

# Developing E-Pub for Improving the Competence of BIPA (Indonesian Language for Foreign Speakers) Instructor in The Digital Era

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## ABSTRACT

**Abstract:** Efforts to internationalize the Indonesian language have resulted in the establishment of BIPA programs at several Indonesian and foreign universities. There is no doubt that Indonesian exists on the international stage. Numerous universities in Asia and Europe already include Indonesian as a required subject in their curricula. According to researchers' observations of the BIPA program at several universities in Indonesia, there are still numerous shortcomings of a good management system: lecturers' teaching materials do not reflect local culture, teaching strategies are not yet applicable, and media development is less diverse and innovative. The issue at hand is how to use E-PUB media in the digital era to build the capacity of Indonesian language teachers for foreign speakers (BIPA). This research employed a qualitative study with a descriptive approach, thus the data analysis used descriptive statistical analysis. The subjects of this study, or data sources, were LPPI tutors. In BIPA learning, E-PUB applications form data. Data collection methods include observation, interviewing, and documenting. The research findings have resulted in the implementation of E-PUB, which has the potential to increase the professionalism of BIPA tutors.

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There is no doubt that Indonesian continues to exist on the international platform. Numerous colleges in Asia and Europe currently include Indonesian as a required course in their curricula. Efforts to internationalize the Indonesian language have resulted in the establishment of BIPA programs at various Indonesian and foreign universities. According to the findings of researchers who observed the formation of BIPA in several universities in Indonesia, there are still numerous shortcomings of a good management system: lecturers' teaching materials do not reflect local culture, teaching strategies are not yet applicable, media development is less diverse, and innovative and conventional learning methods are still not combined with information technology in the industrial era 4.0. Additionally, with the condition of the covid-19 pandemic, it supports the professional development of BIPA teaching lecturers in the use of information technology-based learning media. The issue that was raised How to develop an E-PUB as a medium for learning to listen to foreign speakers in Indonesian (BIPA)? The research makes a tangible contribution by developing a unique and innovative digital learning methodology. Development of professional development programs for lecturers or programs in Indonesian for non-native speakers. Collaborate with universities implementing the BIPA program, educational institutions for BIPA enthusiasts, and government agencies through the Language Agency, Language Center, and affiliated Disporabudpar and Manpower Office institutions. As a form of Indonesian characteristics for foreign speakers (BIPA) in their education and expansion of the BIPA organizational institutions' cooperation network.

However, in light of the Covid-19 pandemic, which has paralyzed elements of people's lives, the economy, and education, innovation in management development processes, teaching materials, and digital BIPA learning media is required to address the problems of the disruptive period. Due to the Covid-19 pandemic, BIPA students from abroad are also unable to enroll; there is a propensity for students to withdraw from Indonesia, which is why we must implement digital learning. As a result, researchers are attempting to develop E-PUB as a medium for teaching Indonesian foreign speakers to listen (BIPA). The E-PUB application is a digital book that encourages pupils to experiment with and adapt to new technologies. Through E-PUB, the creative and innovative abilities of BIPA students can be developed. We can digitize all teaching materials while maintaining a focus on features of Indonesian culture that can be promoted concurrently. E-PUB teaching resources can be incorporated within the context of films,

books, or other digital teaching materials. (Darihastining, 2020). The findings of this study assist policymakers in developing and utilizing science and technology.

## **Literature Review**

### **The Existence of Indonesian in BIPA Learning**

The growing number of BIPA students each year can be used to promote Indonesian to other international students, arouse their interest in studying the language in Indonesia (Ningrum et al., 2017). Additionally, what is Indonesian's potential in an era of globalization? Indonesian's existence, in addition to being impacted by its constancy of usage, is also aided by the language's ability to communicate newly developed phenomena (Assapari, 2014). Due to the flexibility of other languages at the time, Malay became dominant. As a result of this fact, Malay was designated as the language of unity on October 28, 1928, and was inaugurated as the state language in 1945. According to Liliana (Darihastining, 2017), this BIPA rule is critical for preserving the Indonesian language and our country's human resources as hosts in the current Millennial Era. The function of BIPA in achieving Indonesian language internationalization is truly critical. The quantity and quality of Indonesian language learners is critical for other countries interested in studying the language. Numerous difficulties encountered while studying Indonesian for non-native speakers demonstrate the critical nature of improving the quality of BIPA teaching staff (Nugraheni, 2015).

The research conducted by the research team demonstrates how the results of BIPA students' competence are obtained by providing stimuli to students mostly through reading comprehension that can help open the learner's schemata. A tutor must be innovative and creative in his or her approach to facilitating the BIPA learning process (Darihastining, 2017). The research team has also provided field assistance, specifically as a companion lecturer for the Indonesian Student Program Malangkecewara School of Economics (ISP MCE). According to Suyoto, Japanese students not only learn theory, but also practice Indonesian culture. As a result, students' ability and skills in the Indonesian language may improve (Malang Times, 2011). Efforts to improve and develop teaching materials, media, and other forms of learning must be stepped up in response to disruption's challenges. As several studies conducted by researchers have demonstrated, for example: (Arsanti, 2018) developing a learning module design for BIPA level A1 students (beginners). The findings of his research indicate that (1) students require the development of module-based teaching materials due to the limited number of textbooks used, the need to supplement learning resources, and the incompatibility of textbook content with student characteristics. (2) A product in the form of interactive modules titled "Gemar Bahasa Indonesia" A1 has been developed for BIPA students. The module's implications can be developed and used as a reference.

Indonesian language learning for foreign speakers of Indonesian (BIPA) needs to be assessed using an engaging evaluation instrument that makes exams, particularly tests of reading comprehension, more accessible to students. Adobe Flash Creative Cloud 2015 software was used to produce the required media for a mid-level BIPA. The objective of this research is to create a reliable and effective medium for reading assessment (Sujinah & Setyorini, 2019). The purpose of this study is to describe the implementation of BIPA Sahabatku Indonesia basic level teaching materials at IAIN Surakarta. The descriptive qualitative method was used in this study. The approach is used to describe and explain the fundamental level of BIPA Sahabatku Indonesia teaching materials utilized in IAIN Surakarta's BIPA learning. To obtain the best findings, this research involves direct field observation (Kurniasih & Isnaniah, 2019). Additionally, digital media study was conducted with the following objectives: (1) to create and implement the 3D Animated Film Series "Cerita Made" at Ganesha University of Education as a BIPA Learning Media. (2) To ascertain the response of BIPA professors and students at Ganesha University of Education to the 3D Animated Film Series "Cerita Made" as a BIPA Learning Media. The ADDIE approach was used to construct the 3D Animated Film Series "Cerita Made" as a BIPA Learning Media at Ganesha University of Education. The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation (Widiatmika, et al., 2018).

### **Indonesian Primary Education Institute**

The Indonesian Primary Education Institute (LPPI) is an educational institution that oversees education and training, with a specialization in assisting BIPA learning, which was developed in Jombang in collaboration with the CJI corporation. Expatriate Staff and Director (CJI) Jombang are LPPI students. LPPI is an educational institution that focuses heavily on education and learning. In partnership with the East Java Provincial Language Center, the LPPI has been successful in passing several foreign students on the Indonesian Language Proficiency Test (UKBI). UKBI certifications are frequently used by foreign workers in Indonesia to obtain recognition or validity from the parent firm located in another country.



**Figure 1. Education Process in LPPI**

## **METHODS**

This type of research is development research with a qualitative descriptive approach, then the analysis technique uses descriptive statistical analysis (Creswell, 2009) (Moleong, 2018). Development research was conducted to produce E-Pub learning media. E-Pub media consists of materials, videos, and evaluations. The development stage of learning E-Pub media using 4D (four D) consists of (1) the defining stage, (2) the design stage, (3) the development stage aimed at producing the final draft, (4) the dissemination stage. Activities in the development stage are (1) expert validation carried out by experts, professors of Indonesian language education and IT lecturers, to get feedback or suggestions for improving learning tools. Furthermore, a trial was carried out aimed at getting direct feedback from the field on the prepared E-Pub media.

### **Trial Subject**

The subjects of the development research trial (1) The subjects of this research were LPPI tutors and (2) The research data were the results of the application of E-PUB in BIPA learning to LPPI tutors, specifically (a) when reading E-PUB and (b) input content, be it videos, files, into digital formats.

### **Development Test Design**

To examine the developed product, it employed one group of pre-test and post-test. The examination model used two cycle of testing, pre-test and post-test to the research subject.

### **Data Analysis**

The first draft of product was declared valid if the validation results from the experts obtained an average score which belongs to good category. The classification of average results is as follows: the average score between  $\leq 1.00$  and  $\leq 1.50$  classifies as very poor; the average score between 1.50 and  $\leq 2,50$  classifies as poor; the average score between 2.50 and  $\leq 3,50$  classifies as moderate; and the average score between 3.50 and 4.00 classifies as good. Therefore, if the average score classifies as poor or very poor, it is suggested for the researcher to revise it based on the comments of the validators.

### **Student's Response Analysis**

To obtain the response of students (in this research context is the instructors of BIPA) regarding the use of the developed product, the researchers distributed a questionnaire and analyzed it by calculating its item percentage. Student's response was considered positive if the student's response on each questionnaire item was above 80%. Meanwhile, if the student's response was below 80%, it is suggested for the researchers to revise the product.

### **Data Analysis**

Based on the modified four-D development model employed in this study, the following explanation elaborates the development results of E-Pub Instructional Media.

### **Front-end Analysis Description in Define Stage**

Front-end analysis was used to determine the root cause of an issue and subsequently to provide potential solutions. This activity was carried out by selecting an appropriate technique and evaluating learning materials or resources that correspond to the situation. At this point, the researcher discovered that the LPPI tutors had not effectively adopted the scientific and learning strategy due to a lack of media. This is obvious from the researchers' initial observations with LPPI tutors. On the basis of the foregoing, an alternative mode of instruction is prepared: student-centered listening. As a result, it is vital to design and support the implementation of digital-based teaching and learning processes for students. As a result, this study creates an e-Pub learning media that includes content, interactive videos, and evaluation tasks.

### Student's Condition Analysis

The purpose of the student analysis is to ascertain the characteristics of Jombang BIPA teachers or tutors' students. The analysis's findings are utilized to build and develop instructional and learning media. The following descriptives of pupils were created using documentation methods and instructor interviews: (1) The skill of the Jombang BIPA Tutor varies. As a result, in order to receive the essential topic material in a reasonable amount of time, (2) BIPA tutors range in age from 25 to 30 years. This demonstrates that kids are in the formal development stage and possess a scientific attitude. Based on the examination of the students above, the researcher suggests alternate teaching and learning media that can handle heterogeneity in terms of academic ability, as well as group experiments to improve each student's listening skills and communication during group discussions. Digital-oriented E-Pub learning media is one of the most ideal teaching and learning media.

### Conceptual Analysis

The purpose of concept analysis is to denote the primary components that are taught and organized in a systematic manner. The listening resources include (1) literary movies for Jidor Sentulan and Ludruk's performances, (2) critical listening materials, and (3) materials for the use of E-PUB applications.

### Assignment Analysis

The task analysis process analyzed the various sorts of listening-related tasks that students are required to complete. The task analysis results in (1) the identification of new language, and (2) the identification of noteworthy messages from Jidor Sentulan and Ludruk's literary performances. (3) the use of E-PUB to address issues relating to hearing material in everyday life.

### Designing Stage

This process generates lesson plans, E-PUB media, and assessments instrument. This test, administered in the form of a questionnaire, assesses students' ability to use E-Pub media. Achievement tests are categorised and used to assess the attainment of developed basic listening competencies. The design of the E-PUB application might entice students, in this case BIPA tutors, to study textbooks in ebook or digital format. Tutors can take advantage of both online and offline opportunities. (a) The theoretical text for teaching materials on listening to performance literature has been incorporated into the E-PUB application, and (b) video footage for Jidor Sentulan and Ludruk Jombang's literary performances have been included. In addition, for Composing Film Literature Stages, the form is as illustrated below. After the video has been digitally formatted and imported into the E-PUB application. The application can be seen as follows: <http://langkahporodisa.blogspot.com/2014/11/epub-buku-digital.html>.



**Figure 2. Second Draft of E-PUB after Formatting and Inputting Video into E-PUB**

### Description of Development Stage Experts Validation

On the basis of the validation results acquired from two validators, an assessment of lesson plans, instructions for utilizing media, E-Pub learning media, and achievement tests generated in the good and decent categories was obtained. However, in light of the validator's suggestions and criticisms, the research conducted various adjustments and enhancements to the first draft in order to produce the second document.

### Media Development Testing

After validating the learning media, the outcomes of the validation are referred to as the second draft. The second draft is used to test the device during development. The gadget development test will take place between 23 March and 6 May 2020. The purpose of the development test is to determine the teacher's time commitment for teaching listening material via the E-Pub learning media. The data from the development tests were examined in preparation for the second draft revision. After validating the learning media, the outcomes of the validation are referred to as the second draft. The second draft is used to test the device during development. The developmental test is designed to determine the teacher's suitability for teaching listening material via digital-oriented E-Pub learning media. The percentages represent the outcomes of observing student activity during three meetings.

### Student's Responses

Table 1 below illustrates the response of students on each component of instructional media developed in this research. Table 1 below describes that most students considered that the material presented, worksheets presented, learning atmosphere in classroom, as well as teacher's teaching technique were all good when it employed E-Pub instructional media.

**Table 1. Student's Response on Teaching Learning Components**

Learning Component	Prefer (%)	Disfavor (%)
Material	96,7	3,33
Worksheet	80	20
Learning atmosphere	96,7	3,33
Teaching technique	100	0

Students' enthusiasm in engaging in the teaching and learning process reveals that 96% of students are interested in participating in the class's learning process, while 3% are uninterested. Thus, the assessment of students on the worksheets indicates that approximately 80% of the class agrees that the language on the worksheets is understandable. Additionally, 20% of students in the class stated that they were unable to comprehend the terminology used in the worksheets. Students' perceptions of the worksheets' performance revealed that 80% of the total number of students in the class stated that the worksheets were in high demand. According to the data above, the students' responses to the questionnaire statements are favorable in all aspects of the response. Thus, it demonstrates that students have a favorable attitude toward E-Pub learning media.

According to the development stage of the description of the outcomes of expert validation of learning media, the products created by this researcher were validated by experts to ensure that they were of high quality. With the assistance of four experts comprised of material and media expertise. The researcher's media expert requested an opinion from two experts. Concerning the material expert, the researcher solicited input from two experts. The following are the material validation results. The assessment of the two validators yielded findings of 82.50 percent in terms of content quality, 85 percent in terms of coverage accuracy, and 70, 20 percent in terms of language. Thus, the sum of the percentages achieved for content quality, coverage accuracy, and language is 79.23 percent. Validation with learning media experts was conducted to assess the content, language, and presentation quality of e-educational learning media. The data from the media expert validation results can be seen in the Assessment table for the two validators on the element of content quality, which scored 82 percent, the linguistic aspect, which scored 85 percent, and the presentation aspect of e-education, which scored 80 percent. Thus, the total percentage gained from the quality of the material, the language used, and the presentation of e-education is 82, 33%.

### CONCLUSION

On the basis of the results of the descriptive analysis, it can be concluded that the developed E-Pub learning media can be utilized as a supplement for teaching listening material to foreign language tutors at BIPA Jombang. This is the outcome of a learning application that makes use of the E-Pub learning media. The overall effectiveness of teaching and learning has not been thoroughly analyzed, despite positive student responses and discussions between researchers, information technology experts, and Indonesian language lecturers prior to implementing teaching and learning and determining how to use E-Pub as a learning medium. According to the results of the descriptive analysis of students' activities, it appears that students' teaching and learning activities are fairly good. Thus, the digital-oriented E-Pub learning media can empower students to become active learners and diminish instructors' authority over the teaching and learning process. This is consistent with (Qomariyah, 2017), who states that "concrete experiments improve conceptual learning." Thus, by minimizing the tutor's dominance in explaining the content, pupils are given more time to comprehend and the opportunity to forecast an occurrence that may occur through experimental exercises involving media. In general, student actions demonstrate that the E-Pub learning material is oriented on the learner. To ensure that pupils are actively engaged in their studies. As can be observed, kids have a favorable attitude toward learning. As can be observed, the majority of students enjoy the information, worksheets, classroom atmosphere, and teacher's method when using E-Pub learning media. In conclusion, the E-Pub format is one of the learning tools that can be utilized as a substitute for tutors/practitioners when it comes to language instruction, as well as the possibility of generating sustainable resources for language learning using this format.

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