Development of Online Indonesian Language Teaching Materials for Foreign Speakers for level 1 learners

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Article info	A B S T R A C T
	The aims of this research is to produce bold Indonesian language teaching materials for Foreign Speakers (BIPA) for BIPA 1 students. This research uses a 4D model development model, namely defining, designing, developing and disseminating. The characteristics of the resulting teaching materials consist of 10 lesson units that can be used for learning BIPA 1 in bold. Learning topics are adapted to the BIPA 1 curriculum and relate to everyday life. These topics include letters and numbers, introductions, greetings, people closest to you, question words, simple sentences, mention of time in Indonesia, adjectives and basic expressions. The variety of Indonesian used in this open material varies between formal and informal according to the situation being discussed. Based on feasibility tests on aspects of graphics and organization, presentation, content, language and cultural values contained in the teaching materials, it can be concluded that the BIPA 1 darts teaching materials are suitable for use by BIPA 1 students.
	Pengembangan Bahan Ajar Bahasa Indonesia bagi Penutur Asing Secara Online untuk Pembelajar Tingkat 1 *Penelitian ini bertujuan untuk menghasilkan bahan ajar Bahasa Indonesia bagi Penutur Asing (BIPA) daring bagi pemelajar Tingkat 1. Penelitian ini menggunakan model pegembangan model 4D yaitu define, design, development, dan disseminate. Karakteristik bahan ajar yang dihasilkan terdiri atas 10 unit pelajaran yang dapat digunakan untuk pembelajaran BIPA 1 secara daring. Topik pembelajaran disesuaikan kurikulum BIPA 1 dan berkaitan dengan kehidupan sehari-hari. Topik-topik tersebut diantaranya huruf dan angka, perkenalan, salam sapaan, orang terdekat, kata tanya, kalimat sederhana, penyebutan waktu di Indonesia, kata sifat, dan ungkapan dasar. Ragam bahasa Indonesia yang digunakan dalam bahan ajar ini ragam formal dan informal disesuaikan dengan situasi yang dibahas. Berdasarkan uji kelayakan terhadap aspek kegrafikaan dan organisasi, penyajian, isi, bahasa, dan nilai budaya yang terkandung dalam bahan ajar dapat disimpulkan bahwa bahan ajar daring BIPA 1 ini layak digunakan oleh pebelajar BIPA 1.*

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INTRODUCTION

Indonesian is the official language and the unifying language of the Indonesian nation. Currently, Indonesian is studied by Indonesian citizens and learned by foreign citizens (Adnyana & Suryaniadi, 2020; Muzaki & Darmawan, 2022).

Today, Indonesian is not only studied by Indonesian citizens but also learned by foreign citizens (Muzaki, 2023; Rohimah, 2018). Indonesian is already taught in Asia and Australia. Even in Australia, Indonesian has been taught since 1950 (Kusumawardani, 2021). In Europe, Indonesian is Asia's most popular foreign language(Susilo, 2017). Indonesian has also been taught at several universities in America (Idris & Muftia, 2021) and also in Africa (Sugono, 2017). Indonesian can become an international language (Alam et al., 2022). Currently, Indonesian is in the process of becoming an international language. This was reinforced by the issuance of PP No. 57 Years. 2014 which states that the government continues to strive to increase the function of Indonesian to become an international language (PP No. 57 Tahun, 2014). One of the efforts to internationalize Indonesian is through the BIPA program. BIPA is an Indonesian language learning program for foreign speakers whose native language is not the regional language or Indonesian. BIPA has an essential role in introducing the Indonesian language and culture.

Various attempts have been made to attract foreign speakers to learn Indonesian. One of them is by carrying out the online BIPA program. At this time, online learning is viral in the world of education. Online learning has become vital in education (Ilynykh, 2021; Mariono et al., 2021; Shi & Fan, 2023; Yang & Liu, 2022). Online learning enthusiasts are expected to continue to increase. online learning will become a popular learning method in the future. Institutions worldwide are also starting to adapt to online learning (Emad dkk, 2023; He & Fu, 2022; Palvia et al., 2018). Including BIPA program organizers in Indonesia, many of whom are currently switching to online learning. According to the Ministry of Education and Culture (2017), online learning has a positive impact on increasing the number of international students studying BIPA. Foreign speakers think online learning saves time and costs and is more flexible because it can be accessed anywhere.

However, in online BIPA learning, there are still many obstacles faced by both teachers and students (Widowati & Muzaki, 2023). One of the obstacles in online learning is the need for online BIPA teaching materials. This is in line with the opinion of Rofi'uddin et al. (2021), which state that the number of online BIPA teaching materials is still minimal. Furthermore, Tanwin & Rosliani (2020) state that the availability of BIPA teaching materials is one of the obstacles to learning BIPA. The lack of teaching materials makes it difficult for BIPA teachers to choose or determine suitable BIPA learning materials (Oktora & Khairina, 2021). moreover, teaching materials are an essential component of BIPA learning. Teaching materials are also one of the aspects of successful BIPA learning (Defina et al., 2019; Marwiah & Pahar, 2021). One solution to this problem is the development of online BIPA teaching materials.

The development of teaching materials has been studied by several researchers, including: Zeins et al. (2021) developed writing teaching materials for beginner-level BIPA students. BIPA teaching materials for listening skills were developed (Nirmalasari, 2022). Audiobooks for listening skills were develop (Susilowati et al., 2021). Teaching materials for speaking for beginner-level BIPA students were developed (Ramadhani et al., 2016). Teaching materials for speaking for high beginner-level BIPA students were developed (Asyah et al., 2021;

Pranandari, 2019). Nurlina & Israhayu (2016) developed writing teaching materials for Thai BIPA students. Indonesian grammar teaching materials were developed for beginner-level BIPA learners (Fatahillah, 2020). Need-based BIPA beginner-level teaching materials were developed (Sari & Cahyani, 2020).

The development of BIPA teaching materials with cultural content was most developed by previous researchers, among others. Marwiah & Pahar (2021) developed literature-based BIPA teaching materials. BIPA teaching materials based on local culture were developed by (Saddhono et al., 2020; Subandiyah et al., 2019; Yuniatin & Asteria, 2022). Local culture-based BIPA teaching materials for the beginner level were developed (Tanwin & Rosliani, 2020). Sudana et al. (2020) developed BIPA teaching materials with Balinese culture for the intermediate level. Arisnawati et al. (2022) developed BIPA teaching materials with Bugis culture. Suher & Hermoyo (2017) developed BIPA teaching materials based on East Java local culture. Nurlina (2017) developed BIPA teaching materials based on Central Javanese local culture. BIPA teaching materials containing North Sumatran culture were developed by (Sari & Ansari, 2021; Simanjuntak et al., 2022). Muzaki (2021) develops BIPA teaching materials based on Malang local culture. Suharsono et al. (2022) developed BIPA teaching materials with an agrarian culture. The development of cross-cultural-based BIPA teaching materials was developed by (Budiana et al., 2018; Pangesti & Wiranto, 2018).

The development of online BIPA teaching materials was carried out by Rofi'uddin et al. (Rofi et al., 2022; Rofi'uddin et al., 2021) who developed online BIPA teaching materials for low beginner and high beginner levels focusing on speaking and writing skills. Yulianeta et al. (2022) developed web-based BIPA teaching materials. Ilmiah et al. (2021) developed online grammar teaching materials for BIPA 2 students.

Based on preliminary studies, the development of BIPA teaching materials has not been carried out much. The difference between the development of teaching materials carried out by previous researchers and those carried out by researchers is that the development of materials carried out by previous researchers only focused on specific skills such as speaking, writing, and grammar. In contrast, those carried out by researchers focused on four language skills, namely listening, speaking, reading, and writing. In addition, the teaching materials developed by researchers are text-based regarding SKL BIPA 1, with the addition of innovations in the form of scannable barcodes and automatic feedback after students have finished sending their answers. Researchers developed online BIPA teaching materials for BIPA 1 students because most BIPA learners are at this level (Suyitno et al., 2019). This study aims to produce online BIPA teaching materials for BIPA 1 learners that are feasible to use.

METHOD
Product development stage
This study uses the 4D model development research method: define, design, development, and disseminate (Thiagarajan et al., 1975). The four development steps are described as follows.

Define

In define, researchers examine the BIPA curriculum to determine learning objectives and topics to be discussed. In addition, the researchers also reviewed several beginner-level BIPA teaching materials that had been developed. This step is carried out to determine how to present the material and the training model. The BIPA teaching materials studied included the textbook *Sahabatku Indonesia untuk Anak Sekolah* (A1) (Muliastuti & Rahadhitami, 2016). *Sahabatku Indonesia BIPA 1* (Artating & Novytasari, 2019). Beginner Low Online BIPA Teaching Materials developed (Rofi'uddin et al., 2021) and several other BIPA teaching materials designed for level 1 students.

Design

In the design stage, the following steps were carried out (1) compiling a framework for online BIPA teaching materials, (2) designing systematics and material for online BIPA teaching materials, (3) compiling assessment instruments, and (4) compiling ways of presenting the material. At this stage, the researcher produced materials, assessment instruments, and prototype designs for online BIPA teaching materials.

Develop

The activities carried out at this stage were (1) researchers making prototypes of online BIPA teaching materials, (2) conducting product trials on BIPA students, and (3) conducting product revisions, including compiling covers and prefaces. At this stage, the researcher produced a prototype of online BIPA teaching materials that had been tried out.

Dissemination

At the dissemination stage, the researcher sends BIPA teaching materials online to publishers to print and submit ISBN. After this BIPA teaching material is published with an ISBN, then this BIPA teaching material is disseminated to the public.

Test the feasibility of online BIPA teaching materials

To find out the feasibility of online BIPA teaching materials for BIPA 1 students, the researcher took the steps below.

First, prepare a feasibility questionnaire for online BIPA teaching materials. This feasibility questionnaire was distributed to BIPA students. The questionnaire consists of 25 questions with details of 5 questions to measure the appropriateness of graphics and organization, four questions to measure the feasibility of presentation, 15 questions to measure the appropriateness of the content, six questions to measure the appropriateness of language, and four questions to measure the cultural values that exist in teaching materials.

Second, prepare guidelines for the feasibility analysis of teaching materials. Assessment of the feasibility of teaching materials is based on the feasibility of graphics and organization, presentation, content, language, and cultural values contained in teaching materials.

To determine eligibility, the following three steps are carried out. Converting the questionnaire answers into scores. The conversion of questionnaire answers into scores is set out in Table 1 below.

Table 1. Scoring Guide

Answer	Score
Strongly Agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

Calculating the percentage of questionnaire answers with the following formula.

P = f/n x 100

Information:

P = percentage of eligibility

f = frequency of each questionnaire answer

n = number of ideal scores

100 = constant number

Determine eligibility criteria guidelines. In calculating the feasibility assessment questionnaire is determined by the following criteria.

Table 2. Criteria of Eligibility

Percentage	Eligibility rate
81% - 100%	Very feasible
61% - 80%	Eligible
41% - 60%	Adequate
21% - 40%	Less feasible
0% - 20%	Very inadequate

(Arikunto, 2011)

RESULT AND DISCUSSION
Description of BIPA Teaching Materials

BIPA teaching materials resulting from this development are PDFs consisting of covers, prefaces, instructions for using the book, table of contents, material maps and study units. The form of the cover of teaching materials is as follows
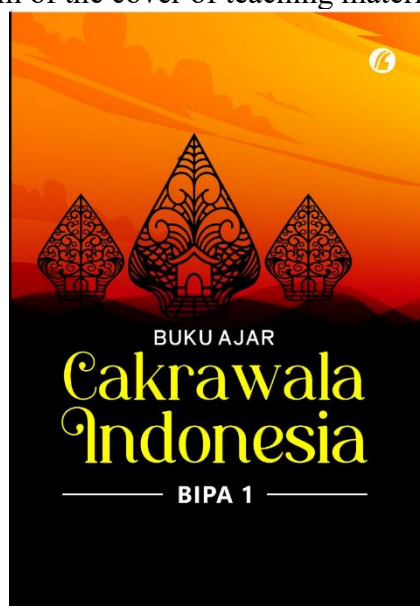

Figure 1. Book Cover

In the preface of teaching materials, it is written in Indonesian. Using Indonesian in the preface aims to train the user's ability to understand the target language, namely Indonesian. Then, instructions for using the book are also given to tell users how to use the book properly. After that, a material map is used to find out the theme of each unit, communication goals, things to learn according to language skills (listening, speaking, reading, writing), a brief description of linguistic knowledge, and the topic of Indonesian insight. The provision of material maps before entering learning units aims to make users of teaching materials understand what will be discussed in this BIPA 1 material.

Furthermore, a table of contents section provides brief information about the unit pages in the BIPA 1 teaching materials. The table of contents makes it easy for users of teaching materials to find the unit of study they are looking for. Study units 1-10 and exam questions (midterm and final exams) are presented on 143 pages. Each study unit has a barcode containing a video or audio link and practice questions that can be done online via the Google Form, including work instructions and answer keys. In addition, the BIPA 1 book can be used for synchronous and asynchronous learning. A more detailed description of the textbook's contents is presented as follows.

1. Online teaching materials consist of 10 units with two exam questions (midterm exam and final exams). The ten study units are adapted to the needs of BIPA learning for one semester. Each lesson unit is designed for learning for four hours of lessons with details of 2 synchronous hours and two asynchronous hours. The distribution of 10 study units is adjusted to the BIPA curriculum.

2. Learning topics are given in various ways, contained in units 1-10. Learning topics are adjusted to everyday life to be more beneficial for students. Lowe & Pinner (2016) stated that in language learning, topics related to everyday life could help students practice directly and find the meaning of learning. Lesson one discusses letters and numbers, starting with the unit title, Letters and Numbers. Then, units two and three are continuous with each other by containing introductory topics and greetings so that unit two is given the title Introduction and unit three is titled Greetings. Next, unit four with the topic of people around us and the title People Closest. After that, there is unit five, entitled Question Words, with a topic of discussion about what words or expressions are used to ask someone, while in unit six, entitled *SPOK* (subject, predicate, object, adverb), with a topic of discussion regarding grammar around the formation of words or sentences. Activity units 5 and 6 are interrelated. Likewise, the following units, such as Unit 7, Mentions of Time in Indonesian, are interrelated with Unit 8, Time (Hour and Time). Then, for unit 9, the topic of Adjectives is interrelated with unit 10, Basic Expressions. Each study unit has been adapted to SKL BIPA 1, so this book is suitable for use with level 1 BIPA students.

3. Each lesson unit's structure consists of topics broken down into six parts. First, learning objectives at the beginning of the unit aim to help limit the material's scope. The second description of the material, describing the material is varied by referring to the four language skills, namely (1) practicing listening (through video or audio recordings), (2) practicing speaking (through dialogue activities), (3) practicing reading (through answering questions based on the text, language notes), and (4) writing practice (according to the instructions given). The material in teaching materials has been adjusted to students' age and difficulty

levels. Jones (2022) states that in choosing texts, it is necessary to pay attention to the interests, age, and level of the learner. In addition, in developing teaching materials, researchers have materials that can motivate and train students to think critically and creatively. Because critical thinking skills are essential and help students learn (Riti et al., 2021). Learning material is also free from racism and stereotypes that can divide. According to UNESCO (2017) quality teaching materials must be free from divisive stereotypes and prejudices. Third, exercise varies greatly, starting from the type of multiple-choice questions, filling in gap sentences, and composing sentences. Students can fill in practice questions by scanning the barcode provided. In addition, to practice questions, there is also an assessment rubric; it will make it easier for teachers to assess student work and for BIPA students to work on questions. After doing the assignment, students will be given feedback automatically. Providing feedback can have a positive effect on student achievement (Ahmad, 2021).

https://bit.um.ac.id/bipa1Un3k1_2023
Figure 2. Barcode Exercise

Fourth, grammar notes, in the grammar note, linguistic knowledge is given, such as greeting words, prohibitions, invitations, conjunctions, affixes, prepositions, etc. Therefore, the linguistic knowledge provided has shown the depth of the material in this textbook. Fifth, mini-dictionary, in the mini-dictionary section, definitions of words considered difficult or foreign by BIPA students are given. The mini-dictionary also provides empty columns which can be filled in with their native language to make it easier for them to remember and understand the target vocabulary. Sixth, Indonesian insight, the Indonesian insight in this learning material serves to increase the interest of BIPA students to find out more about Indonesian culture. Therefore, some information may be unfamiliar to students and adapted to real-world situations.

4. The variety of languages used in this teaching material is mixed (formal and non-formal). A formal variety is used because the goals of BIPA students related to academic interests require learning with a formal variety to communicate well. Of course, more than the formal variety is shown in this teaching material. Informal variety is also displayed in parts of the dialogue text, which uses various everyday languages (communication with their friends outside the classroom).

5. The pictures or illustrations given in the description of the teaching materials are adapted to the context of each unit's discussion. Using appropriate pictures and illustrations can attract the interest of teaching material users to learn more about teaching material. In addition, the use of learning media, such as pictures for asynchronous and synchronous activities, can help students understand (Amin et al., 2022; Ogbonna et al., 2019).

6. Teaching materials are equipped with audio and video. Audio and video are used to train learners to practice listening.

Feasibility of teaching materials

The feasibility test of teaching materials is carried out to determine the weaknesses or success of the teaching materials being developed. The feasibility test results for BIPA 1 online teaching materials include graphical and organizational aspects, presentation, content, language, and cultural values in the teaching materials.

In terms of graphical and organizational aspects, the elements assessed include cover design, suitability of images/illustrations with the material, layout, suitability of letter variations (bold, italic, capital), and suitability of type and size of letters. According to the Ministry of Education and Culture (Ministry of Education and Culture, 2017), on the graphical aspect, the characteristics of a good textbook are an attractive cover display and graphic images and illustrations that can facilitate student learning. They are adapted to student development, appropriate font size and type, and graphic illustrations. Appropriate illustrations support students' understanding of the material presented. Graphics and organization, including illustrations and pictures, are essential for teaching materials. Illustrations clarify information and situations and attract the reader's attention (Ardiasri et al., 2017). In the graphical and organizational aspects, a score of 71% is included in the feasible category. This means that the graphical and organizational aspects of BIPA 1, online teaching materials, are feasible.

In the aspect of presenting BIPA online teaching materials, the element that is assessed is the presentation of coherent material; the material presented in one unit reflects the unity of the theme and the presentation of proportional and functional images. The presentation aspect affects the quality of teaching materials. The aspect of the presentation of teaching materials also determines whether or not a teaching material is appropriate (Arsanti, 2018). Therefore, the material presentation must be considered in teaching materials development. Regarding presenting BIPA 1 online teaching materials, a score of 75% means that BIPA 1 online teaching materials are feasible.

The feasibility aspect of the contents of BIPA 1 online teaching materials, according to the Ministry of Education and Culture, on the content aspects of suitable teaching materials, namely following the curriculum, engaging and can stimulate critical thinking (Ministry of Education and Culture, 2017). In the feasibility aspect of the content, the elements assessed include the ease of using teaching materials online, the suitability of teaching materials with the curriculum, the suitability of teaching materials with the level of student proficiency, the suitability of materials with real life, materials can motivate and train students to think critically and creatively, audio clarity in materials teaching materials, questions can measure learning achievement, suitability of questions with students' ability levels, and teaching materials do not contain ethnicity, race, and religion elements. In the content aspect, a score of 72% means that the content aspect of BIPA 1 online teaching materials is feasible to use.

Language feasibility in developing teaching materials, the language used in teaching materials must follow Indonesian language rules and student development. Therefore, in terms of the adequacy of the elements assessed include the use of appropriate vocabulary for BIPA 1 learners, the suitability of sentence structure for BIPA 1 learners, the suitability of the material with Indonesian spelling and grammar, the suitability of the variety of languages used in the situations narrated, and the use of language communicative in teaching materials (Maulana et al., 2022).

In the language feasibility aspect, a score of 64% was obtained. This means that in terms of the language aspect, BIPA 1 online teaching materials are feasible to use.

In the feasibility aspect of cultural values, it gets a score of 75%. Regarding cultural values, the BIPA 1 online teaching materials are feasible to use. Cultural values in teaching materials are fundamental because BIPA learners not only learn the language but also learn the culture. Understanding Indonesian culture must be essential to BIPA (Solikhah & Budiharso, 2020). In addition, the cultural insights contained in this BIPA book can motivate and inspire foreign speakers to improve their ability to speak Indonesian (Saddhono & Erwinsyah, 2018). An understanding of culture can play a role in instilling attitudes and manners in foreign speakers in communicating with Indonesian people (Lin et al., 2017).

CONCLUSION

Research on online BIPA teaching materials for BIPA1 students has been successfully developed and disseminated to the public. This teaching material consists of 10 units of study. Each lesson unit is developed based on actual topics. The topics are letters and numbers, introductions, greetings, closest people, questions, simple sentences, mention of time in Indonesia, adjectives, and basic expressions. The variety of Indonesian used in this teaching material varies in formal and informal ways according to the situations and conditions of the conversation. In addition, this teaching material is facilitated by English as an auxiliary language. Based on the due diligence on graphical and organizational aspects, presentation, content, language, and cultural values in teaching materials, this BIPA 1 online teaching material is suitable for BIPA 1 level students. In BIPA 1 online teaching materials, there are few displays of video conversations as part of teaching materials. Therefore, online BIPA teaching materials developers are further advised to include video conversations.

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