

Development of BIPA Learning Media Based on Android Grammar Colored Blocks Foreign Students at Semarang State University Advanced Level

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Abstract

The development of learning media is a major aspect to improve the achievement of learning competencies that are in accordance with the needs of Indonesian Language learners for Foreign Speakers (BIPA). At Semarang University, BIPA learning media containing grammar based on Android is still lacking. Therefore, the researcher developed BANATABA (Grammar Colored Blocks) learning media. BANATABA is an Android-based BIPA learning media that aims to teach Indonesian grammar to foreign students at Semarang State University at an advanced level. This development research uses the Sugiyono model, this research stage is summarized into five stages that are carried out systematically, because this stage is adjusted to the level of need, including: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, and (5) design revision. The results of the assessment by media experts showed that the BANATABA learning media obtained a feasibility percentage of 91%. Meanwhile, the results of the assessment by material experts showed that the BANATABA learning media obtained a feasibility percentage of 69%. The assessment by BIPA experts showed that the BANATABA learning media obtained a feasibility percentage of 95%. This research has theoretical and practical benefits, namely to teach Indonesian grammar through a digital platform and to motivate further research.

Keywords: learning media, BIPA, grammar

Abstrak

Pengembangan media pembelajaran merupakan aspek utama untuk meningkatkan ketercapaian kompetensi pembelajaran yang sesuai dengan kebutuhan pemelajar Bahasa Indonesia bagi Penutur Asing (BIPA). Di Universitas Semarang, media pembelajaran BIPA yang bermuatan tata bahasa berbasis Android masih kurang. Maka dari itu, peneliti mengembangkan media pembelajaran BANATABA (Balok Bermarna Tata Babasa). BANATABA yaitu media pembelajaran BIPA berbasis android yang bertujuan untuk mengajarkan tata bahasa Indonesia bagi mahasiswa asing di Universitas Negeri Semarang tingkat mahir. Penelitian pengembangan ini menggunakan model Sugiyono, tahap penelitian ini diringkas menjadi lima tahap yang dilakukan secara sistematis, karena tahap ini disesuaikan dengan tingkat kebutuhan, meliputi: (1) potensi dan masalah, (2) pengumpulan data, (3) desain produk, (4) validasi desain, dan (5) revisi desain. Hasil penilaian dari ahli media menunjukkan bahwa media pembelajaran BANATABA memperoleh persentase kelayakan sebesar 91%. Sementara itu, hasil penilaian dari ahli materi menunjukkan bahwa media pembelajaran BANATABA memperoleh persentase kelayakan sebesar 69%. Penilaian dari ahli BIPA menunjukkan bahwa media pembelajaran BANATABA memperoleh persentase kelayakan sebesar 95%. Penelitian ini memiliki manfaat teoretis dan praktis, yaitu untuk mengajarkan tata bahasa Indonesia melalui platform digital dan menjadi motivasi penelitian lebih lanjut.

Kata kunci: media pembelajaran, BIPA, tata bahasa

INTRODUCTION

The Indonesian Language Program for Foreign Speakers (BIPA) is a program that focuses on teaching Indonesian to foreign speakers. This program involves listening,

speaking, reading, and writing in Indonesian. Although the academic field of BIPA is still less well-known, this program needs to be developed and updated so that it can stand as an independent scientific

field. All parties involved in BIPA learning, including the Language Development and Fostering Agency and universities, are responsible for developing this program. Semarang State University (UNNES) also accepts foreign students through the Darmasiswa program and the Developing Country Partnership Scholarship (KNB Scholarship). The Darmasiswa program aims to help foreign students learn Indonesian language, arts, and culture, while the KNB Scholarship is intended to help international students pursue degrees at universities in Indonesia. In 2023, UNNES accepted 12 foreign students through the Darmasiswa program and the KNB Scholarship. In addition, UNNES also provides the BIPA Program, Short Studies, and Indonesian Language Masters and Doctoral programs for foreign students. There is an increase in interest in the Indonesian language, the number of BIPA learners continues to increase, but this needs to be accompanied by the availability of adequate learning resources.

The development of learning media is an important aspect to improve learning competencies that are in accordance with the needs of Indonesian Language for Foreign Speakers (BIPA) students at Semarang State University. The 2017 Graduate Competency Standard Curriculum (SKL) discusses BIPA 1 to BIPA 7, including grammar learning. Grammar is an important language skill for foreign students. However, grammar learning is currently only delivered in a limited way through reading books. In fact, understanding grammar is very necessary in the Indonesian Language Proficiency Test (UKBI) which can be used to apply for work programs or scholarships in Indonesia. Therefore, UNNES needs to develop appropriate and easy-to-use learning media

to support Indonesian grammar learning for BIPA students.

Research by Setiawan et al., (2021) developed an android-based BIPA listening learning media for foreign students. The use of the android platform is in accordance with the needs of foreign students who are familiar with smartphones. However, the weakness of this media is the inability to ask questions directly to the instructor. Maulana's research (2022) developed a web-based BIPA learning media that is effective in distance learning. However, the weakness of this web is the absence of a language of instruction, at least English. Research by Nur et al. (2022) shows that the use of the android platform provides a practical and unique approach to teaching BIPA. However, the weakness of this media is the lack of information about meeting user or curriculum needs standards.

This study has the same relevance, namely related to the development of BIPA learning media with a focus on grammar. The development of previous grammar learning media can be seen on the Duolingo platform. Although effective in developing vocabulary and grammar understanding, this application has limitations in teaching more complex and in-depth grammar concepts. Therefore, the development of Android-based BIPA learning media that presents grammar needs to be done to meet the needs of BIPA learners in learning Indonesian effectively.

This study focuses on the development of android-based BIPA learning media and the need for Indonesian grammar materials. The first need is to develop a BIPA program that overcomes the shortcomings of free android-based BIPA learning media. Currently, grammar learning uses zoom and whiteboard media, but there is no android-based learning media that combines these

elements. Therefore, learning media is needed that can combine visuals and audiovisuals in one platform. The second need is complex Indonesian grammar material because of the differences with English grammar. The use of affixes in Indonesian is also difficult to understand. Therefore, learning materials are needed that explain the use of affixes in forming correct sentences.

Based on the background of the problem, the researcher developed an android-based BIPA learning media. This learning media is called BANATABA (Grammar Colored Blocks). BANATABA is an android-based BIPA learning media that aims to educate Indonesian grammar for foreign students at Semarang State University at the advanced level. This learning media contains a description of grammar learning materials and exercises to compose Indonesian sentences to measure grammar knowledge.

This Android-based learning media also complements the existing BIPA curriculum and syllabus, because it was developed based on references to language acquisition standards and BIPA teaching institution syllabuses. In addition, the development of this media is in line with the needs of BIPA learners and the challenges faced by BIPA teachers in providing effective and efficient language learning resources.

Therefore, the development of android-based BIPA media containing grammar has relevance according to the needs of Indonesian language knowledge for foreign language learners. Through comprehensive grammar materials, this learning media can help BIPA learners understand the structure of the Indonesian language better. This is in

accordance with the needs of BIPA learners in gaining a strong understanding of Indonesian grammar as a foreign language and BIPA teachers in teaching grammar in the digital era.

BIPA learning media was previously developed by Violensia (2020) using dice containing images according to the theme. The trial showed that this learning media was good in terms of appearance and material. Then, Farah (2021) developed the Tara application for learning procedural texts for BIPA learners in foreign countries, with good assessment results. Then, Ne'matovna (2023) also studied the use of Duolingo as a modern educational technology in teaching foreign grammar, with limitations in teaching complex grammatical concepts. The development of Android-based BIPA learning media with a focus on grammar is very relevant and effective for BIPA learners because it expands accessibility and helps understand the structure of the Indonesian language.

The development of android-based BIPA learning media containing grammar is relevant to the use of technology in grammar learning. Through technology, grammar learning can be presented in an interesting and interactive way, and provide opportunities for users to practice independently. This development can utilize concepts and experiences from the use of technology in language learning, such as the Duolingo application, to create a more interesting and effective learning experience for BIPA (Bahasa Indonesia for Foreign Speakers) learners.

Research related to grammar learning for foreign students was also conducted by Andriyana (2021), who examined the

phonological inconsistencies of Vietnamese students in pronouncing Indonesian phonemes. These phonological errors can be used as a reference for developing grammar learning media for BIPA students from Vietnam. Furthermore, other research by Ningsih (2021) looked at the linguistic creativity of BIPA students in terms of morphology, syntax, and semantics. This understanding of linguistic creativity can be used in developing language learning materials that support student creativity. Widyaiswara (2022) conducted research on BIPA vocabulary learning at level A1 using word card games and picture cards. The results of the study showed an increase in vocabulary with the use of this game. Through the development of android-based learning media, challenges in teaching grammar to foreign students can be overcome. Grammar learning in the form of android is considered effective and efficient, allowing students to learn anywhere.

A literature review was conducted related to BIPA Learning in the Darmasiswa and KNB programs. Mubarak's (2019) research developed an Android-based Nemo application that helps Dharmasiswa students master the material practically and effectively. The results of this study can be used as a reference in developing learning media containing grammar. Larasati's (2021) research shows that high learning motivation can improve the intercultural communication competence of foreign students in the Darmasiswa program. The generation of learning motivation can be done by developing innovative learning media that can address the current needs of foreign students.

The use of digital media is effective in distance learning and meets the needs of BIPA learners in learning Indonesian. The development of android learning media expands accessibility for BIPA learners. Grammar materials help BIPA learners understand the structure of the Indonesian language. The development of BIPA android learning media with grammar meets the needs of BIPA learners in learning Indonesian. To meet the needs of BIPA students in learning Indonesian, BIPA android learning media with grammar has been developed.

The relevance of this study is to improve the learning experience for BIPA learners and teachers. This study is relevant to previous studies on the benefits and challenges of using digital learning media in BIPA education. This study can be used as a basis for developing better BIPA learning media.

BANATABA learning media has advantages in learning Indonesian grammar for BIPA learners. BANATABA is designed for digital learning, facilitating distance learning. Its interactive features help understanding vocabulary and sentence structure. BANATABA is free and easily accessible via the internet. Through this combination of advantages, BANATABA is effective and inclusive in helping learning Indonesian grammar for BIPA learners.

Research and Development of Android-Based BIPA Learning Media BANATABA for Foreign Students at Semarang State University There are shortcomings in this study. The study only focused on foreign students at Semarang State University, so it cannot be used by foreign students in other places. Time and cost limitations in

analyzing the needs of foreign students and BIPA teachers also affect the analysis carried out. Limitations in image creativity and the quality of learning media also occur due to cost and time limitations. To overcome this, further research is needed by involving educational institutions and BIPA students, as well as allocating more time and resources for needs analysis. The creativity and quality of learning media also need to be improved by increasing the available resources.

METHODOLOGY

This study applies the research and development (R&D) method with the aim of developing android-based BIPA learning media for foreign students at Semarang State University at the advanced level. This study aims to meet educational needs and support the grammar learning process. This study adapts the research and development model from Sugiyono (2023) with several adjustments to the research context. This is done by reducing the research procedure to the fifth stage.

Needs analysis was conducted prior to BIPA research and development at Semarang State University for the Darmasiswa and KNB programs. Data were collected through questionnaires and interviews with BIPA teachers and foreign students. Product design was carried out through the Canva application, including storyboards, then applied to the Smart Apps Creator application to be exported as Android-based learning media. Learning materials such as grammar and practice questions were arranged according to learning objectives. The product design was validated by media experts, material experts and BIPA experts using assessment instruments. After validation, the design was revised based on expert input to meet

user needs.

Research on foreign students at Semarang State University includes the Darmasiswa, KNB, BIPA, Short Course programs, and Indonesian Language Masters and Doctoral students. Conducted November 2023 - March 2024. This research focuses on advanced BIPA teachers and learners at Semarang State University. Three BIPA teachers became resource persons in the grammar learning research, while thirty foreign students became research subjects for the analysis of the needs of Android-based BIPA learning media containing grammar.

The research trial involved one media expert, one material expert, and one BIPA expert. The assessment was conducted on the BANATABA (Grammar Colored Blocks) application on Android. The data in this study were qualitative and quantitative data. Qualitative data were obtained through questionnaires, interviews, and assessments from material, media, and BIPA experts. Meanwhile, quantitative data were in the form of assessments of Android learning media from experts at Semarang State University to evaluate feasibility before the trial.

FINDING(S) AND DISCUSSION

The results of the research on the development of BIPA learning media based on Android BANATABA (Grammar Colored Blocks) for foreign students at the advanced level presented in this chapter include four things, namely (1) analysis of the needs for the development of BIPA learning media based on Android BANATABA (Grammar Colored Blocks) for foreign students at Semarang State University at the advanced level, (2) design of the prototype for the development of BIPA learning media based on Android BANATABA (Grammar Colored Blocks) for foreign students at Semarang State University at the advanced level, (3)

assessment of the prototype for the development of BIPA learning media based on Android BANATABA (Grammar Colored Blocks) for foreign students at Semarang State University at the advanced level, (4) improvements from the results of expert assessments of the prototype for the development of BIPA learning media based on Android BANATABA (Grammar Colored Blocks) for foreign students at Semarang State University at the advanced level.

Analysis of the needs of developing Android-based BIPA learning media was conducted by collecting information from the analysis of BIPA learning media at Semarang State University. The information was collected through questionnaires and interviews with foreign lectures and students studying BIPA at UNNES.

Based on the results of the analysis, it was found that foreign students often use Android/iPhone smartphones. in everyday life and the smartphone makes it easier for them to learn Indonesian grammar. Android-based learning media, such as games, quizzes, simulations, and animated videos are considered more enjoyable than conventional learning by foreign students. However, there are obstacles such as limited accessibility, the need for supervision, and technical challenges that need to be considered. The development of Android-based BIPA learning media can help foreign students understand Indonesian grammar.

The use of Android-based learning media in BIPA teaching is a positive step in supporting foreign students' learning outside the classroom. Most foreign students agree with the development of Android-based BIPA learning media, but it is necessary to consider minority views. The development of Android-based BIPA learning media BANATABA (Grammar Colored Blocks) at Semarang State University at the advanced level is based on BIPA needs analysis and curriculum. The

Android-based BIPA learning platform BANATABA was developed for foreign students at Semarang University. This platform can be used by foreign students and has several important features.

The initial part of the learning media contains an explanation of the product name BANATABA (Grammar Colored Blocks) as an acronym that makes it easy to remember is a good step in providing an initial introduction to the learning media. Next, the term "Colored Blocks" refers to several blocks containing colorful words, which are grammar learning materials, clear explanations and help users understand the structure and function of the learning media.

After users read the initial introduction, they can press the "START" button to open the media content and start learning grammar according to the instructions for use is a logical step and directs users to proceed to the next part of the learning media. With a clear and systematic explanation like this, users will be more prepared and motivated to start using the BANATABA learning media with a good understanding of its purpose and function.

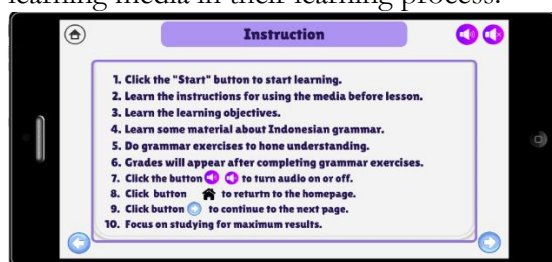
The choice of purple for the initial part of the learning media was chosen by considering its neutrality and suitability for learning media. Purple is often associated with several concepts relevant to learning, such as peace, creativity, and wisdom. The following is an example of the initial part of learning media.



Picture 1:
Homescreen leraning media BANATABA

First, there are instructions for use. Users can understand the learning instructions first before starting learning, so that it is easy to operate the media properly. These learning instructions are available in two languages, namely Indonesian and English. Providing learning instructions in two languages, namely Indonesian and English, is a very good step in ensuring that users can understand and operate the learning media properly.

The provision of learning instructions in two languages, makes BANATABA learning media more inclusive and accessible to various users with diverse language backgrounds. This will ensure that users can maximize the benefits of using learning media in their learning process.



Picture 2:
Instruction learning media BANATABA

Then, there are learning objectives set to help foreign students understand and master Indonesian grammar. The development of this media is in line with the needs of BIPA learners and the challenges faced by BIPA instructors in providing effective language learning resources. These needs can be summarized into four basic needs in the main material of learning media, namely (1) Indonesian word classes, (2) use of affixes, (3) sentence structure, and (4) use of sentences according to context or situation.



Picture 3:
Learning objectives

Next, there is complete learning material that includes vocabulary, use of affixes, and sentences in the right context. There are four types of learning materials in this media. First, an initial introduction to Indonesian word classes. Second, the formation of prefixes, suffixes, and confixes in nouns, verbs, and adjectives. Third, learning about simple, compound, and other sentences. Fourth, the use of vocabulary according to context such as active, passive, formal, and non-formal sentences.



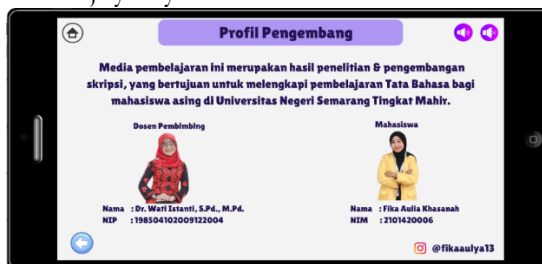
Picture 4:
Learning materials

In addition, there are grammar exercises that are foreign to the material that has been studied previously. In the grammar exercises there are three main options, namely exercises to distinguish Indonesian word classes, exercises to complete sentences with the right vocabulary, and exercises to complete sentences with the right conjunctions. The following is an example of an exercise to distinguish the right Indonesian word classes.



Picture 5:
Grammar exercises

Finally, there is an introduction to the developer of this learning platform. The learning media is the result of research and development that aims to complete the needs of Grammar learning for foreign students at Semarang State University. Through this learning media, it is hoped that users can learn more flexibly, comfortably, and enjoyably.



Picture 6:
Developer of learning platform

The BANATABA learning platform uses a visual strategy by using colored blocks to distinguish the types of affixes in grammar. Purple is chosen as the main color of this platform to create a comfortable and attractive environment. The main learning materials include vocabulary, use of affixes, sentences, and use of sentences according to the right context. Each type of material is explained clearly and is equipped with examples of use.

The advantage of the BANATABA platform is its interactive features that help BIPA learners understand learning materials. This platform is also free and can be easily accessed anytime and anywhere. However, there are limitations in the use of this platform, namely that it cannot be used in groups, so foreign students can only use

it individually, resulting in a lack of interaction with other users. However, this platform can still support learning Indonesian grammar for foreign students efficiently and accurately.

The results of the assessment of the development of Android-based BIPA learning media BANATABA (Grammar Colored Blocks) for foreign students at Semarang State University at the advanced level consist of assessments from media experts, material experts, and BIPA experts.

The assessment from media experts includes four aspects, namely the language aspect, the effect aspect for learning strategies, the software engineering aspect, and the visual display aspect. The following are the results of the media expert assessment.

a. Average score obtained:

$$x = \frac{\sum x}{N} = \frac{91}{1} = 91$$

b. Product eligibility

$$\begin{aligned} \text{Eligibility percentage (\%)} &= \frac{\sum \text{total score obtained} \times 100\%}{\sum \text{maximum score}} \\ &= \frac{91 \times 100\%}{100} \\ &= 91\% \end{aligned}$$

The results of the assessment by media experts show that the BANATABA learning media obtained an average score of 91 and a feasibility percentage of 91%. Although this media is considered very feasible, there are still some things that need to be revised, especially the placement of the buttons that are not quite right.

Meanwhile, the results of the assessment by material experts are as follows:

a. Average score obtained:

$$x = \frac{\sum x}{N} = \frac{69}{1} = 69$$

b. Product eligibility

$$\begin{aligned} \text{Eligibility percentage (\%)} &= \frac{\sum \text{total score obtained} \times 100\%}{\sum \text{maximum score}} \end{aligned}$$

$$= \frac{69 \times 100\%}{100}$$

$$= 69 \%$$

The assessment results show that the BANATABA learning media obtained an average score of 69 and a feasibility percentage of 69%. Although feasible, revisions need to be made to the relevance of the material and the organization of the material which is still unclear.

a. Average score obtained:

$$x = \frac{\sum x}{N} = \frac{95}{1} = 95$$

b. Product eligibility

Eligibility percentage (%)

$$= \frac{\sum \text{total score obtained} \times 100\%}{\sum \text{maximum score}}$$

$$= \frac{95 \times 100\%}{100}$$

$$= 95 \%$$

The assessment from BIPA experts shows that the BANATABA learning media obtained an average score of 95 and a feasibility percentage of 95%. Although feasible, there are several things that need to be revised, especially in the BIPA evaluation/practice questions that need to be adjusted to the level of understanding of advanced foreign students. Thus, the BANATABA learning media is worthy of being tested after being revised so that it can meet the standards expected by media experts, material experts, and BIPA experts.

Improvements to the BANATABA (Grammar Colored Blocks) learning media have been made based on input from media experts, resulting in improvements in understanding and user experience. Improvements made include the addition of differentiating elements to the buttons. and proper adjustment of color composition.

Before revision



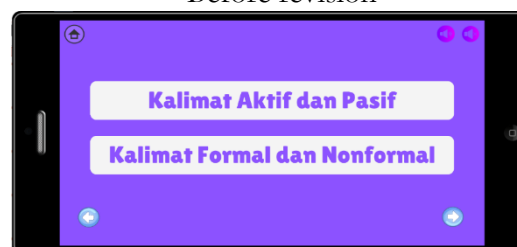
BANATABA learning media has been improved by considering input from media experts. The addition of distinguishing elements on the buttons helps users identify buttons that can be interacted with. Smart color positions are used to increase visual appeal and ease of understanding of the material. These improvements aim to improve the learning experience for foreign students at Semarang State University in understanding Indonesian grammar better.

After revision



Improvements were also made based on the assessment of material experts. It was found that the material presented in BANATABA was not fully in accordance with the learning objectives and graduate indicators. For this reason, adjustments were made by adding relevant material and integrating the material with BANATABA learning media.

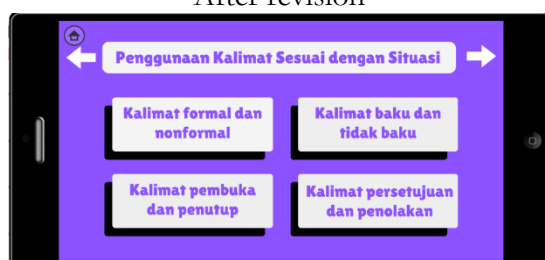
Before revision



This learning media presents additional materials on the use of sentences according to context/situation, the use of sentences

according to the conversation partner and the use of figures of speech. This material helps foreign students at Semarang State University improve their understanding and ability to communicate in Indonesian effectively. Through the addition of these materials, the BIPA learning media becomes more comprehensive and can accommodate all the advanced level learning materials needed.

After revision



This material includes knowledge about the use of formal and informal sentences, standard and non-standard sentences, opening and closing sentences, and sentences of agreement and refusal.



This material covers knowledge about the use of sentences according to the conversation partner, starting from older conversation partners, younger conversation partners, and conversation partners of the same age.



This material includes the use of figures of speech or figurative language styles. Figures of speech are an effective way to convey messages more interestingly and

colorfully in writing or conversation.

Assessment also suggests improvements in the evaluation aspect or practice questions. BIPA practice questions for advanced students need to have a higher level of difficulty and do not need to be accompanied by supporting images.

Before revision



Proposed improvements to the BIPA practice questions are to increase the level of difficulty and focus on understanding grammar in complex contexts, use more text-based questions that require analysis and interpretation, and use challenging questions to improve advanced students' abilities in Indonesian grammar.

After revision



Thus, the BIPA BANATABA learning media has undergone improvements in various aspects, such as appearance, materials, and evaluation. These improvements are expected to increase the effectiveness and suitability of this learning media with the learning objectives and needs of advanced foreign students in the BIPA program at Semarang State University.

Although data collection was conducted based on needs analysis at Semarang State University, the success of the learning media in meeting the needs and preferences of

foreign students in learning Indonesian shows the potential for use in various other institutions that have similar needs. Thus, the developed learning media can be considered as a model that can be adopted and adapted to the Indonesian language learning environment in various educational institutions.

The use of Android-based BIPA learning media such as BANATABA can be expanded to support Indonesian grammar learning for foreign students in various educational institutions, enriching their learning experience as a whole. Therefore, this research is expected to provide a significant contribution to the development of Indonesian language education, for foreign learners, and become a basis for further exploration. This ensures that Android-based BIPA learning media continues to develop and improve according to the needs and expectations of users.

CONCLUSION(S)

BANATABA is an Android-based BIPA learning platform for foreign students at the University of Semarang. Features include learning instructions and objectives, complete grammar materials, grammar exercises, and visual strategies in purple. The results of the assessment of the development of Android-based BIPA learning media BANATABA (Grammar Colored Blocks) at Semarang State University showed that this learning media received a feasibility percentage of 91% from media experts, 69% from material experts, and 95% from BIPA experts. Although this media is suitable for use, it still needs revision, especially in the placement of buttons, relevance of the material, organization of the material, and evaluation of BIPA questions. After the revision, this learning media needs to be tested to meet the standards of these experts. BANATABA learning media has

been improved by adding elements to buttons, adjusting colors, arranging materials regularly, adding relevant materials, and improving evaluation with text-based questions. The goal is to improve the effectiveness of learning media for foreign students at Semarang State University.

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