will certainly get to know Indonesian culture, it will not be optimal to learn a new language or a second language instead of the mother tongue without including cultural learning itself. Teaching materials must also contain complete information and assignments consisting of teacher and student handbooks [1]. The role of a teacher or activist for the selection of the BIPA method is very important and essential.

In BIPA learning, inserting local wisdom, insight into Indonesian culture is valued as something and every picture contained in this teaching material uses personal documentation sources taken from various historical locations in DKI Jakarta. The benefits for the development of Betawi culture are also quite large, which can be affected through visits or educational interests of foreign speakers. This is because the Betawi culture contained in the material can directly be a means of promotion for foreign speakers to visit historical tourist sites, so that the impact of the community and the government also gets benefits and advantages, especially in the economic sector, that is the advantage of inserting cultural insights. Teaching materials for elementary level learners (Primary) have the characteristics of the need for BIPA teaching materials using a variety of languages that are easily accessible and in accordance with the readability of foreign speech, are able to motivate, have four linguistic aspects of practice techniques. The existing teaching materials have four main languages and cultural insights, but they are not sufficient to represent local wisdom. existing teaching materials by combining grammar, listening exercises with audio recordings are included on the CD.

The linguistic aspects of listening, speaking, reading are presented in an integrated manner according to the five competency themes for discussion: (1) public or public facilities; (2) buying and selling; (3) entertainment; (4) tourism; (5) culture [2]. Communication competence is the ability to understand and use various types of texts (including literary texts) [3]. The meaning or intent of

each text is related to the situational and socio-cultural context. The use of language is influenced by various factors. One of the cultural factors, such as Betawi culture, North Coast culture of Java, Banten culture, Betawi culture, Minangkabau culture, Balinese culture, and other cultures.

The spread of a language certainly has to do with the speaking of that language. Therefore, the spread of a language cannot be taken in terms of speech [4].

The number of Indonesian languages, which number 240 million, is spread from Sabang to Merauke. The number of speakers is also still being added to speakers in our neighboring countries, namely Malaysia, Singapore, and Brunei Darussalam. As well as in other countries such as in Australia, the Netherlands, Japan, Russia [5].

BIPA is a term for Indonesian language development programs specifically for foreign nationals. This program has become popular and increasingly in demand since the opening of free trade [6]. However, until now there are still differences of opinion on how to teach Indonesian to learners effectively, both with regard to the tools to achieve the goals, the materials that should be taught, and the teaching methods. Because in practice there are many variations of language development strategies. This shows that teaching foreign languages (including Indonesian) is not simple and requires a lot of consideration.

The existence of BIPA learning at home and abroad is getting stronger. This is evidenced by the rise of foreign students who come to Indonesia. There are more and more BIPA course institutions [7]. Not only that, even in several well-known universities in Indonesia, many foreign students are starting to continue their studies in the Indonesian language department. Some of them even study Indonesian up to the S-2 level. This proves how seriously foreigners want to master the Indonesian language with various interests [8].

BIPA learning is basically teaching Indonesian to non-native Indonesian speakers. This means that development is in the area of second language development (in some cases Indonesian becomes the third, fourth or umpteenth language for the learner). This condition provides a background picture that Indonesian is a foreign language [9]. For this reason, discussions related to language acquisition, language development, and second/foreign languages will be a necessary part of understanding the world of BIPA.

The local wisdom of each region is different, even the culture in one region may not necessarily be found in other regions. This is what makes cultural values very great, unique, and valuable. If cultural elements are included in teaching materials, then students will be more interested and motivated to learn Indonesian as a foreign language. This is because the culture in Indonesia is something new and unique.

In addition, another benefit gained is the increased understanding of learners towards Indonesian culture. The higher the understanding of Indonesian culture, the higher the learner's tolerance for Indonesian culture and

language. So, the cultural understanding that is built in the development of culturally charged BIPA will be very helpful in improving Indonesian language competence. More or less 420 years ago the people of Jakarta or Betawi and its surroundings experienced many changes [10].

Culture as "a way of thinking and feeling, (inner culture) that expresses itself in all aspects of the life of a group of people, which forms a social unity in one space and time" [11]. The Betawi ethnic group, which is the name for the native population and lives in Jakarta, has a historical background that has passed a fairly long span of time.

Betawi culture is more or less colored by the immigrants who settled in Batavia. One of the influences on Betawi culture comes from Javanese culture with various types of wayang arts. Outside cultures besides Java also have a role in the color of Betawi culture, such as Balinese, Bugis, Minang, Chinese, Arabic and European cultures. The forms of influence that are maintained to this day are in the form of masks, lenong, tanjidor, xylophone kromong, and so on. His egalitarian attitude created a cultural melting pot with the newcomers.

Acculturation of people's culture very often occurred during the colonial period until the name Batavia became Jakarta. The adoption that was half-hearted and did not have a certain sign such as a kingdom, in the end the Betawi people made Islam the basis of their culture. Seeing all cultures using an Islamic point of view, if it is not in accordance with the repertoire of Islam, then the Betawi people will leave it [12].

Based on the description above, it can be concluded that this culture places the importance of harmonious relations between humans in the lives of their interdependent people by not forgetting their respective identities and habitats.

2. METHOD

This research was conducted at the Singapore Intercultural School (SIS) South Jakarta in A2 elementary school children. Research and development is a method for producing certain products such as teaching materials, modules, e-modules, media, or efficient tools for the learning process. Research and Development from Borg & Gall [13] produced a product, namely teaching materials and tested its feasibility [14]. The results of this development are expected to assist in facilitating students' language comprehension skills.

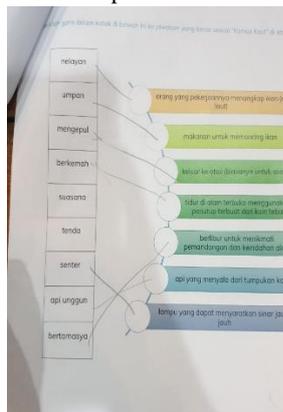
The research method contains three main components: 1) development model; 2) procedures; 3) testing the product. The steps are to analyze the introduction, curriculum, writing, preparation, characteristics, product testing, revision, finishing of the final product.

3.1 Student Response

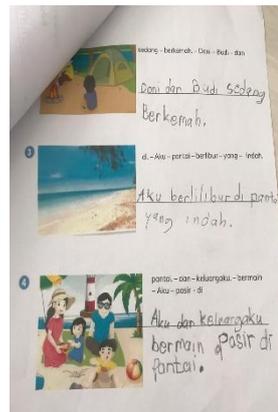
The advantages of teaching materials developed from Kemendikbud Basic Level A2 in 2016 are that they are concise and can be used independently. The form is in the form of an attractive-looking book, cover, layout, unique colors for interest and interest, especially elementary school children. The display is interactive with photos/images of sources of personal documentation, selfies taken by oneself using a digital camera or smartphone.

This novelty can arouse the enthusiasm of elementary level learners to learn Indonesian and get to know the local wisdom of the culture itself. The culture that is inserted in the teaching materials includes historical places, tourist attractions, traditional houses, traditional clothes, traditional means of transportation, traditional clothes, art tools, Betawi specialties taken from personal documentation sources, there is also the face of the researcher when taking the picture/photo, so more (real) real, no copyright and know the culture and character of the majority of Betawi people. Added a Compact Disk, brochures of historical places in DKI Jakarta, brochures of tourist attractions, and location maps in unique packaging and easy to carry everywhere.

Learners' responses to BIPA teaching materials as learning resources were obtained through student response questionnaires. Data collection in the form of learner responses was carried out in two stages, namely initial trials or small-scale trials and limited trials or large-scale trials. The product trial aims to determine whether the product made is suitable for use or not. In addition, product trials are also used to see how far the products made can achieve the goals and objectives. The limited test was only carried out at the same college and class, but the time of implementation and the subject of the trial were different. The mechanism of the initial trial and the limited test is almost the same, only the time and number of student responses are different.



Picture 13. Task 1



Picture 14. Task 2

Aspects of the student response questionnaire consist of aspects of content quality, language quality, presentation quality, and graphic quality. Each aspect is divided into several statements with a total of 20 statements in the questionnaire.

The initial small-scale trial aims to determine the learner's response to teaching materials in the form of modules that were developed before being implemented in a limited trial. Initial trials were carried out on elementary level A2 students in the Indonesian Studies Singapore International School (SIS) South Jakarta class by taking 2 students. The initial trial was carried out with a readability test, where the sample was instructed to observe and read teaching materials in the form of BIPA e-modules. Learners are asked to provide assessments, comments and suggestions on the teaching materials developed. The assessments, comments and suggestions given are considered as material for improvement before the limited trial stage is carried out.

Table 1. Assessment of Teaching Materials by Students from Initial Trials

No	Responden (inisial)	Kriteria	No. Item Pernyataan	Skala Penilaian					Jumlah skor
				1	2	3	4	5	
1.	EABMN	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	2	-	2	2	1	21
		Kualitas Kebahasaan	10, 11, 12, 20	-	-	1	2	1	16
		Kualitas Penyajian	1, 5, 8, 13, 15	-	1	2	2	-	16
		Kualitas Kegrafikan	2, 17, 18, 19	1	-	2	-	1	12
2.	FTNDA	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	-	-	4	3	-	24
		Kualitas Kebahasaan	10, 11, 12, 20	-	-	1	2	1	16
		Kualitas Penyajian	1, 5, 8, 13, 15	-	-	3	2	-	17
		Kualitas Kegrafikan	2, 17, 18, 19	-	-	2	1	1	15
Total skor			20	3	1	17	14	5	137
Rata-rata									3,42
Kriteria									Layak

Information:

Total score = Rating scale x (No. Item Statement x Number of items)

Table 2. Student Responses Comments and Suggestions on Initial Trials

No.	Pemelajar (inisial)	Komentar dan Saran
1.	EABMZ	Buatlah urutan materi yang mudah dipahami. Saya senang mempelajari budaya tempat saya, sekolah <u>berskolah</u> .
2.	FTNDA	Tambah tata bahasa, jelaskan banyak kata-kata baru, gambarnya warna-warni. Terimakasih karena saya sudah mempelajari buku ini dan mempunyai pengetahuan yang belum saya ketahui.

The results of the calculation of the feasibility of teaching materials by student responses are as follows:

$$x = \frac{1}{\text{many validator}} \times \frac{\sum_i^n x}{n}$$

Information:

x = average score of each aspect

$\sum_i^n x$ = total score for each aspect

n = number of statement items for each aspect

$$x = \frac{1}{\text{many validator}} \times \frac{\sum_i^n x}{n}$$

$$x = \frac{1}{2} \times \frac{137}{20}$$

$$x = 3,42$$

Based on the results of calculations carried out by material experts, teaching materials in the form of teaching materials obtained a score of 3.42 with appropriate criteria.

Tested on 5 basic level A2 learners. The purpose of implementing this limited test is to get an initial picture of the responses or responses of learners to the developed teaching materials.

Table 3. Assessment of Teaching Materials by Students from Limited Trials

No	Responden (inisial)	Kriteria	No. Item Pernyataan	Skala Penilaian					Jumlah skor
				1	2	3	4	5	
1.	HS	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	2	-	3	2	-	19
		Kualitas Kebahasaan	10, 11, 12, 20	-	-	1	2	1	17
		Kualitas Penyiajian	1, 5, 8, 13, 15	-	1	1	3	-	17
		Kualitas Kegrafikan	2, 17, 18, 19	1	-	2	-	1	12
2.	OP	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	-	-	4	2	1	25
		Kualitas Kebahasaan	10, 11, 12, 20	-	-	2	2	-	14
		Kualitas Penyiajian	1, 5, 8, 13, 15	-	1	3	1	-	15
		Kualitas Kegrafikan	2, 17, 18, 19	-	1	1	2	-	13
3.	NH	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	-	-	4	1	2	26
		Kualitas Kebahasaan	10, 11, 12, 20	1	1	-	1	1	12
		Kualitas Penyiajian	1, 5, 8, 13, 15	-	-	1	2	2	21
		Kualitas Kegrafikan	2, 17, 18, 19	-	-	2	1	1	15
4.	NNS	Isi	3, 4, 6, 7, 9, 14, 16	-	-	1	3	3	25
		Kebahasaan	10, 11, 12, 20	-	-	-	3	1	17
		Penyiajian	1, 5, 8, 13, 15	-	-	1	2	2	21
		Keografikan	2, 17, 18, 19	-	-	1	2	1	16
5.	YBO	Kualitas Isi	3, 4, 6, 7, 9, 14, 16	-	-	-	3	4	32
		Kebahasaan	10, 11, 12, 20	-	-	-	3	1	17
		Penyiajian	1, 5, 8, 13, 15	-	-	1	2	2	21
		Keografikan	2, 17, 18, 19	-	-	1	2	1	16
Total skor			20	4	4	29	39	24	371
Rata-rata									3,71
Kriteria									Sangat Layak

Information:

Total score = Rating scale x (No. Item Statement x Number of items)

Table 4. Student Responses Comments and Suggestions on Limited Trials

No.	Pemelajar (inisial)	Komentar dan Saran
1.	HS	Saya sangat berterimakasih kepada Ms. Anna dan atas pengetahuan yang luar biasa yang saya dapat, semoga Ms. menjadi Guru BIPA yang hebat. ☺
2.	OP	1 (satu) term 9 minggu cepat sekali. Jadi, buku yang diberikan untuk mempelajari sangat sedikit sekali. Padahal buku yang diberikan cocok untuk belajar BIPA.
3.	NH	Kombinasi warna yang digunakan dalam bahan ajar tidak semuanya berwarna, hanya sebagian saja seharusnya menggunakan warna-warni, biar menarik dan enak dibaca. Terimakasih
4.	NNS	Saya suka mempelajari bahan ajar Ms. Anna, lebih mudah mempelajari keterkaitan materi dengan kehidupan sehari-hari. Semoga sukses. ☺
5.	YBO	Saya mudah memahami bahasa yang digunakan dalam bahan ajar ini. Cover warna cerah, sangat menarik di mata saya. <i>Thanks you so much and see you later.</i>

The results of the calculation of the feasibility of teaching materials by student responses are as follows:

$$x = \frac{1}{\text{many validator}} \times \frac{\sum_i^n x}{n}$$

Information:

x = average score of each aspect

$\sum_i^n x$ = total score for each aspect

n = number of statement items for each aspect

$$x = \frac{1}{\text{many validator}} \times \frac{\sum_i^n x}{n}$$

$$x = \frac{1}{5} \times \frac{371}{20}$$

$$x = 3,71$$

Based on the results of calculations carried out by material experts, teaching materials in the form of teaching

materials obtained a score of 3.71 with very decent criteria.

Students are asked to fill out a student response questionnaire accompanied by comments and suggestions on the teaching materials developed. The results of student responses to learning modules that have been tested obtained a score of 3.71 with very feasible criteria. The results of filling out the student response questionnaire show that teaching materials make it easier for students to learn.

After being revised, the teaching materials were tested in this study, the water materials were tested in the Indonesian Studies class at level A2 Singapore Intercultural School South Jakarta with the initial test subjects consisting of 2 students and a limited trial of 5 students. Initial trials were conducted to find out comments and suggestions from student responses and limited trials were conducted to determine the feasibility of the teaching materials developed.

Students' comments on teaching materials are generally positive, but there is one point that needs to be considered, namely related to the media, the images of personal documentation sources are not sharp, even though the teaching materials are in full color.

The researcher reviewed the comments given to the teaching materials, then made a decision to respond to it. Media image sources of personal documentation are illustrated in bright colors and can be seen clearly. However, at the time of inserting this teaching material into the product, not all of them were in original size, so the researchers updated it by perfecting taking pictures using a DSLR camera and using a ring light tool for perfect lighting and image sharpness.

4. CONCLUSION

Learning BIPA teaching materials based on local wisdom of Betawi culture for elementary level learners in the form of books and equipped with audio Compact Disks is very important to be researched and developed. The BIPA program is also a requirement to study at Singapore International Schools (SIS) South Jakarta, which is a place where researchers teach and develop teaching materials. They have a different mother tongue from native Indonesian-speaking learners, thus affecting the delay in their comprehension in understanding development during the course.

Learners are expected to read books or other learning resources related to BIPA material so that the material treasury is wider, so that it can increase knowledge about the material being studied. For the sake of implementing a smooth and optimal development, teachers should pay attention to the available time allocation in planning a development model based on local wisdom. Future researchers are expected to be able to examine local wisdom-based development models combined with other aspects of Indonesian language skills that have not been reached by researchers and are still limited in their application.

5. ACKNOWLEDGMENTS

We would like to thank various parties who have supported the writing of this article, namely Prof. Dr. Hj. Prima Gusti Yanti, M. Hum., Prof. Dr. Hj. Nani Solihati, M.Pd., as supervisor and Prof. Dr. H. Ade Hikmat, M.Pd., Director as SPs. Uhamka who has been the director in writing this article. We also thank the ICLIQE UNS management team who have enjoyed this article for the visit.

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