



Mapping BIPA Teaching Materials Based on Local Wisdom

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Abstract. The purpose of this study was to determine the BIPA learning material based on local wisdom. The form of local wisdom in this study is the local wisdom of the city of Kudus. Aspects of local wisdom in BIPA students as an effort to raise local values. With the diversity of cultures in the city of Kudus, it is important to like BIPA teaching materials. Through BIPA teaching materials based on local wisdom, it is intended that BIPA students can understand and learn words, compose sentences with local culture in Kudus. The research method used in this article is a case study type. The focus of this research is foreign students from Nueva Eciji University of Science and Technology (NEUST) Philippines who are studying Indonesian at Muria Kudus University. The data collection technique in this article is by means of observation, interviews and documentation. While the data analysis techniques in the article are field data collection, data reduction, data display and data leveraging. The results of the research in this article are that there are two local wisdoms that are mapped based on the basic theme, namely (1) Indonesian food, namely Soto Kudus which is related to aspects of language skills. (2) Weekend activities to the Kudus Tower, namely sightseeing with aspects of language skills. Mapping BIPA teaching materials based on local wisdom has the benefit of helping Darmasiswa get to know vocabulary through local wisdom materials in the city of Kudus.

Keywords: Teaching Materials, BIPA, Local Wisdom

1 Introduction

Indonesian is the national language in the State of Indonesia, but with the development of the era in era 5.0 it was officially announced that Indonesian as an international language. Therefore, many citizens or foreign speakers are learning Indonesian. Another phenomenon can be seen that in Indonesia there are foreign companies and workers are also presented from foreign countries. Efforts so that foreign company workers in Indonesia are able and fluent in communicating using good and correct Indonesian, then there is an Indonesian Language Learning Program for Foreign Speakers (BIPA).

The BIPA program is not only intended for foreign workers in Indonesian companies, but also for students at Foreign Universities or what is known as Darmasiswa.

Based on the research results, there are around 697 Darmasiswa who study Indonesian language and culture [1]. With this data, it is necessary to present new innovations related to BIPA teaching materials. The new breakthrough in this article is BIPA teaching materials based on local wisdom

Teaching materials are a form of teaching materials used to assist educators in the teaching and learning process [2]. Teaching materials are a collection of a set of teaching materials based on the curriculum to achieve learning objectives. Examples of teaching materials here are textbooks, modules, handouts, and audio-visual teaching materials [3]. The BIPA material in this article covers four aspects of language skills, namely listening, reading, writing and speaking. The four language skills are interrelated with each other that cannot be separated. In every learning activity, four language skills, namely listening, speaking, reading, and writing always appear [4].

Mapping of BIPA teaching materials aims to make it easier for BIPA students to understand language skills. In essence, BIPA teaching materials are a means to teach BIPA students directly. With this it can be concluded that a set of materials used for learning and aims to achieve learning objectives with certain aspects. To make it easier for BIPA students to absorb and learn vocabulary, sentences based on local wisdom in the city of Kudus.

Local wisdom is the identity or cultural identity of the nation [5]. The purpose of local wisdom is to cultivate local culture and fortify oneself from foreign cultures that are less wise. The form or form of local wisdom is culture, art, food, and tourism [6]. The focus of local wisdom in this study is coffee wiwit culture, kretek dance art, typical food of buffalo soup and tower tourism.

The purpose of this research is to find out and facilitate BIPA learning to find out local wisdom in Kudus. Culture must be taught to Darmasiswa. It is intended that the culture of Kudus origin can be interested and liked by Darmasiswa. Through the Indonesian language, Darmasiswa can get to know the culture of Kudus origin. Indeed, Indonesian language and culture are easily learned by Darmasiswa with fun media. One of them is introducing tourism and culinary origin from Kudus.

BIPA students are generally adults aged 17 years and over [7]. The selection of BIPA material requires several properties [8]. First, the topics are adapted to the age of adults, such as environmental issues, human relations, and world events. Second, foreign students like presentations, discussions, and self-expression. Third, it relates to different and varied interests and needs.

BIPA teaching in it needs to get special attention from students [9]. The pedagogic characteristics and norms of BIPA learning have differences with Indonesian language learning for native speakers. These differences include six factors. First, BIPA students have clear learning targets. Second, in general, BIPA students are educated people. Third, having a cultural background as a characteristic of learning styles. Fourth, have high motivation towards Indonesian. Fifth, have problems in the pronunciation and writing of BIPA students [10].

2 Materials And Methods

This research is a qualitative research. A qualitative approach is a study to explore an issue that is correlated with certain individual margins [11]. The research location is at Muria Kudus University which is attended by 21 Darmasiswa from Nueva Eciji University of Science and Technology (NEUST) in the Philippines. This qualitative research focuses on participants' understanding and focuses on social phenomena [12]. The method in this research is a case study. Divide the case study research into two holistic (case units) and embedded (embedded) [13].

The data collection technique used was observation with Darmasiswa from Nueva Eciji University of Science and Technology (NEUST) at Muria Kudus University. Furthermore, conducting interviews with BIPA lecturers and students at Muria Kudus University. The last is documentation in the form of research photos and Learning Implementation Plans (RPP). Data analysis in this research is in the form of field data collection, data reduction, data display, and data verification. Data analysis in this study was carried out by collecting data from BIPA teaching materials based on local wisdom in the city of Kudus. Then the material is mapped and analyzed and adapted to the needs of Darmasiswa and lecturers. The purpose of this mapping is to make it easier for Darmasiswa to learn language skills (listening, reading, writing and speaking) with sacred local wisdom.

3 Results And Discussions

BIPA students studying Indonesian at Muria Kudus University come from the Nueva Eciji University of Science and Technology campus in the Philippines. With different backgrounds, of course they have different experiences and understandings of the Indonesian language. Based on these problems, it affects the difficulty and saturation of the spirit of learning. Of the 21 foreign students, one of them spent 3 months forging or studying Indonesian. There are 4 reasons related to Darmasiswa learning Indonesian, namely (1) taking the Indonesian language program, (2) becoming a research member in Indonesia, (3) as a worker in Indonesia, and (4) temporarily residing in Indonesia.

Conveys the local wisdom of Gusjigang as a source of character values in MAN 2 Kudus. Specifically, the mapping in this research is to facilitate Darmasiswa in the local wisdom of Kudus. Furthermore, Rahmawati's research chose Gusjigang's wisdom as character education for students [14]. Ristiyan's research (2019) discusses teaching Indonesian based on local wisdom at Muria Kudus University. Ristiyan's research discusses the typical food of Kudus, namely parijotro fruit, clear soto and pecel as local wisdom. While this study discusses local wisdom both in terms of food or tourism. The food classification of this study provides examples ranging from making Soto Kudus to eating. The next object of tourism in the theme of activities at the end of the week is a trip to the Kudus tower. Menara Kudus has a philosophy that makes it interesting to tell Darmasiswa.

The mapping of BIPA teaching materials in this article covers aspects of listening, reading, writing and speaking. Furthermore, the themes given to BIPA students at the elementary level can be seen in the following table.

Table 1. Beginner Level BIPA Materials

| No | Basic Level | Content of Local Wisdom |
|------|-----------------------|-------------------------|
| 1. 1 | 2. Indonesian Food | 3. Soto Kudus |
| 4. 2 | 5. Weekend Activities | 6. Menara Kudus |

Based on the mapping of the beginner-level BIPA material above, it can be seen that the classification of materials or themes of Indonesian food is related to Soto Kudus. Meanwhile, weekend activities are connected with a trip to the Kudus Tower. The two themes will be mapped again based on four aspects of language skills. The four language skills will be mapped into the following details.

Table 2. Mapping Indonesian Food Theme

| No | Beginner BIPA Theme | Local Wisdom | Mapping Language Skills |
|----|---------------------|--------------|---|
| 1 | Indonesian Food | Soto Kudus | <p>Listening Skills</p> <p>a. Identifying vocabulary and expressions about soto Kudus food in the form of dialogues and monologues</p> <p>b. Choose the right answer based on the reading related to Soto Kudus food</p> <p>Reading Skills</p> <p>a. Answering questions about reading how to make Soto Kudus</p> <p>b. Match the picture with the vocabulary of the ingredients from the soto Kudus food</p> <p>Writing Skills</p> <p>Write a text about how to make soto Kudus using proper vocabulary, and procedure text</p> <p>Speaking Skills</p> <p>Tells about how to make Soto Kudus with the right vocabulary</p> |

Based on the table above, the mapping of language skills on the theme of Indonesian food is focused on the typical food of Kudus, namely Soto. The material for introducing the soto Kudus food here is the collection of ingredients and the procedure for making it. First of all, on the aspect of Darmasiswa's listening skills, a video of making Soto Suci food and what ingredients are needed. The ingredients for making Soto Kudus

include buffalo meat, shallots, garlic, celery, leeks, salam, lime leaves, galangal, pepper, coriander, cumin, candlenut, ginger, salt, and sugar. Darmasiswa was also shown a monologue video and dialogue related to the typical food of the Kudus city. The value of local wisdom here, Darmasiswa can find out the typical food of Kudus city and how to make it.

In the listening aspect, Darmasiswa shows pictures and videos on how to make Soto Kudus. Furthermore, in the aspect of reading skills, they were given simple readings related to Soto Kudus food and rewritten what they had seen in the video. In this case, Darmasiswa can get to know the spices that exist in Indonesia, especially Kudus where these spices do not exist in the Philippines. Thus, online BIPA learning can attract Darmasiswa from the Philippines to try the typical food of Kudus city. Furthermore, in the speaking aspect, Darmasiswa is given the opportunity to retell after watching the video with the right vocabulary. The following is a video and display of the processed Soto Kudus.

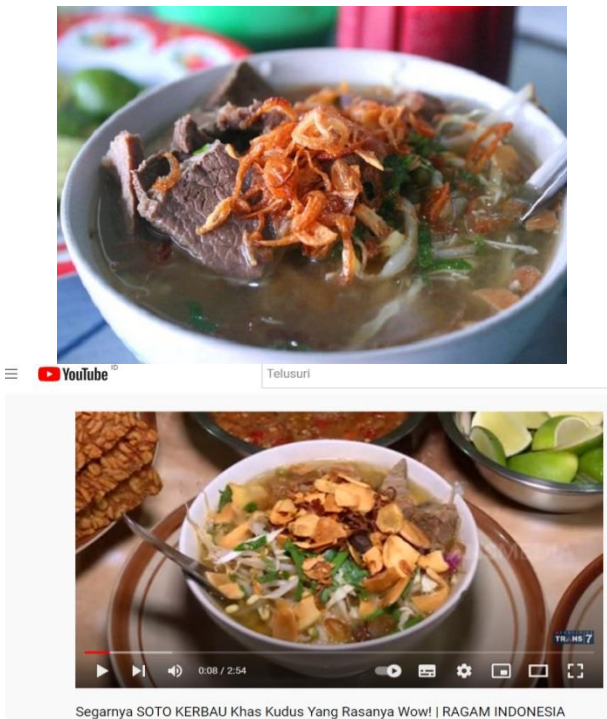


Fig. 1. Typical Food of Kudus City

The next basic theme is weekend activities that are associated with local wisdom traveling to Menara Kudus. The following will map the theme of weekend activities related to the local wisdom of the Kudus city. This mapping is also associated with four language skills, as follows.

Table 3. Mapping of Weekend Activities

| No | Beginner BIPA Theme | Local Wisdom | Mapping Language Skills |
|----|---------------------|--------------|---|
| 2 | Weekend Activities | Menara Kudus | <p>Listening Skills</p> <p>a. Identifying general information about the activities of traveling to the Kudus Tower through readings in the form of dialogues and monologues</p> <p>b. Identifying expressions about weekend activities going to Menara Kudus in the form of dialogues and monologues</p> <p>7.</p> <p>Reading Skills</p> <p>Make a short recount text related to a trip to Menara Kudus using time and quality descriptions</p> <p>8.</p> <p>Writing Skills</p> <p>Writing Skills Make a review about tourist attractions to the Holy Tower.</p> <p>Speaking Skills</p> <p>Retelling of the trip to the Holy Tower.</p> |

Based on the table above related to mapping the theme of the weekend activities, in the listening aspect, students are given a video of a trip to Menara Kudus. Darmasiswa there observed historical buildings and then explained by the lecturer regarding the vocabulary in the video. There are video monologues and dialogues related to traveling to Menara Kudus using simple language. Then in the aspect of reading, Darmasiswa is given a short reading "I'm Happy to Travel to the Kudus Tower". Thus, they have carried out the activities of traveling to Menara Kudus, even though they are online. The purpose of this theme is to introduce self-expression after filling the weekend activities. For the writing aspect, Darmasiswa rewrites the objects in the tower (explained by the lecturer). The last is speaking activity. In the speaking aspect, Darmasiswa can retell the video (a trip to the Kudus Tower) with the right vocabulary.

The two mappings of the basic themes have a significant impact on Darmasiswa from the Philippines. They were very enthusiastic about the local wisdom of the Kudus city. Furthermore, videos and pictures of a trip to the Holy Tower can be seen in the image below.

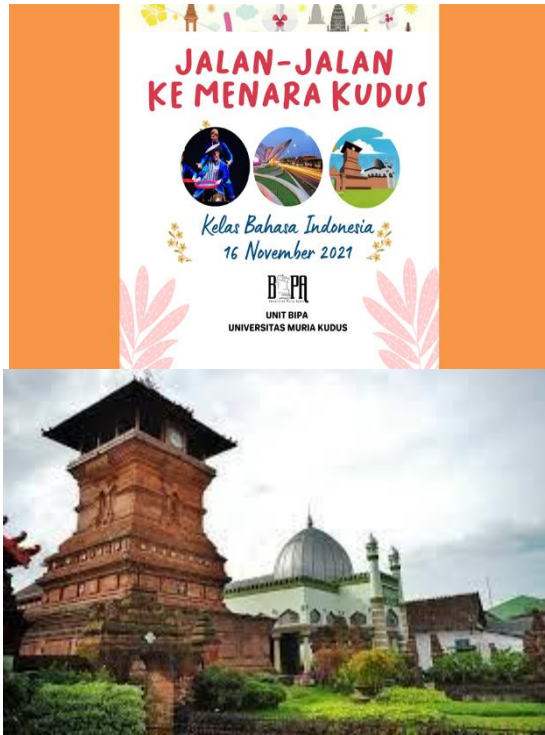


Fig. 2. Holy Tower Street

Menara Kudus is one of the relics of our ancestors in the form of a mosque. The mosque is the oldest mosque in the city of Kudus. There are philosophies related to Menara Kudus, one of which is a unique architect (a blend of Hinduism, Java and Islam). The values of local wisdom in Menara Kudus are (1) cultural expression and the value of multicultural education. This is due to the form of tolerance from acculturation of Hindu, Javanese and Islamic cultures which have different cultures. (2) the philosophy of history and heritage in Menara Kudus. After watching the video, Darmasiswa can learn about religious tolerance through the Tower building. Furthermore, Darmasiswa also knows the history of Menara Kudus. One of them is the cultivation of the value of loyalty. The value of this loyalty can be illustrated that in the Menara and the Kudus area it is not permissible to slaughter a cow but a smell. This belief is still held firmly to this day as a way for future generations to appreciate the beliefs of their ancestors.

4 Conclusion

Based on the results of this study, it can be concluded that there are two local wisdoms that are mapped based on the basic theme, namely (1) Indonesian food, namely Soto Kudus which is associated with aspects of language skills. (2) Weekend activities, namely trips to Menara Kudus which are related to aspects of language skills. Mapping

of BIPA teaching materials based on local wisdom has benefits so that Darmasiswa can recognize vocabulary through local wisdom materials in the city of Kudus. Local cultures that have not been exposed, this BIPA teaching opportunity is one of the efforts to introduce the local wisdom of the Kudus city. The response from BIPA students regarding the philosophy of the Kudus tower and the typical food of Kudus was very enthusiastic. They are even interested in visiting Indonesia to taste the Soto Kudus food and take pictures and visit the Kudus tower.

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