



# Flipped Learning-Based Indonesian Module Foreign Speakers: BIPA Students' Communication Skill Improvements

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**Abstract.** This research and development aims to create learning strategies based on Flipped Learning (FL) in BIPA classes at Universitas Muhammadiyah Lampung. This study aims to determine whether the BIPA module at Universitas Muhammadiyah Lampung is based on flipped learning and whether the BIPA learning process at Universitas Muhammadiyah Lampung is based on flipped learning. The following is the communication skill improvements in this study: 1) Analyzing information related to formulating problems, developing strategies, and asking questions; 2) Interpreting the analysis results on improving BIPA students' communication skills. This research is an ethnographic qualitative type. This research was carried out at Universitas Muhammadiyah Lampung in the 2021/2022 academic year. Data collection techniques in this study were carried out using participatory observation methods, in-depth interviews, and document analysis. Data validation was carried out using source and time triangulation. The data were analyzed reciprocally. These research results include (1) BIPA modules at Universitas Muhammadiyah Lampung are not entirely based on flipped learning; (2) the BIPA learning process at Universitas Muhammadiyah Lampung is not entirely based on flipped learning. Communication skill improvements include (a) analyzing information related to formulating problems, developing strategies, and asking questions that are not yet entrenched; (b) interpreting analysis results; students are not fully able to formulate problems, develop strategies, and draw conclusions.

**Keywords:** BIPA · flipped learning · communication · module

## 1 Introduction

Indonesian is the national language and must be used as the language of instruction in formal schools in Indonesia. In its development, Indonesian has made significant progress, as evidenced by the increasing number of countries in the world, especially in Southeast Asia, which are learning the use of Indonesian, better known as Indonesian

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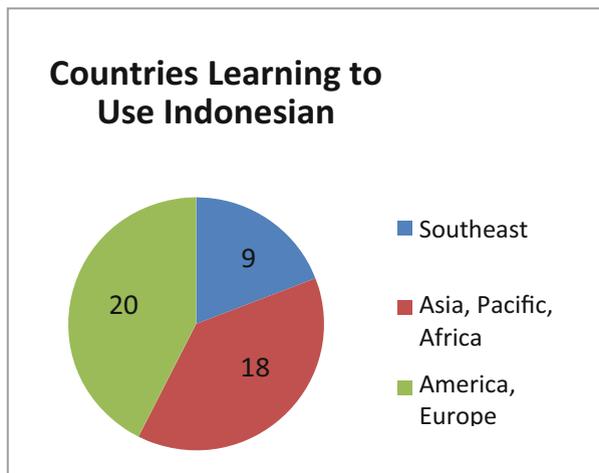
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for Foreign Speakers (*BIPA/Bahasa Indonesia untuk Penutur Asing*). The government also participates in improving the function of Indonesian to become an international language. This improvement is supported by [1] concerning Language Development, Guidance and Protection, and Enhancement of Indonesian Language Functions (Article 31). One of the contents of the article is the development of a teaching program of the Indonesian language for foreign speakers.

Government support for the BIPA program has goals and objectives. The aim is to improve and strengthen the function of the Indonesian language to become the national, international, and state language in Indonesia's territory. The target is foreign speakers who are inside and outside Indonesia. BIPA students themselves have various goals. Referring to the opinion of Mackey and Mountford [2], three needs encourage someone to learn a language: (1) work, (2) vocational training programs, and (3) study. The following will describe countries learning to use Indonesian based on statistical data from language bodies.

Based on data from the language agency (as of June 2022), nine countries in Southeast Asia are learning Indonesian: the Philippines, Malaysia, Vietnam, Cambodia, Singapore, Laos, Timor Leste, Thailand, and Myanmar. In Asia, the Pacific, and Africa, 18 countries learn Bahasa Indonesia: Australia, Fiji, Japan, South Korea, Bahrain, Egypt, Bangladesh, China, India, Qatar, Pakistan, Kazakhstan, Senegal, Papua New Guinea, Tunisia, Uzbekistan, Sri Lanka, and the United Arab Emirates. Furthermore, 20 countries in America and Europe are interested in learning Indonesian: The United States, Finland, Switzerland, Austria, Germany, Denmark, Norway, Bulgaria, Poland, Hungary, Suriname, England, Lithuania, Italy, Turkey, Iceland, Portugal, Russia, Greece, and France. Based on data from the language agency, as of June 2022, there are 94,466 BIPA students spread across 47 countries and 229 institutions.

We must welcome high enthusiasm for using Indonesian in these countries with open arms and balanced with curriculum readiness, appropriate teaching materials, and



**Fig. 1.** Statistic Data from Language Bodies

interesting learning strategies for BIPA students. In line with [3], internal and external factors influence success in learning. Internal factors cover physical (physiological) and psychological factors, while external factors include social factors (family, school, and community), cultural factors (customs, technology, art, science, and others), physical environmental factors (learning facilities, housing, climate, and others), and environmental factors (religion). These factors are correlated to achieving the expected learning outcomes.

Well-designed teaching materials and learning strategies are expected to make BIPA students more interested in deepening their study of the Indonesian language. Monotonous learning methods and material not balanced with innovation will confuse BIPA students and result in a slow understanding of Indonesian, so communication becomes hampered, and learning goals will be challenging. In line with the opinion of [4], the speaker's language skills will be seen from the variety of his vocabulary. More vocabulary mastered will help BIPA students demonstrate their proficiency in communicating.

The results of a preliminary study by researchers at Universitas Muhammadiyah Lampung showed that BIPA students understand spoken and written language well. However, BIPA students still experience difficulty expressing their thoughts and ideas in communicating using Indonesian, both orally and written. The interview results also show that BIPA students at Universitas Muhammadiyah Lampung tend to have difficulty responding to oral and written communication (interviews with speakers on March 21, 2022). This situation can be understood because obtaining receptive language skills generally develops earlier than expressive language skills. Based on the results of learning observations in the BIPA class, lecturers or facilitators tend to use English fully in the classroom. It gives learning difficulties in understanding Indonesian in depth. Lecturers or facilitators sometimes provide assignments that must be done at home, so learners sometimes feel confused about completing them. With this, it can be interpreted that the BIPA learning process at Universitas Muhammadiyah Lampung has not been entirely based on flipped learning.

Considering these problems, innovative and non-monotonous learning strategies must be applied to BIPA students. The appropriate strategies and teaching materials to apply to BIPA students are the Indonesian language module for foreign speakers based on flipped learning. The flipped learning strategy uses several stages: before, during, and after learning. This strategy also allows students to apply various questions and media in learning [5]. Through the flipped learning strategy, BIPA students are expected to be more enthusiastic about learning Indonesian.

Flipped learning is different from conventional learning. In conventional learning, students are usually given material in the form of lectures, assignments, and additional assignments at home. Not all of these additional assignments can be appropriately completed by students. Sometimes students need the help of other people to become discussion partners to help with the assignments. Meanwhile, the flipped learning pattern is a conventional learning pattern that is reversed. In flipped learning, homework is transferred to the class and solved with students. Flipped learning patterns can generally be accessed via electronic media or other platforms. In line with the previous opinion, [6] argues that flipped learning is an activity that can reverse the direct learning procedure that is usually carried out in the classroom. However, flipped learning moves so that the learning procedure is carried out at home or outside the classroom through material from the facilitator or teacher. Independent learners will be responsible for themselves in all aspects, both in obtaining goals and wanting to complete the responsibilities given [7].

Flipped learning can make it easier for teachers and students to learn. This statement is per the opinion expressed by [8] that flipped learning can make it easier for students to find learning resources or materials that can be accessed at any time with the help of technological tools. [9] describes the principles in the flipped learning design: (1) providing opportunities for students to get the first exposure before class, (2) encouraging students to prepare for class, (3) preparing procedures to measure the level of understanding of students, (4) setting up a clear affiliation between activities outside and inside the classroom, (5) providing structured and clear guidelines, (6) giving students sufficient time to complete assignments, (7) providing services to create student community or population, (8) providing adaptive and quick feedback on students' works, and (9) providing accessible technology through notebooks.

A module is a learning material students can access or study individually or independently. Study guides are arranged systematically in the module to make it easier for students to learn them. According to [10], a module is a course material collection arranged systematically in the order of meetings and considering the material's breadth and depth. According to [11], the module is one of the forms of teaching materials made intact and analytically containing a set of planned learning experiences designed to help students master specific learning objectives. Based on some of the opinions, it can be concluded that a module is a learning material systematically arranged to be studied by students independently and has structured assignments.

A module is designed to improve students' communication skills. BIPA students are expected to improve their communication skills through the flipped learning-based module.

The module is quite useful in supporting the teaching and learning process. The use of modules places the teacher as a facilitator in learning. However, the teacher no longer dominates learning [12]. The opinion of [13] also supports that a module has several purposes: 1) A module increases the motivation and passion for learning of students or training participants; 2) It overcomes the limitations of time, space, and sensory power, both students, training participants, and teachers or instructors; 3) It allows students or training participants to study independently according to their abilities and interests; 4) It allows students or training participants to measure or evaluate their learning outcomes; 5) It can be used precisely and varied; 6) It clarifies and simplifies the presentation of messages so that they are not too verbal; 7) It develops students' ability to interact directly with the environment and other learning resources.

The BIPA module based on flipped learning is expected to improve the communication skills of BIPA students at Universitas Muhammadiyah Lampung. In this module, the material will be presented systematically and excitingly but still directed according to the learning objectives. In flipped learning-based modules, the learning system is reversed, making it easier for students to understand the material presented. This is [14]; human knowledge must be built from daily experiences. This means interesting teaching materials are needed to support BIPA students' learning directly with the surrounding environment to have qualified communication skills.

Communication is a process of action between two or more people to convey a particular purpose or message. Through communication, we can understand information and gain knowledge. This aligns with the opinion of [15] that communication is conveying ideas from one person to another. The sender is most important in communication

success, while the recipient is a passive object. Quoting [16], there are several types of communication:

- (1) Intrapersonal communication: This type of communication occurs within the individual or with oneself. It can occur because someone gives meaning to an object he observes or crosses his mind. Objects can be events, objects, meaningful facts to humans, both those that occur outside and within a person, natural events, and experiences.
- (2) Interpersonal communication: This type of communication occurs between two or more people.
- (3) Public communication: This type of communication is often also called speech communication, collective communication, rhetorical communication, public speaking, and audience communication. In this type of communication, the speaker conveys the message to the public.
- (4) Mass communication: This type of communication takes place where the message is sent from an institutionalized source to a mass audience through devices such as television, newspapers, radio, and others.

Communication is crucial in conveying a message. Often, poor communication can result in a wrong understanding of the other person. Likewise, with BIPA students, communication that is not smooth or poorly directed can result in BIPA students misinterpreting the communication or intentions conveyed by the interlocutor. [14] views communication as a process of “who” says “what,” “with what channel,” “to whom,” and “with what effect” or “what result.” When the delivery of messages in communication is carried out properly and correctly, and the recipient receives them well, what is expected can be achieved. On the other hand, if the message is not conveyed correctly, it will cause problems, and when the message is not clearly understood, it will cause miscommunication, leading to conflict.

There are several methods of communication described by [17]: 1) Informative communication: a message conveyed to a person or several people about new things they know; 2) Persuasive communication: the process of influencing one’s attitudes, views, or behavior through persuading and inviting activities so that he does it with awareness; 3) Instructive/coercive communication: communication with threats, penalties, and other forms of coercion, so targeted people do something compulsorily because they fear the consequences.

Based on this description, this study aims to determine whether the BIPA module at Universitas Muhammadiyah Lampung is based on flipped learning and whether the BIPA learning process at Universitas Muhammadiyah Lampung is based on flipped learning.

## 2 Method

This research as a whole was research and development. This qualitative ethnographic research directs researchers to explore and describe social situations [18]. In line with the previous opinion, the main characteristics of ethnographic research lie in in-depth, qualitative, and holistic-integrative studies [19]. The main techniques used in this method were participatory observation and further and open interviews. [20] argues that ethnographic research occurs in several cycles: data collection, analysis, and repeated and

continuous interpretation. This research was carried out at Universitas Muhammadiyah Lampung in the 2021/2022 academic year.

Data collection techniques in this study were carried out using participatory observation methods, in-depth interviews, and document analysis. [21] suggests that observation is a systematic and intentional study of psychological symptoms by recording and observing. The participatory observation was carried out when the learning process in the BIPA class was in progress to see activities between BIPA students and lecturers or facilitators during the learning process. The researchers conducted in-depth interviews with BIPA students and lecturers or facilitators. Interviews with BIPA students were conducted to find out their communication skills using Indonesian. Interviews with lecturers or facilitators were conducted regarding strategies to improve BIPA students' communication skills. Furthermore, in analyzing documents, the researchers examined archives related to syllabi, learning media, and BIPA students' communication skills.

Data validation in this research was carried out using source and time triangulation. Once collected, the data was analyzed reciprocally through several stages: data collection, data reduction, data presentation, and drawing conclusions which were carried out reciprocally [22]. After the data had been collected, the next was the data reduction stage. [23] stated that the researchers' steps in data reduction were to make an overview of the data in direct contact with people, events, and conditions at the research location, provide a code or code, make objective notations, make reflective notations, make marginal notations, store data, make a journal, reviewing between locations, and making tentative conclusions between locations. The flow of data collection to data analysis in this study is presented in Fig. 1.

### 3 Results and Discussion

The BIPA module at Universitas Muhammadiyah Lampung is not entirely based on Flipped Learning. Lecturers or facilitators sometimes still give assignments or homework. The flipped learning-based BIPA module positively supports BIPA students' communication skill improvements: 1) Analyzing information related to formulating problems, developing strategies, and asking questions; 2) Interpreting the analysis results on improving BIPA students' communication skills. BIPA students' communication skill improvements will be briefly described.

In analyzing information related to formulating problems, BIPA students cannot fully formulate problems they know, develop strategies for improving communication, and ask questions. Examples of BIPA student activities in interacting to improve communication and asking questions are presented in Fig. 3.

Some results of interviews with BIPA students when formulating problems are described as follows.

(A = researcher; B = BIPA student)

A: Do you understand the assignment or problem given?

B: Of course. The assignment or problem given is writing short dialogues about daily activities.

A: What steps do you take to understand the assignment or problem given?

B: I re-read the examples several times.

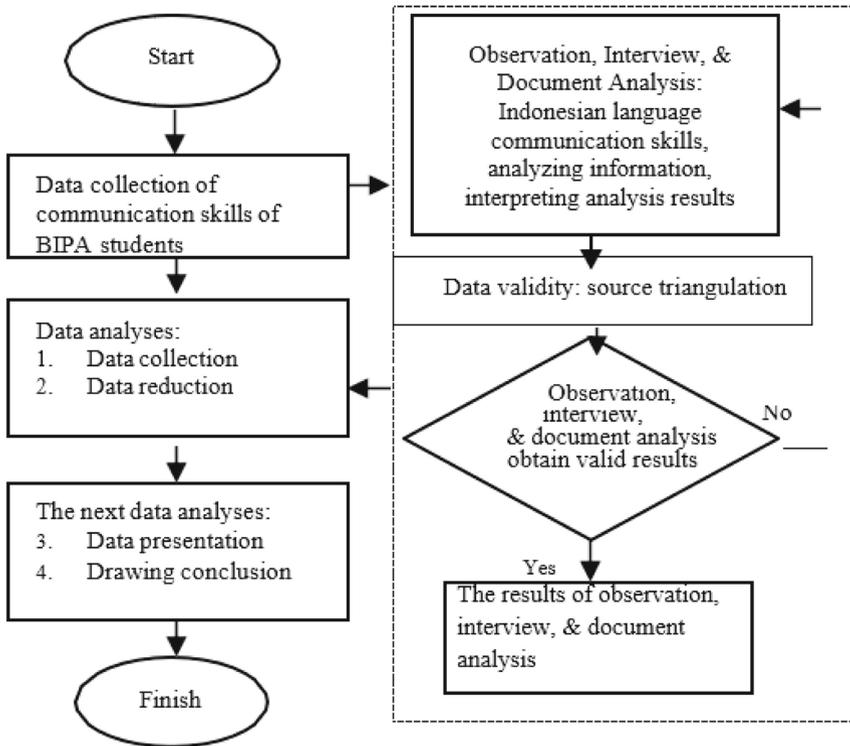


Fig. 2. The Chart of Data Collection and Analysis



Pemelajar mampu merumuskan masalah, mengembangkan strategi terkait peningkatan komunikasi, dan mampu melakukan tanya jawab. Namun, masih belum sepenuhnya mampu menggunakan bahasa Indonesia.

Fig. 3. BIPA Student Activities

A: Please re-read the examples. You can ask a question if there is something you do not understand.

Based on Fig. 2 and interview results, BIPA students re-read the dialogue examples provided. Examples of dialogues contain brief daily activities. After they read it several times, they immediately made dialogues with the same theme. It shows that BIPA students can know, understand, formulate problems, and complete their assignments.



**Fig. 4.** Tasks Activities

However, students are not fully able to use Indonesian. The assignment of writing dialogue is not done at home. The statement of [24] also supports it. When students have high learning independence, they will learn independently and not feel pressured because these students realize that learning is a necessity.

Next is interpreting the analysis results on improving BIPA students' communication skills. BIPA students feel happy and helped by flipped learning strategy. If BIPA students are usually given assignments at home, students are freed from homework this time. Assignments are finished in class. If there are difficulties, students will immediately ask the lecturer or facilitator. All students will also listen if there are questions from their friends. All students are allowed to advise their friends while following the directions from the lecturer or facilitator. Student activities when doing assignments in class are shown in Fig. 4.

Flipped learning-based modules can improve the BIPA students' communication skills. Students became more enthusiastic about taking BIPA classes. It can be seen from students' ability to do the assignments given. Meanwhile, if the task is done at home, students tend to find it difficult. Sometimes they will complete the task by cheating so that learning objectives will be challenging to achieve. Research that supports the flipped learning strategy in overcoming problems with students' mastery of the material is research by [25], which states that flipped learning will enable all students to receive material resources even if the student is sick or unable to attend class.

## 4 Conclusion

As a country implementing the BIPA program, Indonesia should naturally prepare everything as well as possible, including the readiness of the lecturers or facilitators, teaching resources or materials that suit students' needs, and fun and not monotonous learning strategies. The flipped learning-based BIPA module can improve BIPA students' communication skills.

Improving communication skills in analyzing information related to formulating problems, developing strategies, and asking questions are not yet entrenched and have not been able to make learning in the BIPA class more enjoyable. Students seemed less enthusiastic about listening and interacting with their friends, lecturers, or facilitators. Students are given time to work on assignments according to the example. Lecturers or facilitators do not assign homework.

Interpreting the analysis results on improving BIPA students' communication skills is quite good. However, it needs to be further improved by maximizing the skills and is supported by professional lecturers or facilitators to improve BIPA students' communication skills.

The limitation of this study is that it only examines teaching materials or modules related to Indonesian for foreign speakers based on flipped learning. Much still needs to be explored more deeply regarding teaching materials to support BIPA students' communication skills. Based on the limitations of this study, it is hoped that future researchers can further study and develop flipped learning-based teaching materials or modules that can be linked to character education, science and technology, and other skills that need to be further developed by BIPA students.

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