



DESIGN OF E-MODULE TEACHING MATERIALS BASED ON LOCAL WISDOM FOR BIPA LEARNING

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Abstract: This research aims to design teaching materials in e-modules that integrate local wisdom to increase the effectiveness of learning Indonesian for Foreign Speakers (BIPA). In the era of globalization, understanding local culture is important to support a more contextual and authentic language learning process. The e-module developed in this research focuses on introducing and understanding local Indonesian culture, such as customs, traditional arts, and social values. This development model uses the Borg & Gall development model, namely preliminary study, research planning, design development, preliminary field test, revision of limited field test results, main field test, revision of wider field test results, feasibility test, final revision of feasibility test results, and dissemination and implementation of the final product. Data collection at the pre-development stage was carried out using a questionnaire validation instrument. The type of data in this research is qualitative data. Qualitative data was obtained from expert test questionnaire validation in the form of data resulting from comments, criticism, and suggestions in the form of nonverbal data at the pre-development stage.

Keywords: Teaching Materials, BIPA, Design E-Module, Local Wisdom

INTRODUCTION

BIPA is an abbreviation of Indonesian for Foreign Speakers (Muzaki, 2021). BIPA (Indonesian for foreign speakers) is a language learning program designed for foreign learners or students who want to learn Indonesian (Suyitno et al., 2018). BIPA is an Indonesian language learning program whose subjects are foreign students (Sambas et al., 2022).

The position of Indonesian plays an important role as a foreign language in the international community (Tanwin, 2020). Indonesian for Foreign Speakers (BIPA) is one of the diplomatic tools that can be used by the Indonesian government to strengthen Indonesia's position in the world arena (W. Wiratsih, "Analysis of Difficulties in Pronunciation of Indonesian Consonants (Wiratsih, 2019). BIPA (Indonesian Language for Foreign Speakers) is one of the efforts to internationalize the Indonesian language (Rohimah, 2018). Indonesian language for foreign speakers (BIPA) is growing rapidly internationally (Arumdyahsari et al., 2016). implemented abroad, but also implemented domestically (Rohimah, 2018).

The position of BIPA learning is very important as a form of providing Indonesian language teaching for foreign speakers (Widianto et al., 2019). In the context of globalization, the demand for learning Indonesian has increased significantly, whether for academic, professional, or personal purposes. (Siroj et al., 2015) also added that Indonesian plays an important role on a national scale and plays a role on a global scale as a foreign language. Indonesian becomes a second, third, fourth, or other language for BIPA students (Widianto & Zulaeha, 2016).

However, on the other hand, it is indicated that BIPA learning experiences various obstacles, including many obstacles that still arise in the BIPA learning process related to learning materials and resources. Therefore, a learning design is needed which contains the design of tools and content of learning materials that can solve problems in learning to organize effective learning activities so that the learning objectives that have been determined can be fully achieved (Setiawan & Basyari, 2017). In addition, the learning objectives that have been determined must be integrated with local wisdom in the BIPA teaching module which includes the importance of including aspects of Indonesian culture and traditions into the Indonesian language learning process for foreign students.

There are not many teaching materials containing local wisdom. Therefore, it is necessary to develop BIPA teaching materials containing local wisdom to support

learning. With material based on local culture, of course, BIPA students will be well stimulated and quickly learn the language and be able to understand Indonesian cultural insights. This is in line with the objectives of learning media stated by Mayer and Moreno (2003) (Latip & Permanasari, 2016) can create meaningful learning " meaningful learning", because with the existence of an instrument that introduces learning messages, of the course students experience cognitive and psychomotor activities in learning.

Development of teaching materials that do not only focus on the content of the material but also focus on the content of local wisdom (Martha et al., 2022). Creating BIPA teaching materials that integrate local culture as an effort to introduce culture widely and local wisdom in Indonesia, especially in the city of Cirebon, apart from that to attract foreign tourists visiting Indonesia. In agreement with the article (Rohimah, 2018) Culture-based BIPA learning is one method that can be applied to foreigners who will live in Indonesia for a long time. With this learning, of course, foreign students will be greatly helped in achieving the required competency and standard of mastery of the Indonesian language according to opinion. So that Indonesia can be more widely known abroad and show that Indonesia has an interesting culture or local wisdom. By studying local culture, BIPA students can learn how to communicate effectively and politely in different social contexts. They will be better prepared to interact with native speakers in a variety of social situations. By integrating local wisdom in BIPA teaching materials, students not only learn Indonesian but also get to know and appreciate Indonesian culture.

The development of effective and relevant teaching modules is very important to support Indonesian language learning among foreign students. In general, teaching materials are made based on the analysis required for foreign students (Arumdyahsari et al., 2016). Therefore, teaching materials become one of several learning tools. Teaching materials are materials that have been arranged systematically (Faizah, 2018). The learning material should be learned and mastered by students, in the form of knowledge, skills, and attitudes through learning activities (Setiawan & Basyari, 217).

Local wisdom is local wealth that contains rules or views of life (Asrial et al., 2021). Therefore, making good teaching materials not only contains quality material but also contains or integrates local wisdom. Local wisdom is part of community culture which cannot be separated from the language of the community itself (Darmadi, 2018). According to (Jumriani et al., 2020) local wisdom is social stability and control over various human activities that involve the owner's life and community life. Integrating

local wisdom as material content in learning will also support the achievement of learning objectives that strengthen theoretical knowledge and strengthen attitudes and skills. Local wisdom is a conceptual idea that exists in human life and grows and continues to grow in community awareness which functions to regulate community life (Darmadi, 2018). Therefore, local wisdom must be maintained and its existence acknowledged, even amid modernization and globalization (Jumriani et al., 2020).

Design generally results in the creation of specifications of a type, not directly into a finished product (Goodyear, 2015). Teaching materials have various types, such as visual teaching materials, which consist of textbooks, handouts, modules, student worksheets, pictures, brochures, and so on. Apart from visual teaching materials, there are audio teaching materials, which consist of cassettes, radio, recordings, etc., and there are also teaching materials that have audio-visual properties, such as films and learning videos. There are also interactive teaching materials, such as web-based teaching materials and interactive learning applications (Setiawan & Basyari, 2017).

The development of learning in the world of education today is not only focused on books, now it has started to shift to electronic learning (e-books) (Shobrina et al., 2020). E-books are books in digital versions, which are used via electronic devices (Fitria & Heliawan, 2017). With the development of e-books, e-module-based teaching materials have also developed. E-Module contains one concept unit of teaching materials presented in digital form (Fausih & Danang, 2015).

METHOD

This development model uses the Borg & Gall development model, namely preliminary study, research planning, design development, preliminary field test, revision of limited field test results, main field test, revision of wider field test results, feasibility test, final revision of feasibility test results, and dissemination and implementation of the final product (1983:774-794) (Arumdyahsari et al., 2016). The Borg & Gall model was chosen in this research because it was not possible to form work teams with test subjects and the time duration was limited. Model modifications were made due to research limitations and field conditions. Modifications were made at the small group field implementation trial stage and large group field implementation trials to become BIPA expert and media expert tests. Then the final revision or product refinement and implementation stage was not carried out due to the researcher's limited time and the final

product was a flipbook.

In this research, there are two sources of data, namely (1) material experts, and (2) media experts. Material experts who provide overall material data with a focus on the content of teaching materials. Media experts who provide overall media data with a focus on teaching material design. The instrument used during validation was questionnaire validation. Data collection at the pre-development stage was carried out using a questionnaire. The validation test stage was carried out by BIPA learning experts and media experts.

The data in this research is a type of qualitative data. Qualitative data is obtained from comments and suggestions in the form of verbal data at the pre-development stage. Qualitative research requires appropriate data collection techniques that are appropriate to the problem so that the research objectives can be achieved. Qualitative research is a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and particular social situation (Waruwu, 2023). This is relevant to the explanation (Mohajan, 2018) which states that the characteristics of qualitative research are data collected directly, data used to develop concepts and theories, sampling technique with random subject representation, understanding of people's thoughts, attitudes, and behavior, open to explanation. alternative, based on individual opinions, experiences and feelings, rooted in the daily lives of people who experience and understand social phenomena, requires clear information and detailed analysis, describes social phenomena naturally, data has primacy; theoretical framework can be derived from data, occurs in real life and everyday settings, focuses on individuals, and person-to-person interactions, research settings with participants, narrative, i.e. the words of participating individuals, avoids making premature research decisions , context-bound, and sensitive to context, builds a holistic perspective of a given situation, flexibility in discovery and understanding, the researcher is responsible for obtaining correct information and ensures ethical treatment of participants, the product is highly descriptive, the researcher is an integral part of the research process, uses motivation and personal interests to stimulate research studies, data collection and data analysis go together, findings in the form of themes, categories, concepts or tentative hypotheses or theories.

Qualitative data analysis techniques include verbal data in the form of notes, comments, criticism, and suggestions from experts during validation tests.

DISCUSSION

Product Description

The product developed is BIPA teaching material based on the local wisdom of the city of Cirebon. The flipbook product is named the Indonesian Language Proficient Learning Module Based on Local Culture. This teaching material is equipped with scanned recordings of listening barcodes to practice listening activities. Teaching materials are designed for 9 units. These 9 units contain different and functional topics so that BIPA students can directly practice them in everyday life. Each unit has 7 integrated learning parts of the local culture of the city of Cirebon, namely introduction, listening, speaking, reading, grammar, writing, and Indonesian insight. Parts 2 to 7 describe various kinds of material, examples, and exercises accompanied by reading and conversation. Part 7 is a reflection section regarding Indonesian insight for foreign students. Teachers can use section 6 to see how far students' writing abilities are and what difficulties students encounter. The titles of these units are made communicative, the titles are (1) Giving Greetings, (2) Getting to know Raden Ratu, (3) Nuclear Family, (4) My Birthday, (5) Traveling, (6) Activities, (7) Doing sports, (8) Getting to know the characteristics of my friends, (9) Floor plans.

The systematic presentation of teaching materials is based on integrative and communicative learning and each image and explanation are below. Next, the goals per unit are displayed in the column per section. After that, there is a target in the form of a word, phrase, or sentence that shows the student's minimum mastery of vocabulary in that unit. Then, part 1, part 2, part 3, part 4, part 5, and part 9 are presented, which are a reflection and conclusion of learning in each unit. According to Jimat Dalam (Rohimah, 2018), teaching materials are very important for learning because to read the contents, readers will first look at the cover and shape of the teaching materials.

Content Of Teaching Materials As Learning Media in E-Teaching Modules

Picture

The pictures are realistic images that can be in the form of photos or portraits of figures and objects (Nur et al., 2023).

Figure 1 is a display of the title cover on an e-module product in the form of a flipbook. The title image displays a picture of a map of Indonesia and Indonesian culture (traditional clothing). The images contained in the title display



Figure 1. Title Cover View Figure

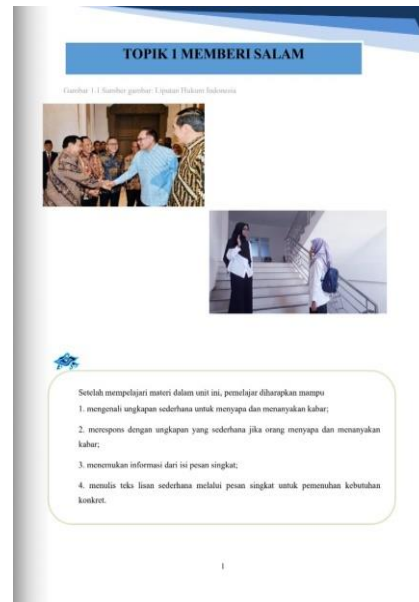


Figure 2. Giving Greetings

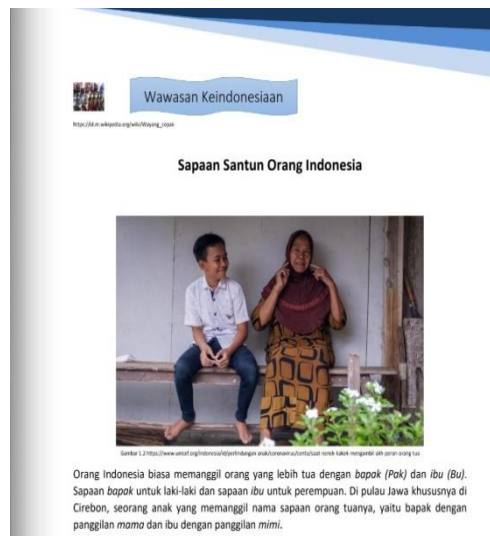


Figure 3. Polite Indonesian Greetings

Figure 2 is a person who is shaking hands and greeting people who show Indonesian habits when they meet or meet. The image above plays a role in providing information to BIPA students. Picture This is intended so that BIPA students can get to know Indonesian culture. This can enrich BIPA students' knowledge about Indonesian culture.

Figure 3. Is a picture regarding Indonesian insight which contains information

about greetings to parents using Javanese in the city of Cirebon. The information explains that a child calls his male parent (father) "mama", while his female parent (mother) is called "Mimi".

Website

The website presents a variety of semiotic sources to convey a message or information (Nur et al., 2023). On the E-Module this can be accessed by scanning the barcode or clicking on the link.



Figure 4. Barcode display

Figure 4 shows that the E-Module in the form of a website is presented in listening activities by converting written conversations into audio conversations. Websites as learning media, websites have flexibility in their use so they can generate learning motivation (Islamuddin & Widyartono, 2023). The audio conversation uses language (sentences) that is easy for BIPA students to understand. Not only is the use of language (sentences) easily understood by BIPA students, but also the use of people's names which characterize the original names of Indonesians.

Material and Media Expert Validation Assessment Results Data

Material Expert Validation Analysis

Based on the assessment results from BIPA material experts. Table 1. One out of six items was declared irrelevant by BIPA material experts who assessed BIPA students' reflections or feedback sheets. Indicates that there is a suggestion that the item is not relevant. The instrument item questioned by BIPA material experts is the presentation of student reflections or feedback sheets in teaching materials to evaluate the overall material

presented. According to the BIPA material expert, there needs to be reflection or feedback from BIPA students. Therefore, BIPA teaching materials developed in terms of content are considered valid.

Table 1. BIPA Material Expert Teaching Material Validation Instrument

No	Expert Data
1	Learning objectives are conveyed clearly before explaining the material.
2	The themes presented in the teaching materials are by BIPA learning objectives.
3	The teaching materials presented represent the local culture.
4	Teaching materials are presented in relevance to local wisdom.
5	The material presented contains local values.
6	Reflections or student feedback sheets are presented in the teaching materials to evaluate the overall material presented.

The validity test results carried out by BIPA material experts provided the following suggestions for improvement and comments.

1. All learning objectives are adjusted to the Graduate Competency Standards in Minister of Education and Culture Regulation Number 27 of 2017. By adjusting the competency level of BIPA students (beginner, advanced, and advanced), BIPA students can easily understand the clarity of material that matches the learning objectives.
2. Avoid sensitive themes, such as politics and disasters. BIPA teaching materials are one of the Indonesian nation's diplomatic tools, so they show positive things about Indonesia.
3. The teaching materials presented represent the local culture. The teaching materials in each unit involve local Indonesian culture, especially the city of Cirebon.
4. Each unit has been developed by local wisdom in Indonesia so that students not only learn BIPA but can also recognize the country's culture. The relevance of teaching materials to local wisdom reflects respect for local values.
5. The material presented contains local values, which are important for supporting a more contextual and authentic language learning process.
6. There needs to be reflection or feedback from BIPA students.

Presenting reflection sheets in teaching materials is very important because it allows us to determine how well BIPA students understand the material they are studying.

Material aspect: quality of content, including clarity of material, whether the material is presented clearly and easily understood by non-native speakers. Suitability to

learner level is whether the material is appropriate to the competency level of BIPA learners (beginner, intermediate, advanced). The effectiveness of the exercise is the extent to which the exercise supports understanding of the material and cultural involvement; among other things, representation of local culture is how local culture is displayed in the material. Relevance to local wisdom is the extent to which the E-Module content reflects local Indonesian wisdom. Respect for local values is the extent to which E-Modul appreciates and promotes local values.

Table 2 the results of assessments from media experts in the BIPA teaching module

No	Expert data	Suggestions and input
1.	Suitability and readability of the cover: BIPA students will easily read or understand the writing and images.	They are adding back visual design so students can know what will be covered.
2.	The order and structure of the e-module are good.	In terms of order and structure, it is quite good because the arrangement is well organized.
3.	The visual and aesthetic quality of the e-module is good.	Apart from paying attention to good writing, projecting images into the e-module is also clear enough for students to understand easily.
4.	The e-module is suitable for use with various devices (computers, tablets, and smartphones).	Even though the link used is not a professional version, the e-module can easily be accessed multiple times by various devices.

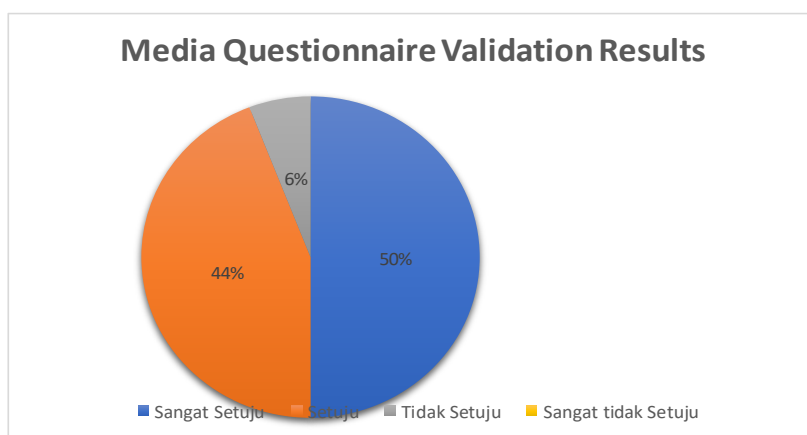


Figure 5 Media Questionnaire Validation

CONCLUSION

Based on the results of the analysis of teaching materials in the form of flipbooks, several aspects need to be considered so that these teaching materials are suitable for implementation in learning. Aspects that need to be considered, namely learning objectives, learning themes according to the needs of BIPA students, and material that is integrated with local wisdom, so that students not only learn Indonesian but also study Indonesian culture, especially the city of Cirebon and material that contains local values in the material. By teaching BIPA, students can appreciate Indonesian culture. The integration of local wisdom in BIPA teaching materials aims to provide a more comprehensive learning experience and enrich understanding of Indonesian culture.

Researchers suggest using BIPA learning in the Indonesian language learning process for foreign speakers, especially in understanding students so they are more skilled and can learn independently. Apart from that, BIPA learning can be a recommendation for other researchers as an effective, interesting, and interactive learning media.

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