

# DEVELOPMENT OF INDONESIAN LANGUAGE LEARNING PROGRAMS AS FOREIGN LANGUAGE BASED ON CULTURE THROUGH COLLABORATIVE EDUCATION

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## ABSTRACT

This research is the first phase of developing an Indonesian language learning program as a foreign language (PBIA: Pembelajaran Bahasa Indonesia sebagai Bahasa Asing) that effectively, which is designed for three stages. The aim is to identify the cultural aspects of existing programs, as a basis for the development of PBIA-based cultural programs, in the second phase of the study. The aim is motivated by the tendency of implementing PBIA programs that have not emphasized cultural aspects and in the form of programs that have not been tested for effectiveness. Whereas Indonesia is well-known as a nation that is very rich in cultural diversity so it will be very interesting if it is integrated into the Indonesian language learning program for learners from various countries. On the other hand, PPs UNY has a S3 program in Language Education that offers PBIA Seminar on Problems. The implementation of this course requires innovation in the form of project-based collaborative learning, in order to prepare graduates who are able to synergize to produce a standardized, culture-based PBIA program.

Methodologically, this research is a need assessment stage in the first year of development research carried out in the form of survey research. This study covers the research of six students who participated in the lecture on the Seminar on PBIA Problems in 2017/2018. The location of the study was at six universities in Yogyakarta which had conducted PBIA programs, namely: UIN, UAD, ISI, SADHAR, UNY, and UII. The object of research is in the form of PBIA program components, which include: program management, materials, media, approaches (methods and learning strategies), learning assessment, and program evaluation. Collecting data by questionnaire, to obtain quantitative data on the implementation of PBIA programs in six universities in general regarding the six aspects studied; while the interview to express it in more depth for each aspect, each of the two universities studied. Data analysis was carried out in a descriptive quantitative manner for questionnaire and qualitative descriptive data for data from interviews and observations. Then the synthesis was carried out as a basis for drafting a culture-based PBIA program in the second year of research.

The results of research on six PBIA organizing institutions in Yogyakarta can be summarized as follows. First, PBIA program management is not culture-based. In recruitment of administrative lecturers and employees there is no educational background requirement for cultural studies that are expected to be able to manage intercultural learning. Likewise there has been no staff development with special material regarding cultural integration in learning Indonesian as a foreign language. Second, learning material is not entirely culture-based. Although there have been several cultural introductions through several materials, not all of them have been culturally based. PBIA material in the form of learning culture synthesis with Indonesian / regional culture has also not been developed. Third, learning media is also not much based on culture, only limited to some of which are indeed taken from Indonesian cultural products. Fourth, approaches, methods, and strategies have not used the learning model proposed by Byran and Esarte (1991), which includes language learning, language awareness, cultural awareness, cultural experience. Fifth, assessment of culture-based learning has not been carried out with process assessment, but there are those who have packed it in cultural festivals at the end of the program. Sixth, there is no evaluation of the PBIA program that explicitly evaluates program achievements on aspects of understanding, awareness, and understanding of Indonesian/regional culture. Seventh, the draft PBIA program emphasizes cultural aspects in terms of: program management, materials, media, (approaches, methods and strategies), learning assessment, and program evaluation will be developed and tested for effectiveness in the second and third year research.

Kata Kunci: *PBIA program, cultural aspects*