

# DEVELOPMENT OF TEACHING MATERIALS BASED ON INDONESIAN FOLKLORE IN LEARNING INDONESIAN FOR FOREIGN SPEAKERS AT BEGINNER LEVEL

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**Abstract:** This research aims to develop teaching materials for foreign students who study Indonesian to improve the language skills of Indonesian Language students for Foreign Speakers (BIPA) at Jenderal Soedirman University based on a project based learning model for beginners (A1) with Folklore culture from Indonesia. So that BIPA students can learn the messages contained in folklore that reflect the local community so that BIPA students can easily adapt in Indonesia. This study uses a research design using the Research and Development (R&D) development model which refers to the ADDIE development model consisting of five main steps, namely Analysis, Design, Development, Implementation, and Evaluation. Based on the research results, it can be concluded that (1) the results of the validation of material experts obtained a value of 94% and were included in the valid criteria and were suitable for use for learning, (2) the results of the validation of Information and Technology (IT) experts obtained a value of 92% and were included in the valid and feasible criteria used for learning, (3) the validation results of linguists obtained a validity value of 96% and included in the valid criteria and were suitable for use for learning, and (4) practitioners' responses obtained a value of 94.00% and BIPA students obtained a value of 95.00% so that it was declared appropriate and accepted as teaching material.

**Keywords:** development of teaching materials, Indonesian folklore, foreign speakers, Beginner Level

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## Introduction

One of the points about changes in various sectors of life is the technological aspect (Indriarta, 2022). The progress of the development of digital technology today has reached where human activities always involve digital technology. Previously, the Era of the Industrial Revolution 4.0 was referred to as a comprehensive transformation by utilizing digital technology and the internet . Technological developments have also affected society, which initially turned primitive into an agrarian society, after which it became an industrial society and currently an informative society (Putriani and Hudaidah, 2022).

Technological advances have had a huge impact on the world of education. One of the impacts of technological advances in the world of education is the existence of electronic media as a source of learning. Previously, the learning resources obtained by students only came from teachers, but now electronic media can be used as learning media by Effendy and Wahidy (2019). The world of education has entered a modern learning system , learning media is in the main position in the teaching and learning process because in learning media it can be used as an intermediary for information provided from teachers to students (Puspitarini, 2022). In connection with the use of learning media, of course there are various types and forms so that it can be taken into consideration in selecting media that is considered appropriate in achieving learning objectives.

The learning process will occur if students are able to relate something that is already known to what is encountered with the learning experience that has previously been studied (Hadi, 2019). The ability of a student can of course add to language skills where this ability is very important for all individuals. Language skills are included in modules that are used to develop an individual both in social, intellectual, and student character aspects. Language is a tool used by an individual in carrying out an interaction with the aim of conveying information by communicating . There are four kinds of language skills that must be possessed by a student in order to be able to communicate in a good category. Aspects of regular practice is necessary to smooth communication. Based on this statement, it is important for students to improve their four language skills, of course by learning language (Magdalena, et al. 2021).

A very important role for BIPA students to improve their language skills is the Indonesian Language Lecturer. The teaching and learning process can run properly if the understanding and mastery of language learning vocabulary must significantly increase so that students' abilities and skills in language which consist of aspects of listening, speaking, reading, and writing can develop. The quality of language skills can be trained by increasing the language vocabulary. If someone has a lot of vocabulary, the greater our chances of speaking (Strasser, Barra, and Mendive, 2021). Based on the results of interviews with BIPA teacher researchers at Jenderal Soedirman University (Unsoed) especially at the Faculty of Cultural Sciences, BIPA is a relatively new program at Jenderal Soedirman University so that in the use of learning media, it has not used teaching materials containing Indonesian folklore. BIPA students also have not been able to communicate effectively and have less critical power, then during learning, especially when carrying out interactions, there are many possessions of vocabulary, pronunciation, and accuracy in choosing words when composing sentences, they are still not appropriate. In addition, the BIPA teacher has not used learning media development media that contains folklore to encourage students' interest in learning Indonesian, especially language skills and make it easier for BIPA students to be able to understand culture and local wisdom in Indonesia.

In addition, based on the results of interviews with students, out of 10 BIPA students who had an interest in folklore-based learning media, 9 BIPA students admitted it was more interesting than other topics . When these students convey ideas, ideas, and convey information to other people they find it difficult to speak logically, coherently and fluently. Difficulties in choosing topics for BIPA student discussion often occur because aspects of knowledge about topics that will be conveyed in the discussion forum are still limited. The absence of teaching materials containing folklore used in the BIPA program at Jenderal Soedirman University has made researchers interested in developing teaching materials as BIPA learning media.

## **Research Method**

This development research uses the ADDIE research model. The development of the ADDIE model is considered more complete ( Mulyatiningsih , 2011 ). The ADDIE research consists of five stages including analysis , the analysis phase in this research will be carried out at Jenderal Soedirman University in 2023 . The analysis phase carried out at Jenderal Soedirman University consisted of a needs analysis and curriculum analysis that referred to the mid-level BIPA Graduate Competency Standards. Design , the design stage is the stage of making a model or making an initial draft of the program that will be used and adapted to the analysis. This draft consists of 10 types of designs, all of which are adjusted to the analysis that has previously been carried out. Development, the development

stage is the stage of conducting validation which is used in assessing the feasibility level of teaching materials. Implementation of the development stage by validating one material expert and two practitioners from BIPA. Implementation, the implementation stage is carried out by conducting trials on BIPA students. The trial was carried out using 10 BIPA students. Evaluation, the evaluation stage can be interpreted as the stage of doing improvement of teaching material products in order to produce good teaching material. The ongoing evaluation process is carried out by revising the product sourced from the validator so as to produce teaching materials that are in accordance with the provisions.

Data analysis stage in this study used qualitative data analysis which consisted of suggestions and assessments from material experts and BIPA practitioners with the aim that the teaching materials that had been created could be used when learning BIPA in offline classes. While analysis quantitative obtained on the value of validation questionnaires and student response questionnaires. The product validity criteria for BIPA teaching materials refer to Akbar and Sriwijaya's research (2010) as follows.

No.	Criteria	Criteria for Validity	Level of Validity
1.	85,01-100%	Very Valid	Usable with minor revisions
2.	70,01-85%	Valid Enough	Can be used with moderate revisions
3.	50,01-70%	Invalid	Not recommended for use and needs major revision
4.	1-50%	Invalid	Cannot be used

## **Finding**

### *Presentation of Trial Data*

Referring to the collection of information from the cona test study on the development of BUPA teaching materials: reading for beginners (A1) containing folklore from Indonesia. The focus of the problem in this study refers to the development of teaching materials that are adapted to the needs of young BIPA students (A1) that are implementable and have folklore content in them.

### *Test Results of Experts on Products Developed*

The trial results sourced from material experts and BIPA experts are used as a foundation for carrying out improvements to the learning designs developed. The purpose of this review is to determine the feasibility of BIPA teaching materials: reading for beginners (A1) with folklore content developed according to the needs of the field. How to review teaching materials is carried out by filling in a number of questions which are put together into a questionnaire and raised with a Likert scale (1-4).

### *Review from Material Experts*

The material expert for carrying out a review of BIPA teaching materials: reading for beginners (A1) with folklore content is a lecturer. The lecturer who carried out the review had qualifications in the field of Indonesian language and taught at Jenderal Soedirman University. Based on the evaluation of two material expert lecturers, the teaching materials made by the researchers were the initial product of the process of developing BIPA teaching materials: reading for beginners (A1) contains folklore from Indonesia before being tested in the learning process of foreign speakers. The review carried out by material experts consisted of four aspects, namely material or content aspects, questions, learning resources, and presentation. The validation given by material experts obtained a score of 94% with criterion A. The results of the assessment of the 30 indicator items have an average rating of two material experts as many as 14 indicators get a score of eight and are included in the valid category.

Suggestions and criticisms given from material experts consist of; 1) the material provided is still out of order, resulting in difficult material for BIPA students to learn, 2) there are several vocabulary words that are difficult for BIPA students to understand, due to the systematic presentation of material that is not coherent, 3) not yet including the cultural context of Surabaya, 4 ) some are too difficult, some are too easy, 5) the method of delivery is relatively too difficult for beginner-level BIPA students , and 6) the order in which the material is presented needs to be considered ,

#### *A review from a BIPA Teaching Material Design Expert*

After executing validation by material experts, teaching materials validated by lecturers who teach instructional media at Jenderal Soedirman University as design experts. The instruments developed in the media expert category are divided into three aspects, namely aspects of 1) module layout and numbering, 2) font type and size, and 3) use of illustrations and colors . All these aspects consist of 20 assessment indicators. The validation given by media experts obtained a score of 92% with criterion A. The results of the assessment of the 20 indicator items have an average rating of five indicators obtaining a score of seven and are included in the valid category.

#### *Review of Practitioner Response Data Analysis*

After executing validation by material experts and design experts , teaching materials are validated by lecturers who have qualifications in the field of language at Jenderal Soedirman University as practicing experts . The validation of expert practitioners is carried out in November-January. Validation by practitioners is carried out with the aim of assessing the level of language in teaching materials . The instruments developed in the expert practitioner category are described in 10 assessment indicators. With the inclusion of a column of errors, suggestions and constructive criticism. The validation given by practicing experts obtained a score of 95% with criterion A. The results of the study show that of the 10 indicators, two indicators obtain the maximum value and are included in the valid category, eight indicators obtain the maximum value and are included in the quite valid category.

## **Discussion**

#### *Analysis of Product Development Results*

The results of the validity test from material experts and design experts fall into the valid category and are used to test the effectiveness with a score of 94% ( Criterion A , 80 - 100%). Suggestions for improvement from material experts have been carried out as they should. This teaching material product that has been developed has several advantages when compared to BIPA teaching materials in general. The teaching materials that have been developed have material that has been adapted to the development of students and everyday life. There are several other advantages of developing this teaching material including; 1) BIPA students in the novice category can learn according to real everyday situations , 2) BIPA students can apply their learning in accordance with Indonesian culture, and 3) the material contained in the development of this teaching module is presented in an attractive way so that it adds to the appeal so as not to experience boredom while studying.

The contents of folklore that have been included in the development of BIPA teaching materials add to their special appeal for both foreign speakers and for Indonesians. Lovers can better recognize the culture of Indonesian citizens when studying these teaching materials. Foreign speakers can also implement the Indonesian they have learned to Indonesian people (Ningrum, Waluyo, & Winami,

2017). The format of teaching materials that researchers make refers to the format developed by (Suyitno, Susanto, Kamal, & Fawzi, 2018). The format of the BIPA teaching materials made by researchers has a relatively simple format, but still focuses on the format of the BIPA material being developed. The format that the researchers developed consisted of an initial section, core material, exercises, additional material, and evaluation.

#### *Acceptability of Teaching Material Products*

Measuring product acceptance in the form of developing BIPA teaching materials is carried out by conducting tests on practitioners as BIPA teachers. The results given by expert practitioners obtain a score of 95% with criteria A (80-100%) and are included in the valid criteria and are suitable for use in classroom learning. The results of developing this teaching material are more interesting when compared to other BIPA modules. The development of teaching materials developed by the author has pictures and examples that have been adapted to the context of everyday life, so that learning becomes more memorable and meaningful. Besides that, foreign speakers can also learn the Indonesian language along with socio-cultural aspects in social life ("Identifying Features of Indonesian for Speakers of Other Languages (BIPA) Learning for Academic Purposes," 2017). Additional material consisting of additional vocabulary, innovation, and cultural insights can motivate and inspire foreign speakers to speak Indonesian (Saddhono & Erwinsyah, 2018). Folklore that is included in this teaching material is a special attraction and is considered as something unique. Through folklore, foreign speakers can gain new knowledge, so that understanding of socio-cultural aspects and manners can increase (Lin, Zhang, & Zheng, 2017).

#### **Conclusion**

The production of the developed BIPA teaching material process went through quite a long stage, starting from the needs analysis stage to the final product stage requiring several revisions so that the product can be used optimally. The inputs provided by media experts, design experts, and practicing experts consist of; description of language, material, and aesthetics. The validation results of all validators show a score of 92% from material experts, a score of 94% is obtained from design experts by 95% from expert practitioners and BIPA students get a score of 95%. So it can be concluded that the BIPA teaching materials developed by the author are in the valid category and are suitable for use in learning.

Researchers in this section put forward several suggestions related to money products that have been developed. suggestions put forward consist of suggestions for utilization, dissemination, and further development. Suggestions for utilization consist of; 1) to study the teaching materials that have been developed it is expected to read the instructions and instructions contained in the teaching materials, 2) it is hoped that when using this media it can be practiced directly to the surrounding community, 3) the results of the development of BIPA teaching materials can be used in class independently and conventional, 4) the results of the development of these teaching materials are expected to be studied before entering into learning so that the estimated time in the learning process is correct, 5) the results of the development of these teaching materials can be used as other references when studying Indonesian, and 6) it is expected that teaching materials This is used as a reference for developing similar research with other cultural content adapted to each other's regions.

Suggestions for dissemination in product utilization need to be carried out on small scale and large scale tests. So that product development can be utilized for a wider target. The researcher also gave advice before using this product, it would be nice if you made a learning concept map so that when studying the material it can work effectively. Lastly about further development suggestions. In

developing this research further, the researcher has several suggestions, namely 1) it is necessary to test the effectiveness of this teaching material so that it can be used optimally, 2) this research is still in its early stages, therefore it is important to conduct further research based on the results of this study. In addition, BIPA teaching materials for beginner levels are better arranged based on abilities such as low, medium and high. This teaching material for various levels of students is very necessary for the development of the BIPA program in Indonesia in general.

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