

Development of a Beginner Level BIPA Textbook Based on Local Wisdom, Culinary, Tourism and Indonesian Culture for NEUST Philippines Students

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Abstract: The aim of this research is to develop a beginner level Indonesian language textbook for foreign speakers (BIPA) based on local culinary, tourism and Indonesian cultural wisdom for NEUST (Nueva Ecija University of Science and Technology) Philippines students. This research uses a research and development approach with development stages which include: preliminary study, product design, expert validation, product revision, limited trials and extensive trials. The research results show that the BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom is worthy of dissemination because it meets the feasibility aspects of content, language and systematic presentation with a feasibility percentage of 73% to 95%. A beginner level BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom that was developed and suitable for use in BIPA learning at NEUST Philippines. The conclusion of this research is that the beginner level BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom that was developed can improve understanding and mastery of the Indonesian language for NEUST Philippines students so that it is worthy of dissemination.

Keywords: BIPA, Local Wisdom, Culinary, Tourism, NEUST

1. Introduction

In this era of globalization, it is important for every individual to learn a foreign language to broaden their horizons and increase their understanding of other cultures. One language that is increasingly in demand is Indonesian, especially for those who are interested in the rich culture and natural beauty of Indonesia. One of the education problems in Indonesia that is currently a priority is the issue of education quality, especially the quality of learning, (Supena et.al., 2021); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020). The issue of the quality of education, especially learning, is also an international issue, (Darmuki, 2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020). Therefore, developing a beginner level Indonesian language textbook for foreign speakers (BIPA) based on local culinary, tourism and Indonesian cultural wisdom for NEUST Philippines students is a very relevant and useful step. It is important to understand that the development of BIPA textbooks must pay attention to the needs and interests of target learners, Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019). NEUST Philippines students may have a special interest in Indonesian culinary, tourism and culture. Therefore, the textbook being developed must be able to present Indonesian language material that is relevant to local wisdom. For example, not only learning general vocabulary, but also vocabulary related to typical Indonesian food, popular tourist attractions and local customs, Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020)

Sulistiyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019).

Apart from that, the textbook should also introduce Indonesian grammar and sentence construction in an interesting and easy to understand approach, Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019). The use of images, audio and video can also increase the attractiveness of learning. In this way, NEUST Philippines students not only learn Indonesian formally, but also gain a deeper understanding of the richness of Indonesian culture. One of these innovations is changing the BIPA learning paradigm from lecturer-centered learning to student-centered learning, (Darmuki, et.al., 2018); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017). The BIPA learning approach carried out in schools so far has been lecturer-centered or teaching-based, meaning that during the BIPA learning process lecturers provide more material in the form of knowledge, (Darmuki, et.al., 2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018).

However, the development of BIPA textbooks also needs to pay attention to the factors of curriculum compatibility and international standards. The use of this textbook in an academic environment requires adjustments to the curriculum applicable in a country, Fathurohman, et. al. (2019); Hartani, et.al (2018); Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). The development of a beginner level Indonesian language textbook for foreign speakers (BIPA) based on local culinary, tourism and Indonesian cultural wisdom for NEUST Philippines students is an important step in introducing the richness of Indonesian culture to the international world. By using this approach, it is hoped that NEUST Philippines students can gain a deeper understanding of the diversity of Indonesian culture, and can enrich their knowledge of Indonesian language and culture. In developing this beginner level BIPA textbook, there needs to be collaboration between Indonesian language experts, cultural experts and Indonesian culinary experts. This aims to ensure that the textbooks being developed can provide accurate and in-depth information about various aspects of life in Indonesia. Apart from that, using local culinary, tourism and Indonesian cultural wisdom as a learning basis will also provide a more meaningful learning experience for NEUST Philippines students.

In discussing local culinary wisdom, this textbook can include various information about traditional Indonesian food, how to cook it, the ingredients used, and the cultural meanings contained in it, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018). Students can learn about various typical dishes from various regions in Indonesia, so they can understand the diversity of Indonesian culinary delights and how food is an important part of Indonesian culture, Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017). Apart from that, the development of beginner level BIPA textbooks can also include information about tourist destinations in Indonesia. Students can learn about the natural beauty, history and unique culture of various tourist attractions in Indonesia, Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019). This will provide a broader understanding of Indonesia's natural and cultural riches and can strengthen relations between Indonesia and the Philippines through a deeper understanding of the tourism potential in both countries, Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017).

Not only that, but this textbook must also contain information about various aspects of Indonesian culture, such as customs, traditional arts and religious celebrations. Students can learn about the diversity of cultures and traditions in Indonesia, so they can appreciate and respect Indonesian culture better. The development of entry-level BIPA textbooks based on local culinary, tourism and Indonesian cultural wisdom for NEUST Philippines students is an effort to broaden students' insight and knowledge about Indonesia. By understanding local Indonesian wisdom, it is hoped that students can become cultural ambassadors who promote the beauty and culture of Indonesia abroad. By considering the background of the need to develop a beginner level Indonesian for Foreign Speakers (BIPA) textbook for NEUST Philippines students, as well as its significance in introducing local culinary, tourism and Indonesian cultural wisdom, the development of this textbook is an important step in supporting language learning Indonesia in the international environment. By focusing on local wisdom, this textbook is expected to provide a more comprehensive learning experience.

2. Structure of References

Indonesian for Foreign Speakers (BIPA) can be interpreted as a language learning program specifically 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 learners (Ningrum et al., 2017). Yahya also expressed the same thing, stating that BIPA is Indonesian language learning whose subjects are foreign learners (Yahya et al., 2018). So BIPA can be interpreted as an Indonesian language learning program specifically intended for foreign citizens whose first language is not Indonesian or a regional language.

Indonesian for Foreign Speakers (BIPA) is one of the diplomatic tools that can be used by the Indonesian government in an effort to strengthen Indonesia's position in the world arena (Wiratsih, 2018). One of BIPA's goals is to introduce Indonesian language and culture to the international world in order to improve Indonesia's positive image abroad and improve the quality of BIPA teaching (Yolanda, 2018). To realize this mission requires various efforts, one of which is the availability of materials. Appropriate teaching materials are one of the important factors for achieving

success in language learning (Indrianti et al., 2012). In developing BIPA teaching materials, one thing that needs to be considered is the cultural aspect. Cultural elements have a very important role in meeting BIPA learning targets (Prasetyo et al., 2015). Therefore, in developing BIPA teaching materials it is necessary to add cultural elements. Understanding culture, especially local culture, is very necessary for BIPA students to reduce culture shock. Cultural understanding will prevent foreign students from excessive culture shock (Nurlina et al., 2017). Language and culture are a unity that cannot be separated from each other. Learning a language cannot be separated from culture (Sumarti et al., 2019).

3. Research Methodology

This research method is research and development. According to Sugiyono (2011:407) research and development methods are research methods used to produce certain products. According to Sujati (2003: 164) research and development is a process or steps to develop a new product or improve an existing product, both in the form of hardware and software. . This research and development uses a stage modification model according to research and development needs, where the author makes adjustments by limiting the research to seven stages. The seven stages referred to in this research are (1) needs analysis and initial information collection, (2) research planning, (3) initial product format development, (4) product validation, (5) first product revision, (6) test try the product, and (7) revise the product. The research subjects were COED NEUST students, totaling 21 people per class. The total number of classes is 7 classes.

The first stage is needs analysis and initial information collection. Needs analysis needs to be carried out to adapt the material to the needs of BIPA students so that later BIPA learning can be more effective and efficient. The teaching materials needed by BIPA students really depend on needs. At the needs analysis and initial information gathering stage, the author conducted interviews with lecturers and BIPA administrators and interviews with BIPA students. Interviews were conducted to obtain initial needs analysis data for BIPA students. Second stage, research planning. At this stage the author prepares draft teaching materials which include formulating objectives, determining teaching materials that suit the needs and competency standards of BIPA level 3 graduates and determining assessment or evaluation tools. The third stage, product development is carried out by making BIPA teaching materials. Teaching materials are prepared and adapted to the analysis of needs and competency standards for BIPA 3 graduates. Making reading teaching materials begins with searching for and adapting the themes that will be used in the teaching materials. The next step is to make practice questions according to the text and prepare teaching material assessment tools.

In the fourth stage, the teaching materials that have been created are validated by BIPA experts and Indonesian language experts to assess their suitability so that the teaching materials are better before being tested. The fifth stage is product revision based on suggestions and input from BIPA experts and Indonesian language experts. The results of this stage of activities are BIPA level 3 teaching materials which have been improved according to suggestions from BIPA experts and Indonesian language experts. The sixth stage, product trials were carried out on BIPA Darmasiswa students. In this trial, a questionnaire was also prepared for students. The aim of the questionnaire is to determine the effectiveness and suitability of the teaching materials being tested. The seventh stage, product revisions are carried out after conducting trials. Product revisions are carried out based on the results of questionnaire analysis from students. The criticism and suggestions given in the questionnaire are used as guidelines for the revision of teaching material products.

4. Result and Discussion

Based on the validation results from the aspect of content suitability and aspect, it can be seen that in the draft developer validation test, according to BIPA learning experts, the percentage of content suitability was 75%, while in terms of language it was 80%. This means that textbooks for beginner level BIPA students are appropriate both in terms of the content of the learning material and in terms of language. According to practitioners, the content appropriateness percentage is 94% and the language aspect is 70%. This means that this teaching material product already has good qualifications. This was caused by the draft development trial applying several indicators including (1) the use of simple words and adapted to the beginner level, (2) the use of simple sentences that reasoned and were not too long, (3) the use of the word "you" to create familiarity and comfort for BIPA learners, (4) use of Indonesian Spelling rules (EBI) in writing letters, terms, words and sentences, (5) terms used in teaching materials are adapted to students' moral and intellectual development and contain Indonesian culture.

Based on the results of the validation test on the systematic aspect of presentation by media experts and practitioners, it can be seen that in the validation test of draft development, according to media experts, the percentage of systematic presentation was 72%. This means that textbooks for beginner level BIPA students are appropriate in terms of the content of the learning material. This suitability can be seen from the validation results which get an appropriate assessment score and are in the good category. According to practitioners, the content eligibility percentage is 63%. This means that this teaching material product has good qualifications. This is because the product is considered good in terms of word choice, sentence construction, choice of greetings, spelling and language variety. The material and assignments are arranged proportionally and taking into account the learning objectives, the content of the material can inspire students to think critically, creatively and innovatively.

Based on the results of product user trials from the aspects of appropriateness of content and language, it is known that textbooks were tested on product users or students. The trial was carried out on 21 NEUST students. The result was

that 57% of students stated that this textbook was very good, 43% of students stated that it was good. It can be concluded that this textbook is worthy of dissemination. However, there are several suggestions from this limited trial that require slight improvements based on suggestions and input from users or students. These suggestions have been accommodated in product improvements during the preparation of the final draft.

Based on the results of product user trials from the systematic presentation aspect, it is known that this textbook was tested in the systematic presentation aspect on product users or students. The result was that 29% of students said this textbook had very good qualifications, 57% of students said it was good, and 14% of students said it was sufficient. This means that this textbook is worthy of dissemination. However, it needs to be improved first in terms of varying the presentation of tasks and sharpening aspects of material based on local culinary, tourism and Indonesian cultural wisdom.

5. Conclusion

The research results show that the BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom is worthy of dissemination because it meets the feasibility aspects of content, language and systematic presentation with a feasibility percentage of 73% to 95%. A beginner level BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom that was developed and suitable for use in BIPA learning at NEUST Philippines. The conclusion of this research is that the beginner level BIPA textbook based on local culinary, tourism and Indonesian cultural wisdom that was developed can improve understanding and mastery of the Indonesian language for NEUST Philippines students so that it is worthy of dissemination.

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Conflict of Interest

The authors declare no conflicts of interest.

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