

ANALYSIS OF THE NEED FOR DEVELOPING BIPA TEACHING MATERIALS WITHIN THE CONTEXT OF THE INDONESIAN SPICE ROUTE FOR BIPA 1 LEARNERS

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Abstract. This research is motivated by the lack of BIPA teaching materials presenting material about the Indonesian cultural context. This research is the 'analyze' stage of ADDIE's development model. The data was obtained by distributing instruments to BIPA students in various countries. This study aims to describe the most appropriate teaching materials to be developed in teaching BIPA presenting the Indonesian context within the framework of the Indonesian spice route culture. The results of this study are as follows. First, the needs of teaching materials with the spice route context for BIPA 1 level consist of five teaching materials, which are a) listening proficiency, b) speaking proficiency, c) reading proficiency, d) writing proficiency, and e) linguistic knowledge. Second, The book consists of one pre-discourse material and ten units for proficiency materials. Third, each unit contains learning objectives, proficiency materials, linguistic knowledge materials, exercises, and Indonesian insights.

Keywords: BIPA, analysis, teaching materials, spice route culture.

INTRODUCTION

Indonesian language teaching for foreigners started in the 1950s. Indonesian language teaching for foreigners is known as BIPA which was widely used in the 1990s (Pangesti & Wiranto, 2018). At that time BIPA was not just an abbreviation, but also a representation of a discipline. That is explained in Permendikbud Number 27 of 2017 concerning Graduate Competency Standards for Indonesian Language Courses and Training for Foreign Speakers stipulates that BIPA proficiency levels include BIPA 1 to BIPA 7 (Kemendikbud, 2017).

There are at least 219 educational institutions in 74 countries that offer BIPA teaching (Wahya, 2011). That reflects foreigners' interest in Indonesia in general and Indonesian language and culture in particular. Meanwhile, based on data from the Agency for Language Development and Cultivation (the Language Agency), the Ministry of Education, Culture, Research and Technology, from 2015 to 2018 there were 27 countries with a total of 176 institutions that received teaching facilitation from the Language Agency (Hernina, 2020; Okitasari, 2019; Syah et al., 2023). The Language Agency in its 2022 performance report reported that the number of countries teaching the BIPA program until 2022 was recorded at 52 countries (Syah et al., 2023). Furthermore, the Center for Language Strengthening and Empowerment (Pustanda) explained in more detail in the 2022 performance report that the number of BIPA students through the facilitation of the Language Agency since 2015 was 150,290 people (Syah et al., 2023).

In national policy, BIPA as an embodiment of efforts to internationalize the Indonesian language is currently a priority program of the Ministry of Education and Culture in the field of language (Badan Bahasa, 2022). This is in fulfillment of 1) Law Number 24 of 2009 which mandates the Indonesian government to gradually improve the function of Indonesian as an international language and 2) Government Regulation Number 57 of 2014 which explains the purpose of increasing the function of Indonesian as an international language, namely to show identity and increase the nation's competitiveness. At the same time, the Indonesian spice route is also a priority program of the Ministry of Culture (Direktorat Jenderal Kebudayaan, 2021).

Foreign students' interest in learning Indonesian is due to two main factors: 1) the potential of Indonesia, which includes population, area, economy, politics, culture, and tourism (Syah & Attas, 2023); and 2) the Darmasiswa scholarship that facilitates foreign students to learn Indonesian

language and culture for one year. As of 2017, the Darmasiswa program has attracted 7,300 respondents from 111 countries (Muliastuti, 2017). However, the interest of foreign speakers in learning Indonesian is not supported by teaching materials based on their needs (Siroj, 2015). The limited availability of BIPA teaching materials has been a problem discussed in BIPA teaching conferences from 1993 to 2017 (Suprihatin, 2015). In line with Siroj and Suprihatin, Ulumuddin & Wismanto (2014) explained that foreign students' interest in learning Indonesian is less supported by BIPA teaching materials on the market.

In learning, including BIPA, teaching materials can at least provide a clear framework to follow and have an impact on curriculum design and shape learning (Arnold, 2013; Lau et al., 2018; Nie et al., 2013). Teaching materials can also help convey material well (Puspita et al., 2021). In addition, teaching materials can also help provide material properly (Arumdyahsari et al., 2016). In the context of BIPA teaching, teaching materials can support the effectiveness of learning Indonesian for foreigners (Kurniasih, 2021).

Based on that, the development of BIPA teaching materials is a necessity. Although the development of BIPA teaching materials has been carried out by many BIPA practitioners, the BIPA teaching books have not all presented material or information about the Indonesian context. Kusmiatun et al., (2017) and Proklawati et al., (2021) found that the content of existing BIPA books is still dominant with certain regional cultures in Indonesia. The results of the research are part of the evaluation that we can identify the achievement of a program that has been planned using instruments, including looking at the level of efficiency of its implementation (Syah, 2023).

Textbooks are an important factor influencing effective language learning. However, researchers have found that many foreign language textbooks do not meet students' needs: they are not contextualized, communicative and relevant to students' lives (Andon & Eckerth, 2013; Boriboon, 2004; Ilieva, 2000). Contextualization of teaching materials largely determines the potential for student interaction and communication with peers and teachers, which in turn impacts the learner experience and the effectiveness of language learning. If language textbooks are not sufficiently contextualized both socially and culturally, students will not see the textbooks as relevant to their lives and this will affect their engagement with the language (Huang, 2019).

In foreign language learning, culture has an important role in facilitating foreign language learning to avoid culture shock when speaking with native speakers (Hartono et al., 2021; Ulumuddin & Wismanto, 2014). The most effective factor that can help in learning a foreign language is learning the culture of the target language (Huang, 2019; Kizi & Ugli, 2020; Nazarov, 2022). Furthermore, according to Budiana et al., (2018), cultural components need to be included in the BIPA syllabus and curriculum to complement BIPA teaching. In addition, teaching materials play a role in representing the culture of the language users. Much of a language learner's initial understanding of a culture is through the language and relies on the construction of that culture in their learning resources (Hjelm et al., 2019).

One of the Indonesian contexts is the culture of the Indonesian spice route which is an indigenous Indonesian culture that has been recognized worldwide. The Indonesian spice route is a term used to describe regions in Indonesia that have been the destination and meeting place for traders from various nations and countries for hundreds of years (Muslimin, 2022). With the many regions of Indonesia that are on the spice route, the context of the Indonesian spice route makes Indonesian cultural content in BIPA teaching materials more diverse.

Spices are several plants that are used as flavor enhancers in cooking (Hakim et al., 2015) and also as a medicinal ingredient that is very vital for human life (Prasanti, 2017). Various regions in Indonesia produce these spices such as Banten, South Sumatra, and Aceh which produce pepper and peppercorns (Habibi, 2015). Banda Island produces nutmeg, while Ambon and Ternate produce cloves. There are also cinnamon and sandalwood-producing areas, namely the Nusa Tenggara islands (Marihandono & Kanumoyoso, 2016).

Spices have become a routine part of Indonesian life for a variety of purposes, including culinary purposes (Rahman, 2019), medicine, rituals, and preservatives (Ulfa et al., 2019). However, not only affecting the Indonesian people, but spices have also changed the lives of nations around the world (Swastiwi, 2021).

The spice route in the Indonesian became the axis of the global economy through voyages from various countries in search of spices. The richness of the Indonesian spices attracted global interest and opened access to global shipping through the development of European cartography

from the 15th to 17th centuries. This guided nautical adventurers from China, India, Arabia, and Europe and shaped the Nusantara's shipping lanes that fueled trade, politics, commercial competition, and scientific exploration (Rahman, 2019).

Interaction and trade with other nations or kingdoms encouraged the growth and development of cities and their surrounding areas. This created new centers of social, economic, and cultural aspects that influenced the surrounding areas. Major ports in the east and west of Indonesia emerged to connect these regions. Information from various works of literature is combined through historical and geographical reconstructions of the ports, concerning folklore literature, romances, overviews, and other relevant historical sources (Samarennan et al., 2022).

The sSpice route influenced culture and diplomacy at every stopover, connecting the Indonesian to the world through pivotal points in the history of civilization (Samarennan et al., 2022). In the 17th-16th centuries, the Indonesian had important spice routes regions such as Banda, Makassar, Gresik, Tuban, Banten, Pontianak, Banjarmasin, Brunei, Barus, and Aceh. These places also became locations for transactions and meetings of merchants. Ships anchored and buying and selling took place, advancing trade and commercial transactions. The impact not only increased trade but also created cultural exchanges between ethnicities and nations (Mattiro et al., 2017; Razif & Fauzi, 2017).

Cultural acculturation and connectivity between nations in Indonesia occurred through the important role of cross-national traders in the past. Their presence had a major influence on cultural assimilation, which can be seen in cultural heritage and intangible cultural heritage in Indonesia. The spice trade from various islands in the Indonesian was a major factor in the formation of the Spice Route as a famous cultural route (Silvia, 2021).

The culture that lives in the spice route region of the Indonesian is conceptualized as spice route culture. Koentjaraningrat states that there are seven universal elements of culture, namely 1) religious systems and religious ceremonies, 2) social systems and organizations, 3) knowledge systems, 4) languages, 5) arts, 6) livelihood systems, and 7) technology and equipment systems (Sumarto, 2019). These cultural elements have three existences, namely 1) ideas, ideas, values, norms, and the like, 2) patterned activities of humans in a community, and 3) objects of human work (Sumarto, 2019).

The elements that build spice route culture are the same as cultural elements in general. Based on this, the themes that become learning materials for BIPA teaching materials with the spice route context are cultural elements in the following regions: Banda, Makassar, Gresik, Tuban, Banten, Barus, and Aceh. Sumatra, Java, Ceram, Ambon, Maluku, Kalimantan, and Nusa Tenggara.

By understanding the context, BIPA learners not only have Indonesian language skills but also will not experience problems in communicating. Introducing the beauty of Indonesian culture to foreign students can also foster a sense of admiration and appreciation for Indonesia's rich culture. In line with this, Renkema and Schubert explained that context has three important functions in linguistic analysis. First, it eliminates ambiguity. Context can clarify the interpretation of the meaning of a word, phrase, sentence, or collection of sentences. Second, it shows the reference. With context, the speech becomes shorter by removing some words, but it can be understood. Third, it determines the implicature of speech. With context, the intention contained in the utterance will be easily understood even though it is not stated directly (Renkema & Schubert, 1984).

RESEARCH METHOD

This research is the analysis stage of ADDIE's development model (Branch, 2009). The analysis here is divided into three main stages. First, exploring theories related to Indonesian language teaching for foreign speakers. Second, collecting data in the form of a needs analysis. Third, making conclusions about the results of the needs analysis conducted to be used as a foothold in developing syllabus and teaching materials.

The data was obtained by distributing instruments to BIPA students in various countries facilitated by the Agency for Language Development and Cultivation, Ministry of Education, Culture, Research and Technology, Republic of Indonesia through google form. This research was conducted in October-November 2023.

RESULT AND ANALYSIS

1.1 Result

Learner needs include six things, namely (1) general objectives, (2) specific objectives, (3) test development, (4) teaching materials, (5) teaching activities, and (6) evaluation strategies (Muliastuti, 2017). To meet the needs of foreign learners, BIPA learning is recommended to be oriented towards BIPA learners as the center (Suyitno et al., 2017). Learner-centeredness distinguishes language teaching for foreign speakers (BIPA) from language teaching for native speakers (non-BIPA). Therefore, the subject matter chosen should be functional.

The most important thing in the development of learning materials for Indonesian as a foreign language is not the format used, but the pursuit of processing models that will be patterned on students and differentiated forms of practice. However, it must still uphold the learning objectives, principles, and criteria of BIPA learning as the main reference (Dereh et al., 2021).

There were 83 respondents filling out the questionnaire. They are from 18 different countries which are Australia, Philippines, Turkey, Mexico, Finland, Indonesia, Denmark, Netherlands, Rusia, Uzbekistan, Tajikistan, Kazakhstan, Argentina, Timor Leste, Laos, Portugal, India, and Egypt. The following are the results of filling out the BIPA student questionnaire related to the needs of teaching materials within the context of the Indonesian spice route for BIPA 1 learners.

Table 1. Results of the BIPA 1 learner questionnaire

No.	Questionnaire Completion Results	
	Question	Needs
1.	What is your goal in learning Indonesian?	12% of respondents answered to work in Indonesia; 12% of respondents answered to do business in Indonesia; 24.1% of respondents answered for educational needs; 21.7% of respondents answered to travel to Indonesia; 27.7% of respondents answered to socialize with Indonesia people; 1.2% of respondents answered to learn her roots; and 1.2 % for doing a hobby.
2.	Do you need BIPA teaching materials that include Indonesian culture?	97.6% of respondents answered 'yes' and 2.4% answered 'no'
3.	Which of the following topics do you think you need to learn in Indonesian at BIPA 1 level?	"Introductions" was selected by 81% of respondents, "Physical characteristics and traits" was selected by 66.7% of respondents, "family" was selected by 85.7% of respondents, "daily activities" was selected by 90.5% of respondents, "food" was selected by 95.2% of respondents, "residence" was selected by 61.9% of respondents, "tourism" was selected by 57.1% of respondents, "health" was selected by 57.1% of respondents, "entertainment" was selected by 47.6% of respondents, "hobbies" was selected by 81% of respondents, and transportation was selected by 76.2% of respondents.
4.	What themes would you like to know about Indonesia?	Getting acquainted with the destination language Introducing yourself Introducing others Asking for personal information Talking about oneself and others Talking about likes and dislikes Asking and talk about others' likes and dislikes Getting to know family members Describing family members Vacationing with family members Describing the place Finding an address

		Providing direction
		Explaining daily activities
		Informing the clock and time
		Talking about past activities
		Recognizing various kinds of clothing
		Healthy Lifestyle
		Herbs for medicine
		Recognizing various kinds of food ingredients
		Making Indonesian dishes
		Ordering food at a restaurant
5.	What type of evaluation do you want in learning Indonesian?	Multiple choice
		Essay
		Fill in the blank

1.2 Analysis

The level of BIPA teaching materials developed is BIPA 1 level. This teaching material uses a communicative approach. The product developed was named Bahan Ajar BIPA Berkonteks Jalur Rempah Nusantara. This teaching material is compiled including 1 pre-discourse and 10 units. The units contain different topics tailored to the needs analysis and imperative analysis at the BIPA 1 level.

The developing BIPA teaching materials with the context of the Indonesian spice route for BIPA 1 learners is prepared based on a needs analysis. The teaching material is in the form of textbooks that have three important aspects: 1) form, 2) content, and 3) structure.

1.2.1 Form

The title of this teaching material is Bahan Ajar BIPA Berkonteks Jalur Rempah Nusantara with the following form.

- The teaching materials are developed using a communicative approach.
- The teaching materials are developed for general BIPA learners.
- Teaching materials are organized around the theme of Indonesian culture based on the spice route regions.
- This teaching materials have one pre-discourse and ten topics, namely (1) Introductions, (2) Physical Characteristics and Traits, (3) Family, (4) Daily Activities, (5) Hobbies, (6) Food, (7) Residence, (8) Vacation, (9) Health, dan (10) Transportation.
- The results of the development of teaching materials carried out in this study were realized in the form of a printed book size B5 (25.7 cm × 18.2 cm).

1.2.2 Content

The teaching materials are designed in ten lesson units that contain themes and linguistic focus as listed in Table 2.

Table 2. Contents of BIPA Teaching Materials within the Context of the Indonesian Spice Route

Section	Topic	Theme	Linguistic Focus	Indonesian Insight
Pre-discourse			– alphabets – vowels – consonants – diphthongs – vowel combinations – two consonant combinations – three or more consonant combinations – numbers – names of months, names of days – colors	
Unit 1	Perkenalan (Introduction)	– getting acquainted with the destination language – introducing yourself – introducing others	– greeting words – greetings and farewells – First, second, and third-person pronouns – specialised greeting vocabulary in personal	– Attitude of greetings in Indonesia

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			– asking for personal information	letters: <i>yang terhormat, yang tercinta, yang tersayang, yang terkasih, dengan hormat, salam hormat</i> – congratulatory expressions <i>Selamat</i> and <i>semoga</i>	
Unit 2	Ciri-ciri dan Sifat (Physical Characteristics and Traits)	Fisik	– talking about oneself and others – describing the style of dress of self and others	– question words <i>siapa</i> and <i>dari mana</i> – pronouns of belonging – verbs with <i>ber-</i> – Greeting words: <i>bapak, ibu, kakak, adik</i>	– The Spice Route of the Indonesian
Unit 3	Keluarga (Family)		– getting to know family members – describing family members	– interrogative words: <i>berapa, di mana, and bagaimana</i> – cardinal and ordinal numbers – noun phrases	– Pepper: Inspiration for Village Names in Aceh
Unit 4	Aktivitas Harian (Daily activities)		– explaining daily activities – talking about past activities – informing the clock and time	– aspect adverbs <i>belum, sudah, akan, sedang</i> – adverbial expressions of time – pointing pronouns <i>ini</i> and <i>itu</i> – pointing pronouns: <i>sana, sini, situ</i>	– Time Zones in Indonesia
Unit 5	Hobi (Hobbies)		– talking about likes and dislikes – asking and talk about others' likes and dislikes	– interrogative words: <i>apa</i> and <i>kapan</i> – negation words: <i>tidak</i> and <i>bukan</i>	– Indonesia's Most Exported Spices
Unit 6	Makanan (Foods)		– ordering food at a restaurant – making Indonesian dishes – recognizing various kinds of food ingredients	– <i>-an</i> affix – simple sentences with S+P pattern	– A Culture of Eating Together in Indonesia
Unit 7	Tempat Tinggal (Residence)		– describing the place – finding an address – providing direction	– interrogative word: <i>di mana</i> – expressions expressing position: <i>di depan, di atas, di sebelah kanan, di samping, di antara</i>	– Matabesi Traditional House
Unit 8	Pariwisata (Tourism)		– telling vacationing with family members – telling adventures in tourist attractions – describing tourist attractions	– prepositions <i>di, ke, and dari</i> – a word or expression that indicates direction and location	– Spice Trail Tour
Unit 9	Kesehatan (Health)		– describing healthy lifestyle – telling herbs for medicine – discussing a global health – talking folk remedies	– prepositions <i>pada</i> and <i>kepada</i> – a verb with the root <i>meng-</i> and its allomorphs meaning 'to do an activity'	– Spices for health

Unit 10	Transportasi (Transportation)	– asking about public transit systems – describing a traditional transport system	– conjunctions: <i>dan, atau, lalu</i> . – simple sentences with S+P +K pattern	– Indonesia as a Maritime Country
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1.2.3 Structure

There are two structures in the development of this BIPA teaching material that will be presented here the book structure and the unit structure.

The book structure of this teaching material is as follows.

- a. The front cover page
It is the outer cover of the teaching material.
- b. The inside cover page
It is the inside cover of the teaching material.
- c. Verso page
It is the second part of the paper sheet of teaching materials containing information on the title of teaching materials, teaching material developers, and publishing identities.
- d. The preface
It contains an introduction related to the preparation of teaching materials.
- e. Material map
It contains the structure of the teaching material.
- f. The table of contents
It contains the outline of the teaching materials.
- g. Pre-discourse
It contains preliminary material to prepare students to learn BIPA level 1 material.
- h. Learning material
It contains ten units of learning substance. Each unit of learning substance consists of pre-activities, learning activities (listening, speaking, reading, and writing), linguistic focus, and Indonesian insights.
- i. Evaluation test
It is a summative test for units 1-10.
- j. Bibliography
It contains a list of references used in writing teaching materials.
- k. Author profile
It contains a brief description of the author of the teaching material.
- l. Answer key
It contains answers to questions about learning activities in each unit and summative tests in teaching materials.
In addition, there is also a unit structure of this teaching material which is as follows.
 - a. Unit title page
The unit title page contains the unit sequence number, unit title, and objectives.
 - b. Pre-activity
Pre-activity filled with introductory questions or statements to enter the content Section.
 - c. Listening Section
In the listening section there is material in the form of audio that can be scanned through the barcode. There are 3 to 4 audios in this section. Each audio material has exercises to evaluate learning outcomes.
 - d. Linguistic Focus
Linguistic focus is grammatical material that can be explained after listening and/or reading activities.
 - e. Speaking Section
In the speaking section there are about 3 to 4 speaking exercises. The material in this section is the application of the material in the listening section.
 - f. Reading Section
There are 1 to 2 texts in this section. Each text material has exercises to evaluate learning outcomes.
 - g. Linguistic Focus

Linguistic focus is grammatical material that can be explained after listening and/or reading activities.

h. Writing Section

In the writing section there are about 1 to 2 writing exercises. The material in this section is the application of the material in the reading section.

i. Indonesian Insights

Indonesian insight is additional material about Indonesia related to identity, cultural diversity, history, and values that characterize Indonesia. In this book, Indonesian insights are focused on Indonesian regions which are the spice routes of the Indonesian.

The language used in the teaching materials is adapted to the ability level of BIPA 1 learners, namely the use of vocabulary and simple sentences related to the theme. Learning materials are taken from various sources related to the theme of the spice route of the Indonesian.

CONCLUSION

The results of this study are as follows. First, the needs of teaching materials with the spice route context for BIPA 1 level consist of a) listening proficiency teaching materials, b) speaking proficiency teaching materials, c) reading proficiency teaching materials, d) writing proficiency teaching materials, and e) linguistic knowledge materials. Second, the book consists of one pre-discourse material and ten units for proficiency materials. Third, each unit contains learning objectives, proficiency materials, linguistic knowledge materials, exercises, and Indonesian insights.

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