

Implementation of Indonesian for Foreign (BIPA) Teaching Material this Multicultural-Oriented in the Course of BIPA in STKIP PGRI Sumatera Barat

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Abstract—This study aims to describe and explain 1) the implementation of BIPA learning, 2) the development of Indonesian Language teaching materials for Foreign Speakers by students of BIPA-based course materials based on local wisdom, 3) implementation of strategies and efforts that can be done by BIPA students in STKIP PGRI West Sumatra. This research is a naturalistic cognitive research with a form of stuck case study with purposive sampling technique. Research data were analyzed using interactive analysis model. From the results of the research are as follows, 1) the implementation of BIPA learning in the subject of teaching materials BIPA has directed the students to develop BIPA teaching materials with four language skills and linguistic. 2) development of BIPA teaching materials in BIPA teaching materials course directs BIPA teaching materials to cultures that incorporate their multicultural elements of local wisdom, which contains folklore, phrases, pantones, chants, dances, traditional games or in the form of certain ritual ceremonies, customs, clothing and dresses, and food way of eating. 3) the strategies and efforts undertaken will be by using BIPA learning method with the help of learning media BIPA.

Keywords—*implementation, teaching materials, BIPA learning, and multicultural (Indonesian culture)*

I. INTRODUCTION

The success of Indonesian language teaching for foreign speakers is influenced by three components, the three components are learners, learning materials and learning process [1]. The relationship of these three components is so important that it will determine the learning outcomes [2-7].

Because the teaching of BIPA has different characteristics than the teaching of Indonesian language to native speakers. One of the differentiators is in terms of learning. Learners BIPA is a learner who already has a first language and has a different cultural background. BIPA teaching refers to Indonesian language teaching activities for foreigners from various countries and has different language and age backgrounds, professions, competencies, and learning objectives. These factors should be considered by BIPA teachers when selecting materials. Thus, there are some things that must be considered in the development of BIPA materials: (1) The objectives of BIPA students to learn Indonesian; (2)

Gradient material difficulties; (3) Variations of material, and (4) Integrasi material (language, language, and cultural material). And that must be remembered is the teaching BIPA refers to the activities of teaching Indonesian language for foreigners from various countries and have a background language and age, profession, competence, and different learning objectives. As well as the characteristics and roles of BIPA learners can be seen from 1. Motivation, 2. Learning objectives, 3. Talent, 4. Personal traits, 5. Ways or strategies, 6. Cognitive ability, 7. Knowledge or ability. Therefore, BIPA teachers need to understand the teaching characteristics of BIPA.

The learning strategies of BIPA and Indonesian language learning are generally the same, which distinguishes them from cultural or cultural colors. What we can make the difference is to give a text of BIPA teaching materials in which there is a culture of the Indonesian nation. For example we make text of BIPA-based teaching materials to the culture (local wisdom) in Indonesia. With the presence of local cultural characteristics and knowledge of the Indonesian nation became a special attraction for foreign learners to learn the Indonesian language. The preparation of the text of BIPA teaching materials that are cultured in Indonesia should consider the level of BIPA learning that is the level of basic, intermediate, and advanced. Basically the goal of learning Indonesian is to communicate and socialize with the people of Indonesia. For this reason we as teachers need to highlight the characteristics of the controlled Indonesian nation.

Textbooks are the most important means and tools that learners must possess and use in academic contexts, and BIPA teachers use textbooks as a foundation or foundation in teaching activities. BIPA learners are heavily influenced by textbooks containing BIPA teaching materials they use, through textbooks that BIPA students use, they practice Indonesian language. In the textbook will contain exercises of speech, listening, writing and listening skills that can indirectly inform about Indonesian culture. The implementation of Indonesian language teaching materials for foreigners who are multicultural-oriented include social and economic life, art and literature, religion and belief, and diverse languages and cultures. Thus the learners of BIPA know more about the

culture of the language user community which he learns positively.

The rest of this paper is organized as follow: Section II describes proposed research method of this work. Section III presents the obtained results and following by discussion in section IV. Finally, Section V concludes this work.

II. METHOD

Research method is basically a scientific way to get data with a specific purpose and usefulness. Based on it there are four key words to note are the scientific way, data, purpose and usefulness. This research is a naturalistic cognitive research with a form of stuck case study with purposive sampling technique. Place of study at STKIP PGRI Sumatera Barat, on student of BIPA choice subject that is Teaching Material of BIPA. The data in this research is information related to the implementation of Indonesian language learning for foreign native who are in the class of BIPA Course. Research data were analyzed using interactive analysis model. Collecting data obtained from data analysis in the field which is the first stage, then selecting data from three classes, gathering data in the form of description and drawing conclusions.

III. RESULTS

In fact the Indonesian nation is a multicultural society faced with ethnic values and complex cosmetic interests. Indonesian Language Teaching for Foreign Speakers (BIPA) with this interest is developed by BIPA-based teaching materials of Indonesian culture, for the purpose of BIPA teaching. The importance of the development of BIPA-based teaching materials based on Indonesian culture (local wisdom) is a strategy and effort that can be done by BIPA teachers, both for the interest of foreign learner and for the teaching of BIPA Subject.

A. *the implementation of BIPA Learning*

The implementation of BIPA learning in the language education and literature program of Indonesia STKIP PGRI Sumatera Barat is the elective course with some elective courses. Implementation of learning subject BIPA teaching materials in the class of 2015 there are two classes with each class of 40 students. That is taught by two lecturers. The teaching of subject matter of BIPA to the students with the material is designing and making a basic and intermediate level teaching materials or beginner level and medium level. By developing four language skills: listening, speaking, reading and writing skills. as well as adding to Indonesian grammar and cultured skills.

B. *Development of Indonesian Language Teaching Materials for Foreign Speakers by Students of BIPA-Based Subject Course of Local Wisdom*

From the development of teaching materials or teaching materials BIPA which is given there is implementation of teaching is done. Especially that should be noted that the teaching of Indonesian to Indonesian students / students is different compared with the teaching of BIPA. The success of

BIPA learning depends on the teaching materials provided by the teacher. Teaching materials should be provided in accordance with the needs of students and the level of ability of foreign students. And the important thing is very interesting and fun. To provide interesting teaching materials and teach ingenious materials can incorporate multilingual cultural elements about Indonesia. By utilizing the four language skills by giving Indonesian text on Indonesian culture such as local wisdom containing folklore, phrases, pantones, chants, dances, traditional games or in the form of certain ritual ceremonies, customs, clothes and dressing, and the way food to eat. All local wisdom is given in the text of BIPA teaching.

C. *Implementation of strategies and efforts that can be done BIPA course students in STKIP PGRI Sumatera Barat.*

In the process of learning and teaching BIPA very important is the learning strategy and learning media. In the BIPA learning strategy there are several methods that can be used. And the learning media that is used also varies related to culture that is Indonesian local wisdom. In multicultural-based learning is very boring if it does not take advantage of various methods in learning BIPA including direct methods if the learning is in Indonesia. In addition to mastering learning mater in using local wisdom by using some interesting methods, teachers can use instructional media by applying graphic media and videos about local wisdom such as pantone, folklore and so forth.

IV. DISCUSSION

Materials or teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities. The material in the intention can be written materials and materials that are not written. Teaching materials or teaching materials, which consists of two words of teaching and materials are materials or materials. Teaching materials is information that the content of the material needed in the learning process.

The BIPA learning plan is a teaching effort to prepare learning tools that can be used to support the success of learning activities between participants BIPA with teachers. The quality of teaching materials given will affect the ability of students / learners BIPA in mastering and enjoying the Indonesian language. Therefore, a careful planning in designing a multicultural-oriented BIPA learning materials on BIPA courses is very good for introducing Indonesian culture well.

A. *Understanding of Teaching Materials*

Material or teaching materials are all forms of materials used to assist the instructor or instructor in carrying out teaching and learning activities. The material in the intention of bias in the form of written materials and materials that are not written. Teaching materials or teaching materials, which consists of two words of teaching ie teaching and materials are materials or materials. Teaching materials is information that the content of the material needed in the learning process. Madjid in [8] said that teaching materials is a set of materials organized systematically so as to create an environment or

atmosphere that allows learners to learn well. Instructional materials that can mean written materials and materials that are not written.

National Center for Competence Based Training in Madjid in [8] argues that: "teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities in the classroom, the material can be written materials or unwritten materials ". From the above understanding can be concluded that the teaching materials is information or the content of learning materials required in the learning process.

B. Types of Teaching Materials

Madjid in [8] classified teaching materials into four types namely: written media, audio visual, electronic and interactive

1) Printed Materials

Printed teaching materials can be displayed in several forms such as textbooks, guidebooks, journals, papers, and articles. If the course is well constructed then the teaching materials will bring some advantages such as that expressed by steffen ballstaedt in Madjid [8] including:

- a) Make it easy for the teacher to show the students which part they are studying.
- b) Offer ease widely and creatively for the individual.
- c) Can motivate readers to perform activities such as reading, marking notes and sketching.
- d) Readers can manage tempo independently.

2) Listening Materials

Audio teaching materials can display motivational and interesting messages. Majid in [8] explains that audio material can be used to:

- a) Develop listening skills and evaluate what has been heard.
- b) Organize and prepare for discussion or opinion of experts who are far from the place of study
- c) Be a model that can be imitated by learners
- d) Hearing audiences (audio visual)

Visualization of messages or information to be conveyed to learners can be developed in forms, such as photos, drawings or illustrations, sketches / line drawings, graphics, charts, charts, videos or movies. With videos one can learn on their own, as the video / movie viewing medium presents a communicative and repeatable situation. Can display details clearly. Video can be used as a real view of a scene raising a discussion situation, documentation, interviews, and others.

C. Interactive Teaching Materials

Interactive teaching materials according to Guidelines For Bibliography Description Of Interactive Multimedia in Majid [8] explains that interactive multimedia is a combination of two or more media (audio, text, graphics, images, animation, and video) that the user is manipulated to control commands and the natural behavior of an achievement. Currently there are many people who utilize this resource, because in addition to

be attracted also make it easier for users in learning a particular field. Usually multi-media teaching materials are designed completely from user manual to assessment.

Learning materials are the knowledge, skills and attitudes that teachers must teach and learners to achieve the basic competency and competency standards. As well as some types of learning materials. These types of facts, concepts, principles, procedures, and attitudes or values. A teaching material at least includes:

- 1) *Study instructions*
- 2) *Competence to be achieved*
- 3) *Content or content of learning*
- 4) *Supporting information*
- 5) *Exercises*
- 6) *Work instructions*
- 7) *Evaluation*
- 8) *Response or feedback to the evaluation result.*

D. Multilevel Oriented Teaching Materials

Teaching and learning Indonesian (foreign languages) is a social process that teaches Indonesian language which also means teaching Indonesian culture or way of life using Indonesian language as the language of instruction, official language of the country, unifying language as well as national language [9]. Bahasa Indonesia as the language of instruction used to understand the learning stages of the Indonesian language to develop the BIPA linguistic language compiler. And the most important is the Indonesian language is used as a vehicle to think foreign learners in understanding the concepts and applications in life in Indonesia. BIPA teaching materials demanding the Indonesian language can explain the concept of learning in accordance with the intellectual development of BIPA learners. The Indonesian language used should be in accordance with the social-emotional maturity of learners in understanding local to global concepts. The Indonesian language used in the BIPA teaching materials should be interesting and clear to encourage BIPA learners to learn the Indonesian language thoroughly with the help of very interesting texts of teaching material. Indonesian language used in teaching materials that is using the form of words, terms, sentences and paragraphs in accordance with the rules of language to communicate in writing.

Preparation of instructional materials in the form of text for BIPA learners who culture oriented should carry the integrity in the daily practice of Indonesian society. The forms of local wisdom in Indonesia are very diverse, ranging from oral traditions, written traditions and not pertained to both. What we can explore and find in the works of literature archipelago, such as folklore, phrases, pantone, singing, dance, traditional games or in the form of certain ritual ceremonies, customs, clothes and dress, food and how to eat and others. The utilization and involvement of various local wisdom owned by the nation is used as instructional material in instructional textbook of BIPA by the teacher.

The insights of local wisdom can be brought into the learning class BIPA mainly presents text of teaching materials

about local culture where the place of learning takes place. Through the insights of Indonesian culture, especially the local wisdom of foreign learners get information about cultural behavior (custom) or Indonesian people's habits. So that learning makes interesting and fun learners BIPA. Meanwhile Sutarno [10] writes there are three kinds of cultural-based learning model, namely:

- 1) *Culture-based learning model through traditional games and regional songs*
- 2) *Cultural-based learning model through folklore*
- 3) *Cultural-based learning model through the use of traditional tools.*

Preparation of teaching materials for BIPA learners who oriented on multicultural should carry the integrity in the daily practice of Indonesian society. Knowledge of Indonesian culture can be cultivated in BIPA teaching materials. The following can be developed the development of cultural-based BIPA resources by including elements and values of cultural / multicultural Indonesia in it.

- a. Beginner Level (basic): Able to use the Indonesian language to be able to perform daily activities. Through traditional games and regional songs.
- b. Medium level: able to use the Indonesian language to express themselves, the cultural element that can be included as an element of culture is folklore.
- c. Proficient level (continued): Able to use the Indonesian language to perform activities with special purposes, cultural elements that can be included as cultural elements are traditional tools. Knowledge of the curriculum of foreign language teaching that is BIPA must be known and well known before the development process or the writing of BIPA teaching materials that will be used. To determine what appropriate material topics are used in the context of communication and culture background of BIPA materials.

V. CONCLUSION

In the implementation of teaching materials for learning BIPA-oriented multicultural teachers can provide a text or discourse in which there is a culture of the Indonesian nation in accordance with the curriculum. For example the teacher can make the text include elements of folklore, traditions of a region or customs and customs of a region and its philosophy, adapted to the level of learning BIPA it, with the aim to communicate and adapt in Indonesia.

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