



Developing Digital Teaching Materials Based on North Sumatra Local Culture for Beginners Level of BIPA

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Abstract. The high interest of international students in learning the Indonesian language during the COVID-19 pandemic, which limits the arrival of students, has become the basis for developing digital BIPA teaching materials. The availability of digital teaching materials with English instruction and containing the native cultural context may be a vital drawback typically sweet-faced by lecturers in BIPA learning activities at *Universitas Negeri Medan* that dominates by the Beginner-level. This study aimed to get a way to develop digital-based BIPA teaching materials with North Sumatran culture for beginner-level foreign speakers. The analysis and Development (R&D) approach was used in this study, as well as three data collection techniques: observation, interviews, and questionnaires. The data sources square measure BIPA lecturers, foreign speakers, and knowledgeable lecturers. Knowledge analysis during this study used a qualitative descriptive methodology consisting of exposure and knowledge conclusions. The results of this analysis space: wants analysis consistent with the perceptions of BIPA teaching materials and BIPA lecturers, that might manufacture characteristics of BIPA teaching materials that contain North Sumatran culture for beginner-level foreign speakers; employing a selection that's simple to grasp and contain the cultural context of North Sumatra in daily activities; as well as being able to inspire participants' learning motivation and equipped with coaching materials covering the four aspects of language and synchronic linguistics exercises in every chapter.

Keywords: BIPA · teaching materials · culture · international students · digital

1 Introduction

Indonesian learning for Foreigners (BIPA) at Universitas Negeri Medan has been running since 2008. International students learning Indonesian as a distant language have 2 functions, particularly educational and sensible. Educational goals area unit geared toward increasing data of the Indonesian language and literature. In distinction, sensible goals area unit for reasons like university, research, cultural understanding, work needs, or need to remain longer in Indonesian.

In its development, learning Indonesian for Foreign Speakers has significantly contributed to Universitas Negeri Medan. However, on the opposite hand, there's still disagreement concerning a way to effectively teach Indonesian to foreigners, each in terms of tools to attain goals, materials and teaching methods that must be taught [1].

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Since the outbreak of the COVID-19 pandemic in Indonesia (around March 2020), all activities have been carried out with physical and social distancing as an element of health protocols to prevent the spread of COVID-19. At *Universitas Negeri Medan*, lectures are conducted online, students and lecturers can interact through distance learning to complete the process. It shows that teaching Indonesian as a far off language isn't straightforward; many things need to be considered, including issues for utilizing cultural and technological parts in BIPA learning [2].

In addition, environmental, social, and cultural conditions so the language used daily in their home countries don't support foreign speakers in learning Indonesian effectively and comprehensively. BIPA lecturers collectively delivering learning in further classical, and knowledge is further inclined to a psychological feature approach. it's planning to cause discontent for foreign speakers. In distinction to foreign speakers international organisation agency study the staten language in Indonesia, who directly face the environmental, social, and cultural conditions, as well as native Indonesian speakers, that produces it easier for foreign speakers to search out Indonesian language and may effectively improve the facility to speak Indonesian language. Foreign speakers can also learn to talk directly in daily activities outside the room, like buying one factor at a store, socialization with the setting wherever they board state, and so on. It makes foreign speakers learn Indonesian quicker altogether aspects, whether or not or not listening, speaking, reading, or writing [3].

Based on Siroj (2012: 2), foreign speakers' interest in learning Indonesian language is not amid relevant teaching materials with the expectation of foreign speakers learning the Indonesian language. The limitation of these teaching materials could also be a significant draw back that BIPA lecturers face in learning activities. BIPA academics have issue selecting or crucial acceptable learning materials to assist foreign speakers come through the required competencies. Thus, it is necessary to have digital-based BIPA teaching materials that contain the Indonesian nation's identity, character, and culture as a counterweight to the great interest of foreign speakers to learn Indonesian anywhere and anytime [4].

1.1 Indonesian Language for Foreign Speakers (BIPA)

BIPA learning is divided into three levels, namely beginner level, intermediate level, and advanced level. Meanwhile, the level of foreign speakers according to the Common European Framework of Reference (CEFR), which is now starting to become a reference in the BIPA curriculum, is also divided into three, namely: (1) primary users: beginner A1 and beginner A2, (2) intermediate users: intermediate B1 and B2 intermediate and (3) advanced users: advanced C1 and advanced C2.

According to Mulyono (in Sulistiyo 2012), the characteristics of foreign speakers at the beginner level A1 are: (1) their speech is still a separate word or phrase; (2) does not have the communicative ability; (3) The speech consists of more than two or three speeches accompanied by long pauses and repeated words from participants (listeners); (4) The speaker has many difficulties in producing even simple utterances; (5) Participants with high difficulty can understand speech [5].

The BIPA competency refers to the adoption of the entry-level CEFR curriculum A1 which includes: (1) being able to introduce oneself and others; (2) being able to ask

and ask questions about someone's information, such as where they live, people they know, and something they have; (3) able to understand and use everyday expressions that are often encountered, and; (4) able to understand and use basic expressions to satisfy concrete needs.

1.2 Teaching Materials

The existence of teaching materials is necessary for learning. Majid (2007: 27) defines teaching materials as all forms used to assist teachers/instructors in carrying out teaching and learning activities. The material will be within the type of written and unwritten materials. Teaching materials modify learners to be told a ability or basic ability coherently and consistently in order that they will master all competencies in a very comprehensive and integrated manner. In line with this understanding, the Ministry of National Education (2008: 4) defines teaching materials or educational materials as data, skills, and attitudes that learners should learn to realize preset ability standards. In detail, the training materials include data (facts, concepts, principles, procedures), skills, and attitudes or values [6].

2 Methodology

This study was conducted by using the Research and Development (R&D) approach. Gall et al., (2007) declared that analysis and development is also a way of developing and developing a product. Gall et al., (2007) elaborated the ten-step in research and development. The ten-step process are 1) needs analysis and preliminary information gathering, 2) research plan, 3) preliminary product format development, 4) first product tryout, 5) first product revision, 6) small group tryout, 7) second product revision, 8) big group tryout, 9) final revision, and 10) final product completion and dissemination [7].

In line with developing teaching materials, changes were created by limiting the analysis to five stages, specifically at stylethe planningthe look } revision/improvement stage once design validation by specialists. The analysis was exclusively assigned on a restricted scale, every in wishes questionnaires and validation tests, so researchers created reductions whereas not aspiring to cut back the quality of research and Development (R&D). The scope of this analysis is that the event of BIPA teaching materials containing the culture of North Sumatra for beginner level foreign speakers. The five stages aforesaid throughout this study are as follows:

1) the primary step is additionally a preliminary survey to formulate potential problems. This stage includes finding relevant literature sources and analysis results and conducting a literature review; 2) the initial development of the paradigm before developing the design of teaching materials, includes activities: (a) analysing the requirements of foreign speakers and BIPA lecturers for the event of BIPA teaching materials containing North Sumatran culture for foreign speakers at the beginner level through a form, and (b) grouping material designs; 3) product vogue, specifically the activity of bobbing up with BIPA teaching materials containing the culture of island for beginner-level foreign speakers, that has activities (a) drafting topic styles, (b) grouping book texts, (c) adjusting

book content to the requirements of foreign speakers and BIPA lecturers, and (d) finalizing the draft book; 4) product validation, is associate assessment of product quality that has been designed, which contains assessment activities by consultants to assess prototypes of BIPA teaching materials containing North Sumatran culture for beginner-level foreign speakers; 5) product revision and improvement, is that the strategy of correcting and correcting errors once product validation. Once finishing the fifth stage, the analysis results delineate the BIPA teaching materials containing North Sumatra culture for beginner-level foreign speakers [6].

The data was collected by using three data collection techniques: observation, interviews, and questionnaires. The data were taken from 3 BIPA teachers, 10 foreign speakers, and the expert lecturers. The data was then being analysed by using a qualitative descriptive method consisting of exposure and data conclusions.

3 Result and Discussion

Digital BIPA teaching materials for beginner-level of BIPA learners have been successfully realized. Product validation during this study was allotted by the professional lecturers. Knowledge from the validation method area unit qualitative knowledge within the type of suggestions from the professional lecturers. The content/material aspect was supported connection, adequacy, adaptive, and innovative principles. The presentation facet was supported self-instructional and systematic principles. On the aspects of language and readability, this material was designed using adaptive, consistency, and relevance principles. Lastly, the principles of consistency and relevance were used in the aspect of graphics.

The aimed of this book was to produce BIPA teaching materials that contain North Sumatran culture for beginner-level foreign speakers. It uses a spread that's straightforward to grasp and contains the cultural context of North Sumatra in daily activities, further as having the ability to inspire participants' learning motivation and equipped with coaching materials covering the four aspects of language skills and descriptive linguistics exercises in every chapter.

This BIPA teaching material consists of twelve study things and is split into four concentrations of language skills: reading, speaking, writing, and listening. The sections consist of several units: Unit 1–3 concentrate on reading, 4–6 concentrate on writing, Unit 7–9 on speaking, and Unit 10–12 concentrates on Listening.

Each units cover examples of the diverse cultures of North Sumatra. Starting from introducing airports in North Sumatra, how to interact with local people, self introduction, transportation in North Sumatra, tourist attractions, local foods, and Indonesian currency. In order to make it easier for students, each situation is divided into four parts: understanding the text, understanding words and expressions, structuring language, applying language, and exercises.

Product validation during this study was allotted by the professional lecturers. Knowledge from the validation method area unit qualitative knowledge within the type of suggestions from the professional lecturers. In general, the suggestions given by the expert validators for developing BIPA teaching materials are as follows. The online BIPA teaching materials for beginner level have a solid development result. It is solid because

the developed teaching materials (1) have a steady structure or pattern of development for each chapter, (2) the level of difficulty of the material was in accordance with the level of proficiency of students at the beginner level. (3) The topics bestowed in concrete and actual teaching materials square measure in accordance with the orientation of the beginner level learner's proficiencies whose topics square measure concrete topics and square measure associated with the non-public wants of scholars. (4) Illustrations and/or pictures presented in teaching materials can help students at the beginner level to understand the content of the material. However, it would be better if the teaching materials were equipped with video recordings, especially in the conversation.

The experts also added some suggestion related to developing the digital material as follows: BIPA teaching materials for beginner level which are specially designed for online learning are solid because they are contextual. The teaching materials from this development are in accordance with the current era where BIPA learners carry out online learning. In addition, the form of teaching materials developed in two versions, namely teaching materials for asynchronous and synchronous also answers learning needs because in practice online learning requires teaching materials for synchronous and asynchronous. In addition, it would be better if the teaching materials designed for asynchronous learning were equipped with an answer key for each given exercise. Answer keys or answer signs can help students measure their understanding independently of the material being studied.

The most important thing for foreign speakers in learning Indonesian as a foreign language is how the Indonesian language system and its use in social communication. Although grammar is essential and cannot be ignored, grammar is not the main focus in BIPA learning, especially for beginner-level foreign speakers. Beginner-level foreign speakers need a way to communicate well. After understanding the Indonesian language, only then can complex grammar be taught and developed. Like a child who has just learned Indonesian, foreign speakers learn Indonesian for the communication process and then develop Indonesian language learning into more complex grammar for educational and work purposes. Thus, teachers must be communicative in teaching Indonesian to foreign speakers.

In addition, BIPA learning should conjointly specialise in cultural aspects as a social structure in society. If not, the result are foreign speakers WHO solely fathom language structure or descriptive linguistics, however they can not use or apply the Indonesian language to speak in standard of living. Therefore, one among the thoughts that underlie the success of BIPA learning is that the effort to style and implement the training that may relate it to culture and also the globe. Furthermore, if BIPA learning is held in Indonesia, social and cultural considerations will become increasingly important. It is said so because these considerations will, at the same time, become a source of learning and the needs of foreign speakers in communicating directly with the Indonesian people.

4 Conclusion

Prototypes of teaching materials are compiled and developed in accordance with the characteristics and principles of developing teaching materials. In general, it can be categorized into five parts, including (a) physical form, (b) book cover, (c) content/core

material, (d) complementary material, and (e) evaluation. In addition, teaching materials square measure developed supported the principles of developing teaching materials. The content/material facet depends on connectedness, adequacy, adaptive, and innovative principles. The presentation side relies on self-instructional and systematic principles. On the aspects of language and readability, this material was designed victimization adaptive, consistency, and connectedness principles. Lastly, the principles of consistency and relevance were used in graphics.

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