BIPA Students' Responses towards Web-Based Indonesian Folklore Enrichment Materials

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ABSTRACT
The development of science and technology encourages the innovation of web-based enrichment materials in folklore texts learning for intermediate-level BIPA students. This article describes the BIPA students' responses to using web-based Indonesian folklore enrichment materials that can be accessed through www.ragamceritarakyat.com. The study uses Research and Development (R&D) method with DDD-E (Decide, Design, Develop, Evaluate). This article specifically discusses the evaluation phase from the user's point of view. The subjects of the study are students of intermediate-level Indonesian language at four institutions. These institutions are one foreign university and three universities in Indonesia. The data was collected via questionnaires using the Likert-scale 1-5 and calculated quantitatively and explained further using a descriptive method. The responses of the students to web-based Indonesian folklore enrichment materials are generally positive.

Keywords: BIPA, enrichment materials, Indonesian folklore texts, web-based learning

1. INTRODUCTION

Over time, the learning process in classrooms has turned into distance-learning or what is often referred to as a virtual classroom (Muslimin, et al., 2017). This is followed by the development of the information age and technical advances making resources more accessible. The web is considered to be a viable medium to facilitate learning. Web-based learning can provide a rich, global, democratic, and interactive learning environment. This is considered to be able to make learning more meaningful. Web-based learning can be viewed as an innovative approach to convey instruction to a remote audience using the web as a medium (Khan, 1997). Web-based learning is a learning process in which the teaching materials are presented through a web browser, such as *Internet Explorer, Mozilla Firefox, Opera, Netscape*, and others (Firmansyah & Saidah, 2016). In line with this statement, McKimm et al. (2003) stated that web-based learning is often called online learning or e-learning because it includes online course content.

Tomlinson (2018) stated that materials are needed in a learning process for someone who wants to learn a foreign language. These can be artifacts specifically designed to facilitate language learning (such as textbooks, dictionaries, or computer games) or they can

be authentic sources of "information" and experiences (such as films, manuals, novels, cell phones,). These materials can provide language information, provide instruction in teaching language points, provide experiences of the use of the language, stimulate language use, or can even explore in encouraging students to make discoveries about language for themselves. One of the materials used in learning is called teaching materials. In second language learning, the characteristics of teaching materials mentioned by Howard and Major (2004) are: a) have a clear context, b) stimulate interaction and are generative in terms of language, c) encourage students to develop learning skills and strategies, d) guide students to focus on form and function, e) offer opportunities for the use of the integrated language, f) is authentic, g) have links with each other to develop skills development, understanding, and language items, h) attractive and interesting, i) have appropriate instructions, and j) is flexible.

Based on a needs analysis through interviews with a number of BIPA teachers, it was found that the main source of folklore text learning materials was a textbook entitled *"Sahabatku Indonesia"* (2016). In addition, the teachers also make use of a collection of folklore texts in the form of books and websites such as dongengceritarakyat.com. According to the teachers, the

folklore texts found on the website are quite diverse, but the language used tends to be less suitable for the language development of intermediate-level BIPA students. BIPA teachers also claimed that they need additional materials or textbook supplements to facilitate the learning process of Indonesian folklore texts. The teachers need enrichment materials that are effective and easily accessible based on the development of intermediate level BIPA students.

Efforts to develop enrichment materials as a complement to learning are currently being carried out by a number of parties. One of them is the development of web-based enrichment materials. According to the predictions and views of scholars concluded by Wardiana (2002), with the influence of globalization, future education will be more open and two-way, diverse, multidisciplinary, and also competitive. With the development of information technology in the field of education, it is now possible to conduct distance learning using the internet as media.

Several studies that have studied enrichment materials for folklore texts include Mulyaningtyas (2011) which focused on the formation of BIPA teaching materials that are presented in the form of books. While Siroj (2015) study points out that the resulting teaching materials were divided into three units. Each of them is a description of the BIPA syllabus which is arranged in an interesting theme and in accordance with the conditions of Indonesian society. Nuraeni (2016) conducted a study related to development of reading teaching materials of Indonesian for foreign speakers (BIPA) based on Intermediate-Level Indonesian Culture in the Indonesian Studies Program (ISP) MCE. This study aimed to produce reading teaching materials based on Indonesian culture. The results showed that there has been no research that focuses and centers on the preparation of enrichment materials for Indonesian folklore texts that are compiled in the form of a website. In addition, there are no studies that reveal user responses to enrichment materials or product prototypes that have been compiled.

The purpose of preparing web-based enrichment materials is to clarify and facilitate the presentation of messages so that they are not too verbal overcoming the limitations of time, space, and sensory capability; increase student motivation; and develop students' ability to interact directly with the environment and other learning resources, especially ICT-based teaching materials. The use of web-based Indonesian folklore text enrichment materials is expected to get a positive response from BIPA students as users. This means that students are expected to be able to understand and use the content of enrichment materials properly and the objectives of learning folklore texts can be maximally achieved.

2. METHOD

This development study used the DDD-E model by Tegeh, Jampel, and Pudjawan (2014). This model consists of four phases namely decide, design, develop, and evaluate. The focus of this research is the evaluation phase, in which the product has passed the three previous stages. The Research and Development were carried out at one major university in London in March 2020. The respondents of the study were Intermediate-level BIPA students in order to find out their responses to the web-based enrichment product that had been developed.

In the decide phase, the researcher determined the users' needs such as learning objectives, multimedia themes or scopes, prerequisite competencies, and resources. One of the effects of goal achievement can be viewed based on the characteristics of BIPA students who tend to be active and independent. Therefore, with this web-based enrichment material, students are expected to learn more freely but still meaningfully. This enrichment material takes the theme of Indonesian folklore texts. The reason for this is because folklore texts are quite interesting to BIPA students. For information, most adult BIPA students have used information and communication technology in various forms of devices so that it is possible to compile a web-based enrichment material.

In the design phase, the researcher compiled the initial web design, namely in the form of a content outline, flowcharts, interface, and storyboards. This web-based enrichment material is designed to contain text, audio, images, and practice questions to be answered in which the results can also be saved. In addition, this web-based enrichment material is very practical because it can be accessed without being limited by space and time.

In the development phase, the researcher developed the product. After compiling the folklore texts, the next thing to do is adding the folklore text videos and making some practice questions to complement the content. The next stage of product development is the merging and arrangement of media components such as text, images, audio, and practice questions into integrated parts. At this stage, a product will be produced that is ready to be assessed for its feasibility and tested on users.

Lastly, the evaluation in the DDD-E model is carried out to determine the results in each phase of development. Evaluation is carried out to determine the results of the decide, design and development phases. In this study, the evaluation was carried out by users, namely BIPA students as one of the product users. The responses were used to assess the feasibility of web-based Indonesian folklore enrichment material from the users' point of view.

The BIPA students' responses were collected using a questionnaire of user responses to the web-based enrichment materials, which were provided online using *Google Form*. The respondents were a number of BIPA students studying at several institutions. These institutions are one foreign university and three universities in Indonesia. The respondents were selected randomly and amounted to 7 (seven) people. The

students accessed the enrichment material page, operated several features of the enrichment materials, and answered some of the exercise questions in the enrichment materials. After that, the respondents were asked to fill out a questionnaire that had been prepared.

There was a total of 20 questions in the questionnaire concerning several aspects such as display and graphics, material/content, presentation, and language feasibility. The questionnaire was given to the respondents using *Google Form*. In addition, the students could also respond qualitatively by writing suggestions and feedback according to their point of view. The quantitative data were analyzed using descriptive statistics, while the qualitative data were analyzed descriptively. The feasibility criteria for the web-based enrichment materials in general based on the calculation of the frequency distribution of the scores that may be obtained are shown in Table 1.

Table 1. Feasibility criteria for web-based indonesian folklore text enrichment materials

Scale (%)	Feasibility Criteria
85-100	Feasible with excellent predicate
65-84	Feasible with good predicate
45-64	Feasible with average predicate
0-44	Not feasible

Bookkeeping and Curriculum Center, 2008 *(adapted)*

3. FINDINGS AND DISCUSSION

The questionnaires used to collect the data were given to seven BIPA students who had accessed the web page. The questionnaire consisted of 20 questions using a Likert scale as an assessment. In addition, a feature is provided for the students to give descriptive assessments. The responses given by the students were used as an assessment to complement the expert's assessment of the feasibility of the web-based enrichment material. Four BIPA students gave responses. The data of the four respondents is shown in Table 2.

Table 2. Respondents data (BIPA students)

No.	Initials	Country of Origin	Sex
1.	HR	England	Male
2.	NK	Thailand	Female
3.	II	Egypt	Male
4.	YY	China	Female
5.	HJ	China	Male
6.	MR	Thailand	Female
7.	LF	Thailand	Male

The data obtained from the limited testing of the product prototype is in the form of numbers and descriptive suggestions or feedback. The score for each respondent on the assessment was summarized in a table and then the percentage was calculated. The percentage was then converted into the feasibility criteria for web-based Indonesian folklore text enrichment materials. The percentage of student assessment data is presented in Table 3.

Table 3 shows detailed data on each question item given to the respondent. The data were adjusted to the results stated in the online questionnaire through *Google Form*. The data were simplified in Figure 1.
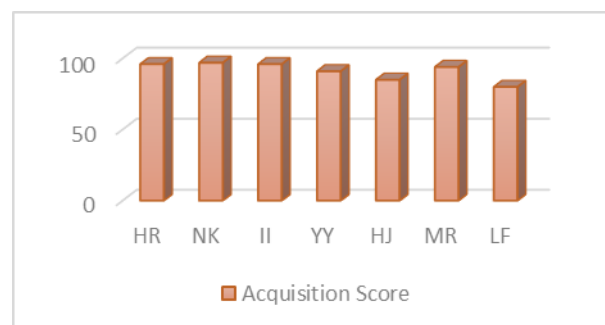
Figure 1 Diagram of accumulated bipa students' responses.

As shown in Figure 1, it can be seen that the respondents gave a positive assessment of all aspects. The overall assessment shows a decent result with an excellent predicate, with an average of 91.285%. These results indicate that this enrichment material can be used by students and is considered feasible to use, although some improvements are still needed to improve the web-based enrichment material. Based on the results obtained through the user responses, it can be seen that the advantages of web-based Indonesian folklore text enrichment materials for intermediate-level BIPA students can be viewed in terms of material or content, presentation, and display or graphics. First, the material or content of the enrichment material includes the provision of folklore texts from the Central Java region accompanied by the content of cultural and tourism insight. Based on the Ministry of Education and Culture's theory in Ujang Sukandi (2003) there is the aim of the integrative model that can use in the preparation of this enrichment material for the users to get a holistic, meaningful, and authentic learning experience. Furthermore, it aims to motivate the users to be active, in accordance with the principles of the integrative model.

Second, the advantages of web-based Indonesian folklore text enrichment materials can also be viewed from the aspect of presentation it provides. The presentation of this enrichment material is provided using an online medium, namely a website.

Table 3. The results of BIPA students' assessment on web-based Indonesian folklore text enrichment materials

No.	Aspects	Ratings	Acquisition Scale	Criteria
1.	The web is easily accessible	34	97,14%	Feasible with excellent predicate
2.	The menu layout is easy to understand	34	97,14%	Feasible with excellent predicate
3.	The font is appropriate	32	94,28%	Feasible with excellent predicate
4.	In terms of display, the enrichment material is interesting	33	94,28%	Feasible with excellent predicate
5.	The illustration is complementary, interesting, and adequate in number	33	94,28%	Feasible with excellent predicate
6.	The provided folklore texts are insightful	33	94,28%	Feasible with excellent predicate
7.	The provided folklore texts are diverse and interesting to learn	33	94,28%	Feasible with excellent predicate
8.	Besides the folklore texts, I gained insights into Indonesian culture and tourism	33	94,28%	Feasible with excellent predicate
9.	The enrichment material motivates me to independently learn folklore texts	33	94,28%	Feasible with excellent predicate
10.	There is a diverse list of folklore to choose from	32	91,42%	Feasible with excellent predicate
11.	The directions to the various activities in the enrichment material are easy to follow	31	88,57%	Feasible with excellent predicate
12.	The insight on folklore texts is integrated. I can learn to listen, read, and write a folklore text	28	80%	Feasible with good predicate
13.	The language used in the folklore texts is easy to understand	31	88,57%	Feasible with excellent predicate
14.	The language used in the cultural and tourism test is easy to understand	30	85,71%	Feasible with excellent predicate
15.	The enrichment materials include various new vocabularies to learn	31	88,57%	Feasible with excellent predicate
16.	Besides learning literature texts, I can also learn the intrinsic of the Indonesian language	27	77,14%	Feasible with good predicate
17.	The enrichment materials enable me to easily obtain examples and learn Indonesian folklore texts	33	94,28%	Feasible with excellent predicate
18.	The enrichment materials motivate me to learn Indonesian folklore texts in depth	33	94,28%	Feasible with excellent predicate
19.	The contents motivate me to study Indonesian culture in depth	34	97,14%	Feasible with excellent predicate
20.	The contents motivate me to visit the relevant tourist attractions	31	88,57%	Feasible with excellent predicate

According to Son (2007), there are advantages that have been integrated into modern learning or 21st-century learning. This enrichment material can be accessed without the limitation of space and time. Access to this enrichment material only requires a sufficient device and internet connection. In terms of presentation, the folklore texts are presented in the form of written text and listening text. In addition, the evaluation is given in a written form. This is a form of language skills integration, namely reading, listening, and writing skills. Furthermore, this enrichment material is accompanied by additional features such as a glossary for enriching the users' vocabulary. This is an advantage in terms of language feasibility the language used is easily understood by BIPA students.

Third, based on research results, the advantages in terms of display or graphics. The advantages in this aspect can be seen from the easy connectivity, attractive cover design, easy-to-read fonts, and appropriate illustrations. Judging from the overall content, this website also uses an adequate type of writing with a size that is in accordance with the readability of the text. Furthermore, the addition of various illustrative images makes this website even more attractive. Illustrations are included in the folklore texts, as well as in the content of cultural and tourism insight. Apart from being a content explanation, Arvianto (2017) stated that the illustrations as a medium can motivate users to have a deeper interest in learning about culture and tourism in Indonesia. In terms of the usefulness of the enrichment materials, the students admitted to having greater motivation to learn Indonesian folklore texts. Not only that, but the students also had an interest in learning Indonesian culture and to visit various tourist attractions in Indonesia.

The following are suggestions or feedback given by BIPA students as a consideration for future product improvements: 1) Suggestions for improving the font size. Housed in the enrichment material to make it bigger; 2) Additional explanation of the grammar used in the folklore texts using charts or other forms; 3) Provision of new vocabularies under the reading texts as vocabulary insights; 4) The texts should be placed after the reading activities, and do not use questions regarding location names; 5) Exercises in the reading section should use easier vocabulary; and 6) Addition of a section on providing examples of folklore text structures and examples of evaluation contained in the enrichment material.

4. CONCLUSION

BIPA students as users of web-based Indonesian folklore text enrichment materials gave a positive assessment of the product prototype. This enrichment material has the advantages of material or content aspects, presentation aspects, language feasibility aspects, as well as display and graphics aspects. BIPA students have an interest in Indonesian folklore texts that contain cultural and tourism insight. The presentation of enrichment materials using websites has an advantage because it is in accordance with 21st-century learning and can be accessed without the limitation of space and time. This enrichment material requires only a device with an internet connection to access. The language used in the enrichment material is considered easy to understand by students. The choice of fonts, illustrations, and other display aspects are considered appropriate and attractive to users. In addition, the benefit of this enrichment material is that it can motivate students to further study Indonesian folklore and cultural texts, and also to motivate them to visit various tourist attractions in Indonesia.

This study has drawbacks including limited space and time due to the COVID-19 pandemic. Therefore, further research is still needed, namely the use of enrichment materials widely to determine the level of effectiveness. In addition, the responses of BIPA teachers as other users are also very much needed as a consideration for the improvement and refinement of the web-based Indonesian folklore text enrichment products.

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