Implementation of the Interactive e-Book Model as an Optimization of BIPA Learning in Indonesia in an Effort to Increase the Independence of Foreign Students

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Abstract. This research is motivated by the scarcity of Indonesian textbooks for foreign speakers. The amount of interest of foreign nations to learn Indonesian is still constrained by the lack of available BIPA (TISOL) teaching books. The limitations of this textbook are important problems that are often faced by teachers in BIPA learning activities. Therefore, the development of BIPA teaching books is very much needed. The problem studied in this study in general is to develop a culture-based e-book for foreign students in Indonesia. This research method is research and development with 4 stages of research, namely (1) preliminary or exploratory study, (2) prototype development stage, (3) prototype testing phase, and (4) product dissemination. This study uses three data collection techniques, namely observation, interviews, and questionnaires to obtain data on e-book development needs and assessment of e-book prototypes. The results of this study found that foreign students felt helped by the e-book in learning Indonesian and Indonesian culture through listening materials. This research also contributes to Indonesian language teachers and students for Foreign Speakers.

Keywords: Interactive, E-book, BIPA, TISOL, listening skill.

1. INTRODUCTION

In nature, TISOL (Teaching Indonesia to Speakers of Other Language) learning needs to pay attention from planning, process, to evaluation, as well as teaching materials, media, and methods used and one of the important things is teaching materials. The selection must be able to provide a foreign speaker description of the environmental, social, cultural, and customs conditions of the Indonesian people so that it will bring foreign speakers more interested and faster in learning Indonesian. In addition, the right and interesting teaching materials can influence the success of foreign speakers to achieve the goal in learning Indonesian. This is in accordance with the existing study [1]. TISOL learning in Indonesia is currently experiencing rapid development. On its website, the 2016/2017 Darmasiswa Program received the 638 foreign students studying TISOL with more than 90 countries (http://darmasiswa.kemdikbud.go.id). This shows that Indonesian language is very interested by other countries and also the culture of the Indonesian nation. This is also reflected in the existing TISOL program held in several universities in Indonesia [2].

In his studyrevealed that not all TISOL books present material or information about the socio-cultural aspects of Indonesian society. This was evident from the 43 titles of TISOL books that were observed, it turned out that only 24 pieces of material presented on the socio-cultural aspects of the Indonesian people or 56%. The remaining 19 titles or 44% did not present the material. In line with the analysis of TISOL teaching materials, TISOL *Lentera Indonesia* textbooks from the Book Center that the exercises in the book could not train foreign speakers' communication because the integration of speaking skills and listening skills was limited to understanding exercises [3]. In addition, all introductory exercises were presented using English.

The need for Indonesian language learning for foreign speakers is very rapid but until now there is no standard curriculum and textbooks. In addition, TISOL's textbooks are widely used in isolation with cultural recognition. The weakness of separate textbooks with cultural content is that teachers need time to introduce culture [4]. Obstacles in the field also occur when students visit the sights or other historical places, they do not understand the explanation of the tourism companion. They tend to be passive and unable to communicate actively when tourism visits are due to lack of knowledge of vocabulary and cultural knowledge.

From all available research, teaching material development research is needed because every TISOL student has communication problems that must be solved with the right learning. Learning language skills and cultural recognition is given a bigger portion because it greatly affects the progress of TISOL students in communicating everyday. TISOL students can communicate in context when they understand customs in this case the local culture in an area. Regional culture not only refers to traditional dance or clothing but includes habits, gestures, manners, unwritten rules about opposite sex relationships and much more. For this reason this research is done as an effort to reduce the cultural shock of TISOL students and improve their ability to communicate confidently.

2. RESEARCH METHOD

The approach used in the study is descriptive qualitative. Qualitative research was conducted to describe this research is an implementation research. That aims to apply the development model of culture-rich interactive e-books for students of TISOL students in Indonesia. So, this research was used to design new products or modify existing products equipped with procedures for their use (Sugiono, 2008). Prior to mass use by users, the product developed must go through a series of tests and revisions to achieve the expected effectiveness.. The stages of research are through four stages of research, namely (1) preliminary study or exploration, (2) prototype development stage, (3) prototype testing phase, and (4) product dissemination or implementation [5].

3. RESULTS AND DISCUSSION

E-book is very important existence in nowadays. It is used as a means to develop the scope and knowledge is no exception knowledge in the field of Teaching Indonesian for Speakers of Other Language (TISOL). It is also very important to be implemented in order to improve the competitiveness of Indonesia in the international world. TISOL Program is a form of soft Indonesian diplomacy in the international arena. If competing in the technology field, Indonesia will not be able to compete with developed countries, such as America, Germany, Japan, and others. But with its diverse cultural richness, Indonesia is able to compete and become a cultural reference in the world. Therefore, in order to get closer to foreigners with

Indonesian culture it should be given in an interactive TISOL textbook or e-book. The results of this study are expected to contribute in the development of learning TISOL impact on the world of culture-based tourism that will affect the people of Indonesia in terms of economy. In the development of culture, this research is expected to be a milestone in the preservation of Indonesian culture because many learn and develop it.

The purpose of this study is to develop an interactive, cultural-based e-book for foreign students in Indonesia. The specific purpose is to describe the current condition of e-books in TISOL institutions in Indonesia, exploring the need for e-book development that is integrated with cultural understanding for TISOL students at TISOL institutions in Indonesia, and the implementation of culture-based e-books that can be used TISOL teaching at TISOL institution in Indonesia. In addition, with the existence of an e-book in TISOL learning, it will be easier for foreign students to learn Indonesian and facilitate them in communication when acting in everyday need [6].

The research relevant to this study had been conducted by the research team in the last three years. In 2015 the research team conducted a study entitled "The Development of Teaching Materials Based Culture of Indonesia in the Mass Media for TISOL Program in Sebelas Maret University" [7]. This research produces TISOL teaching materials that are culturally textualized from the mass media, both printed and online. In general, foreign students are interested in this teaching material because the medium comes from text or reading that every day enjoyed, the news in the mass media. The weakness of this teaching material is the number of regional terms that emerged from the mass media. Other weakness is less varied with respect to the type of text available. Therefore, TISOL teachers still have to create a more varied text so that the competing students will be familiar with the various types of texts available in the Indonesian language.

The new thing in the study of e-books for TISOL is the integration of regional culture in TISOL textbooks in the form of e-books with a scientific-thematic approach. This is done because during several times the research of innovative learning model can directly improve the process and learning outcomes [8]. The textbooks used as the object of this study are also focused on middle-level foreign students. This selection is based on the assumption that foreign students studying Indonesian are preceded by their interest in Indonesian culture. Therefore, the introduction of culture in Indonesia is very appropriate at the middle level in learning TISOL.

Based on the results of research and studies of TISOL that researchers have done then related to the development of teaching materials based on local culture through e-books in learning TISOL in Indonesia needs to be conducted. In addition to the above, the presence of this study is also expected to improve the competitiveness of Indonesian language and culture in the world cultural level. In the TISOL program, in general foreigners learn Indonesian because they are interested in Indonesian culture so that utilizing Indonesian culture in teaching materials will greatly help them recognize Indonesian language and culture together. Below is an e-book design drawing used in the lesson.

4. CONCLUSSIONS

The development of e-book-based teaching materials in the effort to facilitate the communication of foreign students who study in Indonesia is very necessary because every TISOL student has communication constraints that must be solved with the right learning. Learning language skills and cultural recognition is given a bigger portion because it greatly affects the progress of TISOL students in communicating every day. TISOL students can

communicate in context as they understand the customs in this local culture that exist in an area. Regional culture not only refers to traditional dance or clothing but includes habits, gestures, manners, unwritten rules about opposite sex relationships and much more. For this reason, this research was conducted in an effort to reduce the culture shock of TISOL students and improve communication skills.

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