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The Development Of Culturally-Embedded Materials In The Teaching Of Indonesian For Foreign Speakers (BIPA) At Universitas Negeri Makassar

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Abstract. The teaching of Indonesian for foreign speakers, widely known as BIPA, has vastly increased from time to time. However, there is no standard teaching materials which has been developed for this purpose, either from the government, or private institutions that are running BIPA program. Therefore, each institution develops its own teaching materials for the sake of meeting the needs of the learners. This study aims at developing BIPA teaching materials at Language Center, Universitas Negeri Makassar, as one of BIPA course organizers in Indonesia. This research applies research and development methods (Research & Development). The subjects of this study were BIPA instructors and BIPA learners at Language Center, Universitas Negeri Makassar. The object of this research is the BIPA teaching materials document which was developed embedding local culture of South Sulawesi province of Indonesia as pedagogical content knowledge. Data collection techniques used in this study are questionnaire and interview techniques. The results of the study revealed that culturally-embedded teaching materials as the pedagogical content knowledge is vital since both instructors, and learners has found it interesting and motivating during their teaching and learning interactions.

Key words: BIPA, local culture, materials development, culturally-embedded materials

INTRODUCTION

Since being pledged as the national language in the Youth Pledge, October 28, 1928, and stipulated as the state language in Article 36 of the 1945 Constitution, the Indonesian language has so far experienced very rapid development. This development has led to the Indonesian language as a symbol of national identity and as a unifying tool for various ethnic groups with different social, cultural, religious, and regional language backgrounds. In addition, the Indonesian language has also been able to carry out its function as a modern means of communication in government administration, education, and the development of science and technology and arts.

In line with the progress that has been made by the Indonesian people in the current global era, Indonesia's role in international relations has also positioned Indonesian as one of the most important languages in the world. This is also supported by Indonesia's position in the world arena which is increasingly important day by day, especially through its role, both in participating in resolving political conflicts in various

regions and because Indonesia's geographical position is located in a very strategic cross-sea. Such a reality has caused many foreigners to be interested and interested in learning Indonesian as a tool to achieve various goals, be it political, trade, arts-culture, or tourism.

Related to this, Indonesian language has been taught to foreigners in various institutions, both at home and abroad. Domestically, there are currently no less than 45 institutions that have taught Indonesian to foreign speakers (BIPA), and are still growing, both in universities and in course institutions. Meanwhile, abroad, BIPA teaching has been carried out by around 36 countries in the world with no less than 130 institutions, consisting of universities, foreign cultural centers, the Indonesian Embassy, and course institutions.

So far, BIPA teaching in these institutions, both at home and abroad, is managed and developed by each institution without having an umbrella institution that covers the BIPA teaching institutions. On that basis, the Language Development and Development Agency, Ministry of Education and Culture of the Republic of Indonesia as a government agency in charge of dealing with linguistic issues in Indonesia - feels called and responsible for fostering, developing, and simultaneously facilitating these institutions so that each can live. and develop according to its own characteristics [1]. This is intended so that BIPA teaching, both at home and abroad, continues to grow and develop so that in the end Indonesian can become the language of association between nations.

Today, Indonesian is increasingly in demand by foreigners. This can be seen from the opening of many institutions that teach Indonesian as a foreign language both in Indonesia and abroad. Learning Indonesian for foreign speakers is intended to introduce Indonesian to foreign speakers for various purposes, both teaching and practical communication. In addition, learning Indonesian as a foreign language, as well as other languages as a foreign language, is aimed at providing oral and written mastery to learners. This implies that they are expected to be able to use Indonesian to speak fluently and at the same time be able to understand the language spoken by native speakers

The achievement of the aims and objectives of teaching Indonesian to foreign language speakers is influenced by three components. The three components are learners, learning materials, and the learning process. The relationship between these three components is very important so that it will determine learning outcomes. 1) Learners are a very prominent component of their existence because the characteristics and roles of BIPA learners can be seen from a) motivation, b) learning objectives, c) talents, d) personal characteristics, e) learning methods / strategies, f) cognitive abilities, g) knowledge / ability. 2) BIPA Operators. In this case BIPA organizers need to understand the characteristics and roles of learners because each individual has unique

and different characteristics. 3) The learning process. In the learning process a good understanding must be raised when preparing teaching materials. In this case, it is necessary to pay attention to how the teacher determines and makes learning models. In this context, the learning model has a significant place in the success of learning.

The need to develop teaching materials based on local culture and pedagogical content knowledge will make a positive contribution to the implementation of BIPA teaching at Universitas Negeri Makassar, so that it is expected that BIPA teaching will not only focus on the structure of the Indonesian language, but also on local culture which is planned to be embedded in teaching materials to be developed through this research. In addition, teaching materials that will be developed will pay attention to the level of difficulty of the use of both teachers and for learners, so that it will facilitate the learning process. The preparation of BIPA teaching materials based on local culture is one way to instill awareness of Indonesian culture to the learners.

Based on the background elaborated above, this study proposed the following questions:

1. What do the BIPA learners need to learn?
2. How is the design of the materials that they will learn?
3. How is the teaching materials developed?
4. How is the implementation of these materials in teaching and learning process?
5. How is the teaching materials evaluated?

REVIEW OF RELATED LITERATURE

Teaching BIPA has different characteristics from teaching Indonesian for native speakers. One of the differences is in terms of the learner. BIPA learners are learners who already have their first language and have different cultural backgrounds. The goals of BIPA students are also very diverse. There are students who aim only to learn practical conversations because they will be traveling in Indonesia, there are also students who aim to study or work in Indonesia. The age of BIPA students with diverse educational and professional backgrounds must also be a concern in teaching BIPA. These differences will certainly have an impact on the methods, techniques and media used.

The place of learning activities also greatly influences the success of teaching. If learning is carried out in Indonesia, foreign students can immediately practice outside the classroom the things they have learned in the classroom. Teachers can also use the direct method by taking foreign students to important places for learning (markets, hospitals, pharmacies, etc.). These factors must be considered by teachers when choosing material. Material for students studying Indonesian with the sole purpose of traveling will of course be different from material for students who aim to study, work, or become researchers in Indonesia.

One thing to be considered in the development of teaching materials is materials integration. Learning a language is not the same as learning about a language. Language learning refers to learning four language skills: listening, speaking, reading, and writing. In learning these four skills, of course, knowledge of phonology, morphology, syntax, and semantics of the language being studied is needed. What is no less important is the culture of the people who use the language, in this case Indonesian culture. Thus, BIPA teachers must be able to integrate these three things in material development. Foreign students' ignorance of Indonesian culture can lead to misunderstandings. Students' ignorance of Indonesian grammar will also create language confusion.

In learning Indonesian, especially for foreign speakers, it is necessary to understand that the diversity of cultures in Indonesian society reflects the mindset, lifestyle, and ethnic value patterns. The diversity of ethnic groups in Indonesia can be seen as differences, each of which has advantages and disadvantages. These differences are studied cross-culturally to see the psychological values of the community [2].

In this regard, before teaching language from a linguistic aspect (learning the structure of the Indonesian language), it is necessary to teach (introduce) knowledge of regional cultures in Indonesia which includes value systems, social systems, and cultural products and their implications for language acts. The introduction of "language attitudes" through audio-visual media from the teacher, tutor, or instructor really helps this language learning process. At the practical level, to understand this culture requires an emphasis on understanding related to the ability to capture words and the ability to compose sentences, the ability to understand other people, the ability to understand one's own emotions, and the ability to describe a language concept in perspective (think in picture). The goal is that learners can perceive the environment and express the concepts of language and culture in communicating. Learning by means of discussions about poetry, novels, conversations in drama, cultural festivals, local foods or dialogue about cultural symbols in video commercials on TV is an interesting medium (media) for cultural learning.

It should also be noted that the introduction of culture to build cultural awareness [3]; [4] is not only limited to Indonesian culture in general, but also the local culture in which students live or work. Foreign students who will work in certain areas need information about the culture and customs of the people in that area. The introduction of local culture has the potential to increase interest in learning local languages. In this context, local languages can be a bridge to get to know the culture and society in the area. In addition, learning also has the potential to teach elements (loan words, form words) in local languages. For advanced BIPA learners, the teacher introduces the use of regional languages to communicate in Indonesian for the purpose of respecting speech partners, or code-switching [5].

According to [6], culture is the result of human thoughts, works and works that are not rooted in instincts and can only be triggered by humans after a learning process. If cultural elements are included in BIPA teaching materials, foreign speakers will be more interested and motivated to learn Indonesian as a foreign language. This is because the existing culture in Indonesia is something new and unique for foreign speakers. In addition, other benefits that are obtained are the increased understanding of foreign speakers of Indonesian culture. The higher the understanding of Indonesian culture possessed by foreign speakers, the higher the tolerance of foreign speakers to Indonesian culture and language. So, the understanding of culture that is built in BIPA learning with cultural content will greatly help foreign speakers in improving their competence in Indonesian.

METHODS

This study adopted Research and Development methods [7]. Using ADDIE design model, it attempted to develop teaching materials through five phases: analysis phase, design phase, development phase, implementation phase, and evaluation phase. In the analysis phase, the problem was identified, the goals and objectives were established, and the learner's environment and existing knowledge were identified. The design phase dealt with learning objectives, instruments for assessment, exercises, content, subject matter analysis, lesson planning and media selection. The development phase was where the contents assets created at the design phase were assembled. During the implementation phase, a procedure for training the instructors and the learners was developed. Lastly, the evaluation phase took the form of formative and summative evaluation. The former was present in each stage of the ADDIE process, while the latter was the tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the instructors, learners, and other stakeholders.

The subjects of this study were BIPA instructors and learners of Language Center, Universitas Negeri Makassar. BIPA instructors at Language Center, Universitas Negeri Makassar are BIPA lecturers and teachers who had participated in several workshops related to BIPA, while BIPA learners were foreign learners studying Indonesian at Language Center, Universitas Negeri Makassar. Data collection instruments that were used in this study were interviews, questionnaires, and documents. Interviews and questionnaires were used to determine teaching materials BIPA based on knowledge of local culture as pedagogical content knowledge.

FINDINGS AND DISCUSSION

It is evident from the need analysis of BIPA instructors and learners that the teaching materials of BIPA at Language Center of Universitas Negeri Makassar needed

to embed local culture to assist the learners learn Indonesian language based on the context they are studying. Three instructors interviewed agreed that it was important to embed local cultures because learners were required to master both Indonesian language and culture in general, and local culture, particularly local culture of Bugis, Makassar, and Toraja as existing ethnics in South Sulawesi province of Indonesia. In addition, the learners viewed that it was very interesting to learn about local culture so that they could enhance their knowledge, and behaved socially.

The following are the detailed stages of the development of teaching materials:

1. Needs Analysis

The needs analysis as the first phase of the BIPA materials development was important as it analyzed the needs of both instructors and learners. The results the distributed questionnaire to BIPA learners showed that all of them agreed that the local cultures were embedded in the BIPA materials. When asked about the elements of local cultures that they need to learn, wedding ceremony/festival got highest rank, followed by traditional customs, costumes, housing, foods, dance, music, the traditional life of Kajang ethnic group, traditional festivals in Toraja, and traditional farming respectively.

The interviewed instructors asserted the following:

Adi (pseudonym), instructor 1

"I think introducing local cultures in our teaching materials is a good idea, because it can help the learners to easily connect the language with culture. It also helps them understanding the way people live surrounding them, which in turn, will help them easily communicate with local people."

Ana (pseudonym), instructor 2

"I know that BIPA learners are keen to get to know our local culture, because local culture can help them to get along with their neighbors, and share their culture as well. By understanding how their neighbors live, they can adjust themselves and behave properly"

Alfa (pseudonym), instructor 3

"I do agree to insert cultural materials in my teaching of BIPA, because even if it is not, the learners keep asking about it. They are really eager to know our cultures"

2. Design phase

In the design phase, the resources are very important. That is why during this phase, we collected as many resources available: printed books, brochures issued by tourism boards, cultural visit and tour, interviewing elders, and cultural leaders. This was done to suit to the topics chosen by learners in the questionnaire. The topics were then selected with the input from the instructors.

3. Development phase

In the development phase, the collection of topics resulting from questionnaire, and interview in the analysis phase followed by selection in the design phase were then assembled. In order that the assembling of materials was valid, it was essential to pursue

expert validation. Two experts validated the materials in terms of aspects, such as material, presentation, legibility, background-ethnic-religion-race-gender, and language. Both validators gave high score which means that the teaching materials was categorized good. Beside that, feedback was also obtained from both learners and instructors. Both these sides also gave score with flying colors. Feedback at this stage was used to revise the materials accordingly.

4. Implementation phase

The first step undertaken in this phase was training the instructors on how to deliver the BIPA course with culturally-embedded teaching materials. The training materials cover the course curriculum, the objectives, the contents, teaching methods, expected learning outcomes, and testing procedures. The instructors then experimented the materials. During the experiments, we obtained feedback from both instructors and learners by means of re-revising the materials where needed. In other words, second revision took place at this stage. This feedback was also useful in terms of the feasibility of the teaching materials. The feedback revealed that the constructed materials was feasible to be used as teaching materials for BIPA.

5. Evaluation phase

This phase is used to see whether the development of BIPA teaching materials succeed or not. The formative evaluation was done in each phase for the purpose of doing revision where needed. The constructed materials have undergone revision twice, the first being in the development phase, and the second being in the implementation phase. Some important questions needed to be forwarded during the process of evaluation, such as:

- Do learners like the materials?
- How advantageous the materials are in the eyes of the learners?
- To what extent do learners grasp the materials?
- To what extent do learners apply their local cultural knowledge in everyday life?
- How do the culturally-embedded materials contribute to learners' achievement in learning Indonesian?

From these questions, it revealed that during the implementation phase, the learners showed their enthusiasm and motivation in learning Indonesian with the insertion of local culture. All agreed that such materials were so beneficial for them as they can help them socialize themselves with their neighbors and other local people. From the observation, it was evident that the learners were easily grasp the content of the materials. Quick assessment from the instructors also showed that the learners were really engaged in with the materials given.

In terms of their application of their cultural knowledge, they commented as in the following:

Stuart (pseudonym), a BIPA learner from USA:

"After several meeting, I was not reluctant to say hello to my neighbors and other people I met. When there was a wedding party, I would come. I would dress properly, and provide gifts, or I came with the envelope of the invitation and put some money in it. That's other local people do. I do what it's supposed to do to respect the culture here"

Brendan (pseudonym), a BIPA learner from Australia:

"I live in a village in Takalar on purpose. I want to study more about Makassarese people and their language, beside Indonesian of course [most people in Takalar are Makassarese and they speak Makassarese]."

In terms of learners' achievement, it was evident that culturally-embedded teaching materials contributed significantly as none of the learners failed. The results of obligatory presentation that has to be done by each learner showed that lesson really learned through the attachment of cultures in the BIPA teaching materials.

CONCLUSION

This study revealed that it is important to embed the local culture in which included the pedagogical content knowledge in BIPA teaching materials. In designing the teaching materials, the researchers use the ADDIE model of research and development comprising analysis, design, development, implementation, and evaluation phase. Those phases are needed in designing the teaching materials since they are used as guideline to produce a good and feasible BIPA teaching materials. Many aspects are included in the teaching materials in order to fulfil the learners' needs. It is expected that the constructed BIPA teaching materials can support BIPA teaching and learning process at Language Center of Universitas Negeri Makassar in particular, and the teaching of BIPA in general.

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