

The Relationship of Using the BIPA Learning Model with Indonesian Culture Toward the Learning Motivation and Learning Outcomes of the Millennial Generation of Foreign Speakers in the Southeast Asian Region

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Abstract—This study is a follow-up study from the first year of research entitled "Utilization of Indonesian Culture as a Strategy for Accelerating Oral Language Proficiency Mastery for the Generation of Foreign Millennial Speakers in the ASEAN Region". In the first year of research, a BIPA Learning Model with Indonesian culture for the millennial generation was produced in the ASEAN region. In this second year, the objective was to probe the relationship between the use of the BIPA learning model with Indonesian culture on learning motivation and learning outcomes. The research target was still directed at the millennial generation of the ASEAN region, especially BIPA students from Thailand, Vietnam and the Philippines. The choice of the countries of Thailand, Vietnam and the Philippines was based on the consideration that the number of BIPA students from the three countries was greater than other ASEAN countries. Based on this idea, two research objectives were determined, that is (1) describing the relationship between the uses of the BIPA learning model with Indonesian culture on learning motivation and (2) describing the relationship between the use of the BIPA learning model with Indonesian culture on learning outcomes. The results obtained from this study are in accordance with the objectives of this study that is the improvement of learning motivation and learning outcomes through the use of learning models with Indonesian culture.

Keywords: *BIPA learning model, Indonesian culture, learning motivation, learning outcomes*

I. INTRODUCTION

A. BIPA Learning Model with Local Culture

East Java has various forms of culture. Broadly speaking, the culture of East Java can be grouped into ten regions consisting of four large regions and six small regions. The four major regions consist of (1) Mataraman, (2) Arek, (3) Madura Island, and (4) Pandalungan. While the small area consists of (1) Jawa Ponorogo (2) Osing, (3) Tengger, (5) Madura, and (6) Samin (Sedulur Sikep). This region or tlatah then distinguishes the characteristics of people in East Java based on their region. From a cultural perspective, East Java is very heterogeneous.

The typical variety and culture are both unique and powerful in this region. Typical and cultural diversity that is characterized by cultural arts products is the true identity of the pluralism of the eastern part of Java.

BIPA students studying in East Java need to be introduced to these East Javanese cultural forms. The local culture of East Java can be utilized as a learning model for BIPA. The implementation of BIPA learning is determined by the BIPA learning component. The learning component which consists of curriculum, teacher, students, teaching materials, learning strategies, evaluation, and several other components are interrelated. One component of BIPA learning influences one another and determines the other components of BIPA learning. For example, the BIPA student component determines the component of BIPA teaching materials. Beginner level BIPA students need BIPA teaching materials that are prepared specifically for the beginner level. Beginner level BIPA students cannot be taught using intermediate BIPA teaching materials, let alone taught by using advanced BIPA material. The interaction between BIPA teachers and BIPA students will relate to the BIPA learning process. The learning process BIPA will relate to BIPA learning models. Meanwhile, the learning model BIPA will relate to teacher teaching strategies and student learning strategies.

The relation of language learning and culture has been studied by several experts in second language learning. For example, Scarcella and Oxford's (1992) study showed that foreign students from different cultural backgrounds used different language learning strategies. Scarcella's research shows that in Asian culture, books are seen as a source of knowledge and wisdom. For Asian students, memorizing words from a book is the best way to gain knowledge. Scarcella's research corroborates the findings of Politzer and McGroarty (1985) which state that memorization strategies are preferred by Asian students.

Bedell and Oxford (1996) also examined the relationship between educational majors and the nationality of language learners and the learning strategies used by language learners.

The results of this study indicate that the department of education and the origin of language learners significantly influence the choice strategies of language learners. Research on ethnic relationships and learning strategies was also carried out by Grainger (2012) and Oxford and Crookall (1989). From the previous research above, it is known that ethnic variables have a strong influence on the use of second language learning strategies. BIPA learning in Indonesia and outside Indonesia is different. Learning BIPA in Indonesia, foreign students can meet and experience Indonesian cultural practices outside the classroom. Indonesian culture is not only learned in class.

In general, the factors that influence student learning strategies can be grouped into two that is student internal factors and external factors.

1. Internal Factors of Language Students

Ellis (1994) completely inventory the individual factors of language learners that influence a person's learning process and mechanism. Language learning strategies are influenced by individual differences in language learners, which in themselves also affect the learning outcomes. There are three variables that determine a person's B2/BA learning process and mechanism. The first variable is the differences in individual language learners which include (1) aspects of trust in language learning which contain attitudes, and natural learning, (2) affective aspects (curiosity, desire to progress, feelings of progress in learning or not, and (3) general factors (e.g. age, personality) The second variable is the strategy undertaken by language learners and the third variable is the output or learning outcomes The results of a language learning process and mechanism can be seen in skills, achievement and level Ellis explains clearly the relationship between individual differences in language learners and learning strategies and learning outcomes as shown in Figure 1.

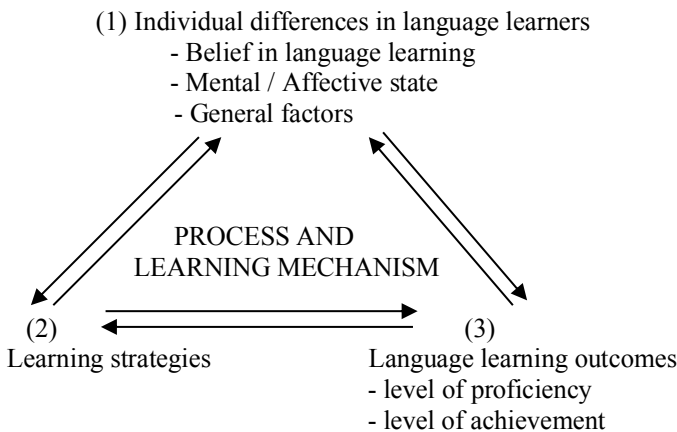


Fig. 1. The relationship between individual difference factors and learning strategies

2. External Factors of Language Students

Some external factors that influence B2 / BA learning strategies are (1) the target language, (2) culture, (3) learning components, (4) place and (5) other parties' bills.

B. Learning Motivation

In the second language learning process, one aspect that plays an important role is motivation. The understanding of motivation, according to Makmun (2007), is a power (power) or power (forces) or power (energy) or a complex state (a complex state) and preparedness (preparatory set) in an individual (organism) to move (to move, motion, and motive) towards a particular goal, whether realized or not realized.

According to Gardner and Lambert (in Chaer, 2009), motivation related to second language learning has two functions, that is integrative and instrumental functions. Motivation functions integrative if it encourages someone to learn a language because of the desire to communicate with the speakers of that language or become a member of the language community. Whereas motivation functions instrumental if that motivation encourages a person to have the willingness to learn the second language because of a useful purpose or because of the urge to get a job or social mobility in the upper layers of the community.

Efforts to arouse student learning motivation according to Sanjaya (2009) that is by clarifying the objectives to be achieved, arousing student interest, creating a pleasant atmosphere in learning, giving reasonable praise for each student's success, giving an assessment, giving comments on the results of student work, and create competition and cooperation that can have a good influence on the success of student learning processes.

Motivation in language learning is fundamental to having an important role in learning a second language (Brewer & Burgess, 2005; Fatehi & Akbari, 2015; Tahaine & Daana, 2013). They emphasize motivation in a language learner has a close relationship in the process and their learning outcomes. This motivation is related to the desire of students to do something or the will to achieve a goal. According to Cook (2000) language learning outcomes and language skills of a language learner can be increased as a result of a strong learning invasion. Lightbown and Spada (2001) added that motivation is related to two factors, that is (1) the need for language learners to communicate with native speakers and the need to speak politely in the language user community. From the explanation above it can be understood that motivation is an important factor in learning a second / foreign language. However, there are also studies which state that there is no relationship between language learning outcomes and learning motivation (Binalet & Guerra, 2014).

a. C. B2 / BA Learning Outcomes

Student learning outcomes can be seen from the ability of students after attending learning activities in class. This is reinforced by the opinion expressed by Winkel (2006) states "Learning outcomes are an evidence of the success of a child's learning or ability to carry out learning activities in accordance

with the weight achieved". There are several factors that influence B2 learning outcomes. Ellis (1994) summarizes the relationship between the factors that influence the strategy (closely related to the use of learning models) learning with learning outcomes, as shown in Figure 2.

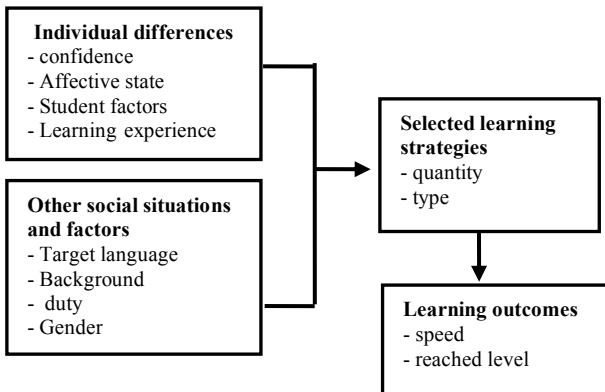


Fig. 2. Factors that influence learning strategies and results

Language learning strategies are described in various types of language learning activities and show the quantity of ways, techniques, strategies for language learning and learning models. Language learning outcomes can be seen from the speed of mastering the target language. This point is related to the effectiveness and efficiency of the time needed to master the target language. Some students need 100 hours to complete the beginner level. While other students need 200 hours to pass the beginner level. Language learning outcomes can also be seen from the level or level of proficiency achieved by language learners in the target language. In general, the BI learning outcomes of foreign students, can be measured from two things, that is from the level of knowledge about BI and from the level of proficiency using BI.

II. METHOD

This research belongs to the development research category with a quasi-experimental method using quantitative data analysis. This research data in the form of numbers obtained from the questionnaire of learning motivation and language ability tests (language learning outcomes). Motivation questionnaire and BIPA learners' ability tests were given to the control group and the test group. The quasi-experimental design research (Quasi Experiment Design) uses the Time Series Experiment model.

The experimental research design is the core method of the research model which contains a quantitative approach. In the experimental method, researchers must perform three requirements, that is control activities, manipulation activities, and observation activities. In experimental research, researchers divided the object or subject under study into 2 groups: the treatment group that received treatment and the control group that did not get treatment.

The steps taken include: a) making a research plan including identifying variables that are not needed, determining how to control variables, choosing the right experimental design, determining the population and selecting a research sample,

dividing the subject into a control group and the experimental group, making appropriate instruments, identifying data collection procedures and determining hypotheses; b) carrying out an experimental activity (giving treatment to the experimental group); c) collecting experimental data; d) grouping data and describing data for each variable; e) conduct a data analysis with the appropriate statistical techniques; dam f) make a research report.

Data analysis was performed by looking at whether there were differences in attitude between before and after the experiment was carried out. If there is a change, then the presentation of models containing local culture in East Java can increase BIPA students' learning motivation.

III. FINDINGS AND DISCUSSION

This research was conducted in accordance with the research design that has been prepared. The study population was determined based on the character of BIPA students, in this study the population was selected from BIPA students in the ASEAN region. BIPA students in the ASEAN region were chosen because they have the same language learning habits as native Indonesian learners. The research sample as an experimental class is BIPA students from Thailand, Vietnam and the Philippines (have never been treated directly learning Indonesian, especially using learning models with local culture).

The results of the treatment in the experimental class will be compared with the existing control class (the control class is a foreign student class in UM). The control class consisted of 6 BIPA students from Thailand.

Data is collected by using instruments that have been prepared to measure how much the model presented can increase learning motivation of BIPA students. Initial data collection was carried out in the control class of 6 BIPA students from Thailand. Data obtained from the control class are as following in Table I.

1. Instrument Filling Result Table after Application of a Model with Local Culture.

TABLE I. INSTRUMENT FILLING SCORE

No	Name of BIPA students	Total Instrument Filling Score
1.	Duha Hiya	145
2.	Nasruddin Yama	152
3.	Nurrafisa Arwam	148
4.	Sarina Samea	140
5.	Sumaiyah Maseela	147
6.	Nawai Koday	144

Based on the table above, it can be explained that the learning model with the local culture of Malang can motivate BIPA students to learn Indonesian. These results were obtained after giving intensive treatment to the control class. These

results will be different when compared to the application of locally-loaded models in the experimental class.

Next the data collection was carried out in the experimental class conducted at Yala Rajabhat University in Thailand. The data collected was analyzed by data to measure the effect of local culture-based learning models on BIPA students' learning motivation as presented in Table II.

TABLE II. TOTAL SCORE

NO	Name	TOTAL SCORE	ORIGINA TE
1	Rakib Samae	165	YRU THAILAND
2	Mubarak Lohka-Ah	159	YRU THAILAND
3	Nuraseekeen Brahengbluka	162	YRU THAILAND
4	Nurhuda Toko	160	YRU THAILAND
5	Chamil Arwae	168	YRU THAILAND
6	Firdaus Madeng	158	YRU THAILAND
7	Aisyah Salae	159	YRU THAILAND
8	Rusnanee Useng	158	YRU THAILAND
9	Yawaree Mahama-Malee	154	YRU THAILAND
10	Abdulrohman E-Tae	156	YRU THAILAND
11	Mahadee Sa-U	170	YRU THAILAND
12	Yarodah Mataeha	172	YRU THAILAND
13	Ateeka Hajikaleng	165	YRU THAILAND
14	Muna Leenayman	144	YRU THAILAND
15	Yamilah Ma	145	YRU THAILAND
16	Ai-Maneeyah Hama	167	YRU THAILAND
17	Kanjana Khaekpong	156	YRU THAILAND
18	Nurmee Jehming	153	YRU THAILAND

From the results of the recapitulation it can be explained that Thai students who chose the Indonesian Malay major in Indonesian learning motivation increased, especially after being taught using the model stated in the book.

Based on the results of interviews with teachers it can be concluded that student motivation to learn increases because teachers can teach clearly using Indonesian language learning model books.

IV. CONCLUSION

Based on the results of subsequent data retrieval, it was found that ASEAN students were represented by three

countries. Learning models with local culture can motivate BIPA learners to learn Indonesian. The local content contained in the learning material model increases motivation and enthusiasm in learning Indonesian. This is indicated by the many questions and active activities during the laras learning. Meanwhile there are feedback from students about the learning material model that does not feature a lot of cultural stories in the form of legends, dances, and matters relating to other cultures. As many as 60% of respondents said the learning material model improved their understanding and ability about the context of communication in the lives of Indonesian people. But 40% stated that more material related to culture was needed such as legends, dances and so on.

Based on the application of the model in the book in the control class and the experimental class there were differences in results. In the control class the motivation of students to learn Indonesian using the model in the book is lower, because they also get various models of learning Indonesian from lecturers in the regular class. In the experimental class, that is at Yala Rajabhat University students' motivation to learn is high, because they rarely get the learning model as stated in the book. Yala students on average feel very happy and motivated when taught by using models in books. Even though it was only one meeting.

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