

# The Influence of Beginner Level BIPA Textbooks Based on Local Wisdom on Learning Outcomes in View of Academic Ability

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**Abstract:** The aim of this research is to determine the effect of Indonesian language teaching materials for foreign speakers based on local wisdom on learning outcomes in terms of academic ability. This quasi-experimental research uses a 2x3 factorial design. The research was carried out at the Nueva Ecija University of Science and Technology for the 2022/2023 academic year on BIPA learning. The data collection instrument is through multiple choice tests and descriptions, observations and documents. Hypothesis testing uses a two-way ANOVA test at a significance level of 5% with the help of the SPSS 16 application. The results of the two-way ANOVA hypothesis test for the influence of the model on learning outcomes show a significance value of 0.314 in the cognitive domain, 0.032 in the psychomotor domain, and 0.038 in the affective domain. The results of the two-way ANOVA hypothesis test for the influence of academic ability on learning outcomes showed a significance value of 0.065 in the cognitive domain, 0.969 in the psychomotor domain, and 0.528 in the affective domain. The results of the two-way ANOVA hypothesis test for the interaction of learning models and academic abilities on cognitive, psychomotor and affective learning outcomes were 0.315; 0.449; and 0.589. The conclusion of this research is that BIPA teaching materials based on local wisdom have a real effect on student learning outcomes and academic abilities have no effect on student learning outcomes. It is recommended that BIPA teaching materials based on local wisdom applied in learning will influence student learning outcomes.

**Keywords:** BIPA, Local Wisdom, Learning Outcomes, Academic Ability

## 1. Introduction

The development of life and science in the 21st century brings increasingly difficult challenges. One of the education problems in Indonesia that is currently a priority is the issue of education quality, especially the quality of learning, (Supena et.al., 2021); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). The issue of the quality of education, especially learning, is also an international issue, (Darmuki, 2020); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019). Along with the development of the world view about the meaning of education, one of the real challenges faced is the quality of educational outcomes, Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018). Education is expected to be

able to create human resources with complete competence, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017).

Indonesia has a strategic position in the eyes of the international world, both from geographical, economic, demographic and political aspects. This very strategic position makes Indonesian increasingly popular and studied by foreigners for various purposes, Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). Every year the demand for learning Indonesian for Foreign Speakers (BIPA) increases. Domestically, many foreign students study on Indonesian campuses and abroad, the demand for BIPA services is also increasing to teach Indonesian on campuses or in institutions, Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017).

Based on the various conditions and potential that exist, efforts that can be made to improve the quality of BIPA (Indonesian Language for Foreign Speakers) learning in schools are to develop student-oriented learning and facilitate the community's need for sustainable BIPA education. Efforts to improve the quality of education through improving the BIPA learning process are innovations that continue to be carried out. One of these innovations is changing the BIPA learning paradigm from lecturer-centered learning to student-centered learning, (Darmuki, et.al., 2018); Widiyanto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019). The BIPA learning approach carried out in schools so far has been lecturer-centered or teaching-based, meaning that during the BIPA learning process lecturers provide more material in the form of knowledge, (Darmuki, et.al., 2017); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020).

Teaching materials are printed learning media tools that are used to make it easier for educators to improve their competencies (Gaol & Solin, 2017). According to Diana (2016), teaching materials are handbooks for a course written and compiled by experts in related fields and comply with the rules of teaching materials and are officially published and distributed widely, Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020). The use of teaching materials in the learning process is very important for educators (lecturers), students in group, individual and classical learning (Sodiq, 2015; Izzah & Rafli, 2018; Rahmiati et.al., 2019). For educators, teaching materials have the role of saving time in teaching, Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020). With BIPA teaching materials to support lectures, students are assigned to study the topic material first so that the lecturer does not give too much lecture. Changing the role of educator to facilitator, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020). With BIPA teaching materials, the role of educators is only to facilitate students rather than present the material.

## 2. Structure of References

Learning Indonesian for foreign speakers can be easy and fun, one of which is through teaching materials. Teaching materials are a set of materials arranged systematically that enable students to carry out the learning process to achieve learning goals. Teaching materials should be designed and written in accordance with instructional rules because teaching materials are used by teachers to support the learning process (Yuberti, 2014). Teaching materials are learning materials that contain material that includes knowledge, skills and attitudes that students must learn to achieve competency standards that have been determined based on learning objectives.

The demand for BIPA learning is increasing day by day with the increase in foreign students studying in Indonesia. Thus, the demand for BIPA learning in Indonesia is increasing (Jazeri, 2013). This increase was influenced by several things, one of which was the wealth of human resources, natural resources and culture in Indonesia (Jazeri, 2016:218). One of the steps in learning BIPA so that it can be applied to foreign students of Indonesian based on local wisdom is not in a short time. Learning Indonesian cannot be separated from the Indonesian social and cultural context. Through various Indonesian cultures, foreign students are invited to use Indonesian according to appropriate needs. BIPA is an abbreviation of Indonesian for Foreign Speakers. The scope of BIPA is an Indonesian language teaching program specifically for foreign speakers (Muliastuti, 2017).

Local wisdom is knowledge that has a life strategy consisting of activities carried out by local communities to fulfill needs in the community. Local wisdom is based on the existence of good values that are believed and applied in the form of wisdom. This has always been maintained for a long time from generation to generation in a particular area (Njatrijani, 2018). Local wisdom can also be called human intelligence possessed by certain groups in order to gain experience.

Similar research was conducted by Hidayat Widiyanto, with the title "Local Javanese Cultural Wisdom as Indonesian Language Teaching Material for Foreign Speakers (BIPA)". This research explains the importance of using local Javanese cultural wisdom as BIPA teaching material (Widiyanto, 2018). Similar research was also carried out by Afrinar Pramitasari, with the title "Development of BIPA Teaching Materials Containing Local Cultural Wisdom in Pekalongan City". This research explains that students can find various words, phrases, clauses, sentences or expressions that can be used as study material in learning Indonesian (Pramitasari, 2012). Similar research was conducted by Panji Hermoyi Suher R, with the title "Development of BIPA Teaching Materials through East Java Local Culture". The results of this research found that there are BIPA teaching material products based on local East Java culture (Suher, 2017).

### 3. Research Methodology (Metode Penelitian)

This type of research is Quasi Experimental Research. This research design uses posttest only non-equivalent. This research design uses two groups, namely the control group uses conventional learning teaching materials while the experimental group uses teaching materials based on local wisdom in BIPA learning. Next, both groups were given a posttest (Sugiono, 2020). Primary data was collected and then analyzed to determine whether there was an influence of local wisdom-based teaching materials on academic abilities in BIPA learning.

The population of this study were all first-year students of COED NEUST Philippines. The selection of participants in this research was COED NEUST 1st year students because of BIPA learning. Samples taken from the population must be representative so that conclusions can be drawn for the population (Sugiono, 2020). The samples or participants in this research were two groups or classes in class IA as a control class in which there were 36 students (27 women and 9 men) and class IB as an experimental class in which there were 38 students (28 women and 10 men -male) as well as 2 lecturers (with 5-10 years of teaching experience) BIPA teachers. The subjects of this research were selected using cluster sampling where the samples were chosen randomly, not individually, but in groups whose members had the same characteristics (Sugiono, 2020). Budiyo (2019) stated, to determine which of the two classes selected from the population is the experimental class and the control class, namely by testing group equality.

Research procedure consists of the preparation stage, planning stage, implementation stage, observation stage and evaluation stage, as well as the analysis stage and follow-up stage. In the planning stage, the learning tools used in the treatment stage are prepared. The planning stage includes preparing a research proposal, preparing learning tools in the form of a syllabus, a Learning Implementation Plan using local wisdom-based teaching materials and finally preparing research instruments in the form of data collection tools.

The treatment stage is the stage of providing treatment to the research subject as well as the stage where the researcher takes as much data as possible from the research subject. This stage includes preparing a research proposal, preparing research instruments (syllabus), implementing teaching and learning activities in the control class which is given treatment in the form of applying teaching materials using conventional learning/lecture methods and in the experimental class treatment is given in the form of applying teaching materials based on local wisdom. The learning process was observed by two people to monitor the implementation of BIPA learning based on local wisdom using an observation sheet, after which a post-test was held.

The analysis stage is carried out after obtaining the data. Processing data analysis uses the SPSS version 16 program. This stage is carried out up to the preparation of the report.

### 4. Result and Discussion

Testing assumptions as a prerequisite for analyzing the differences between two treatments using the t test requires statistical testing of the prerequisites. T test analysis requires analysis prerequisite tests, namely the normality test and homogeneity test. The first condition that data can be tested for t is that the data must be normally distributed. The normality test aims to determine whether the control group and experimental group come from a normally distributed population or not.  $H_0$  states that the sample comes from a normally distributed population and  $H_1$  states that the sample does not come from a normally distributed population. Testing the normality of data from the test results of the ability to write scientific papers for control group and experimental group students used the Kolmogorov-Smirnov test with  $\alpha = 0.050$  assisted by the SPSS 16 program. The normality test decision, if the Sig. from the normality test is greater than the set  $\alpha$  level value, namely 0.050 (Sig.  $> 0.050$ ). If the data value is sig. from the normality test is greater than  $\alpha$  (sig  $> 0.050$ ), then,  $H_0$  is accepted so it can be said that the data is normally distributed. The normality test results can be seen briefly in the table below:

**Table 1** Results of Student Ability Normality Test

Class	Kolmogorov Smirnov	KS <sub>Tabel</sub>	N	Sig	Result	
					Information	Desicion
Control	0,107	0,227	36	0,809	Sig > 0,05	Normal
Experimtent	0,077	0,221	38	0,455	Sig > 0,05	Normal

Table 1 shows that the value ( $\text{sig.} > 0.05$ ), so the  $H_0$  test decision is accepted, and it can be concluded that the data in the control class and experimental class are normally distributed.

The second condition that must be met before carrying out a t-test is that the data must be homogeneously distributed. The homogeneity test aims to determine whether the variance between the control class and the experimental class is homogeneous or heterogeneous. Homogeneous means that the data between the experimental class and the control class have the same variance or are homogeneous. The homogeneity test of the ability to write scientific papers was carried out using Levene's test with  $\alpha = 0.05$  and assisted by the SPSS 16 program. The variance between the control class and the experimental class was declared homogeneous if the significance value shown was more than 0.05 ( $\text{sig} > 0.05$ ) and was declared heterogeneous if the significance value shown is less than 0.05 ( $\text{sig} < 0.05$ ).  $H_0$  states that each class has the same variance (homogeneous).  $H_1$  states that each class does not have the same variance. The results of the data homogeneity test on students' ability to write scientific papers can be seen briefly in the table below.

**Table 2. Results of Student Ability Homogeneity Test**

Homogeneity Test	N	df1	df2	F <sub>Count</sub>	F <sub>Table</sub>	Sig	Decision Uji H <sub>0</sub>
Student Abilities	74	1	72	3,883	3,974	0,053	Accepted

The table above shows that the Fcount price is 3.883 and the Ftable(0.05)(1)(72) price is 3.974. The results of these calculations show that  $F_{\text{count}} < F_{\text{table}}(0.05)(1)(72)$  and the significance value for the homogeneity test is more than 0.05. The results of these calculations show that  $H_0$  is accepted, so that the value of the ability to write scientific papers in the control class and experimental class is homogeneous. The requirements for research hypothesis testing for data on student ability test results have been fulfilled, namely that the data comes from a population that is normally distributed and has homogeneous variance, so that parametric research hypothesis testing via the t test can be carried out.

**Table 3. T-Test Results of the Effect of Using Teaching Materials on Academic Ability**

Variabel	N	df	t <sub>count</sub>	t <sub>table</sub>	Sig	Information	Desicion Uji H <sub>0</sub>
Academic Ability	74	72	4,485	1,993	0,00	Sig > 0,01	Rejected

Hypothesis testing in this research was carried out using the t-test assisted by the SPSS 16 program. The purpose of the two-sample t-test is to compare whether the two data (variables) are the same or different (Sugiono, 2011). The prerequisite test results show that the student ability test results data are normal and homogeneous, so the prerequisites for carrying out the t-test have been fulfilled. The criterion used in making hypothesis decisions is the significance level ( $\alpha$ ) = 0.05.  $H_0$  is rejected if the significance probability ( $\text{sig} < \alpha$ ) (0.05). This means that if the probability significance ( $\text{sig}$ ) is  $< 0.05$ , then the null hypothesis ( $H_0$ ) is rejected and conversely if the probability significance ( $\text{sig}$ ) is  $> 0.05$ , then the null hypothesis is accepted.  $H_0$  in this study states that there is no difference between the application of BIPA teaching materials based on local wisdom and the application of teaching materials using the lecture method on student abilities, while  $H_1$  states that there is a difference between the application of BIPA teaching materials based on local wisdom and the application of the teaching materials method using lectures on students' abilities. student abilities. The results of the analysis of the influence of the application of BIPA teaching materials based on local wisdom on student abilities through the t test can be briefly seen in the table below.

The table above shows the results of the test decision that the significance is less than 0.05, namely  $0.00 < 0.05$ . Based on these results, it can be decided that  $H_0$  which states that there is no real difference between the application of BIPA teaching materials based on local wisdom and the application of teaching materials using the lecture method on students' abilities is rejected and accepts  $H_1$  which states that there is a very real difference between the application of BIPA teaching materials based on local wisdom by applying teaching materials using the lecture method to student abilities. This shows that the application of BIPA teaching materials based on local wisdom has a very real effect on students' abilities because the significance value is less than 0.01, namely  $0.00 < 0.01$ .

## 5. Conclusion

Teaching materials containing local wisdom have a great influence on BIPA student learning outcomes. Having teaching materials in BIPA learning can make it easier for foreign students to learn Indonesian. The aim of foreign students studying BIPA is to improve Indonesian language fluently and get to know Indonesian culture clearly. . The conclusion of this research is that BIPA teaching materials based on local wisdom have a real effect on student learning outcomes and academic abilities have no effect on student learning outcomes. It is recommended that BIPA teaching materials based on local wisdom applied in learning will influence student learning outcomes.

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