

The Influence of BIPA Teaching Materials Based on Local Wisdom on Student Learning Outcomes in View of Academic Ability

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To Cite This Article:

Darmuki, A. ., M Andreas, D. ., Esteban Jr, A. M. ., Tardaguila, P. J. G. ., & Rohmah, I. F. . (2022). The Influence of BIPA Teaching Materials Based on Local Wisdom on Student Learning Outcomes in View of Academic Ability. *Uniglobal Journal of Social Sciences and Humanities*, 1(1), 117–126. <https://doi.org/10.53797/ujssh.v1i1.16.2022>

Abstract: The purpose of this research is to determine: 1) the influence of BIPA teaching materials with the Scientific Approach on learning outcomes in terms of academic ability, 2) the influence of academic abilities on student learning outcomes, and 3) the interaction between BIPA teaching materials with the Scientific Approach and academic abilities on learning outcomes in the cognitive, psychomotor and affective domains. This quasi-experimental research uses a 2x3 factorial design. The research was carried out at universities in DKI Jakarta for the 2020/2021 academic year in general Indonesian language courses. 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 conclusions of this research are: 1) BIPA teaching materials with a Scientific Approach have a significant effect on students' psychomotor and affective learning outcomes, 2) Students' academic abilities have no effect on students' learning outcomes, and 3) the interaction of BIPA teaching materials with a Scientific Approach and Academic ability has no effect on student learning outcomes. It is recommended that BIPA teaching materials with a Scientific Approach applied in learning will influence student learning outcomes.

Keywords: Teaching Material, 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); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020). The issue of the quality of education, especially learning, is also an international issue, (Darmuki, 2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020). 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. Education is expected to be able to create human resources with complete competence.

Based on the various conditions and potential that exist, efforts that can be made to improve the quality of learning in schools are to develop student-oriented learning and facilitate the community's need for sustainable education. Efforts to improve the quality of education through improving the learning process are innovations that continue to be carried out. One of these innovations is changing the learning paradigm from lecturer-centered learning to student-centered learning, (Darmuki et al., 2018); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020). The learning approach carried out in schools so far is lecturer-centered or teaching-based, meaning that during the learning process, lecturers provide more material in the form of knowledge, (Darmuki et al., 2017); Ahsin, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020).

Learning in the education system cannot be separated from the development of science and technology. Educational developments note that in the 21st century, there has been a very big shift in learning. Fundamental changes to information access, computing, automation, and communication have an impact on the 21st century learning model, which directs students to be the focus of learning. Learners are conditioned to be active so that the center of learning relies on the learner or students (student-centered learning), Fathurohman, et. al (2020); Kara, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020). The learning process is based on students; the hope is that students not only gain knowledge but are also skilled in applying what they have gained through the learning process, Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019). The learning process carried out is, of course, inseparable from the curriculum referred to; in this case, the curriculum used is the 2013 curriculum, which leads to a scientific approach, especially in BIPA learning in universities.

In the higher education curriculum, BIPA learning in schools is text-based or more focused on texts (Diana, 2016; Gaol & Solin, 2017; Hariadi et al., 2018). Through these texts, apart from teaching linguistics, character education can also be integrated, which leads to scientific thinking. Moreover, through a scientific approach, character formation will be easily realized. In a scientific approach, students are asked to observe, ask, try, associate, and communicate, (Camuffo et al., 2020); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020). These activities are carried out by integrating attitude formation, for example, by observing responsibly, asking politely, trying honestly, and associating and communicating proactively, Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019). This good attitude will continue to be instilled in every lesson so that when students are used to good attitudes, these habits will become traits, and students who become the next generation will become good individuals.

From here, general problems can be raised from this question, such as: what is the influence of BIPA teaching materials with a scientific approach on learning outcomes in terms of academic ability? A general answer to this question will be sought through experimental research on the influence of teaching materials for the BIPA course on learning outcomes. This will be specifically for level I students of the Accounting Study Program at the University of Indonesia. The use of textbooks with a scientific approach like this in the learning process and activities of BIPA courses can improve the quality of learning outcomes in terms of students' academic abilities.

2. Structure of References

Pembelajaran BIPA Bagi Penutur Asing (BIPA) merupakan pembelajaran keterampilan berbahasa yang diarahkan untuk meningkatkan kemampuan mahasiswa asing dalam berkomunikasi baik tertulis maupun lisan dengan menggunakan BIPA yang baik dan benar (Izzah & Rafli, 2018). Berkenaan dengan tujuan pembelajaran BIPA di pendidikan tinggi, tidak lepas dari kurikulum BIPA berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) (Darmuki, 2014). Pembelajaran BIPA mencakup empat aspek keterampilan, yaitu menyimak, berbicara, membaca, dan menulis. Keempat aspek keterampilan berbahasa tersebut harus dapat dimiliki oleh mahasiswa secaraimbang (Darmuki et al., 2019).

Bahan ajar yang berkualitas yaitu bahan ajar yang dapat menjawab permasalahan siswa dalam rangka mencapai tujuan pendidikan (Helaluddin, 2018; Hariadi et al., 2018). Secara garis besar materi pembelajaran (instructional materials) meliputi pengetahuan, keterampilan, dan sikap yang harus dikuasai mahasiswa dalam rangka memenuhi standar kompetensi yang ditetapkan seperti hal yang diungkapkan oleh Sodiq (2015), hal ini menjadi tugas bersama antar pendidik dalam membangun kreativitas agar mampu membuat bahan ajar yang inovatif.

Sebuah kesenjangan dalam pembelajaran dan penguasaan BIPA di Perguruan Tinggi seperti penelitian Darmuki (2014), Sodiq (2015), Helaluddin (2018), Hariadi et al. (2018) bahwa bahan ajar BIPA tidak sesuai kebutuhan mahasiswa dan dosen di lapangan. Selain itu penelitian Gaol & Solin (2017) menunjukkan bahwa Bahan ajar BIPA yang sudah ada selama ini berpengaruh terhadap kemampuan berbahasa secara umum. Berbeda dengan penelitian Izzah & Rafli (2018) bahan ajar yang digunakan selama ini belum memenuhi kebutuhan mahasiswa dan dosen di lapangan. Selain itu penelitian Rahmiati et al. (2019) bahan ajar BIPA yang digunakan di lapangan belum berbasis salah satu keterampilan yang dibutuhkan pada abad 21 yaitu keterampilan berpikir kritis

Penelitian-penelitian yang berkaitan dengan bahan ajar dilakukan oleh Diana (2016), Gaol & Solin (2017), Izzah & Rafli (2018) tentang BIPA di lapangan. Penelitian berkaitan dengan pembelajaran BIPA dilakukan oleh Imelda e.al. (2019), dan Wardani et al. (2017). Penelitian berkaitan dengan bahan ajar bahasa Indonesia muatan konservasi dilakukan oleh Sukardi (2016), Pradnyawati et al. (2015), dan Marselina (2018). Selanjutnya pada penelitian yang berkaitan dengan bahan ajar BIPA berbasis literasi dilakukan oleh Sodiq (2015), dan Rahmiati et al. (2019).

Penelitian Gaol & Solin (2017) terkait pengaruh bahan ajar BIPA terhadap kemampuan menulis karangan narasi menunjukkan bahwa bahan ajar memiliki pengaruh terhadap kemampuan menulis karangan narasi. Penelitian selanjutnya yang berkaitan yaitu penelitian Hariadi et.al (2018) yang telah merumuskan temuannya berjudul "The Need to Develop a Fast-Track-based Bahasa Indonesian Learning Model in Higher Education Institutions". Relevansi penelitian tersebut dengan penelitian ini yaitu membahas tentang pentingnya bahan ajar yang sesuai dengan perkembangan dunia saat ini.

3. Research Methodology

BIPA Learning for Foreign Speakers (BIPA) is language skills learning aimed at improving foreign students' ability to communicate both written and verbally using BIPA properly and correctly (Izzah & Rafli, 2018). With regard to BIPA learning objectives in higher education, they cannot be separated from the BIPA curriculum based on the Indonesian National Qualifications Framework (KKNI) (Darmuki, 2014). BIPA learning includes four aspects of skills, namely listening, speaking, reading, and writing. Students must be able to possess these four aspects of language skills in a balanced way (Darmuki et al., 2019).

Quality teaching materials are teaching materials that can answer students' problems in order to achieve educational goals (Helaluddin, 2018; Hariadi et al., 2018). In general, learning materials (instructional materials) include knowledge, skills, and attitudes that students must master in order to meet the competency standards set as stated by Sodiq (2015). This is a joint task between educators in building creativity so they are able to create innovative teaching materials.

As research by Darmuki (2014), Sodiq (2015), Helaluddin (2018), and Hariadi et al. (2018) shows, BIPA teaching materials do not meet the needs of students and lecturers in the field. Apart from that, research by Gaol & Solin (2017) shows that the existing BIPA teaching materials have an influence on general language skills. In contrast to research by Izzah and Rafli (2018), the teaching materials used so far have not met the needs of students and lecturers in the field. Apart from that, research by Rahmiati et al. (2019) found that BIPA teaching materials used in the field are not yet based on one of the skills needed in the 21st century, namely critical thinking skills.

Research related to teaching materials was conducted by Diana (2016), Gaol & Solin (2017), and Izzah & Rafli (2018) regarding BIPA in the field. Research related to BIPA learning was carried out by Imelda et al. (2019) and Wardani et al. (2017). Research related to Indonesian language teaching materials with conservation content was carried out by Sukardi (2016), Pradnyawati et al. (2015), and Marselina (2018). Furthermore, research related to literacy-based BIPA teaching materials was carried out by Sodiq (2015) and Rahmiati et al. (2019).

Gaol & Solin's (2017) research regarding the influence of BIPA teaching materials on the ability to write narrative essays shows that teaching materials have an influence on the ability to write narrative essays. The next related research is by Hariadi et al. (2018), who have formulated their findings entitled "The Need to Develop a Fast-Track-based Indonesian Language Learning Model in Higher Education Institutions." The relevance of this research to this research is that it discusses the importance of teaching materials that are appropriate to current world developments.

4. Result and Discussion

This research presents the results of the analysis of locutionary, illocutionary and perlocutionary speech acts in the novel *ingkar* by Boy Candra. According to Farah, E. N., Haliza, E. M., Ahsin, M. N., et al. (2022) argue that in the study of pragmatics, speech acts are divided into three types, namely locutionary speech acts, speech act perlocution, and illocutionary speech acts. The types of speech acts can be seen in detail in the following table:

The results of data analysis using the t-test show that BIPA teaching materials with a Scientific Approach have an effect on student learning outcomes. The test decision results show a sig value of 0.00 so themselves < 0.05 and t valuecount of 4.845 and t valuetable of 1.993 so $t_{count} > t_{table}$. The average student learning outcome ability score obtained by the experimental class using BIPA teaching materials with a Scientific Approach was higher than the control class using conventional learning learning materials. There was a relatively large difference in the average learning outcome ability value, namely 86.84. in the experimental group and 65.92 for the control group. This is because in BIPA teaching materials with a Scientific Approach, students are required to be able to formulate problems, formulate hypotheses, and test tentative answers through group discussion activities and experiments, so that an inquiry process occurs which results in students' logical and scientific thinking regarding the material. This is in accordance with research conducted by Wardani et.al. (2017) which states that there are differences in learning outcomes in aspects of analysis, evaluation, conclusions, deduction and induction between classes given case-based learning rather than traditional learning. The learning process runs smoothly and creates effective interaction between lecturers and students, so that BIPA learning objectives can be achieved.

BIPA teaching materials with a Scientific Approach are a process of approaching the understanding of learning scientifically by applying scientific research concepts towards learning that is empirical, active, creative and effective. The scientific approach is a combination of Constructivist views and Collaborative views which complement each other. The constructivist character requires students to construct their own knowledge, while the collaborative character emphasizes social practice and working together in collaborative groups. The learning process based on a scientific approach must be guided by the principles of a scientific approach. This approach is characterized by highlighting the dimensions of observation, reasoning, discovery, validation and explanation of a truth (Kemendikbud, 2013). This is in accordance with the opinion of Irmita & Atun (2018) who explain that the essence of the scientific research model is to

involve students in truly original research problems by exposing them to the field of investigation, helping them identify conceptual or methodological problems in that field and inviting them to them to devise ways to solve problems. Not all students can be actively involved in the learning process due to different academic abilities between students, therefore it is necessary to form heterogeneous collaborative groups so that students with high academic qualifications can bring students with middle and lower academic levels to be actively involved in learning. This statement is supported by Darmuki et.al (2019), Darmuki et.al. (2018), Darmuki & Hariyadi (2019), Darmuki & Hidayati (2019) which states that in collaborative learning, students must be placed in study groups to work together, be able to interact or discuss with other friends, have a strong desire to learn friends in groups, and benefit from student interactions in these collaborative groups.

Learning using teaching materials with a scientific approach in the experimental group ran effectively as shown by student enthusiasm during the learning activities. This is demonstrated when lecturers carry out learning steps that encourage students to build their own knowledge which is carried out in an interactive and fun atmosphere on the material of using deductive thinking and inductive thinking in learning outcomes. The lecturer has carried out this learning well.

The application of teaching materials with a scientific approach in the experimental group begins with organizing learning. At this stage, students are formed into teams with members of approximately 5 people with heterogeneous academic abilities. The heterogeneous abilities of students in this group are intended to be a process scaffolding through well-facilitated peer tutorials. Process scaffolding Through this peer tutorial, it is intended that students with high academic qualifications can help develop concepts or knowledge of students with medium and low academic qualifications, so as to reduce the gap in students' thinking abilities. The second stage is exploring students' initial conceptions about environmental pollution through presenting videos of the phenomenon of using deductive thinking and inductive thinking in learning outcomes. Lecturers help students explore students' initial concepts by asking questions about the phenomenon. Through video observation activities using deductive thinking and inductive thinking, students' learning outcomes are more interested in recognizing and clarifying their own understanding and ideas. The aim of revealing students' initial concepts is to stimulate conceptual changes in accordance with constructivist ideas which enable students to form new conceptions that are more scientific than their initial conceptions. Concepts are formed by students through a process of assimilation and accommodation. The assimilation process is an individual's process of adapting himself to new knowledge, while accommodation is an individual's process of changing his initial knowledge or schema to respond to new situations so that cognitive balance occurs (Said et.al., 2017).

This stage aims to direct students to express all the initial ideas or concepts they have in their minds regarding the learning material, so that at this stage they are able to develop their ability to learn linguistic aspects. Aspect language is the ability of students to be able to group problems or phenomena received using good and scientifically correct language so that they have clear meaning and significance. This is in line with Piaget's constructivist learning theory which states that an active process in learning will make students build a system of meaning and understanding of facts through their experiences and interactions both with sources and with their learning partners (Piaget, 1996). The basicity aspect has an average value difference of 8.224 between the control and experimental groups. The control group's average score was 91.250, higher than the experimental group, namely 83.026. This happened because the control group started with a presentation of material by the lecturer before carrying out practice so that students were easily directed compared to the control group who carried out practice with an inquiry process first.

The next stage is the creation of cognitive conflict with the aim of creating cognitive conflict in students' minds so that cognitive imbalance arises. In this phase, students display slides in the form of images of activities using deductive thinking and inductive thinking through video presentations of the phenomenon of using deductive thinking and inductive thinking to solve problems. The lecturer's role in this phase is to help students describe their ideas by asking questions that allow them to refute students' ideas. The cognitive conflict that arises will make students challenged to learn. Cognitive imbalance makes students feel dissatisfied with the phenomena they face until they succeed in finding the right answer to balance their cognition, so that at this stage they are able to develop the ability to develop analytical aspects of learning outcomes. originality and novelty. Aspect originality seen when students test ideas and analyze the causes of problems. Aspect originality the control group and the experimental group had an average difference of 33.582. The average value of the analytical aspect of the experimental group, namely 83.026, is much higher than the average value of the control group of 49.444. This happened because the constructivist process in students went well in the experimental group compared to the control group who only received material from the lecturer. Aspect novelty This can be seen when students express and explain their opinions to find the right answer regarding the phenomenon they are facing and the solution provided according to the current contextual solution. Aspect novelty Between the control group and the experimental group there is a difference in average value of 21.491. The average value of the experimental group is 83.158 which is greater than the average value of the control group which is 61.667. This happened because the experimental group was given more opportunities and time to express opinions during discussions compared to the control group.

The next stage is collaborative concept formation. Concept formation is carried out constructivistly through a process of assimilation and accommodation. This stage requires students to carry out inquiry activities by designing experiments, conducting experiments and discussing through collaborative group work. These discussion and experimental activities require students to be able to formulate problems, formulate hypotheses, and test tentative

answers. This is in line with Gaol & Solin's research findings (2018), through collaborative groups, students obtain basic learning outcomes independently and depend on each other when expressing opinions when discussing, making decisions, and when solving problems. The ability of learning outcomes depends on one's understanding, confidence in one's own abilities, level of maturity, and experience.

Through scientific thinking, students focus more on the learning process rather than obtaining facts about phenomena. Learning outcomes help students to create and apply new knowledge to real life so that students are more creative. When students think scientifically, they become actively responsible for their education and are wiser and more creative. The process of formulating the problem is carried out by training students to group existing data, this is able to train the ability to achieve learning outcomes aspects interpretation. The process of formulating a hypothesis trains students to test data, formulate relationships logically, and formulate hypotheses, so that they are able to practice analytical aspects of learning outcomes skills (analysis). The activity of testing tentative answers trains students to assemble events, compile data, analyze data, draw conclusions. The activities of assembling events and compiling data are able to develop aspects of learning outcomes abilities explanation and evaluation because students are required to be able to explain and evaluate statements with strong opinions. Aspect suitability Between the control group and the experimental group there is a difference in average value of 8.479. The average value of the experimental group was 77.389, higher than the average value of the control group, which was 68.889. This happens because learning using BIPA teaching materials is based on a scientific approach in learning outcomes on problems or phenomena encouraging students to assess the reliability of statements from research reports in the field. Students can also assess opinions made either inductively or deductively after carrying out independently designed experiments so that ideally a model with a scientific approach can influence students' ability to adapt to a scientific thinking approach in providing problem solving solutions (Irmita & Atun, 2018).

The next activity after the experimental activity data is obtained is to create depth and breadth. The depth and breadth aspects have an average value difference of 12.456. The average value of the experimental group was 75.789, which was greater than the average value of the control group, which was 63.333. The average score for the experimental class is higher than the control class because in the experimental class students formulate problems, propose hypotheses, design and carry it out themselves so that they can recognize evidence, answer hypotheses, and draw conclusions using inductive or deductive considerations so that the depth and breadth of the content is visible clear. This is in accordance with the statements of Imelda et.al (2019) and Sari et.al. (2021), namely that students can develop aspects of learning outcomes through recognizing and obtaining the elements needed to draw reasonable conclusions, solve conjectures and hypotheses, consider relevant information and reduce the consequences arising from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, statements, or other forms of representation.

The results of discussion and experimental activities that have been carried out through collaborative group work are then presented in front of the class. Class presentations aim to enable lecturers to monitor students' concept acquisition, improve and strengthen student concepts that have been developed during group discussions, so that students will gain constructivist knowledge. Students will know which material they have understood and which they have not understood, here is the aspect of learning outcomes systematic can be trained and lecturers as facilitators. Aspect systematic the control group and the experimental group had an average difference of 4.503. Average aspect value systematic the control group was 54,444 which was lower compared to the experimental group of 58,947.

Level The next is quiz individually carried out after learning takes place, one topic of learning outcomes quiz is given to students in the form of essay questions. This stage shows the extent to which students can understand the material they have studied. The final stage is providing team recognition for teams or collaborative groups that are active and experience an increase in progress scores, both individual scores in the group and group scores. The idea behind individual progress scores, team scores, and awards is to instill in students that learning success will be achieved if they study harder and provide better performance than before.

Implementing learning using BIPA teaching materials with a Scientific Approach can train the components of students' scientific thinking abilities, especially students' learning outcomes abilities. Izzah & Rafli (2018) stated that BIPA teaching materials with a Scientific Approach carry initial conceptions (schemata), assimilation, accommodation, cognitive imbalance, and scaffolding which requires students to learn to construct concepts or knowledge through discussions or working together in collaborative groups, so that this model is able to train students' learning outcomes abilities.

The results of this research show that the application of BIPA teaching materials with a Scientific Approach in BIPA learning is able to improve students' learning outcomes. This research is in line with research conducted by Wardani et.al. (2017) which states that there is a significant influence on student learning outcomes through learning teaching materials with a scientific approach. Other research that supports this research is research conducted by Diana (2016) which states that through learning using BIPA teaching materials with a scientific approach, it is possible to improve learning outcomes including the ability to think scientifically.

5. Conclusion

The conclusions of this research are: 1) BIPA teaching materials with a Scientific Approach have a significant effect on student learning outcomes, 2) student academic abilities have no effect on student learning outcomes, and 3) the interaction of BIPA teaching materials with a Scientific Approach and academic abilities has no effect on results. student learning NEUST language class academic year 2022/2023. The focus of further research is needed to test the practicality and effectiveness of teaching materials with a scientific approach to determine the influence of academic abilities on learning outcomes and students' thinking abilities with broader research subjects.

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