



ON ANALYZING THE NEED OF TEACHING MATERIAL FOR INDONESIAN LANGUAGE FOR FOREIGNER SPEAKERS (BIPA) BASED ON BETAWI LOCAL WISDOM TROUGH MULTIMEDIA INTERACTIVE

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Abstract

This study was done in order to explore the students and lecturers need toward the development of teaching material for BIPA in the basic level. By utilizing the EDDIE procedure, the BIPA teaching material is developed. This study is one of the part that procedures. There were questionnaire and interview applied in gathering and were distributed to 15 students and three lecturers. The data then they were analyzed quantitatively and qualitatively. The result of the analysis of the questionnaires and interviews shown that the characteristics of the BIPA

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teaching materials needed by students and lecturers are 1) appropriate to the age of the student, 2) not too dense with writing, 3) simple and easy-to-understand material, 4) incorporates elements of Betawi culture, 5) contains examples of how to pronounce sentences, 6) easy to use, 7) easy to carry, 8) provide feedback, and 9) guides to practice speaking Indonesian.

Keywords: BIPA; foreigner; Indonesian Language; Speakers; need analysis

Introduction

As stated in Law of the Republic of Indonesia Number 24 Article 44 of 2009, "(1) The government increases the function of the Indonesian language to become an international language gradually, systematically, and continuously; (2) The enhancement of the function of the Indonesian language to become an international language as refer to Muliastuti (2018); Ahsani et al. (2021); Shofia & Suyitno (2020), Indonesian is now more than just a national language.

According to Government Decree No. 57 of 2014 and Minister of Education and Culture Decree No. 11 of 2015, the task and functions to improve the Indonesian language into an international language are carried out by a language agency, in this case the Language Development Agency, the Ministry of Education and Culture through the Center for Policy Development and Language Diplomacy (PPSDK) (Wuriyanto, 2016).

Since 2015, PPSDK has fulfilled this function by sending BIPA teachers abroad. In 2018, Indonesian is learned in more than 45 countries around the world, and was declared the second official language in Vietnam, alongside English. This shows that the Indonesian language plays an important role at the international level. This has made it attractive for foreigners to learn Indonesian and has since come to be called Indonesian for Foreign Speakers (BIPA) (Bursan & Fatimah, 2021). To fulfill this function, the CEFR classifies foreign language learner's skills mainly into three levels, which are A, B, and C, and each of these levels is further divided into A1, A2, B1, B2, C1, and C2 where in each levels also have proficiency levels (Sudaryanto & Widodo, 2020). Based on Permendikbud No. 27, 2017, the scope of Indonesian Language Courses and Training for Foreign Language Speakers (BIPA) is classified into seven levels, namely BIPA 1, BIPA 2, BIPA 3, BIPA 4, BIPA 5, BIPA 6, and BIPA 7. BIPA education also supports the teaching of Indonesian culture worldwide. As Bahtiar & Nasrullah (2019) stated that

the goal of international students studying BIPA is to speak Indonesian fluently and get to know Indonesian culture closely. Local wisdom has a strategic position in BIPA learning (Ramadloni et al., 2022). This is consistent with Murtianis et al. (2019) that studying BIPA is in addition to the vision of presenting Indonesia as a national identity, also in teaching Indonesian culture worldwide.

The developing intrigued of foreigner speakers in learning Indonesian has brought about in an increment within the number of BIPA instructors required. Amount which campus organize learning BIPA proceeds to develop, both abroad and locally. There are at slightest 179 BIPA teach spread over 48 nations and the number will proceed to develop (Jargalsaikhan et al., 2019)6). This moreover happens in different tertiary educate in Indonesia which moreover opens up openings for individuals from other nations to consider, one of which is at Muhammadiyah College Jakarta. Information on remote students at the College of Muhammadiyah Jakarta gotten from the Office of Worldwide Issues at the College of Muhammadiyah Jakarta were recorded in 2017 to 2017. 2018 as numerous as 63 students, 2018 to 2019 there were 54 students who were ruled from Pattani, Southern Thailand. These foreigner students consider at UMJ based on the collaboration between PP Muhammadiyah and the Government of Thailand. As the next instruction institution, UMJ moreover looks for to play a part in internationalizing the Indonesian dialect by running Indonesian dialect learning programs for remote citizens. In expansion, the BIPA program which is held some time recently the active address period is anticipated to be able to assist these students to experience the learning prepare successfully. Be that as it may, this objective has not been able to run ideally. This is seen from foreign students examining at UMJ who don't utilize Indonesian in every day communication and there are still numerous students who score underneath the least standard since students don't get it the meaning of the questions given.

Based on the results of the initial interviews, the students find it difficult to understand long sentences, so they often find misunderstandings in both communication and learning. Therefore, they do not use Indonesian as a means of communication and their grades tend to be low. This difficulty is due to several factors, such as 1) some students have not studied Indonesia in their country of origin, so students do not have the opportunity to learn

Indonesian, 2) when they arrive in Indonesia, students have not taken the UKBI test, so they do not know what level the students' Indonesian language skills are, 3) when learning Indonesian in the BIPA program, they did not receive many examples of correct Indonesian pronunciation, especially in long sentences, so they did not know the correct Indonesian intonation and pronunciation, and 4) other reasons were the two teaching materials used do not have enough examples of how to pronounce Indonesian.

The weakness of the textbooks used recently is that the local content presented in the study material is still of a general nature. This is consistent with the findings of Saputri & Susilowibowo (2020) said in their research that currently many BIPA study materials (textbooks) have been published by the Finnish Language Agency as well as by several institutions that organize BIPA studies. In addition, those textbooks were not served interactively that made students rely on the teacher presence. In fact, the time available to study is too tight. Therefore, the aim of the study is to analyze the needs of BIPA core teaching materials based on Betawi culture through multimedia, answering the research question, i.e. how to describe the characteristics of Betawi culture-based BIPA teaching materials needed by students and teachers.

Literature Review

Language as Identity

A nation's ability to communicate effectively is crucial to attaining its domestic and international objectives. Through user involvement and mutual influence, language creates social bonds (Sofyan, 2014); (Purwanti, 2020). Since the Republic of Indonesia gained its independence, the Indonesian language has rapidly expanded and developed into a modern tongue that touches on many facets of people's life (Sihombing et al., 2017). The Republic of Indonesia's 1945 Constitution states in Article 36 that "The State Language is Indonesian." In addition, Law Number 24 of 2009 Concerning Flags, Languages, National Emblems, and the National Anthem (RI Law No. 24 of 2009) Article 36 paragraphs (3) and (4).

In addition to serving as a symbol of power, Indonesian also serves as a national identity in the eyes of the world (Maghfiroh, 2022). Language is also a significant tool for cultural communication because it describes the

culture of those who speak it and cultivates it through use (Mailani et al., 2022); (Bahtiar & Nasrullah, 2019). Language is one of the components of culture that has an important role in supporting the existence of the culture itself. Culture and language are two elements that are intertwined (Tolapa & Ratnasari, 2022).

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BIPA concept

Indonesian as a Second Language and Foreign Language

The development of Indonesian for foreign speakers (BIPA) in the international world is accelerating. BIPA is not only in demand in the ASEAN region, but also in Asia and Australia. This is proven by the news about the increasing interest in Indonesian in various media. Apart from the ASEAN, Asia and Australia regions, BIPA has also been used as a subject at several universities in Europe, one of which is in Finland (Arumdyahsari et al., 2016). Learning Indonesian for Foreign Speakers or better known as BIPA is a learning program implemented to teach

Indonesian to foreign speakers or people who are not from Indonesia (Sari et al., 2023).

The Indonesian language which is growing and experiencing internationalization of this language has a positive impact on BIPA learning in Indonesia. Currently, many foreigners are interested in learning Indonesian for various purposes, namely, education, tourism, business, social, political, cultural, and economic (Melati, 2022). BIPA positions Indonesian as a second language.

Language experts themselves have different views in distinguishing between a second language and a foreign language. There is a difference between the two and there are those who argue that the two terms have no difference. The difference between the two terms can be seen from the language environment, the second language is obtained from the environment of the speakers of the language itself such as Indonesians acquire English from English speakers in a British country, while the acquisition of foreign languages from English speakers outside the UK, such as Indonesians acquire English in France etc. Pallawagau & Rasna (2022). Other experts explain that if a foreign language, which is not the source language or the mother tongue of the learner, is only learned in class and is not used as a means of daily communication in that environment, then the foreign language has the status of a foreign language (foreign language). However, if these foreign languages are learned and used outside the classroom (such as a means of communication in the dormitory), then the foreign language is positioned as a second language. In connection with the placement of Indonesian as a second language for BIPA, it can be seen that Indonesian is not only learned in class, but is also used as a tool for communicating in daily interactions by foreign speakers. Therefore, the teaching materials prepared should also pay attention to the success factor in learning a second language (Kurniawan et al., 2022).

This is in accordance with Bukoye (2019)'s statement, what must be considered in learning a second language is communicative competence. The competencies in question are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The first two competencies (grammatical and discourse) are called linguistic competencies, while sociolinguistic competencies and strategic competencies are called functional competencies. Grammatical competence

refers to communicative competence related to lexical abilities and morphological, syntactic or grammar, and phonological rules. Discourse competence refers to the ability to connect sentences and form discourses and utterances with complete meaning. Sociolinguistic ability is the ability regarding sociocultural rules of language and discourse, as well as strategic ability referring to communication strategies.

Learning Indonesian for Foreign Speakers or better known as BIPA is a learning program implemented to teach Indonesian to foreign speakers or people who are not from Indonesia. BIPA positions Indonesian as a second language, namely Indonesian is not only learned in class, but is also used as a tool for communicating in daily interactions by foreign speakers. Therefore, the teaching materials prepared should also pay attention to the factors of success in learning a second language.

Indonesian Language Learning for Foreign Speakers

BIPA learning is basically a process of learning behaviour that leads to generating and conditioning students' motivation to be able to master Indonesian properly and correctly which includes four language skills that cannot be separated. Similar to learning Indonesian, in learning a foreign language, there are four types of skills, namely listening, reading, speaking, and writing skills (Fatimah & Rahmawati, 2022). Listening and reading skills are receptive, while speaking and writing skills are productive. Ideal language acquisition includes all four types of proficiency, despite the fact that there are students who are proficient in speaking quickly but are weak in writing or vice versa (Prमितasari, 2016); (Bursan & Fatimah, 2019). In practice, these two aspects are taught in an integrated manner. Thus, the selection of language aspects study material is adjusted to the skills study material being taught.

Apart from teaching communicative competence as stated by Bukoye (2019), teaching BIPA has an important role as a strategy for Indonesian cultural diplomacy in the international world Suharsono et al. (2022). Culture is one of the factors that attract foreign students to learn Indonesian, so teaching BIPA needs to pay attention to cultural elements. Introducing elements of Indonesian culture to BIPA students can develop their positive and appreciative attitude towards the richness of Indonesian culture. Therefore, this BIPA teaching program is not only designed for Indonesian

language teaching programs but students are expected to learn the culture of Indonesian society so that they can fully understand the Indonesian nation. Thus, the main goal of the BIPA teaching program is not only to learn about language but, more broadly than that, namely to learn to speak and understand the culture of Indonesian society. This is in line with Muzaki (2021), states that one of BIPA's objectives is to introduce Indonesian language and culture to the international world in order to enhance Indonesia's positive image abroad and improve the quality of BIPA teaching. Another reason why cultural elements must be included in BIPA teaching is that understanding culture, especially local culture, is very necessary for BIPA learners to reduce culture shock. Understanding culture will prevent foreign students from excessive culture shock (Suharsono et al., 2022). Using aspects of local wisdom in learning means raising local values in students' understanding (Bursan & Fatimah, 2019).

Based on the explanation above, it can be expressed in other words that BIPA learning is basically a process of learning behavior that leads to generating and conditioning students' motivation to be able to master Indonesian properly and correctly which includes four language skills (listening, reading, speaking, and write) which cannot be separated. BIPA is not only designed for Indonesian language teaching programs but students are expected to learn the culture of Indonesian society so that they can fully understand the Indonesian nation. Thus, the selection of language aspects study material is adjusted to the skills study material being taught and includes local culture so that BIPA students have an understanding of culture, especially local culture, which is very necessary to reduce culture shock, as well as to develop their positive and appreciative attitude towards the richness of Indonesian culture.

Common European Framework Reference for Languages (CEFR)

Based on Permendikbud Number 27 of 2017, the preparation of graduate competence (SKL) courses and training for the field of Indonesian Language for Foreign Speakers (BIPA) was adapted from CEFR and the stages follow the stages in the Indonesian Language Proficiency Test developed by the Language Development and Development Agency (Arono et al., 2021) The reason is as follows.

The BIPA learning level is classified based on the level of the learner's abilities. The ability to learn in this case is the mastery of the Indonesian language. BIPA learning is divided into three parts, namely elementary, intermediate, and advanced BIPA levels. The division of the levels refers to the CEFR (Common European Framework Reference For Languages) this level is broken down into six levels. Muliastuti (2018) argues that BIPA teaching materials have been adjusted to standards using the CEFR reference so that BIPA teaching has its own test guidelines that are based on CEFR.

According to CEFR the most basic level, the first level is beginner (Basic User) which consists of Pre-Beginner (A1-breakthrough for beginner) and beginner (A2-waystage for elementary). Next is Madya (Independent User) which consists of Pramadya (B1-threshold or intermediate) and Madya (B-vantage for upper intermediate). This level is the middle level. At the next level is advanced (proficient user) which is also divided into two Pre Advanced. First (C1-effective operational proficiency advanced) and continued (C2-mysterio proficiency). This level is the highest level of BIPA when students have mastered Indonesian well.

Based on the CEFR, the description of BIPA learning levels is classified into three parts, namely; First, the Basic Level for beginners, namely foreign speakers at the basic level who do not yet have the ability to speak Indonesian, are expected to have basic competence in using Indonesian in everyday conversation. Second, the Intermediate Level for intermediate users, namely intermediate-level foreign speakers who already have intermediate competence in using Indonesian, are expected to have intermediate competence in using Indonesian both orally and in writing for formal purposes. Third, the Advanced Level for advanced users, namely final level foreign speakers who already have basic Indonesian language skills before, are expected to provide opinions and reasons, to participate in formal discussions, and write essays.

Based on the BIPA learning levels above, this research only focuses on one competency level, namely the basic level which is at the beginner level. In addition to the CEFR, the BIPA ranking can refer to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27 of 2017. The regulation concerns the scope of Indonesian Language courses and training for Foreign Speakers (BIPA). The preparation of graduate

competency courses and training for the field of Indonesian Language for Foreign Speakers (BIPA) is adapted from CEFR. With the stages following the stages in the Indonesian Language Proficiency Test developed by the Language Development and Development Agency. According to the Ministerial Regulation, the BIPA level consists of seven levels as follows:

In BIPA learning, foreign speakers are grouped into 7 level groups. Where this grouping is useful as a measure of the proficiency of foreign speakers in learning their second language, namely Indonesian (Fitrianingrum et al., 2020). Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27 of 2017, there is a grouping of BIPA, namely the scope of BIPA teaching and training which consists of 7 levels, namely (1) BIPA 1. At this level learners must be able to understand and use expressions in the context of self-introduction and fulfilment of daily and routine concrete needs in a simple way to communicate with very cooperative speech partners. (2) BIPA 2. At this level students are expected to be able to express feelings in a simple way, describe the surrounding environment, and communicate daily and routine needs. (3) BIPA 3 has a goal so that students are able to express experiences, hopes, goals and plans in a concise and coherent manner accompanied by reasons in the context of life and daily work assignments. (4) BIPA 4 has an indicator that students are able to report observations of events and express ideas in their field topics, both concrete and abstract, quite smoothly without obstacles that interfere with the understanding of the speech partners. (5) BIPA 5 aims for students to be able to understand long and complicated texts and be able to express ideas from different points of view on various topics spontaneously and smoothly with almost no problems. Except for professional and academic fields. (6) BIPA 6 is being able to understand texts that are long, complex, and contain implied meanings and being able to express ideas in clear, structured, systematic, and detailed language spontaneously and fluently in accordance with speech situations for social and professional needs, except in the fields of complex academic (scientific work). (7) BIPA 7, students are able to easily understand information in almost all fields and express ideas spontaneously, fluently, precisely by differentiating nuances of meaning, and reconstructing arguments and data in a coherent presentation.

Methodology

Research Subject

The subjects or targets in this study were BIPA lecturers and foreign students participating in Indonesian language learning. BIPA lecturers are lecturers at Muhammadiyah University Jakarta consisting of 3 teachers. BIPA lecturers in this study were used as respondents to obtain analysis data on user needs and assessment of the initial product of the teaching materials being developed. Meanwhile, the study subjects for BIPA students consisted of 15 people who were studying Indonesian at Muhammadiyah University Jakarta. Learners are used as respondents to obtain analysis data on user needs, field tests of the main products, and the effectiveness of the products being developed.

Characteristics of the Teaching Material Model Developed

The characteristics of BIPA Basic Level teaching materials based on Betawi culture that are developed are as follows: (1) teaching materials are developed based on user needs, (2) material in each model unit teaching material consists of four language skills, namely listening, speaking, reading, and writing and two linguistic elements, namely vocabulary and grammar, 3) teaching material models are developed based on interactive multimedia, meaning that the teaching material model integrates several media that are in accordance with the skills and teaching materials and users of teaching materials can interact in two directions with the media used, 4) the teaching material model is prepared based on local wisdom (in this case Betawi culture) intended to make it easier for BIPA students to understand Indonesian expressions and ways of thinking, (5) learning is presented to motivate students to be actively involved in learning; (6) learning is cantered on students (student centred learning); (7) learning is oriented to the process and results; (8) learning is directed at training student independence; and (9) authentic assessment is used in the evaluation.

This research seeks to perfect BIPA teaching materials by adding elements of Betawi culture on the grounds that the residences of BIPA students at UMJ are in South Jakarta and South Tangerang. So that students can easily interact with local residents, part of life skills, teaching materials are made to display Betawi culture. Betawi culture here includes greetings,

traditional houses, traditional food, traditional clothing, martial arts, traditional musical instruments, and traditional Betawi dances.

Research Approach and Method

The approach used in this study is research and development (research and development). The research and development used in developing teaching materials in this study uses the ADDIE model (Analyse, Design, Develop, Implement, Evaluate). ADDIE is a concept in developing a learning product. This model was developed with the concept of student-centred, innovative, authentic, and inspiring (Branch, 2009). The ADDIE model is an instructional process that uses 5 phases namely dynamic analysis, design, development, implementation and evaluation (Fitrianingrum et al., 2020); (Wulandari & Hustarna, 2020). The ADDIE development model design can be seen in the following figure.

Research Instruments

Instruments in the Analysis Stage

The instruments used in this study was non-test instruments in the form of questionnaires. The questionnaire used is a closed questionnaire, which allows respondents to choose alternative answers that have been prepared by researchers using a Likert measurement scale with five alternative choices (Dornyei, 2007) in (Suwandi et al., 2018) by adopting the research of (Maryuliana et al., 2018), namely each statement provides five possible answers, namely:

- Strongly agree (score 5)
- Agree (score 4)
- Disagree (score 3)
- Don't agree (score 2)
- Strongly Disagree (score 1)

The analysis phase in this study is divided into three steps, namely (1) needs analysis and material analysis. The instrument used to analyse needs is a questionnaire given to BIPA teachers and students. The following describes a summary of the activity plan at the analysis stage and the research instruments that have been validated.

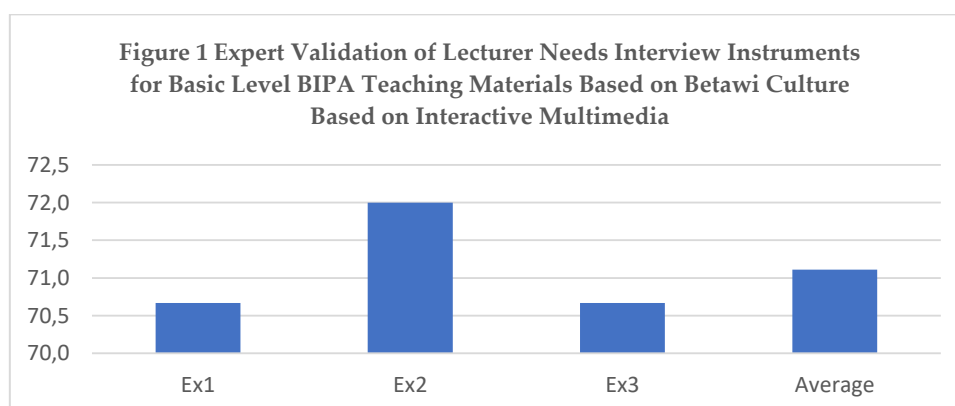
Needs Analysis

The activities carried out at the needs analysis stage are: (a) conducting a survey of the difficulties faced by learning and teachers in BIPA learning and (b) conducting a survey of the needs for teaching materials in BIPA learning.

Table 1 Validation of Student Needs Questionnaire for Basic Level BIPA Teaching Materials Based on Local Content through Interactive Multimedia

No. of Questions	r-count	r-table	summary	No. of Questions	r-count	r-table	summary
1	0,648	0,444	valid	16	0,794	0,444	valid
2	0,763	0,444	valid	17	0,730	0,444	valid
3	0,512	0,444	valid	18	0,703	0,444	valid
4	0,757	0,444	valid	19	0,398	0,444	Not valid
5	0,829	0,444	valid	20	0,797	0,444	valid
6	0,509	0,444	valid	21	0,714	0,444	valid
7	0,746	0,444	valid	22	0,783	0,444	valid
8	0,613	0,444	valid	23	0,659	0,444	valid
9	0,669	0,444	valid	24	0,681	0,444	valid
10	0,661	0,444	valid	25	0,625	0,444	valid
11	0,746	0,444	valid	26	0,747	0,444	valid
12	0,539	0,444	valid	27	0,739	0,444	valid
13	0,752	0,444	valid	28	0,647	0,444	valid
14	0,804	0,444	valid	29	0,670	0,444	valid
15	0,779	0,444	valid	30	0,537	0,444	valid

The validation of Lecturers' Need



Result

Description of the Characteristics of the Need for Basic Level BIPA Teaching Materials based on Betawi culture through Multimedia according to the perceptions of students and foreign speakers Lecturer

To describe the characteristics of the needs of teaching materials BIPA at the basic level based on Betawi culture through multimedia according to the perceptions of foreign-speaking students and lecturers is carried out by conducting a needs analysis. Needs analysis is a study conducted to identify what products will be developed so that they can solve the problems faced. Needs analysis in development research is used to ensure compatibility between research products being developed with the needs required in the field. Respondents who were used as research subjects in the needs analysis were BIPA teachers and students who were given BIPA lessons. The activities carried out at the needs analysis stage are conducting a survey of the needs for teaching materials in BIPA learning.

Results of Lecturer Needs Interviews in Basic Level BIPA Learning

The results of the analysis of the obstacles faced by lecturers and students in learning BIPA are used as a basis for developing further analysis. After analyzing the obstacles encountered in learning BIPA from the perceptions of students and lecturers, then a needs analysis is carried out on the characteristics of teaching materials according to students and lecturers. To dig up data about the characteristics of BIPA teaching materials that lecturers and students want, this is done by conducting structured interviews with lecturers and distributing questionnaires to students. The results of interviews with BIPA teaching lecturers are shown in Table 1.

The results of the analysis of barriers to BIPA learning by teachers and students will be used as a basis for the development of further analysis. After analyzing the obstacles to learning BIPA from the point of view of students and teachers, a needs analysis of the characteristics of learning materials is done by students and teachers. Finding out the characteristics of BIPA study materials desired by teachers and students is done by conducting interviews with teachers and distributing questionnaires to students. The results of the interviews with BIPA teachers are presented in Table 1.

Table 2 *Data Extraction Results of Interviewing Lecturer Needs for Basic Level BIPA Teaching Materials Based on Betawi Culture through interactive Multimedia*

No	Question	Response
Lecturer's opinion on the need to develop learning materials		
1	Would you please describe the teaching materials used in BIPA learning at this institution?	The teaching materials used in BIPA learning are the books "Friends of Indonesia Indonesian Language Diplomacy Materials for Thai Speakers Level BIPA 1" and "My Friends of Indonesia for Class A1 Children Indonesian Language Diplomacy Materials for Foreign Speakers"
2	In your opinion, how important is the development of BIPA teaching materials for BIPA teaching lecturers?	Lecturers are highly recommended to develop teaching materials
The need for lecturers to integrate Betawi cultural content in teaching materials		
3	Do the teaching materials currently used contain material about Betawi culture?	In the two teaching materials used in BIPA learning, they do not specifically include Betawi culture
4	In your opinion, how important is it to include Betawi culture in BIPA teaching materials?	Very important, considering that one of the objectives of learning BIPA is to introduce Indonesian culture. Because this institution is located in Jakarta, it is very important to include Betawi culture in BIPA learning at this institution.
5	In your opinion, what topics need to be included in teaching materials related to Betawi Culture?	Topics that need to be included in BIPA teaching materials related to Betawi culture, for example family trees, how to greet, traditional clothes, traditional Betawi food, traditional Betawi arts, Betawi traditional weapons, places of recreation
The need for lecturers to use interactive multimedia in BIPA learning		
6	In BIPA learning, what media have you used?	Laptop, infocus, HP, PPT
7	In your opinion, how important is the application of interactive multimedia in BIPA learning?	To help the effectiveness of learning the role of multimedia is needed. If you can make interactive multimedia-based teaching materials, learning will run more effectively because it can increase student learning motivation.
8	What alternative media do you think can make it easier for students to understand in the lecture process, especially BIPA?	Video, audio
Potential development of interactive multimedia teaching materials		
9	Have you ever used interactive multimedia in learning?	So far, I haven't, because I haven't found the right application to use in BIPA learning.
10	In what kind of learning do you use interactive multimedia?	Nothing interactive yet. If the media already uses several media in one lesson.

11	In your view, what is the carrying capacity of students if interactive multimedia-based teaching materials are used?	Actually, the support for students using interactive multimedia has been very supportive, increasing the average student owning a cellphone and laptop.
12	In your view, what is the carrying capacity of the university if interactive multimedia-based teaching materials are used?	Institutions have been very supportive of using interactive multimedia applications in learning. Such as the availability of sufficient wifi in each class and in other rooms.

Table 2 is a summary of the results of data mining through interviews of the needs of BIPA lecturers for BIPA Elementary Level Teaching Materials based on Betawi culture through interactive multimedia which was carried out to three BIPA teachers at UMJ. There were 12 questions in the interview which were divided into four components, namely the lecturer's opinion on the need to develop learning materials, the lecturer's need for the integration of Betawi cultural content in teaching materials, the lecturer's need for the use of interactive multimedia in BIPA learning, and the potential for developing interactive multimedia teaching materials.

To the first question, 'Would you please describe the teaching materials used in BIPA learning at this institution?', the three BIPA teaching lecturers gave a similar response, namely, 'The teaching materials used in BIPA learning are the book "Friends of Indonesia Indonesian Language Diplomacy Materials" for BIPA Level 1 Thai Speakers" and "My Indonesian Friends for A1 School Children Indonesian Language Diplomacy Materials for Foreign Speakers"'.

To the second question, "How important do you consider the development of BIPA teaching materials for BIPA lecturers?" the lecturer responded that one of the lecturer's tasks is to develop teaching materials according to what they are taught. This is one indicator of a creative lecturer. Creative lecturers will have an impact on creative learning as well. As a result, students will have high motivation in participating in learning. So, lecturers are highly recommended to develop teaching materials.

The third question relates to the importance of including Betawi culture in teaching materials, 'Does the teaching materials used currently contain material about Betawi culture?'. To this question the lecturer answered that in the two teaching materials used in BIPA learning at UMJ, they have included elements of Indonesian culture, but have not specifically included Betawi culture.

Furthermore, in responding to the fourth question, "How important do you consider the inclusion of Betawi culture in the BIPA study material?", the lecturer stated that it was very important, considering that one of the goals of BIPA learning is to introduce Indonesian culture. Because this institution is located in Jakarta, it is very important to include Betawi culture in BIPA learning at this institution.

Responding to a question about what material ideas or topics should be included in BIPA teaching materials, the lecturer answered that the topics that needed to be included in BIPA teaching materials were related to Betawi culture, for example family trees, how to greet, traditional clothing, Betawi traditional food, Betawi traditional arts, Betawi traditional weapons, places of recreation.

The next question is regarding lecturers' needs for the use of interactive multimedia in BIPA learning. Responding to this question the lecturer explained that in the BIPA learning that has been carried out so far the lecturer has used various types of media such as PPT, laptops, infocus, cellphones, the internet, and others. The use of multimedia in learning, according to them, helps the effectiveness of learning the role of multimedia is very necessary. If you can make interactive multimedia-based teaching materials, learning will run more effectively because it can increase student learning motivation. However, lecturers still rarely use interactive multimedia in BIPA learning (Question 9), even they had used multimedia in one lesson, yet it wasn't interactive yet (10). In fact, the carrying capacity of the use of interactive multimedia is very good, as in fact the carrying capacity of students in using interactive multimedia has been very supportive, increasing the average student owning a cellphone and laptop (question 11), and institutions have been very supportive of using interactive multimedia applications in learning. Such as the availability of sufficient wifi in each class and in other rooms (Question 12).

Tabulation Results of Student Needs for Basic Level BIPA Teaching Materials Based on Betawi Culture through Interactive Multimedia

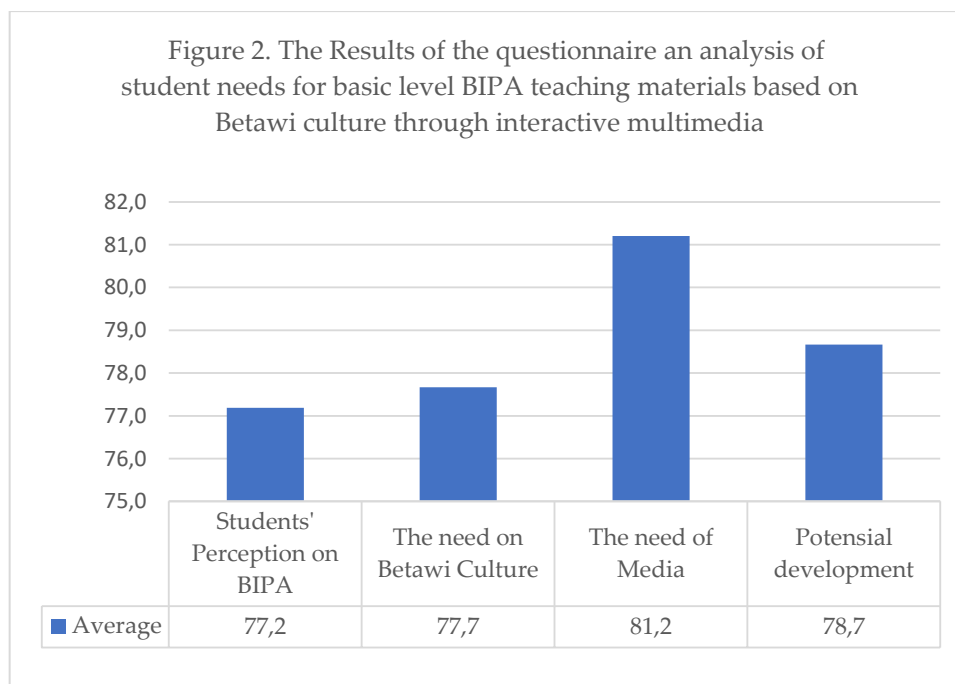
In order to obtain information about the needs of students in the development of BIPA teaching materials, this was done by distributing questionnaires to the 15 respondents who participated in this study. Question papers will be randomly given to students online through

Whatapp. This was done because there was a Corona-19 pandemic during data mining. The tabular results of the student needs survey are presented in table 3 below.

Table 3 *Tabular results on students' needs for core BIPA learning materials based on Betawi culture through interactive multimedia*

Participant	Student perceptions	Betawi Cultural Needs	Multimedia Needs	Potency
1	4,4	4,0	4,1	4,5
2	3,6	3,4	3,7	4,5
3	4,4	4,1	4,1	4,5
4	3,6	3,4	3,7	4,5
5	4,6	4,6	4,3	4,0
6	4,3	4,3	4,6	4,0
7	4,0	4,4	4,2	3,5
8	3,6	3,8	4,4	3,0
9	3,3	3,6	3,8	3,0
10	3,6	3,8	3,6	4,0
11	3,3	3,5	3,7	3,5
12	3,4	3,1	3,9	3,5
13	3,3	3,5	3,8	3,0
14	4,2	4,3	4,4	5,0
15	4,2	4,6	4,6	4,5

Table 3 above is the result of an analysis of student needs for basic level BIPA teaching materials based on Betawi culture through interactive multimedia. The questionnaire items used have been validated by experts. The questionnaire consists of 4 components; students' opinions on the need for developing teaching materials, students' needs for the integration of Betawi culture in teaching materials, students' needs for the use of interactive multimedia in BIPA learning, and the potential for developing multimedia-based teaching materials. The complete results of the questionnaire analysis can be seen in Figure 1 below.



Based on Figure 2 above, it can be clarified that the survey on the component of understudy conclusion on the require for creating instructing materials gotten an average value of 4.3 or 86.2% in the 'Highly Needed' category, on the component of student needs for the integration of Betawi culture in teaching materials obtained an average value of 4.2 or 84.7% and are in the 'Highly Needed' category, in the category of student needs for the use of interactive multimedia in BIPA learning an average value of 4.3 or 85.5% and in the category of 'Highly Needed', and for the component of the potential for developing multimedia-based teaching materials, an average value of 4.4 or 87.1% is obtained and is in the 'Highly Needed' category. This calculation produces an average value of 4.4 or 87.1% and is in the category of 'Very Needed'. Thus, it can be seen that the development of BIPA teaching materials based on Betawi culture through interactive multimedia is really needed by students and lecturers in BIPA learning. According to students and lecturers, the characteristics of the required BIPA teaching materials are 1) agreeing to the age of the understudy, 2) not too dense with writing, 3) simple and easy-to-understand material, 4) incorporates elements of Betawi culture, 5) contains cases of how to articulate sentences, 6) simple to utilize, 7) simple to carry, 8) deliver *feedback*, and 9) practice speaking Indonesian.

Analysis of Teaching Materials

Based on the results of the needs analysis, it is known that BIPA teachers and students need to develop BIPA teaching materials that have special characteristics according to the criteria needed by lecturers and students. After knowing that students and lecturers need the development of teaching materials that are tailored to their needs, the next activity is to carry out an analysis of the teaching material developed. The activities carried out at this stage are: (a) analyzing the BIPA learning SKL based on Permendikbud No.27, 2017, (b) make a list of material in accordance with Permendikbud No.27, 2017 into the table, (c) look for information on Betawi culture that is in accordance with the material being mapped, and (d) make material that will be included in the teaching materials.

Table 4 *BIPA Learning SKL Analysis Results based on Permendikbud No.27, 2017*

Parameters Description of Special Learning Achievements in Indonesian Language For Foreign Speakers (Bipa) Level I	
Indicator	Providing excellent service is measured by the satisfaction level of the assignor
Ability in the Field of Work	Understand and use expressions in the context of self-introduction and fulfillment of daily and routine concrete needs in simple ways to communicate with highly cooperative speech partners Mastering the use of grammar and vocabulary in various types of texts being taught which includes.
Mastery Knowledge	<ol style="list-style-type: none"> 1. Use of language sounds and pronunciation. 2. Use of pronouns. 3. The use of object phrase structure (DM). 4. The use of the word number of levels. 5. Use of negative words. 6. Use of simple sentences 7. Use of question words. 8. Use of demonstrative pronouns. 9. Use of verbs <i>There is</i>. 10. Use of position and location. 11. Use of prepositions. 12. Use of conjugated verbs. 13. Use of adverbs. 14. Use of conjunctions. 15. The use of greeting expressions and words, and 16. Use of related vocabulary for general topic.

Rights	and	Has the following rights and responsibilities.
Responsibilities		<ol style="list-style-type: none"> 1. Responsible for the use of good and correct Indonesian. 2. The right to obtain language learning in accordance with the standards applied.

Table 5 *Results of Level A BIPA Material Analysis Based on Permendikbud No.27 of 2017*

No	Competence	Material/Topic
1	Listening:	name, address, occupation, country of origin, family, and so on
	2.1 Able to recognize simple words and phrases related to information from other people: name, address, occupation, country of origin, family, etc. when other people speak slowly and clearly.	
	2.2 Able to recognize simple words and phrases related to directions, locations, surroundings, and daily activities.	
	2.3 Be able to interpret simple expressions from people you know and don't know who speak clearly.	
2	Speak:	name, address, occupation, country of origin, family, etc., directions, location, surroundings, and daily activities
	3.1 Students are able to express simple sentences relating to personal and other people's information: name, address, occupation, country of origin, family, and so on.	
	3.2 Students are able to express and ask questions about directions, locations, the surrounding environment, and daily activities.	
	3.3 Students are able to respond with simple expressions when other people talk to them.	
3	Reading:	Advertisements, maps, announcements, menus and schedules, personal letters.
	4.1 Able to read aloud short and simple descriptive texts relating to personal information: name, address, occupation, country of origin, family, etc.	
	4.2 Able to find information related to directions, locations, surroundings, and daily activities such as advertisements, maps, announcements, menus, and schedules.	

4.3	Able to find information from short and simple texts, examples of personal letters.	
4	Writing:	advertisements, maps,
5.1	Able to fill in forms related to personal information: name, address, job, country of origin, family, etc.	announcements, menus and schedules, personal letters.
5.2	Able to write short and simple sentences related to directions, locations, and daily activities to fulfill concrete needs.	
5.3	Able to write short and simple descriptive text, through personal letters.	
6	Mastering the use of grammar and vocabulary in various types of texts being taught	Using I, II, III person pronouns (me, you, he/she, name, you, they, we, we) appropriately.
6.2.1.	Master the knowledge of alternate usage people.	Use proper pronouns (-I, -you, -nya).
6.3.	Master the knowledge of the use of structures object phrase (DM).	Uses object phrase structure (DM) (my name, my house) correctly.

Discussion and Conclusion

Characteristics of Basic Level BIPA Teaching Material Requirements based on Betawi culture in the form of Interactive Multimedia according to the perception of foreign speaking Students and Lecturer

This research was carried out for 12 months, from October 2020 to October 2021. This research was carried out at Muhammadiyah University Jakarta which is found at Jalan KH. Ahmad Dahlan Cirendeu, Ciputat, South Tangerang. Muhammadiyah University Jakarta is one of the university that organizes the Indonesian Language for Foreign Speakers (BIPA) program. Development of a BIPA teaching material model Basic level based on Betawi culture in the form of Interactive Multimedia has been carried out utilizing the ADDIE demonstrate development method, beginning from carrying out needs analysis activities to assessing educating materials.

This research about was conducted on the Covid-19 widespread. At this time, all outside students examining in Indonesia, including students at UMJ, were sent back to their nations. This is done to prevent a more extensive spread. The Covid-19 widespread has had a huge effect on all viewpoints of life, counting the world of instruction. One of these impacts is the changing of the learning framework from face-to-face to virtual or online learning, counting BIPA learning. Utami (2022) detailed in his investigate that amid the Covid-19 widespread, BIPA learning in Japan was carried out essentially. In line with this, Sobara (2020) moreover reports that learning within the city of Berlin in particular and in Germany is additionally carried out on a continuous trough online.

As already expressed, this research was carried out during the Covid-19 pandemic, so the implementation was carried out virtually or online. This condition is very troublesome within the information collection prepare. In any case, with the nearness of innovation these conditions can be overcome. In this way the research process was carried out online, beginning from beginning perceptions, instrument approval, information collection on small-scale and large-scale trials.

This research was conducted to develop a BIPA teaching material model Basic level based on Betawi culture in the form of Interactive Multimedia. The expected results of this study are the BIPA teaching material model Basic level based on Betawi culture in the form of Interactive Multimedia suitable for use by students taking the BIPA program at the basic level. To realize this objective, as numerous as 25 foreign students studying at the at Muhammadiyah University of Jakarta were utilized who took the BIPA program as investigate subjects. In any case, since there were 15 students who were willing to sign a statement of willingness to participate in this study, a total of 15 students were taken as research subjects.

As written at the beginning of this research, the first problem formulation in this development research is to describe the characteristics of the need for teaching materials that are appropriate for BIPA teaching lecturers and BIPA learning students. To reply the formulation of the problem, information collection has been carried out by conveying surveys to students and lecturers. The discussion of the results of the questionnaire analysis is described as follows.

a. Characteristics of BIPA Materials Needed by Students and Teachers

From the analysis results of questionnaires and interviews, we found that the characteristics of BIPA teaching materials that students and teachers want are 1) suitable for the age of the students, 2) not too close to sentences, 3) simple and easy-to-understand material, 4) contains elements of Betawi culture, 5) Contains examples of sentence pronunciation, 6) Easy to use, 7) Easy to carry, 8) Has feedback, 9) Indonesia You can practice speaking the language.

The first thing teachers and students need is BIPA materials that are tailored to the needs of the students BIPA learns Indonesian for foreigners. The learner does not speak Indonesian, but the BIPA will be her second, third language. BIPA students generally do not have a good knowledge of Indonesian as it is a second or third language. This is reported by Ningrum (2017), BIPA students are like children who know nothing about the language used in their environment. Their knowledge of the correct and proper use of the Indonesian language is still too basic and premature. Therefore, the content of the teaching materials should be adjusted according to the age of the learner.

Feature Second is a material that is not too biblical. This property is consistent with the principle of convenience, which is one of the principles of teaching material development. The principle of convenience states that when developing teaching materials, attention should be paid to the amount of text used. Materials should be concise with sufficient white space and include text and illustrations (Magdalena et al., 2020).

The third feature is that the teaching materials are simple and easy to understand. This can be seen from the average student opinion survey results of 4.3% and 86.2%, respectively, regarding the need for BIPA materials, which indicates the need for materials that meet the needs and ages of students. It's not too deep, it's simple and easy to understand. The purpose of the materials is to help students achieve their learning goals. Learning objectives are only achieved if the materials used effectively support their achievement. Therefore, materials should be presented in plain language according to the level of comprehension of the students. Using complex materials can make them difficult to understand. This is corroborated by Supriyono (2018), who states that materials must be

presented in a simple manner so that the meaning contained in them can be easily understood.

Fourthly, teaching materials that take local culture into account are necessary. This is shown by collecting the average scores of student questionnaires on the 'student needs to integrate Betawi culture in teaching materials' component, where the average score reached 4.2 or 84.7% of his 'extremely needed' category. This is corroborated by Bahtiar & Nasrullah (2019), who state that the goal of foreign students studying BIPA is to become fluent in the Indonesian language and experience Indonesian culture firsthand. Cultural understanding in communication.

The fifth characteristic is that students need interactive multimedia teaching materials. This is indicated by the need for students in teaching materials that contain examples of how to pronounce sentences, are easy to use, easy to carry, give *feedback*, and practice speaking Indonesian. Interactive multimedia are digital products and services on computer-based systems that combine content such as text, moving images, animation, video and audio into a work that is good and interesting for everyone who sees it (Istianah et al., 2020); (Putri & Ardi, 2021). Interactive Multimedia can also overcome time constraints and differences in learner characteristics (Arumdyahsari et al., 2016). Given the limited time provided at the university to study BIPA, using interactive media-based teaching materials will provide flexibility for students to study independently outside of study hours.

b. Teaching materials in Basic BIPA

Based on the results of the needs analysis, it is found that BIPA teachers and students need to develop BIPA teaching materials that have special characteristics according to the criteria needed by lecturers and students. After knowing that students and lecturers need the development of teaching materials that are tailored to their needs, the next activity is to carry out an analysis of the teaching material developed. The activities carried out at this stage are: (a) analyzing the SKL (Graduate Competency Standards) of BIPA learning based on Permendikbud No.27, 2017. The results of the SKL analysis are presented in Table 2.1., (b) make a list of materials according to Permendikbud No.27, 2017 into tables, (c) look for

information on Betawi culture that is in accordance with the material being mapped, and (d) make material that will be included in teaching materials.

The Graduate Competency Criteria (SKL) is the minimum multi-competency standard that each student must meet to be considered successful at a particular educational level (Nurmaryam & Musyarapah, 2022). Acceptance criteria can be interpreted as the most important points that students must meet in the learning process. The basic level includes attitudes, knowledge and skills. The knowledge aspect of the graduate is the mastery of grammar and vocabulary usage in the various types of texts taught. These include phonetic and pronunciation use, pronoun use, noun phrase structure (DM) use, level number use, negative word use, simple sentence use, interrogative use, demonstrative use. Using pronouns and verbs. There is the use of position and place, the use of prepositions, the use of compound verbs, the use of adverbs, the use of conjunctions, the use of expressions and greetings, and the use of vocabulary on common topics. Character areas include: responsibility. With reference to BIPA Learning SKL based on Permendikbud No. 27, 2017, his BIPA Basic Level material based on Betawi culture was developed in the form of interactive multimedia.

Based on the explanation on the background, it was found that BIPA is learning Indonesian for foreign citizens, they are not speakers of Indonesian and Indonesian for BIPA learners can be a second, third, and so on. students also encounter difficulties in learning it, the difficulty is that students find it difficult to understand long sentences, so they often find misunderstandings both in communicating and in learning. As a result, they do not use Indonesian as a means of communication and their scores tend to be low. This difficulty is caused by several things, including 1) some students have not studied Indonesian in their country of origin, so students do not have the provision to learn Indonesian, 2) when they enter Indonesia students have not taken the UKBI test, so it is not known at which level Indonesian language students' ability, 3) when studying Indonesian in the BIPA Program they did not get many examples of correct Indonesian pronunciation, especially in long sentences, so they did not know the correct intonation of pronunciation, and 4) other causes were the two the teaching materials used also do not provide sufficient examples of how to pronounce Indonesian. Judging from the content of the two teaching

materials, they have met the criteria for BIPA teaching materials set by the CEFR, namely that the two teaching materials contain four skills; read, listen, speak, and write and have included elements of language; vocabulary and grammar. The weakness of the textbook is that the local content presented in the teaching materials is still general in nature and does not include Betawi culture as the original culture of Jakarta. Therefore, teacher and students thought that it was needed to develop a teaching material based on their need. Over the result of questioner conveyed by the students and result of interview delivered by the lecturer it is known that the characteristics of BIPA teaching materials needed by students and lecturers are 1) appropriate to the age of students, 2) not too dense with writing, 3) simple and easy-to-understand material, 4) incorporates elements of Betawi culture, 5) contains examples of how to pronounce sentences, 6) easy to use, 7) easy to carry, 8) provide feedback, and 9) train speaking Indonesian.

The authors declare that there is no conflict of interest in this work.

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