

Indonesian Teaching Materials for Foreign Speakers (BIPA) Level B2 Integrated North Sumatra Culture Based on Book Creator

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Abstract: The purpose of teaching Indonesian for Foreign Speakers (BIPA) is to disseminate Indonesian, convey various information about Indonesia, including introducing Indonesian culture. Culturally charged teaching materials are one way to achieve this goal. In reality, the availability of teaching materials Indonesian for Foreign Speakers (BIPA), especially BIPA digital teaching materials, is low. For this reason, this study aims to produce BIPA teaching materials for beginners (B2) integrated with North Sumatra culture based on the book creator application. The research method used in this research is the R&D method with a 4-D development model. This research is limited to the development stage (develop). Based on the results of the study obtained (1) the results of material expert validation obtained a validity value of up to 85.4% and were included in the criteria of being valid and suitable for use for learning; (2) the validation results of design experts obtained a validity value of up to 85.6% and were included in the valid criteria and suitable for use for learning.

Keywords: BIPA B2, North Sumatra culture, book creator

1. Introduction

Indonesian for foreign speakers (BIPA) is an Indonesian learning specifically for foreign nationals whose first language or mother tongue is not Indonesian [1, 2]. This Indonesian learning program for foreign speakers has grown in popularity since the opening of free trade. This indicates that BIPA learning is still relatively new and continues to experience improvements in a better direction. The intensification of Indonesian learning for foreign speakers by the Language Development and Development Agency as the body that accommodates language learning began in the 2000's. It aims to internationalize Indonesian.

The current era of globalization is a great opportunity for Indonesian to play a role in the international arena. Indonesian as a language of unity and state language is very worthy of advancing to become an international language. Suparno stated that Indonesian has the opportunity to be used in the current global era. According to him, the reason is that Indonesian has become a modern language, especially as the language of science and technology; Indonesian already have a set of self-fittings that are ready to develop dynamically in accordance with the progress of a dynamic era; Indonesian attracted international attention [3].

The above is in line with the statement of the Minister of Education and Culture, Nadiem Makarim, that Indonesian deserves to be an international language, especially as a language of instruction within ASEAN because it Indonesian has advantages in terms of historical, legal, and linguistic aspects [4]. Furthermore, the Ministry of Education and Culture has also targeted that in 2045, Indonesian can become an official language of the United Nations. There are currently six official UN languages: English, French, Spanish, Russian, Mandarin and Arabic [5]. In this case, internationalization Indonesian is Indonesia's effort through the Language Development and Development Agency of the Ministry of Education and Culture to position itself in the international arena. Wiratno stated that the Indonesian for Foreign Speakers (BIPA) is one of the diplomatic tools that can be used by the Indonesian government in an effort to strengthen Indonesia's position in the world arena [6].

The noble ideals above are not necessarily realized without the power and efforts of various parties. Many aspects affect the achievement of the position. One of them is the need for an adjustment in the development of BIPA learning including references in the learner's book. Because, foreigners who study Indonesian have various purposes, such as study, politics, economics/ commerce, art-culture, or tourism. Indonesia is a country with extraordinary tourism potential that attracts many tourists or workers from abroad. A study from the *Money.co.uk* website disseminated by Forbes ranked Indonesia first as the most beautiful country in the world [7].

Language and culture are two inseparable things. Understanding language is essentially understanding culture. This is in line with Sapir's statement that one cannot understand a language without knowing its culture and conversely one cannot understand the culture of a society without understanding its language [8]. Therefore, BIPA learning is the right and potential vehicle to introduce Indonesia with all its cultural diversity and natural beauty to the international arena.

Anthropologists, Tomalin and Stempleski, divide culture into two, namely large culture and small culture. Big culture is a culture of achievement which includes history, geography, institutions, literature, art, music, and ways of life, while small culture is a culture of behavior that includes attitudes, beliefs, perceptions expressed in language and influenced by local culture. Furthermore, Suyitno explained that the development of cultural materials in BIPA learning is directed at introducing and enriching Indonesian cultural insights to foreign students so that they can use them as provisions in their daily lives in the midst of Indonesian society. The main cultural materials that need to be introduced to BIPA students are cultural behavior, cultural knowledge, and cultural objects [9].

BIPA learners, if they want to know Indonesia, must know Indonesia from Sabang to Merauke. Indonesia is not just Jakarta or Bali. North Sumatra is one of the provinces in the western part of Indonesia. The President of the Republic of Indonesia, Jokowi Dodo, once stated that North Sumatra is a miniature of Indonesia with its natural beauty, cultural beauty, traditional beauty, traditional beauty, ethnic diversity, and religious diversity. This means that North Sumatra has its own uniqueness compared to other provinces [10]. If you want to go to North Sumatra with a specific purpose, BIPA students must know and understand North Sumatran culture in order to be able to adapt well.

It has been mentioned above that the development of BIPA learning in it includes learning books. BIPA teaching materials books containing North Sumatran culture are still rarely found. For this reason, it is necessary to develop BIPA teaching materials containing North Sumatran culture so that learners who want to come to North Sumatra with their respective goals are able to get to know North Sumatra so that they do not experience culture shock while living in the midst of North Sumatran society. It is known that the BIPA program varies,

depending on the needs and goals of the learner. This effort is also one of the efforts to introduce North Sumatra to foreign learners.

There have been many studies examining the development of BIPA teaching materials. Some of them are Naufalia A., (2022) research and Utami & Rahmayati, (2022) have conducted research related to the development of Indonesian teaching materials for foreign speakers (BIPA) [11,12]. However, the development of A2 level BIPA teaching materials containing North Sumatran culture based on book creators does not yet exist.

Book creator is an attractive application designed to create books based on e modules. Book creators are said to be "attractive" because the tools (elements of facilities available) are not only in the form of writing and images, books, or ordinary reading, but can also insert audio and even video records [13]. Furthermore, it was revealed that the components and items in this book creator are very complete. Book creators have four domains that can support all aspects of language skills. The four domains include reading, writing, speaking and listening. This audio element or speaking domain is also a more value than the advantages of book creators because educators can explain images or diagrams in the book more easily so that they can be captured by students [14].

Based on the explanation described above, the author is interested in conducting research with the title *Indonesian Teaching Materials for Foreign Speakers (BIPA) Level B2 Integrated North Sumatran Culture Based on Book Creator*. With the hope, the use of digital teaching materials can be one solution, both for teachers and BIPA students, to answer the needs of changing times and current offline and online learning conditions.

2. Research Method

The research method used in developing this teaching material is R & D. Research method R&D (research and development) is a method used by a researcher to produce a product through the trial stage. This is in line with Hanafi's statement that R&D is a research method used to produce certain products and test the effectiveness of those methods [15]. In the case of educational research, the R&D method means the development of educational products by testing the effectiveness of these products so that later they can be useful for the world of education. Meanwhile, the model used in this study is a 4D model. Thiagarajan stated that the 4-D development model consists of define, design, develop, and disseminate [16]. In this study, the stages of teaching material development are limited to three stages illustrated in the chart below.

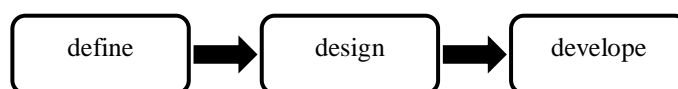


Figure 1 Stages of Development of BIPA B2 Teaching Materials

3. Results and Discussion

a. Teaching Material Needs Analysis (Define)

The process of analyzing the needs of BIPA teaching materials level A2 with North Sumatran cultural content was carried out through literature review, interviews, and observations. Based on interviews from various parties, especially BIPA teachers, the need for BIPA teaching materials is still high. Indeed, the government through the Language Development and

Development Agency of the Ministry of Education and Culture has issued BIPA books for general learners or for school children. BIPA teaching material books ranging from levels B1 to B7 can be accessed through the website provided by the government. However, BIPA teaching materials issued by the government are not enough to teach Indonesian for foreign speakers who want to learn Indonesian, especially students whose destination is to North Sumatra. This is in line with the statement of Hasanah, et al. who revealed the availability of BIPA teaching materials to date. It is very difficult to find BIPA books in bookstores [17]. The above is supported by the author's experience when teaching foreign students who want to work in North Sumatra. The availability of BIPA teaching materials, especially those containing North Sumatran culture, is very minimal. The author also made observations at several BIPA program organizing institutions. Limited teaching materials are also still a scourge. After observing the limitations of BIPA teaching materials, the author conducted a literature review to explore potential problems to be studied. After that, an analysis of the BIPA level II syllabus was carried out which was contained in Permendikbud Number 27 of 2017 [18]. The following are the learning outcomes for the second level of BIPA.

Tabel.1 Indonesia Learning Outcomes for Level II Foreign Speakers (BIPA)

PARAMETER DESCRIPTION OF SPECIFIC LEARNING OUTCOMES IN THE FIELD OF INDONESIAN FOR SPEAKERS OF FOREIGN LANGUAGES (BIPA) LEVEL II	
ATTITUDES AND VALUES	Build and shape human character and personality who. <ol style="list-style-type: none"> 1. Pious to God Almighty. 2. Have morals, sustainable life ethics and a good personality in completing their duties. 3. Play a role as a proud citizen who loves the country and supports world peace. 4. Able to work together and have high social sensitivity and concern for the community and its environment. 5. Respect the diversity of cultures, views, beliefs, and religions as well as the original opinions/inventions of others. 6. Uphold the rule of law and have the spirit to put the interests of the nation and the wider community first, and 7. Provide excellent service as measured by the level of satisfaction of the assignor.
EMPLOYABILITY SKILLS KNOWLEDGE MASTERED	Express feelings simply, describe the neighbourhood, and communicate daily and routine needs. Master the use of grammar and vocabulary in various types of texts taught which include. <ol style="list-style-type: none"> 1. Use of negation words. 2. Use of interrogative words. 3. Use of adjectives. 4. Use of repetition. 5. Use of comparisons. 6. Use of sentence types. 7. Use of conjunctions, prepositions, and adverbs. 8. Use of affixes. 9. Use of classifying words. 10. Use of interjections, and 11. Use of vocabulary related to a particular topic.

RIGHTS AND RESPONSIBILITIES	<p>Have the following rights and responsibilities.</p> <ol style="list-style-type: none"> 1. Responsible for the use of good and correct Indonesian language. 2. Have the right to obtain language learning in accordance with established standards.
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In addition to what is described above, the analysis conducted on the BIPA *Sahabatku Indonesia* Level B2 book published by the government has not been able to display the form of culture in North Sumatra. Cultural behavior, cultural objects, and cultural knowledge about North Sumatra do not exist at all. This is one of the things that underlies the development of this teaching material. In this case, needs analysis is the first step to conduct a development to find out the needs of learners, learners, as well as institutions in learning targeted languages [19].

b. Teaching Material Design

The design of BIPA teaching materials is carried out in the following stages.

- 1) Set learning goals or learning outcomes in each unit that contains four language skills (listening, speaking, reading, and writing).
- 2) The teaching materials compiled consist of ten units containing the culture of eight ethnic North Sumatrans.
- 3) Selection and determination of the cultural form of North Sumatra that will be integrated in each unit.
- 4) Collection of illustrations used in each unit of teaching materials.
- 5) Preparation of teaching materials that are adjusted to the objectives and illustrations set in the word application first.
- 6) Finalize the preparation of material in the book creator application.

Here is the cover design and table of contents of the book developed in the book creator application.



Figure 2 Cover design of BIPA B2 teaching materials containing North Sumatran culture in the book creator application



Figure 3 Table of contents design in book creator application



Figure 4 Material design in the book creator application

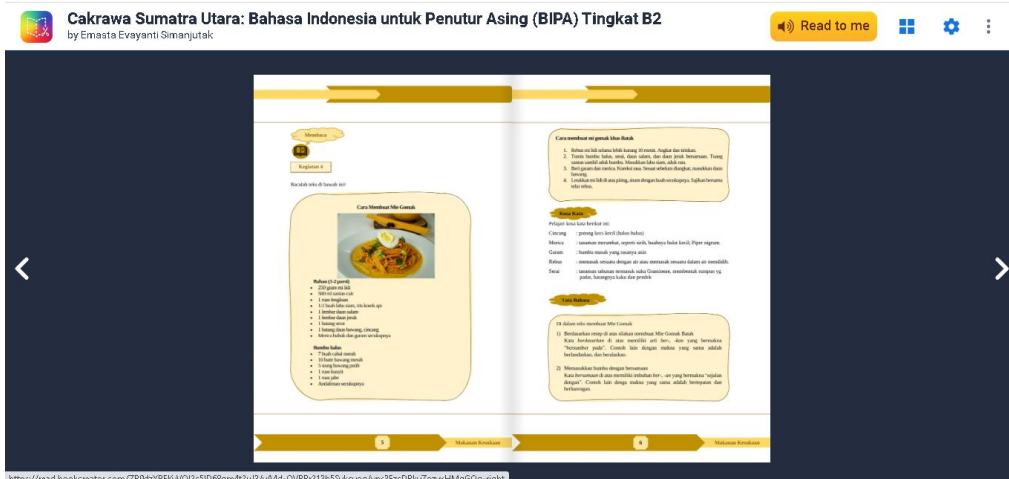


Figure 5 Material design in the book creator application



Figure 6 Access QR code file of teaching materials developed

c. Validation Test (Develope)

Teaching materials that have been compiled above are validated by material experts and media experts. The following are outlined the results of material and media expert validation.

1) Material Expert Validation

The aspects or variables used in validating the teaching materials that have been prepared are content feasibility, language feasibility, presentation feasibility, and contextual feasibility, and North Sumatran cultural integration. This material expert validation aims to see the feasibility of the material to be used as Indonesian teaching materials for B2 level foreign speakers (BIPA). For this reason, the following are described the results of expert validation of the material carried out twice.

Table 2 Material Expert Validation

Variable	%	Category
Eligibility of contents	82	quite valid
Language eligibility	86	valid
Feasibility of presentation	87	valid
Contextual assessment	86	valid
Integration of cultural forms	86	valid
Average	85.4	valid

Based on the data in Table 1 above, it is found that the average value of material expert validation is 85.4% in the valid category. That is, the teaching materials used are suitable to be used as teaching materials for foreign learners. It is known that the feasibility of 82% of the contents in the category is quite valid, language feasibility is 86%, the feasibility of study is 87%, contextual assessment is 86%, and the integration of North Sumatran cultural forms is 86% with valid theories. The categorization of the material validation assessment is based on the category of validity level put forward by the expert [20].

2) Media Expert Validation

After the material test was carried out, the compiled teaching materials were validated by media experts. The variables used to validate teaching materials Indonesian for foreign conformity (BIPA) level B2 are the size of teaching materials, the design of teaching materials, the selection of illustrations, and the design of material content.

Table 3 Media Expert Validation

Variable	%	Category
Size of teaching materials	86	valid
Teaching material design	85	quite valid
Illustration selection	86	valid
Material content design	85.5	valid
Average	85.6	valid

From the data of Table 2 above, it is known that the average validation value of each category is 85.6 percent. Based on the theory stated by Akbar, the average value is declared valid. That is, the compiled teaching materials are feasible. It is known that the value of the size of teaching materials is 86%, the selection of illustrations is 86%, and the design of the content of the material is 85.5%. All three variables are on valid criteria. Demikian also with the design of teaching materials is on the criteria of being quite valid with 85%.

3) Product Revisions

At the material and media expert validation stage, there are several inputs given in the first validation. The following are inputs given by experts so that the teaching materials are arranged more perfectly and worthy of use.

- a) The reading text material selected in some units is too high for B2 level learners.
- b) Improper spelling use and ineffective sentences are still found in unit 3, unit 9, and unit 10.
- c) Selection of cultural forms to suit the theme.
- d) The font size used is too small in some units.
- e) Illustrations to match the theme of each unit.

4. Conclusion

The teaching materials for Indonesian for foreign speakers (BIPA) level B2 by integrating North Sumatran culture are in the form of electronic books in the form of book creators. This teaching material can be used for offline or online learning. The limited availability of teaching materials for foreign speakers is the basis for the development of BIPA teaching materials at the B2 level. This teaching material can be used as a companion or main teaching material in the classroom by foreign learners. This teaching material is arranged in ten units by integrating the cultural form of North Sumatra.

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