Development of BIPA Teaching Materials Level A1 Charged with North Sumatra Culture Based on the Canva Application

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Abstract: The aim of teaching Indonesian to foreign speakers (BIPA) is to disseminate Indonesian, convey various information about Indonesia, and 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 (A1) charged with North Sumatra culture based on the Canva application. The research method used in this research is the R&D method with a 4-D development model. The 4-D development model consists of defining, designing, developing, and disseminating. This research is limited to the development stage. Based on the results of the study obtained (1) the results of material expert validation obtained a validity value of up to 82.5% 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 85.5% and were included in the valid criteria and suitable for use for learning; (3) the practitioner's response was obtained a value of 83.33% and was declared worthy and accepted as teaching material.

Keywords: BIPA beginners, culture, Canva

1. Introduction

The development and involvement of technology and digital media in the world of education are not new. Technology has penetrated the world of education at least a decade ago. The development of this technology makes it easy to prepare learning tools, ranging from teaching materials, learning media, and evaluation media. It's just that the use of technology in the world of education has not been fully carried out by all teachers in Indonesia.

Especially BIPA, the learning media is not yet widely available. This is different from ESL (English as a second language) whose learning media is already widely available on various websites. BIPA teachers are required to be creative and active in making learning media related to teaching materials [1]. This is strongly influenced by the development of the Indonesian for Foreign Speakers (BIPA) in Indonesia and abroad from year to year which is increasing. It is proven that the Language Development and Development Agency annually selects prospective BIPA teaching staff to be placed abroad [2].

The darmasiswa.kemdiknas.go.id page outlines data that the interest of foreign students participating in student programs is increasing. The number of learners in 2017/2018

reached 710 out of 85 countries. The increase continues to occur as reflected in the data on the BPKLN of the Ministry of Education and Culture. Until 2013, the total number of foreign students who participated in the darmasiswa was in 1974. The increase in the number of enthusiasts must certainly be balanced with an increase in the quality of BIPA teaching [3].

The digitizing BIPA program will be more efficient because we can share BIPA learning with a wider audience. The digitization of the BIPA program continues to synergize in universities, BIPA organizing institutions, as well as student programs that are routinely held every year, internationalization Indonesian is more open [4]. This is part of the implementation the Law of Republic Indonesia Number 24 Year 2009 Article 44 which mandates lofty ideals, improving the function of the Indonesian into an international language. Therefore, the digitization of the BIPA program is an effort that can help the implementation of internationalization and how to make Indonesian.

Unexpected obstacles only arise for BIPA teachers when joyful learning cannot be implemented. Also, the low availability of BIPA teaching materials that match the level of ability and goals of foreign students. Foreign students studying Indonesian in the Unimed Indonesian Education Study Program, for example, experience obstacles in learning Indonesian. One of these obstacles is the unavailability of teaching materials that are truly contextual to the culture of North Sumatra.

The above reality requires BIPA teachers to actively find out and adapt quickly to circumstances and changes in learning modes. In face-to-face learning, BIPA teachers are always looking for ideas and creating teaching materials that are easy to make, easy to use, and easy to get. However, when learning turned to online mode, BIPA teachers could no longer take advantage of print teaching media. BIPA teachers are required to be able to take advantage of technology and make teaching media digital-free or easy to use and easily accessible.

BIPA-organizing universities and BIPA institutions must not give up on this stagnation. The preparation of media and BIPA teaching materials in digital form must be a priority so that foreign students can still follow the learning well. There are many types of digital media for active, creative, and interesting learning that can be used in the process of developing BIPA teaching materials. One of them is Canva digital media.

The Canva application is an online design program that provides a variety of tools, such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on that are available in the Canva application [5]. The types of presentations on Canva, such as creative presentations, education, business, advertising, technology, and so on. Furthermore, this Canva application has advantages, namely having a variety of attractive designs, being able to increase the creativity of teachers and students in designing learning media because of the many features that have been provided, saving time in practical learning media, and not having to use a laptop, but can be done through a device in designing [6].

This is also reinforced by previous studies. In his research, Junaedi (2021: 88) concluded that the use of the Canva application as an online media has succeeded in increasing students' creativity skills and is also very helpful for students in doing assignments because this application provides a variety of easy choices to do in English for information communication and technology courses. This can be proven by the increase in the percentage of learning motivation scores, learning outcomes, and student creativity in each cycle. Also, the results of the research of Tanjunga and Faiza (2019) stated that the application of Canva was declared valid and practical to be applied in improving learning. This can be seen from the calculation of the validity, reliability, and practicality test of the media. The Canva application can also be implemented in other subjects because it has also been tested for the validity of the media given

to teachers of other subjects, namely the air conditioning installation system at SMK Negeri 3 Pariaman.

Based on the presentations described above, the teaching materials compiled are expected to be used as teaching materials for BIPA level 1 learner. Through the use of these developed teaching materials, the Indonesian language skills of foreign speakers, especially the beginner level of A1, can be improved. In addition, foreign speakers can also increase their knowledge of Indonesian culture, especially North Sumatra culture.

2. Research Methods

The research method used in this research is research and development (R&D). R&D research is a research method used to produce a particular product and test its effectiveness of the product [7]. Meanwhile, the development model used in this study is the 4-D development model. Thiagarajan states that the 4-D development model consists of defining, designing, developing, and disseminating [8].

Not all stages are carried out by researchers. This research is designed with the stages of extracting potentials and problems, collecting related data, making teaching material designs, developing teaching materials, and revising designs. The researcher chose the research method because the ultimate goal of this study was to develop teaching materials Indonesian for foreign speakers (BIPA) level A1 based on the Canva application based on needs analysis. The stages implemented in this study can be described in the chart below.

Define → Design → Develope

Fig. 1. Research steps

3. Results and Discussion

3.1 Analysis of Potentials and Problems

The analysis of the need for entry-level BIPA teaching materials is the initial stage of this research. Exploring potentials and problems begins with conducting learning observations in the darmasiswa student class of BIPA Medan State University who study at the Indonesian Language and Literature Education Study Program. Furthermore, the interview was carried out to strengthen the potential problems of developing BIPA teaching materials at Medan State University. In addition to carrying out observations and interviews, the analysis of the need for BIPA teaching materials was carried out with a literature review to explore the potential problems to be studied.

Analysis of potentials and problems is the foundation in the process of developing teaching materials. This is in line with the opinion of Prasetiyo; Ningsih, Rasyid, & Muliastuti; Utami & Rahmawati who said that needs analysis is the first step and crucial step to make a development to find out the needs of learners, lecturer, and institutions in learning the target language [9] [10] [11]. For this reason, the process of capturing data in the development of BIPA teaching materials is carried out by interviewing BIPA teachers. The interview was conducted with BIPA lecturer in the Indonesian Language and Literature Education Study Program, Unimed, namely Diah Eka Sari, M.Pd..

The results of interviews conducted with BIPA teachers regarding the limitations and availability of BIPA teaching materials, especially teaching materials containing local wisdom in North Sumatra, became the basis for the development of entry-level BIPA teaching materials charged with North Sumatran culture. The principle of BIPA learning is to equip BIPA teachers to be able to speak Indonesian according to their situation and conditions and introduce Indonesian culture so that they can foster a positive and appreciative attitude of BIPA students towards Indonesian culture [12]. In fact, from the results of the interview, it is known that so far BIPA learning has only used Sahabatku teaching materials published by the Center for Strategy Development and Language Diplomacy of the Language Development and Development Agency of the Ministry of Education and Culture.

3.2 Data Collection

The next stage that is carried out after the analysis of potential problems is data collection. Data collection was carried out in the form of (1) identification of graduation standards for BIPA learners at the A1 level; (2) literature reviews sourced from books, journal articles, and proceedings carried out to capture language skills data; (3) examine aspects of North Sumatran culture that are integrated with the language aspects of the teaching materials developed. In the poses of developing language skills materials, the form of evaluation, grammar, and culture developed refers to the BIPA level A1 graduate competence standards (SKL). Collect data in the process of developing teaching materials, this is done with listening and recording techniques.

3.3 Product Design

The products developed are teaching materials in the form of videos and pdf pocketbooks intended for entry-level BIPA learners, especially A1 learners. This teaching material can be used as the main teaching material or companion, both in offline and online classes. After the author obtains the results of the needs analysis, in the next stage the author adjusts the needs of BIPA learners with the SKL described below.

1) This teaching material is developed based on the competency standards of the entry-level BIPA program (A1).
2) The teaching materials were developed to consist of eight units.
3) The teaching materials contain four language skills, namely listening, speaking, reading, and writing.
4) North Sumatran culture is integrated with each unit.
5) Teaching materials are developed with the Canva application so that the teaching materials developed are more contextual and interactive.

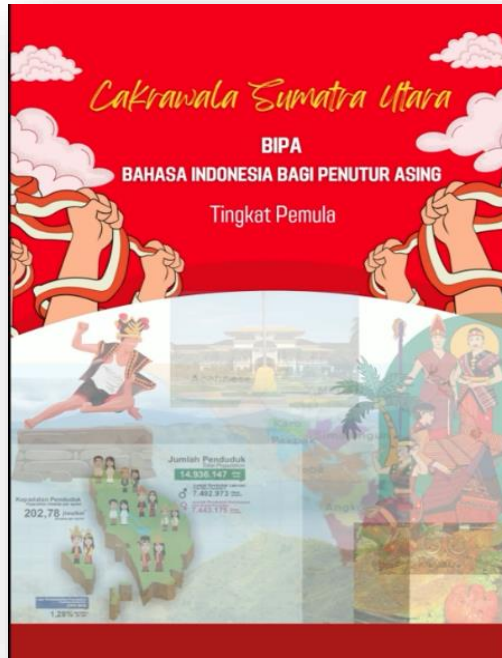The following is a look at the cover and content of the developed teaching materials.

Fig. 2. Developed BIPA teaching material cover

Fig. 3. Display of the contents of the developed BIPA teaching

3.4 Validation of Teaching Materials

Validation of teaching materials is carried out after the design of teaching materials is completed with the aim of seeing whether the designed teaching materials can be used with valid criteria. Validation of teaching materials is carried out by two experts, namely BIPA material experts and media experts. The validator of bipa material expert is Prof. Dr. Khairil

Ansari, M.Pd.. The validator of the media expert is Adek Cerah Kurnia Azis, S.Pd., M.Pd.. The validation results of material experts and media experts can be seen in Table 1 and Table 2 below.

Table 1. Material Expert Validation

Variable	%	Category
Eligibility of contents	78	valid
Language eligibility	85	valid
Feasibility of presentation	83	valid
Contextual assessment	83	valid
Average	82.5	valid

Table 2. Media Expert Validation

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

Based on the data in Table 1 and Table 2 above, the validation values of material experts and media experts can be known. The average validation rate of material experts is 82.5%. This indicates that the teaching materials developed are valid based on the material assessment criteria. The average validation result of media experts is 85.5%. This value indicates that the teaching materials developed are valid according to the media assessment criteria. Furthermore, after the teaching materials are developed by material and media expert validators, the teaching materials are assessed by the BIPA teacher.

From Table 1, the content feasibility value was obtained at 78%, language feasibility at 85%, presentation feasibility at 83%, and contextual assessment at 83%. Each of the study variables is in a valid category. The important points must be considered in considering the language used in teaching materials. The four things are (1) the learner's language skills, (2) language rules, (3) word choice, and (4) readability. The linguistic aspects developed in the teaching materials are adjusted to the language skills of A1-level learners.

In Table 2, the average value of the graphic of the developed teaching materials is 85.5% with valid categories. The graphic aspect has a function to (1) generate interest and motivation, (2) attract and direct attention, (3) help learners understand concepts and materials that are difficult to explain by words, (4) help learners who are slow to read, and (5) help remember longer [13]. The teaching materials developed are expected to increase the interest in learning BIPA learners in Indonesian.

3.5 BIPA Teacher Assessment Results

The assessment of BIPA teachers (practitioners) on entry-level BIPA teaching materials charged with North Sumatra culture based on the Canva application was carried out by Burhan Sidik, S.S., M.Pd.. He is a lecturer at BIPA Balai Bahasa Universitas Pendidikan Indonesia. The assessment of teaching materials is carried out to obtain information that can improve the quality of the products developed. The results of the assessment conducted by BIPA learners were

83.33% with excellent categories. The results of the BIPA teacher's assessment of the developed teaching materials are described below.

Table 3. BIPA Teacher (Practitioner) Assessment Results

Variable	Score	Category
The material presented in the teaching materials is following KI, KD, learning indicators, and learning objectives	4	excellent
Teaching materials used to support to present the material	3	good
The material presented is precise, clear, and easy for students to understand	4	excellent
The language used is able to describe examples clearly and in accordance with the emotional maturity of students.	3	good
Clarity of targets of teaching materials with learning	3	good
Accuracy of language selection in deciphering the material	3	good
Clarity of the image in deciphering the material	4	excellent
Interactivity of Canva-based teaching materials	3	good
Material display and exercises	3	good
Accuracy of exercises with competence	3	good
The balance between exercise and matter	3	good
The level of understanding of the material	3	good
Systematics of material presentation	3	good
Accuracy of teaching material design and its relation to the material	4	excellent
Accuracy of the use of writing in the media	4	excellent
Average	83.33 %	excellent

3.6 Product Revisions

In the validation process of material experts, media experts, and BIPA teacher assessments, there are several revisions from BIPA experts and teacher. Product revisions are carried out so that the teaching materials produced are better and easier to understand by BIPA learners. The activity carried out by the author is to make improvements in accordance with the suggestions of the validators. The following is concluded by the results of product revisions from BIPA experts and teacher.
a. The articulation of listening skills is clarified.
b. The grammatical aspects in unit 1 are adapted to the learning objectives.
c. The cultural aspects of unit 4 are focused on one ethnicity in North Sumatra.

4. Conclusion

This teaching material Indonesian for beginner-level foreign speakers charged with North Sumatra culture was developed in video and pdf formats. In the process of developing these teaching materials, it is known that these teaching materials are indispensable. The teaching materials developed can be used as companion teaching materials or maint in addition to teaching materials published by the Center for Strategy Development and Language Diplomacy of the Language Development and Development Agency of the Ministry of Education and Culture. In addition, the development of entry-level BIPA teaching materials charged with North Sumatran culture can be a medium for introducing North Sumatra culture for foreign speakers. This means that through this teaching material, BIPA learners can get to know and learn the culture of North Sumatra through language learning.

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