

bipa55

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BIPA ONLINE TEACHING MATERIALS DEVELOPMENT FOR BIPA 5 STUDENTS LEVEL

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ABSTRACT

Indonesian Language Learning for Foreign Speakers (BIPA) is increasingly in demand, especially BIPA learning which is carried out online. However, in online BIPA learning, there are still obstacles. The obstacle is the availability of BIPA online teaching materials. This research aims to produce BIPA online teaching materials feasible for BIPA 5 students. This study uses ADDIE development model to Analyze, Design, Develop, Implementation, and Evaluation. The resulting teaching materials are adapted to SKL BIPA 5 and consist of seven lessons that can be used for online BIPA learning. The seven units of material are natural disasters, historical places, Indonesian cuisine, short stories, let us discuss, creative poetry, and the hero. The presentation structure for each unit consists of learning objectives, pre-activity, material descriptions, practice questions, grammar notes, new vocabulary tables, and Indonesian insights. The material in each unit is designed to train the four language skills. Based on the due diligence on content, language, graphics and organization, presentation, and cultural elements in teaching materials, BIPA 5 online teaching materials are suitable for use by BIPA 5 students.

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1. INTRODUCTION

The Indonesian language has developed quite rapidly. In fact, Indonesian is one of the most essential languages in the world (Iskandar et al., 2020). Indonesian can become an international language (Alam et al., 2022). The rapid development of the Indonesian language is evidenced by the use of Indonesian as the language in the ASEAN forum (Wardhana, 2021). UNESCO proposed that Indonesian be included in the United Nations (UN) official language. If agreed at the meeting held in November 2023, Indonesian will officially become an international language along with other languages (Hadibrata, 2023; Wong, 2023). One of the requirements for Indonesian to become an international language is the number of speakers at home and abroad. The government has made Various efforts so that Indonesian becomes an international language, one of which is through the BIPA program.

BIPA is an Indonesian language learning program specifically intended for foreign speakers whose first language is not regional or Indonesian (Muzaki, 2021). BIPA is one of the spearheads of the Indonesian language internationalization movement (Utami, 2020). BIPA has a strategic role in enhancing

the function of Indonesian as an international language, especially in introducing Indonesian language and culture to foreign speakers. In Indonesia, many institutions have opened BIPA programs, both offline and online. BIPA learning that is carried out online is increasingly in demand by BIPA students, especially those who need more time to participate in the BIPA program held in Indonesia (Suharsono et al., 2023). However, in online BIPA learning, there are still many obstacles faced by both teachers and students (Widowati & Muzaki, 2023). One of these obstacles is the availability of teaching materials. At the same time, teaching materials are one of the determining factors for the success of BIPA learners (Defina et al., 2019; Marwiah & Pahar, 2021; Susilowati et al., 2021). The majority of existing BIPA teaching materials are intended for offline learning. Offline teaching materials differ significantly from online learning and are less suitable if offline teaching materials are used in online learning. One solution to overcome the shortage of online BIPA teaching materials is to develop online BIPA teaching materials. According to Mariono (2021) the development of online learning can benefit students in conducting learning due to distance and time limitations.

Several researchers have carried out the development of teaching materials, including. BIPA development is based on local culture (Asrifah et al., 2021; Cahyani & Hadiano, 2018). Pramitasari (2019) developed BIPA teaching materials based on Pekalongan culture. Development of beginner-level BIPA teaching materials carried out by previous researchers among them. Wijayanti (2018) developed a cultural book media for BIPA A2 students. Dewi (2016) developed BIPA teaching materials for the beginner level based on CERF. The development of BIPA teaching materials for the beginner level was carried out by (Budiana et al., 2018; Fatahillah, 2020). Utami (2020) developed interactive module-based BIPA teaching materials for BIPA A2 learners.

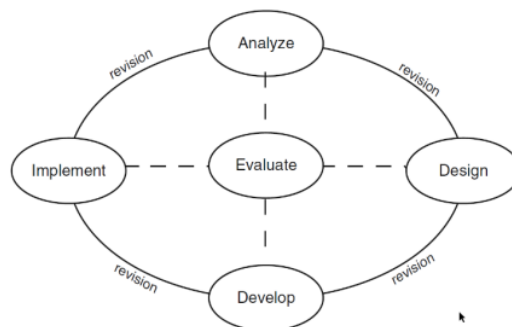
The development of BIPA teaching materials for specific purposes was carried out by Febrianti et al. (2021), who developed BIPA teaching materials for business purposes. Sriwulandari & Ramadhani (2018) developed BIPA teaching materials for the Darmasiswa program. Nurlina & Israhayu (2016) developed writing teaching materials for Thai BIPA students. Researchers developed the development of BIPA teaching materials for specific skills, including. Development of BIPA teaching materials for listening skills (Nirmalasari, 2022). Development of teaching materials for beginner-level BIPA students' speaking skills (Ramadhani et al., 2016). Development of BIPA teaching materials for reading skills (Nuraeni, 2016; Puspita et al., 2021). Speaking teaching materials were developed for high beginner-level BIPA students (Asyah et al., 2021; Pranandari, 2019). Development of writing teaching materials for BIPA students for beginning-level (Zein et al., 2021).

Previous researchers have also developed online BIPA teaching materials, including developing web-based learning media for basic-level BIPA (Maulana et al., 2022). Web-based BIPA teaching materials were developed by (Yulianeta et al., 2022). E-BIPA teaching materials (Ahmadi et al., 2021). Development of grammar online teaching materials for BIPA 2 students (Ilmiah et al., 2021). Middle-level speaking skills teaching materials for online BIPA learning (Violensia et al., 2021). Development of online BIPA teaching materials for low beginners and high beginners (Rofi'uddin et al., 2021, 2022). Supriadi & Numala (2022) developed video teaching materials for online BIPA learning. Budiana & Suyitno (2022) developed digital teaching materials for writing skills.

Based on the research results on developing previous BIPA teaching materials, the researchers developed beginner-level BIPA teaching materials. Meanwhile, the development of online BIPA teaching materials at the BIPA 5 (high-intermediate level) has yet to be developed, even though there is not much BIPA learning at this level. Therefore, this study aims to develop online BIPA teaching materials for BIPA 5 students.

2. METHODS

The development research model used in this study uses the ADDIE Analyze, Design, Develop, Implementation, and Evaluation method with the following steps.



ADDIE Development Research Model (Branch, 2009)

The five development steps are described as follows.

First is the **analysis** stage; at this stage, the researcher examines the BIPA Graduation Competency Standards (SKL) (Regulation of the Minister of Education and Culture Number 27 of 2017). BIPA SKL study is carried out to determine learning objectives, competencies that BIPA learners must achieve, and the type of learning. The two design stages, at the design stage carried out by the researcher, are designing the framework of online BIPA teaching materials and the way they are presented, determining the topics to be discussed, designing assessment instruments, determining the length of time for learning, and determining the type of learning to be used. The three stages of development are the activities carried out by researchers, namely, making prototypes of online BIPA teaching materials that are ready to be tested. The four stage is implementation. At this stage, the researcher tested the product on BIPA students. The fifth stage is the evaluation stage. The researcher revises the product at this stage, including compiling the cover and preface.

Test the feasibility of online BIPA teaching materials.

The feasibility test is carried out to determine whether the online BIPA teaching materials that have been developed are appropriate. The following are the steps taken by the researcher. First, compile a feasibility questionnaire for online BIPA teaching materials. The feasibility questionnaire consists of content feasibility, language, graphics, presentation, and Indonesian cultural values. The questionnaire was distributed to BIPA students. Second, compiling a table for converting BIPA student questionnaire answers into scores. The following is a scoring guide table.

Table 1 Scoring Guide

Answer	Score
Strongly Agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

Third, calculate the percentage of answers to the questionnaire with the following formula.

$$\text{Score} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100$$

Fourth, determine the eligibility criteria guidelines. In calculating the feasibility assessment questionnaire is determined by the following criteria.

Table 2. Eligibility Criteria		
Percentage	Eligibility Level	Information
90% - 100%	Very Eligible /Very Valid	No revision
80% - 89%	Eligible/Valid	No revision
70% - 79%	Quite Eligible/Quite Valid	Need revision
60% - 69%	Less Eligible/Less valid	Need revision
50% - 59%	Ineligible/Invalid	Need revision
0% - 49%	Very Ineligible/Very Invalid	Total revision

(Fajri, 2022; Kusumam et al., 2016; Prihatiningtyas & Tijanuddarori, 2021) with development.

3. FINDINGS AND DISCUSSION

3.1 Description of Teaching Materials Developed Product

The structure of the developed online BIPA teaching materials consists of covers, prefaces, instructions for using modules, table of contents, material maps, and study units written in Indonesian. The cover display for online BIPA teaching materials is as follows.

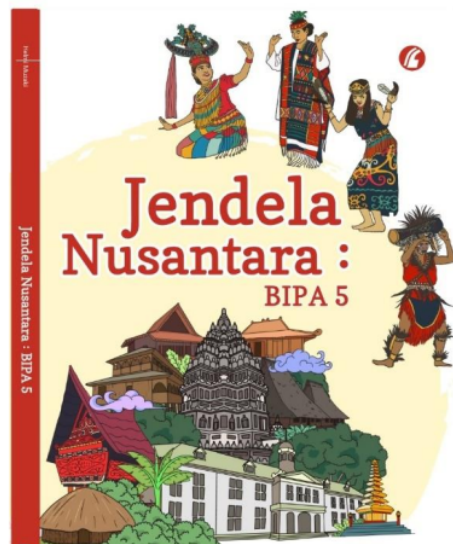


Figure 1 book cover

Covers are arranged based on the material discussed in the teaching materials. A more detailed description of the contents of BIPA 5 teaching materials is as follows.

The online BIPA teaching materials consist of seven units and two exam questions (UKBIPA Mid Semester and UKBIPA End Semester). The seven study units refer to SKL BIPA 5 and the needs of BIPA students for one semester. Each lesson unit is designed for learning for five hours of lessons with details of two synchronous hours and three asynchronous hours.

Various learning topics are included in units 1-7. Learning topics are adapted to everyday life to be more beneficial for students. Lowe & Pinner (2016) stated that in language learning, topics related to everyday life can help students practice directly and find the meaning of learning. The topic in unit 1 is about natural disasters, unit 2 is historical places, unit 3 discusses Indonesian cuisine, unit 4 short stories, unit 5 let's discuss, unit 6 is creative in poetry, and the topic in unit 7 is the hero. Each study unit has been adjusted to SKL BIPA 5 so that teaching materials suit BIPA level 5 students.

The structure of each study unit consists of seven components. The seven components viz. (1) Learning objectives, writing learning objectives at the beginning of a learning unit aims to limit the scope of the material and provide information on the abilities that must or will be achieved in that learning unit. In addition, based on the results of Kardisaputra's research (2002), conveying learning objectives at the beginning of learning can make learning more effective. In addition, learning objectives can also motivate BIPA learners. According to Zulfadilla et al. (2022), providing information on the abilities to be achieved in learning can motivate students. (2) Each learning unit contains pre-activities that serve as learning stimuli before BIPA students study the material. In addition, pre-learning activities can increase activity (Budi Wijaya & Windayani, 2020) and can make learning effective (Rohmah & Pramesti, 2019). (3) The description of the material is varied with reference to the four language skills. The material in teaching materials has been adjusted to the level of difficulty and age of the learner. Jones (2022), states that in choosing a text, it is necessary to pay attention to the age and level of the learner. (4) Practice, the giving of practice questions varies widely, starting from the type of multiple choices questions, filling in gap sentences, speaking practice, and writing practice. In addition, to practice questions, there is also an assessment rubric, with an assessment rubric, it will make it easier for teachers to assess student work and make it easier for BIPA students to work on questions. After doing the assignment, students will be given feedback in the form of correct answers or answer keywords automatically. Providing feedback in learning is very important for students (Putri et al., 2021; Vattøy & Smith, 2019) and can positively affect student achievement (Ion et al., 2019). (5) Grammar notes: Linguistic knowledge is given in the grammar section, such as conjunctions, affixes, and sentences. Understanding grammar is essential for learners, especially when learning a foreign language (Effendi et al., 2017; Maruti et al., 2021; Scheffler & Cinciala, 2011). Therefore, this BIPA teaching material contains knowledge about Indonesian grammar. (6) Table of new vocabulary, according to Shofia & Suyitno (2020), new vocabulary is one of the problems in learning BIPA. To solve this problem, online BIPA teaching materials provide a table for writing synonyms in the mother tongue of BIPA students. This new vocabulary section consists of three parts: Indonesian words, word meanings, and blank sections for writing synonyms in BIPA learners' mother tongue. Writing new vocabulary in the learner's first language aims to make it easier for students to remember and understand the new vocabulary. (7) Indonesian insight, Indonesian insight in teaching materials aims to increase the interest of BIPA students to know more about Indonesian culture. The cultural insight in BIPA teaching materials can inspire and motivate foreign speakers to learn Indonesian (Saddhono & Erwinsyah, 2018).

The language used in formal and informal language teaching materials. In everyday communication, BIPA learners use formal and informal language. Formal materials are usually used in class, while informal language outside of class. Therefore, the language used in teaching materials uses a variety of formal and informal.

Pictures or illustrations in teaching materials are adapted to the discussed material. The proper use of pictures and illustrations is essential in online learning. Appropriate pictures and illustrations make it easier for users to understand the material contained in teaching materials. The research results by Hussain & Khan (2022), show that using images can help students learn a second language.

Teaching materials are equipped with audio. To access audio BIPA, learners can scan the teaching materials' barcodes. Audio in this teaching material aims to train BIPA students to practice listening because, based on research results, audio is effectively used to train listening skills (Arifin, 2021; Mohamadkhani et al., 2013).

3.2 Feasibility of BIPA Teaching Materials

The feasibility test of teaching materials is needed to determine whether or not the teaching materials that have been developed are appropriate. The results of the feasibility test for online BIPA teaching materials include aspects of content, language, graphics and organization, presentation, and

cultural values contained in the teaching materials. The following table shows the feasibility of teaching materials

Table 3 Results of Assessment of Teaching Materials

Aspects	Percentage	Eligibility Criteria
Content	83%	Eligible
Language	83%	Eligible
Graphics	92,5%	Very Eligible
Presentation	80%	Eligible
Cultural Elements	87,5%	Eligible

Regarding the content aspect, BIPA 5 teaching materials are included in the appropriate category for use. In preparing teaching materials, it is necessary to consider the goals and characteristics of the learner (Rahmawati et al., 2017). The preparation of content or materials in BIPA 5 teaching materials has been adapted to the goals and characteristics of BIPA learners. Learning objectives relate to BIPA students' abilities after studying this material. The learning objectives for this teaching material have been adjusted to SKL BIPA 5 as stated in Regulation of the Minister of Education and Culture Number 27 of 2017. The characteristics in question are adjusting the material to the age and abilities of BIPA learners. In general, BIPA students are from their teens to adulthood. Therefore, the theme in the material is adjusted to that age range.

Based on the trial results, the language used in BIPA 5 teaching materials is included in the appropriate category. The language used in BIPA 5 teaching materials uses formal and informal language adapted to the situations and conditions described in the teaching materials. In addition, the language used in BIPA 5 teaching materials has been adapted to the level of development of BIPA and EYD learners. According to Sutarsih (2013), the use of language in teaching materials needs to consider the development of learners and EYD.

In the graphical aspect, BIPA 5 teaching materials are included in the very feasible category. Aspects of graphic feasibility in developing teaching materials that must be considered include size, typeface, and images (Arsanti, 2018). The use of letters in teaching materials is adjusted to the character and age of the learner so that they are easy to read. The use of capital letters, bold, and italics also follows the rules of the Indonesian language. Meanwhile, the use of pictures of learning materials is adjusted to help students understand the material. Images can help students understand abstract concepts (Aukerman & Chambers Schuldts, 2016).

In the aspect of presenting BIPA 5 teaching materials, it is included in the feasible category. According to Romansyah (2016), several aspects need to be considered in preparing teaching materials, including learning objectives, learning stages, and tests. In BIPA teaching materials, learning objectives are presented before learning material in each unit. Presentation of learning objectives before the material aims to provide information on the abilities that BIPA students will gain after studying the material. In addition, providing information on the abilities to be achieved at the beginning of learning can also motivate students to learn the subject matter (Zulfadilla et al., 2022). The stages of learning in BIPA 5 teaching materials are presented from easy to complex. Presentation of teaching materials from accessible materials and then gradually increased to complex materials aims to maintain the interest and motivation of BIPA learners. Practice questions in the BIPA 5 textbook vary from the type of multiple choices questions, filling in overlapping sentences, speaking practice, and writing practice. Various practice questions can motivate students to learn (Shanmugavelu et al., 2020)

Regarding cultural elements in BIPA online teaching material, it is included in the feasible category. BIPA teaching materials need cultural elements to introduce Indonesian culture to foreign speakers. Andayani & Gilang (2020) state that the culture of BIPA learners differs from Indonesian culture; therefore, foreign speakers need to adapt to Indonesian culture. In addition, culture is one of the reasons foreign speakers learn BIPA (Haryati et al., 2019) and is one of the contents that BIPA

students must purchase (Mintowati et al., 2021). BIPA 5 teaching materials contain cultural elements in Indonesian material and insights.

4. CONCLUSION

The developed teaching materials consist of seven units of material. The material for the target unit is the theme of natural disasters, historical places, Indonesian cuisine, short stories, let us discuss, creative poetry, and the hero. These units were developed regarding SKL BIPA 5. The menu structure for each unit consists of learning objectives, pre-activity, material descriptions, practice questions, grammar notes, new vocabulary tables, and Indonesian insights. BIPA dare teaching materials are designed to train four speaking skills: listening, speaking, reading, and writing. In listening to BIPA dare teaching materials, it is equipped with a barcode to make it easier for students to access material in the form of audio. The material used in BIPA online teaching materials uses formal and informal language adapted to the situation and conditions. Based on the due diligence on content, language, graphics, presentation, and cultural elements in teaching materials, BIPA teaching materials are brave enough to be used for BIPA level 5 students.

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