Tailored Teaching Resources for Indonesian Language for Foreign Speakers based on Betawi Local Wisdom through Multimedia Interactive for Beginner Level

Khaerunnisa[1], Liliana Muliastuti[2], Zainal Rafli[3], Halimah[4]*

[1]Faculty of Education, Muhammadiyah University Jakarta, South Tangerang 15419, Indonesia, [2]Jakarta State University, Jakarta 13320, Indonesia, [3]Study program of Applied Linguistics, Postgraduate Program, Jakarta State University, Jakarta 13320, Indonesia, [4]Study Program of English, Teacher Training and Education Faculty, Suryakancana University, Cianjur 43261, Indonesia. *Corresponding Author's Email: halimahhalimah639@gmail.com

Abstract

This study aims to develop teaching materials for foreign speakers (BIPA) containing Betawi culture through interactive multimedia. The study used a research and development by adopted the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) which employed quantitative method. The participants of this study were three devoted BIPA teachers and a group of fifteen passionate BIPA students took part in the study. In this study, a non-test approach was utilized through the distribution of a comprehensive questionnaire employing a five-point Likert scale and was analyzed statistically by finding the mean scores. The instructional material model developed in this study comprises 12 components; 1) Cover, 2) Scope of Competency, 3) Pre-Reading, 4) Material Content (Units 1–7). Each unit has a menu display that includes the following items: a) Learning Objectives, b) Pre-Activities, c) Listening, d) Speaking, e) Reading, f) Writing, g) Grammar, and h) Portrait of Indonesia. Each skill also includes exercises and study directions. The developed basic level BIPA teaching materials containing Betawi culture through interactive multimedia aids BIPA learning in learning Indonesian and achieves the main purpose of BIPA learning, namely diplomacy of Indonesian language and culture. The analysis of the data revealed that both the media and material experts accorded an exceptionally positive appraisal to the developed teaching materials. Their evaluation showcased a unanimous consensus, highlighting the high quality and effectiveness of the educational resources.

Keywords: BIPA, Betawi culture, Developing, Teaching material.

Introduction

Materials serve as the backbone of language learning, providing the structure, guidance, and resources essential to effective teaching. In the field of learning of Indonesian, customized materials play an important role in providing a comprehensive learning experience for foreign language learners. These materials not only introduce vocabulary and grammar, but also introduce learners to cultural nuances, idiomatic expressions, and practical uses of the language. They act as a bridge, facilitating understanding, increasing confidence, and ultimately enabling learners to truly participate in conversations, understand texts, and navigate real-life situations in Indonesian. The importance of well-designed learning materials cannot be overstated, as they act as a compass for learners, guiding them towards language proficiency and cultural understanding. This research paper aims to unpack the appropriateness of teaching material incorporating Betawi culture in the form of interactive multimedia focusing on Bahasa Indonesian for Foreign Speakers (BIPA).

On point of view, Indonesian for Foreign Speakers (BIPA) is a language learning application designed to teach Indonesian to non-Indonesian speakers, is gaining popularity on a global scale (1). BIPA is in high demand not just in the ASEAN region, but also in Asia and Australia. It has also been developed into a course at several European universities, including one in Finland. Discussing about BIPA, researchers (2, 3) explained that the BIPA program has two goals: to introduce foreign

nationals to the Indonesian language and to introduce them to Indonesian culture. The goal of the BIPA program, as an Indonesian language recognition tool, is for international learners to be able to communicate effectively by learning Indonesian. Students must study four language competencies that cannot be separated in order to master Indonesian effectively and appropriately. Those competences are listening, reading, speaking, and writing.

However, based on the initial interview, it was discovered that students had troubles in learning Indonesian, particularly the difficulty in understanding long words, and as a result, they frequently encountered misconceptions in both communication and learning. Consequently, they did not use Indonesian for their communication and their exam scores were low. This difficulty was caused by several factors, including: 1) some students have not studied Indonesian in their country, so they were lack of the skills to learn Indonesian; 2) when they arrived in Indonesia, they have not taken the UKBI test, so it was hard to know their Indonesian speaking proficiency level; and 3) when they were studying Indonesian in the BIPA Program, the students did not get sufficient examples on how to pronounce Indonesian words correctly. Accordingly, they did not know the correct pronunciation as well as the intonation, especially in extended sentences. The findings of these interviews served as the foundation of this study in developing of BIPA teaching materials.

Aside from internationalizing Indonesian and psychologically preparing foreign students to study Indonesian, teaching Indonesian culture is an important aspect of BIPA learning. It is in line with (4) who stated that recognizing a positive picture of Indonesian culture on a global scale can be accomplished by spreading the use of Indonesian to other countries, both in Indonesia and in abroad. Based on that explanation, Betawi culture was selected to be inserted in the BIPA teaching materials. According to study (5) Betawi tribe is the original population of Jakarta. It is supported by study (6) who stated that the Betawi tribe is the result of inter-ethnic and national marriages in the past that previously lived in Jakarta, such as Javanese, Sundanese, Arabic, Makassarese,

Malay, Indian, Bugis, Ambonese and Chinese. In addition, (7) explained that the indigenous Betawi community in Jakarta is increasingly experiencing a shift to the outskirts of Jakarta due to the development of the city of Jakarta, which is known as a metropolitan city. According to study (8), the Betawi tribe has various kinds of arts, including Ondel-Ondel, Gambang Kromong, Betawi batik, Betawi people even have typical Betawi foods such as Mayang shawls, Jengkol stew, Betawi soto, and vegetable ketupat. The Betawi cultural elements used as basic level BIPA teaching materials are the kinship system and the arts. The kinship system has, for example, relationships with ancestors and relatives which are key relationships in the social structure. Meanwhile, the element of art is an element of culture that involves creative activities in expressing beauty, truth and goodness.

The developed teaching material is presented in a form of multimedia. As it is stated by the study (9, 10) that printed books are no longer in demand in today's technology era. Furthermore, it is noted by research (11) that employing printed teaching materials is less pleasant and has the disadvantage of being readily damaged and, worse, lost. Based on these argumentations, teachers must be able to produce engaging textbooks (12). Interactive multimedia can be used to enhance technology-based instructional resources.

Materials and methods

This section frameworks method and approach, the design, the study participants, data collection tools, and data analysis for the study.

Study methods and approaches

This study used research and development design by adopted the ADDIE model. It systematically moved through the five stages- Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a concept in developing a learning product. This model was developed with the concept of student-centered, innovative, authentic, and inspiring (Branch, 2009) as cited in (13).

The study participants

Three devoted BIPA teachers and a group of fifteen passionate BIPA students took part in the

study. Those teachers, who were experienced in teaching Indonesian to non-native speakers, contributed a variety of perspectives and pedagogical competence to the study. Their invaluable experience considerably aided the study's findings. The cohort of fifteen BIPA students, all keen learners of the Indonesian language, enriched the research by providing a range of perspectives, experiences, and learning styles. Their active participation not only enriched the study, but also gave critical feedback and views needed to assess the success of the instructional approaches or treatments under consideration.

Data collection tools

In this study, a non-test approach was utilized through the distribution of a comprehensive questionnaire employing a five-point Likert scale. This methodology allowed for the collection of nuanced and detailed responses from the participants, including the three BIPA teachers and fifteen BIPA students. The questionnaire, structured with a five-point scale, enabled the participants to express their opinions, preferences, and perceptions regarding various aspects of the study comprehensively. According to report (14, 15) by adopting the research of Maryuliana *et al.* (16), the non-test method offered a flexible yet structured means to gather valuable qualitative data, providing insights into the participants' perspectives, experiences, and feedback regarding the subject matter under investigation.

Data analysis for the study

The collected data were analyzed statistically by finding the mean scores.

Results

The Basic Level BIPA teaching material model featuring Betawai culture was created by merging the components required for generating teaching materials, teaching material concepts, and teaching material development techniques. The instructional material model developed in this study comprises 12 components adopted from Tomlinson in 2013 (17); 1) Cover, 2) Scope of Competency, 3) Pre-Reading, 4) Material Content (Units 1–7). Each unit has a menu display that includes the following items: a) Learning Objectives, b) Pre-Activities, c) Listening, d) Speaking, e) Reading, f) Writing, g) Grammar, and h) Portrait of Indonesia. Each skill also includes exercises and study directions.

The developed teaching materials were subsequently translated into teaching materials in the form of online applications by integrating diverse media, resulting in multimedia teaching materials. Finally, experts conducted a feasibility test of the teaching material model to determine the viability of teaching materials. Feasibility testing was carried out by conducting validation testing of teaching material products developed which was done by material expert and media experts. The material expert assessed the content of the material in a research tool which consists of four indicators, namely: suitability of the content, language, physical quality of teaching materials, and presentation. Meanwhile, media expert assessed based on three indicators, namely general appearance, special appearance and technical quality used eight indicators, namely Content Quality, Learning Goal Alignment, Feedback and Adaptation, Motivation, Presentation Design, Interaction Usability, Accessibility, and Standards Compliance.

Material expert feasibility test on basic level of Indonesian language for foreign speakers teaching material containing Betawi culture through interactive media

The finding derived from the evaluation conducted by material expert is encapsulated in Figure 1.

The tabulated outcomes stemming from the material expert evaluation, as illustrated in the presented figure, unequivocally position the developed teaching materials within the "very good" category. This classification distinctly signifies that the meticulously crafted materials aptly fulfill the requisites for substantive implementation with students. The categorical placement within the "very good" tier attests to the materials' substantial quality and suitability for subsequent testing and application in an educational setting.

Content appropriateness
Looking at the indicators, the appropriateness of the content obtained an average value of 5.00 or

100%. This indicates that the material validator has a very good rating on this indicator. In other words, the teaching materials are of very good quality for Indonesian Language for Foreigner Speakers students, have appropriate examples for BIPA students, and have relevance between the practice questions and the objectives of learning.
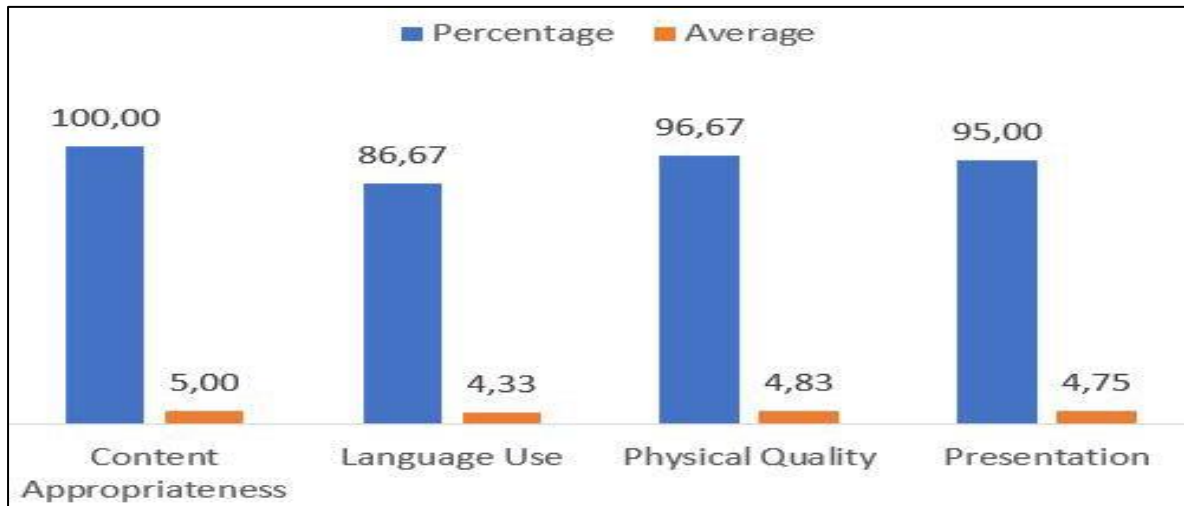

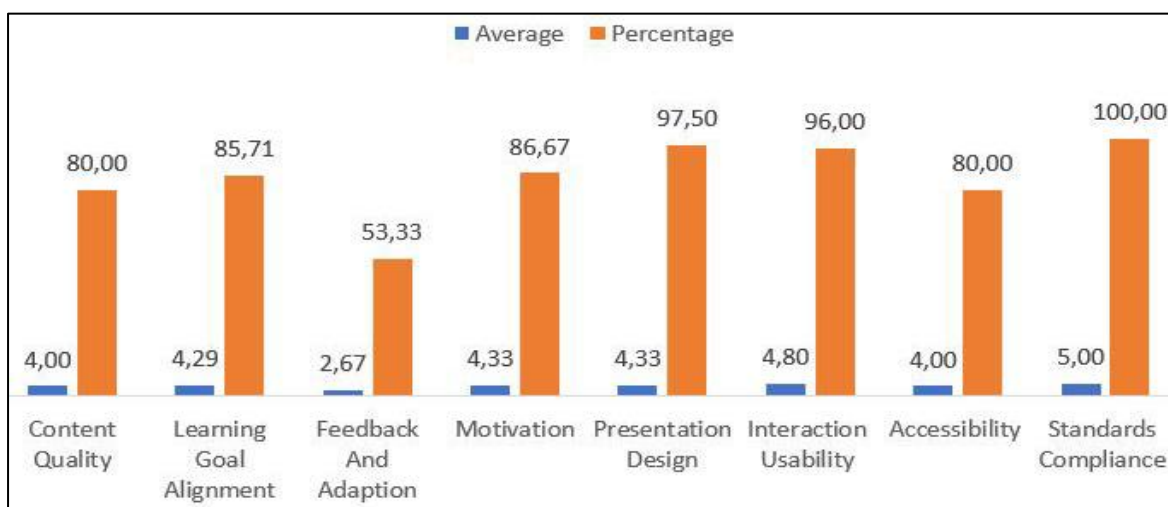**Figure 1:** Result of feasibility testing of teaching material by material expert

Figure 2: Result of feasibility testing of teaching material by media expert

Language use

On the linguistic indicator, an average score of 4.33 or 87% was obtained, indicating that the material validators assessed the developed teaching materials as good in terms of readability, relevance to Enhanced Spelling, and effective and efficient use of language.

Physical quality

In terms of the physical quality of teaching materials, an average value of 4.86 or 97% was obtained, indicating that the material validators rated the physical quality of the teaching materials being developed as very good. Teaching materials have been arranged sequentially, are easy to access, the information provided is complete, and have an appearance, attractiveness, font size and blank space with very good physical quality.

Presentation

Meanwhile, the presentation indicator obtained an average value of 4.8 or 95.00%, indicating that the material validator assessed the teaching material in a good category in terms of the clarity of the material map with the learning objectives achieved, the order in which the material is presented, information about Indonesia in general and Betawi culture, and completeness of information (prawacana, materials, exercises, and portraits of Indonesia).

Media expert feasibility test on basic level BIPA teaching materials containing Betawi culture through interactive media

The following are the results of the assessment by media experts.

In Figure 2, a comprehensive evaluation of teaching materials containing Betawi culture through interactive multimedia was conducted by media expert across eight critical facets of feasibility assessment. These aspects included Content Quality, Learning Goal Alignment, Feedback and Adaptation mechanisms, Motivation elements, Presentation Design, Interaction Usability, Accessibility considerations, and adherence to Standards Compliance. This detailed assessment scrutinized the teaching materials from multiple dimensions, ensuring a holistic appraisal of their suitability and efficacy.

Content quality

Content Quality obtained an average score of 4.0 or 80.0% and was in the "Good" category, meaning that the teaching materials were in accordance with the material with the learning goals, contained knowledge, skills and attitudes, and suitability to the learner's level.

Learning goal alignment

In the learning goal alignment aspect, the average value obtained was 4.3 or 85.7%, in the "Very Good" category, meaning that the teaching materials had clarity in learning objectives, learning activities, assessments, and appropriate use of learning strategies.

Feedback and adaptation

In the Feedback and Adaption aspect, the average score was 2.7 or 5.3%, in the "Adequate" category,

meaning that the teaching materials have provided feedback on student performance.

Motivation

In the motivation aspect, the average score was 4.3 or 86.7% and was categorized as "Very Good", which means that the media developed has the ability to motivate students.

Presentation design

In the presentation design aspect, an average score of 4.3 or 97.5% was obtained and received the "Very Good" category, indicating that the teaching media developed had a suitability of layout design for the students, suitability of the image with the cover and content of the material, suitability of the animation. with the cover and content of the material, and the suitability of the use of colors.

Interaction usability, accessibility

The interaction usability aspect obtained an average score of 4.8 or 96.0% and was in the "Very Good" category, the accessibility aspect obtained an average score of 4.0 or 80.0% and was in the "Good" category. This indicates that the application being developed has easy to use navigation buttons, the interface is consistent and predictable, and the interface features are easy to use.

Standards compliance

In the standards compliance aspect, the average score was 5.0 or 100% and was placed in the "Very Good" category. This means that the media being developed is free from violations of media creation regulations and the media is safe for use by anyone. This assessment resulted in an overall average for aspects of teaching materials of 4.3 or 84.9%. This means that media experts assess the teaching materials developed as 'Good'.

Discussion

The analysis of the data revealed that both the media and material experts accorded an exceptionally positive appraisal to the developed teaching materials. Their evaluation showcased a unanimous consensus, highlighting the high quality and effectiveness of the educational resources. This collective endorsement from

experts in media and material development underlined the exemplary standards achieved by the teaching material. Their commendation serves as a robust validation of the meticulous design and thoughtful integration of multimedia elements, affirming the efficacy and excellence of the developed educational resources within the realm of Indonesian language instruction.

The integration of multimedia interactive teaching materials has been critical in promoting a more accessible and engaging approach to learning Indonesian within the context of BIPA education. These dynamic resources, which combine visual, auditory, and interactive elements, effectively addressed the challenges of BIPA learning. This product has considerably improved students' learning experiences by delivering challenging linguistic topics through many mediums such as texts, audio excerpts, interactive exercises, and visual aids.

Through this innovative pedagogical approach, students find themselves better equipped to navigate the intricacies of Indonesian language learning, ultimately fostering an environment conducive to overcoming hurdles and achieving a deeper understanding of the language and culture. The implemented teaching materials have notably bolstered the language skills of the students across various dimensions. This finding resonates with those of (18, 19) who found that the textual components facilitated an enhancement in their reading abilities, providing structured content and context to reinforce comprehension knowledge. Simultaneously, study (20) discovered that the inclusion of audio and video elements greatly aided in honing their listening and speaking proficiencies, offering authentic auditory experiences and interactive platforms for verbal practice. Additionally, the incorporation of grammar module within the materials contributed significantly to improving their writing skills, fostering a better understanding of language structures and composition. This multifaceted approach not only catered to different learning styles but also provided a holistic platform for comprehensive language development, empowering students to advance their linguistic capabilities across the spectrum of reading, listening, speaking, and writing in Indonesian.

Apart from teaching communicative competence as stated by study (21), teaching materials developed with local culture content have an important role as a strategy for Indonesian cultural diplomacy in the international world.

As a result, it is possible to conclude that the production of basic level BIPA teaching materials containing Betawi culture through interactive multimedia aids BIPA learning in learning Indonesian and achieves the main purpose of BIPA learning, namely diplomacy of Indonesian language and culture.

Conclusion

The high interest of foreigners in learning languages must be positively appreciated and supported by adequate learning tools that support the language skills of foreign speakers. One of them is by providing the appropriate teaching material that can support the learner to learn well. The BIPA teaching materials containing Betawi culture through Interactive Multimedia was developed based on the lecturers and students' need of the teaching material and was assessed by the expert for the feasibility. The result shown that Indonesian Language for Foreign Speakers teaching materials containing Betawi culture through interactive multimedia was in the good category for implementation in the learning process in the classroom and outside of the classroom.

Abbreviations

Bahasa Indonesian Language for Foreign Speakers (BIPA).

Acknowledgments

Author contribution

In this collaborative work, each author, Khaerunnisa, Liliana Muliastuti, Zainal Rafli, and Halimah, has made significant and distinct contributions that have collectively enriched the manuscript. Khaerunnisa led the conceptualization, design of the study, collecting data of study, playing a pivotal role in outlining the research methodology and framework. Zainal Rafli actively contributed to outline the research methodology and framework, bringing expertise in interpreting, synthesizing the gathered information, and proofreading. Liliana Muliastuti contributed valuable insights and expertise in reviewing and refining the manuscript, ensuring clarity and coherence in the presentation of findings. Halimah, with their specialized knowledge, offered critical revisions and insights that enhanced the discussion and implications of the research outcomes, as well as responsible as the author correspondent.

Conflicts of interest

The authors declare that there is no conflict of interests regarding the study or this article.

Ethics approval

This research paper does not necessitate ethics approval as it does not involve human subjects, sensitive data, or experiments on animals.

Funding

References

1. Arumdyahsari SWH and Susanto G. Pengembangan Bahan Ajar Bahasa Indonesia bagi Penutur Asing (BIPA) Tingkat Madya. Jurnal Pendidikan. 2016; 1:828.
2. Ningsih SA, Rasyid Y, Muliastuti L. Analisis Kebutuhan Materi Ajar Membaca BIPA A1 dengan Pendekatan Deduktif di SD D'Royal Moroco. Pembelajar. 2018; 2:85.
3. Bursan IZ, and Fatimah RT. Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Budaya Lokal bagi Penutur Asing (BIPA). Pena. 2021; 6:112.
4. Ningrum RK, Waluyo HJ, Winarni R. BIPA (Bahasa Indonesia Penutur Asing) sebagai Upaya Internasionalisasi Universitas di Indonesia. The 1st Education and Language International Conference Proceedings. 2017: 726.
5. Purbasari M. Indahnya Betawi. Humaniora. 2010;1:10.
6. Callula SA, Nolani PS, Ramadhan, MR. Strategi Mempertahankan Budaya Ondel-ondel dalam Revitalisasi Kebudayaan Betawi. Arif. 2022; 1:304.
7. Rahmawati SN. Pelestarian Perkampungan Budaya Betawi : Dari Condet Ke Srengseng Sawah. Artefak. 2022; 9:113.
8. Kusumadhita FD, Putri MTG, Rosita DQ. Eksplorasi Nilai-Nilai Karakter Budaya Betawi dalam Wujud Ondel-Ondel. Visual Heritage. Kreasi Seni Dan Budaya. 2022; 4:92.
9. Prajawinanti A. Pemanfaatan Buku oleh Mahasiswa sebagai Penunjang Aktivitas Akademik di Era Generasi Milenial. Pustaka Karya : Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi. 2020; 8:34.
10. Halimah Ibrahim GA, Lustyantie N, Bon AT. Technology CLL to foster student's speakin. In: Ershi Qi, Jiang Shen, Runliang Dou. editors. 2nd Proceedings of the International Conference on Industrial Engineering and Operations Management, 24-25 October 2019, Bali Nusa Dua Convention Center, Bali, Indonesia. Atlantis Press; 2019. p. 2389.
11. Nugraha IY, Iswari L. Pengembangan Media Pembelajaran Interaktirf Berbasis Web untuk Bahasa Indonesia bagi Penutur Asing Tingkat Pemula. Automata. 2022; 3:3.
12. Ningsih RY, Rafli Z, Boeriswati E. Linguistic Creativity of the Indonesian for Foreign Speakers (BIPA) Students at the Morphological, Syntactic, and Semantic Levels. Lingua Cultura. 2021; 15:199.
13. Fitrianingrum E, Wibowo DC, Rufina. Kaidah Pembelajaran Keterampilan Berbahasa Bagi BIPA Level 1. Kansasi. 2020; 5:57.
14. Dornyei Z. Research Methods in Applied Linguistics Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press: 2006.
15. Suwandi E, Imansyah FH, Dasril H. Analisis Tingkat Kepuasan Menggunakan Skala Likert pada Layanan

Speedy yang Bermigrasi ke Indihome. Jurnal Teknik Elektro. 2018:11.

16. Maryuliana Much Ibnu Subroto Imam, & Farisa Chairul Haviana Sam. Sistem Informasi Angket Pengukuran Skala Kebutuhan Materi Pembelajaran Tambahan sebagai Pendukung Pengambilan Keputusan di Sekolah Menengah Atas Menggunakan Skala Likert. Transistor EI. 2016; 1:1.

17. Tomlinson B. Developing Materials for Language Teaching. Bloomsbury Publishing: 2013.

18. Novitasari D. Pengaruh Penggunaan Multimedia Interaktif Terhadap Kemampuan Pemahaman Konsep Matematis Siswa. Fibonacci. 2016; 2:8.

19. Djakaria I, Sasmita I, UN, Ismail S. Development of Adventure Multimedia Game Based on Mobile Learning in Pyramid Topic for Junior High School. Didaktik Matematika. 2021; 8:267.

20. Putri EH, Ahmad, ASE. Kreativitas Artistik dalam Berkarya Komik Menggunakan Platform Pixton di SMP Laboratorium YDWP Unesa Seni Rupa. 2023; 11: 65.

21. Suharsono DD, Wicaksono JA, Taufan GT. Pengembangan Bahan Ajar Bipa Bermuatan Budaya Agraris untuk Penutur Asing Tingkat Pemula. Caraka. 2022; 9:124