

CHAPTER I

INTRODUCTION

1.1 Background of the study

The Indonesian language's significant development cannot be separated from the government's efforts through the Ministry of Education and Culture (MoEC) in collaboration with the Ministry of Foreign Affairs of The Republic of Indonesia (MoFA). *Darmasiswa* is a scholarship program offered to all international students from countries with diplomatic relationships with Indonesia to study the Indonesian language (Bahasa Indonesia), art, and culture in 54 universities in 2015. The primary purpose of the *Darmasiswa* program is to promote and increase the interest in Indonesia's language, art, and culture among the youth of other countries. It has also been designed to provide stronger cultural links and understanding among participating countries. The official *Darmasiswa* website (<https://darmasiswa.kemdikbud.go.id/>) explained that this program was established in 1974 as part of the ASEAN initiative, admitting only ASEAN students. However, in 1976 this program was extended further to other countries. The number of countries participating in this program is more than 111 countries and organized by the Ministry of Education and Culture (MoEC), the Republic of Indonesia. According to Tanwin & Rosliani (2020), *Darmasiswa* is a scholarship program for students from countries with diplomatic relations with Indonesia to study Indonesian, arts, music, and crafts to introduce Indonesian culture and raise interest in the Indonesian language. It is hoped that this will promote and increase interest in Indonesian arts, culture, and language among youth in other countries. *Kemendikbud* deliberately designed the program to provide cultural links so that different countries better understand Indonesian culture.

By *Darmasiswa*, the Government of Indonesia welcomes any foreign citizen who wants to know Indonesian culture and gain knowledge in Indonesia. The government introduces Indonesian culture and language through the BIPA Program, which is not new to the Indonesian people. The term is present because of the influence of the increasingly rapid and widespread development of technology and knowledge. This program is also one of the Ministry of Education and Culture's Language Development and Development Agency (Badanbahasa.kemdikbud.go.id). According to Hasanah et al. (2018), BIPA is a program for international students who wish to study in Indonesia. The Indonesian government intends to continue to develop BIPA so that it can continue to grow and develop so that Indonesian can become the language of association between nations (Patak & Azis, 2020). BIPA teaching is carried out by several universities and course institutions. It aims to attract international students who want to learn Indonesian. With the development of the BIPA program, many international students from various countries have come to Indonesia to learn about Indonesian Culture and Language more intensively.

In teaching Indonesian to foreign speakers, foreign language students or English teachers are required to use English. The English language was chosen because it minimizes the language barrier faced by foreign students from various countries with different cultures (Quinones, Jr. & Mayrena, 2020). So that English language students who teach BIPA can communicate well with foreign students. That's because English is an international language that citizens have used. It is supported by the fact that English has also been used by over one billion people who speak English as their first and second (Angga Gunantar, 2016; Vodopija-Krstanović & Marinac, 2019). The use of English in BIPA learning classes will facilitate the teaching and learning process between teachers and foreign students. Students will quickly understand the discussion of the material given by the teacher without having to repeat it in a different language. In addition, the BIPA teachers can also practice the

language used and the teaching and learning methods used in the English class in the BIPA class to make learning more fun and make it easier for students to understand.

In BIPA learning, participants will learn about four language skills in Indonesian, namely listening, speaking, reading, and writing. However, the development of BIPA has not followed the availability of BIPA teaching material is the lack of topics related to local culture contained in the books available (Sari & Ansari, 2021). It is supported by Murtianis et al. (2019), who state that the purpose of BIPA learning focuses on not only Indonesian but also indirectly introducing Indonesian Culture to BIPA students. Therefore, a teacher who teaches BIPA needs teaching material that incorporates elements of local culture (Ningsih & Muliastuti, 2019). The importance of issues related to local culture to promote Indonesian culture to other countries. In this case, Cahyani & Hadianto (2018) also propose that one way to make the teaching material used in BIPA learning interesting is to develop teaching material that has cultural content. Various aspects primarily determine the success of the BIPA learning process, one of which is the textbooks used when teaching. Therefore, the material in BIPA textbooks must be packaged as attractively as possible with cultural aspects that can make BIPA students learn language and culture simultaneously (Saddhono, 2018). Materials from BIPA teaching material must also be arranged based on cultural themes to be packaged in an integrated and communicative manner (Suyitno et al., 2019). Because when BIPA students learn the language of a nation, it is a sign that they must also learn the local culture that is owned where they study. According to Vladimirovich (2021), language and culture influence each other because language and culture are two things that affect each other; culture is considered to be in line with the language used by the community or is said to be the carrier of culture. Culture is an essential component in language learning because language is included in the primary form of communication.

In contrast, culture is a characteristic of people whose everything starts from language, social habits, and art (Abdalla & Mohammed, 2020). Therefore, culture also finds the expression language and is included in the reflection of culture (Hartono et al., 2021). Culture itself is one element in social life that will never be separated from the community's life (Alakrash et al., 2021). The culture chosen for BIPA teaching material in this study is represented by customs, figures from specific regions, traditional clothing, traditional musical instruments, rituals/traditions, traditional dances, and traditional foods (Cahyani & Hadiano, 2018). Therefore, BIPA students directly involved in intercultural situations in Indonesia must understand the Indonesian cultural background to communicate well (Diani & Halimi, 2020). It is also an important area to provide an understanding of the diverse culture of Indonesia so that BIPA students will interact and adapt to this nation (Junaidi et al., 2017). BIPA learning is not only intended for BIPA students to master verbal language alone but also the concept of culture and customs of the Indonesian people, which is also a critical component to be thoroughly known (Wirawan, 2019). The BIPA program based on local culture hopes to help internationalize the Indonesian language and culture. BIPA students can get to know the Indonesian language and culture but to allow them to settle in Indonesia. It will contribute to introducing and understanding the unique Indonesian language and culture in the international community's eyes. Thus, BIPA learners at least master the rules of the Indonesian language alone and can communicate adequately and correctly following the context of the multicultural Indonesian nation.

The BIPA program can be one way to introduce Balinese cultural diversity to foreign countries. BIPA is specifically designed for international students who want to know Indonesian with various levels or levels of ability. The BIPA program is held within the framework of supporting the development of the Indonesian language for foreign students, who are also given supplements to get to know cultural diversity in Indonesia, especially in

Bali. Language and culture are one unit. Implicitly it can be said that culture can determine one's language mastery in BIPA learning. Language and culture cannot be separated and support each other. This program is expected to be able to attract foreign students. The BIPA program aims to teach Indonesian and Balinese local culture to foreign students to communicate using Indonesian fluently and get to know the Balinese local culture deeply. The BIPA program based on local culture was also developed by Rosita (2019); she developed BIPA with the Surakarta regional culture to introduce Indonesian society and culture to BIPA students studying in Indonesia. The same research was also carried out by Lubna (2017) research to introduce the richness of culture and one of the cities in West Kalimantan, namely the city of Singkawang. This study develops teaching material for BIPA students, which is essential for achieving learning objectives. This research focuses on developing supporting teaching material for BIPA students at the pre-intermediate level. Murtianis et al. (2019), in their research, stated that textbooks are one medium used to introduce Indonesian culture, especially Central Java culture. Teaching material in BIPA learning is prepared by incorporating cultural aspects in each material taught to students in BIPA learning. So that textbooks are expected to provide understanding to international students about Indonesian culture, particular areas. In addition, the teaching material to be developed will pay attention to the level of difficulty of use both for teachers and students to facilitate the learning process. The preparation of BIPA teaching material based on local culture is one way to instill Balinese culture. Therefore, it is essential to develop textbooks based on local culture. It hopes that BIPA learning will focus on the Indonesian language and local culture structure, which plans to be implanted in the teaching material that the researcher will develop through this research. In addition, the teaching material to be developed will pay attention to the level of difficulty of use both for teachers and students to facilitate the learning process. Meanwhile, BIPA teaching materials that include the topic

of Balinese local culture are still minimal. Therefore, preparing BIPA teaching material based on local culture is one way to introduce Balinese culture to the world.

Thus, the current research is development research that continues the BIPA teaching material published by Adnyani et al. (2014) entitled "*Selamat Datang*" for basic level in 2017. It is used in the Language unit at Undiksha University, Singaraja. Currently, what is needed is teaching materials that will be used at the next level, namely the pre-intermediate level. This study is developed the E-BIPA contextual teaching material integrated with Balinese local culture at the pre-intermediate level. In addition, the teaching materials issued by the government entitled "*Sahabatku Indonesia*" at the pre-intermediate level do not provide BIPA teaching material that is integrated with Balinese local culture. So that BIPA students who wish to continue their education in Bali do not have BIPA teaching materials at this level. The interviews with two freelance BIPA teachers from Singaraja during the COVID-19 pandemic show that the BIPA freelance teacher is now teaching BIPA online. Therefore, it is essential for teaching materials used for teaching purposes. At the beginner level, there is already E-BIPA that can be used and downloaded online; what is needed now is teaching material at the pre-intermediate level.

1.2 Research Identification

The problem that will be the subject of this research is the development of E-BIPA contextual teaching material integrated with Balinese local culture for students who choose Bali as their study location. This teaching material contains information about knowledge and skills for students by the applicable curriculum. E-BIPA contextual teaching material integrated with Balinese local culture was developed with scientific steps, namely observing, asking questions, gathering information, associating, and communicating. The E-BIPA contextual teaching material integrated with Balinese local culture is different from other BIPA teaching materials because it is designed and made attractively with illustrations that

make it easier for students to understand the material being studied. In addition, E-BIPA contextual teaching material integrated with Balinese local culture has several structures: speaking, listening, reading, writing, grammar, and a list of vocabulary.

1.3 Research Questions

This research focuses on the problem of developing E-BIPA contextual teaching material integrated with Balinese local culture (pre-intermediate). Based on the description in the background of problems have described previously, the problems discussed in the study are as follows.

Based on the background of this study, the research problems of this study can be formulated as follows.

1. How is the design of pre-intermediate level E-BIPA contextual teaching material integrated with Balinese local culture?
2. What is the quality of E-BIPA contextual teaching material integrated with Balinese local culture produced?
3. How is the revise from experts on the prototype E-BIPA contextual teaching material integrated with Balinese local culture?

1.4 Objective of the study

1. Describing the design of E-BIPA contextual teaching materials integrated with Balinese local culture.
2. Describing the level of quality of E-BIPA contextual teaching materials integrated with Balinese local culture.
3. Describe the results of revised experts on the development prototype of E-BIPA contextual teaching materials integrated with Balinese local culture.

1.5 Significance of the Study

Hopefully, this study can contribute theoretical and practical significance to teachers, students, and other researchers.

a. Theoretical significance

Practically speaking, the research results on the development of contextual E-BIPA contextual teaching material integrated with Balinese local culture that is integrated with Balinese local culture are expected to be an alternative for BIPA teachers in providing teaching materials to students at the pre-intermediate level besides the teaching material “*Sahabatku Indonesia*” which is considered not yet integrated with Balinese culture.

b. Practical significance

- For teacher

Practically, the results of this research on the development of E-BIPA contextual teaching material integrated with Balinese local culture is expected to be an alternative for BIPA teachers in providing teaching material to students in the pre-intermediate level and an effort to understand BIPA teachers about Indonesia's multicultural content, especially for local Balinese Contextual.

- For students

The benefits of this research for students, namely the E-BIPA contextual teaching material integrated with Balinese local culture are expected to improve students' knowledge and skills in Indonesian. Students can also learn Indonesian interactively, making it easier to carry out learning activities related to the local Balinese contextual. In addition, the positive local Balinese contextual can be formed and embedded in students if they face the situation in Indonesia, especially in Bali.

- For other researchers

The benefits of this research for other researchers are that the research results on the development of E-BIPA contextual teaching materials integrated with Balinese local culture are expected to be a reference material in conducting further research at the disseminate stage. The limited-time of the study requires this research only to reach the development stage. So that this research can motivate other researchers to research at the disseminate stage. In addition, it is also hoped that it can be used as a reference in the development of teaching materials at the next level that is more creative and innovative.

1.6 Scope and Limitation of the study

Based on the background of the study, this study has scope and limitations. The scope of this study is the product of E-BIPA contextual teaching material integrated with Balinese local culture at the pre-intermediate level. The product has 11 units which also introduces Balinese local culture. However, the researcher restricted this research to the developing stage. It was caused by the limitation of the study and the COVID-19 pandemic situation, which did not allow researchers to continue at the disseminating stage.

