FEASIBILITY ANALYSIS OF THE CONTENT OF BIPA BAHASAKU LEVEL 1 TEXTBOOK PUBLISHED BY ALAM BAHASA INDONESIA

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ABSTRACT

KEYWORDS

Content Feseability, Textbook, Indonesian Language For Foreign Speaker (BIPA)

Selecting quality textbook is highly predominant in learning process. There are such diverse standards shuould be taken into consideration by the textbook atuhors as content, language, presentation, and graphics. This article describes the appropriateness of the contents of the BIPA Bahasaku level 1 textbook published by Alam Bahasa Indonesia. This research uses a quantitative approach with descriptive quantitative methods. The data analysis technique is carried out through several stages, namely creating scoring criteria, reading qualitative data results, assessing the suitability of the content, and determining eligibility status. The research results show that from the aspect of its content, this book is suitable for utilization in BIPA learning, although several things need to be corrected and improved, namely the depth of the material, the accuracy of learning activities, and the up-to-date references. Based on the assessment results, the contents of this textbook obtained a percentage of 66,6% in the appropriate category. The assessment includes suitability of Competency Standard and Basic Competencies (completeness, breadth, and depth of material), the accuracy of material (accuracy of concepts, definitions, terms, examples, facts, pictures, diagrams, illustrations, data, questions), and learning support material (suitability to development knowledge, up-to-date features/examples/exercises/references, reasoning, problem-solving, relationships between concepts, communication).

INTRODUCTION

Similar to other formal education, Indonesian Language for Foreign Speakers (BIPA) learning cannot be separated from the use of textbooks. A textbook contains information about learning activities, the objectives of the activities, and is effective for presenting material, including exercises or activities (Maili & Sondari, 2020). Therefore, choosing the right textbook will greatly assist learners in their learning process. Textbooks can also be referred to as publications designed specifically to help language learners enhance their linguistic and communicative abilities. Teachers can effectively teach the material and build intensive communication with students if appropriate and high-quality textbooks are used in the teaching-learning process (Fatima & Kazim Shah, 2015). The materials available in a textbook function to develop the cognitive, psychomotor, and affective domains of learners (Firdaus, 2014). There are several standards that should be present in a quality textbook, namely content, language, presentation, and graphics. These four aspects of textbook quality are assessed by the National Education Standards Agency (BSNP) and determined by the Minister's decree (Government Regulation Number 18 of 2005 concerning National Education Standards, Article 43 Paragraph 5). This is because the quality of textbooks will determine the success of learners in studying and understanding the material. Optimal quality of instructional textbooks can also yield optimal results in the learning process (Yolferi, 2019).

In reality, there are still many BIPA textbooks that do not meet the standards of textbook quality. For instance, in a research study conducted by Yolferi in 2019, it was found that out of the 15 chapters in the BIPA Basic Level 1 Teaching Material (Bingkai Bahasa Indonesia) textbook, not a single unit included Basic Competencies and Indicators for each chapter. Furthermore, all language skills, namely listening, speaking, reading, and writing, do not always appear in every chapter. Another case is found in a study by Salsabila and Sarwiji (2021) on the BIPA Sahabatku Indonesia Level 1 textbook, where in unit 1, the material is insufficient because when inquiring about well-being, no material is provided about responses other than being in good condition (no issues, sickness, or not good). Regarding issues with BIPA textbooks, Siroj (2015) in his research found that there is a scarcity of BIPA teaching materials aligned with the desires of foreign speakers learning Indonesian, a lack of BIPA teaching books available in bookstores, and difficulties for instructors in choosing suitable teaching materials to achieve the desired competencies (Siroj, 2015).

These issues were also found in the BIPA textbook titled "Bahasaku," where there are very few illustrations illustrating the presented material. However, with the presence of illustrative images, learners would find it easier to understand the presented material. From the data obtained during the pre-research phase, there were cases where adult learners from Honduras, a Central American country, and child learners from the Netherlands cried and said that the textbook was difficult to understand and use for independent learning, and the materials were not suitable for them. Moreover, this textbook has not been investigated for its quality. The hope of conducting this research is that institutions can obtain input regarding the textbooks they create and use. Based on the above description, the researcher conducted a study with the title "Analysis of the Feasibility of the BIPA Textbook 'Bahasaku' Published by Alam Bahasa Indonesia."

RESEARCH METHOD

This research employs a quantitative approach with a quantitative descriptive method. However, methodologically, this research can also be considered a level 2 research and development (R&D) as it directly tests an existing product, namely the BIPA Textbook "Bahasaku" Level 1 published by Alam Bahasa Indonesia. This study describes the content feasibility of the BIPA Textbook "Bahasaku" Level 1 published by Alam Bahasa Indonesia in 2018. Two types of data are used in this research: qualitative data (content consisting of words, phrases, and sentences, and a description of the content feasibility indicators) and quantitative data in the form of ordinal data ranging from 1 to 4, referring to the Likert scale. The research instrument is a content feasibility assessment table referring to the National Education Standards Agency (Badan Standar Nasional Pendidikan) in 2008, which the researcher combines with theories from experts such as Masnur Muslich, Tomlinson, Widharyanto, Greene and Petty, as well as Orsentin and Hunskins. The content feasibility assessment includes the suitability of material descriptions with the Competence Standards and Basic Competencies, material accuracy, and supporting learning materials. The research instrument is a content feasibility assessment table validated by a BIPA expert who teaches Indonesian language at Nanzan University, Japan, namely I Kadek Purnawan, M.S.Ed. The data analysis stages used include creating scoring criteria, reading qualitative data results, assessing content feasibility, and determining the content feasibility status of the textbook.

RESULTS AND DISCUSSION

Content Feasibility of the BIPA Textbook "Bahasaku" Level 1 Published by Alam Bahasa Indonesia

The results of the content feasibility analysis of the textbook can be seen in the table below:

No	Subcomponent	Item	Score	Reasons for Assessment
1.	Suitability of Material Description with KI and KD	1) Material Completeness	3	a) Discourse complete with pictures, illustrations, understanding of language structure, and exercise questions, b) Material is suitable with KI and KD, c) No tasks and independent activities for the achievement of attitude, spiritual, knowledge, and skills competencies
		2) Material Breadth	4	a) Material, examples, and exercises included in KI and KD, b) Concepts introduced through conversation texts presented proportionally
		3) Material Depth	2	a) Discourse, texts, pictures, and illustrations do not cover all 4 core competencies (spiritual attitude is not integrated), b) Pictures and illustrations are not colored and lack variety
		Total		**9/12*100 = 75% (Feasible)**
2.		1) Accuracy of Concepts, Definitions, and Terms	3	a) Material is clear, accurate, and unambiguous, b) Concepts, definitions, and terms are in line with achievement requirements, precise and consistent with societal norms, c) No source references are provided
		2) Accuracy of Examples, Facts, Pictures, Diagrams, Illustrations, and Data	3	a) Concepts, principles, and procedures are clarified with examples, facts, and illustrations and are presented clearly and accurately, b) Pictures and illustrations are very limited and do not depict the discourse content well
		3) Accuracy of Learning Activities	2	a) No tasks, b) Exercises and questions only measure writing proficiency, thus meeting only one of the 4 authentic assessment aspects, which is written
		Total		**9/12*100 = 75% (Feasible)**

3.	Learning Support Materials	1)	Compatibility with Scientific Development	3	Discourse, pictures, and illustrations are contemporary and relevant to the level of student understanding
		2)	Up-to-Date Features/Examples/Exercises/References	2	a) Descriptions of features/examples/exercises reflect current events and phenomena, b) No source references are provided
		3)	Reasoning	3	There are material descriptions, examples, tasks, and exercise questions to sharpen student reasoning
		4)	Problem Solving	3	a) Material contains a problem, b) Some exercises are ambiguous due to the lack of specific instructions, one of which is in lesson 1 conversation 3
		5)	Conceptual Connectivity	4	a) Conceptual connections are presented through descriptions or examples, b) Materials are interconnected and relevant to daily life
		6)	Communication *(Write and Talk)*	2	Exercise questions can only be used to communicate written ideas
			Total		**19/24*100 = 79% (Feasible)**
Overall Score					36
Maximum Score					48
Average					**36/48*100 = 73,5% (Feasible)**

a) Suitability of Material Description with KI and KD

This subcomponent evaluates 3 feasibility items and obtains a percentage of 75% with the feasible category. The following is an explanation of the research results for each item:

1) Material Completeness

Although each lesson unit presents discourses in the form of conversations and short stories, not all of them are equipped with illustrative images. Conversational texts and short stories are one of the categories of authenticity of printed material for language learning activities. Conversational texts and short stories can be used to teach 4 skills (listening, reading, speaking, and writing) at once. The use of short stories, if chosen carefully, will provide motivational benefits because they can encourage students' curiosity to find out what will happen next, cultural values, and moral values contained in them. (Setyowati & Sukmawan, 2019).

At the end of each discourse, this book presents written practice questions used to understand the content of the discourse and explain the structure of the language. Although the materials are appropriate to IP and KD, this book does not provide self-study assignments and activities that can be used to explore and utilize information, solve problems and make decisions for the achievement of attitude, spiritual, knowledge, and skill competencies in real life. Whereas authenticity can create a student-centered learning process in which student

autonomy to actively discover and explore the world of new languages and cultures is applied. In this situation, knowledge is not conveyed in finished form, but arises from a series of assumptions, associations, actions, correlations, repetitions and experiments. This approach is more strongly assimilated by students and furthermore, it allows students to make generalizations about grammar and vocabulary and observe a wide variety of ways of communicating in which existing language knowledge can be accessed to process and explain new linguistic information (Skiada, 2021).

2) Material Breadth

This book meets all the feasibility criteria for breadth because the presented material and exercise questions already cover facts, concepts, principles, and theories found in the Core Competencies and Basic Competencies. The introduction of concepts is done through proportionally presented conversation texts based on specific topics. Although its feasibility criteria are good, the book still needs improvement because language learning cannot be separated from authenticity. The problem is that the presented materials tend to be inauthentic because many activities, such as dialogues or conversations, fall into the category of artificial or pretend, followed by predictable questions and exercises. Inauthentic structures like these not only limit their freedom and creativity but can also reduce students' motivation to learn (Ozverir & Herrington, 2011). While it is not possible to achieve complete authenticity in learning as classroom learning is engineered, teachers can still strive for it by applying authentic characteristics in the language learning process in the classroom. The manifestation of this engineering takes the form of language simplification, imitating activities or situations, and socio-cultural backgrounds in the classroom. These activities are usually far from the use of language in the real world (Widharyanto, 2013).

3) Material Depth

The item on the depth of the material in this book has not fully met the feasibility criteria because the quality of the presented discourse, text, images, and illustrations does not cover all four core competencies, namely social attitudes, knowledge, skills, and spiritual attitudes. Spiritual attitudes are not presented in the material. Additionally, the images and illustrations are not colored and lack variety, which does not stimulate a joyful learning motivation. These shortcomings should be considered as input for book improvement. Textbooks should be able to present descriptions, image strategies, photos, sketches, historical stories, examples, or interesting questions to cultivate and stimulate deeper student interest and learning motivation. This is in line with what Greene and Petty mentioned, that a good textbook can make students want, be willing, and enjoy doing what is instructed in the textbook. Furthermore, the textbook can lead students towards cultivating intrinsic motivation. Authentic material can provide rich and meaningful exposure in language use, which is a prerequisite for language use (Ornstein & Hunkins, 2018). This can motivate students to learn and contribute to the development of various communicative competencies and help develop a positive attitude towards language learning used in the text. Experiences in learning and using language can make students more sensitive in using language in the real world (Tomlinson, 2017).

b) Material Accuracy

Next, the material accuracy subcomponent includes 3 aspects investigated and obtains a percentage of 66.6%, which falls into the feasible category. The following is an explanation for each item:

1) Accuracy of Concepts, Definitions, and Terms

Material in the textbook must be presented accurately to prevent learner misunderstandings. Concepts and terms must be defined clearly and precisely to achieve the goals of Core Competencies and Basic Competencies (Rahmawati et al., 2021). Material

descriptions in this book are in line with the selection of discourse, text, images, and illustrations presented clearly, accurately, and appropriately according to real-life situations. Everything is in line with the formulation of achievement demands. However, no source references are presented at all. Yet, a reference list is an essential component of a textbook. The reference list contains all sources of information (including images and diagrams) referenced in the text so that anyone can find the original source. Therefore, a complete reference list needs to be presented at the end of the textbook to facilitate learners' access to information outside the classroom (Reed & Skinner, 2016).

2) Accuracy of Examples, Facts, Pictures, Diagrams, Illustrations, and Data

Concepts, principles, and procedures are accompanied by examples, facts, and illustrations. However, images and illustrations are very limited and do not illustrate the discourse content well. The materials presented in the textbook would be better if presented with examples, facts, or illustrations. All three can be used to illustrate or prove the presented materials (Wang et al., 2017). Illustrations and images are effective communication tools in textbooks. Visual representation supports understanding and adoption of reading materials in the field of literary texts. However, it is important to note that the role of illustrations in understanding reading materials depends heavily on the following factors: a) the quality of illustrations and their correlation with text in terms of content; b) the reader's ability to integrate text and illustrations; and c) the success rate of adults as mediators in connecting text and illustrations during the reading process of learners (Lalić-Vučetić & Ševa, 2021). Therefore, learners not only learn knowledge verbally but also based on examples and illustrations that form their understanding of the presented material as a whole (Rahmawati et al., 2021).

3) Accuracy of Learning Activities

Based on the analysis results, this book only provides exercises and questions to measure writing proficiency, thus meeting only one of the four authentic assessments, namely written. Meanwhile, learning tasks are not provided. To achieve authenticity, language learning should not only focus on presenting authentic material but also authentic tasks that are useful in preparing students for real communication outside the classroom and after their course ends. These authentic tasks can be carried out outside the classroom without the teacher's contribution (e.g., buying tickets from an official booking office) and replicating real-life tasks such as developing TV ads for a specific product (Tomlinson, 2017).

c) Learning Support Materials

Lastly, the learning support materials subcomponent. There are 6 aspects investigated, and the average percentage is 79%, falling into the feasible category. The six aspects are explained through the following descriptions:

1) Compatibility with Scientific Development

The educational world must always be ready to respond to the increasing progress of science and technology. The educational world must always innovate to produce quality, useful, and competitive students in society (Nor'ainah, 2023). From the analysis results of the material presented in the BIPA Bahasaku level 1 textbook, it is good enough to meet the criteria. In the textbook, for each chapter (chapters 1-10), there are discourses, texts, pictures, and illustrations that are up-to-date, reflecting developments in science, technology, and art (science and technology) relevant to the level of student understanding.

2) Up-to-Date Features/Examples/Exercises/References

Events and occurrences that describe current phenomena are already reflected in examples and exercises. The drawback of this book is that there are no properly presented references or sources. Up-to-date textbooks should be contextual and up-to-date. Contextual is defined as material that reflects current events. Meanwhile, the latest is if the supporting

material is taken from reference sources for at least the last five years (Rifada Robhita Silmi Kaaffah, 2021). Kaaffah, et al in their research found that the content of the textbooks they researched was also still less renewable (Rifada Robhita Silmi Kaaffah, 2021). Even though textbooks should be able to present information that guarantees the latest life.

3) Reasoning

The materials presented through explanations, examples, statements, and exercises can sharpen students' reasoning skills to enhance memory and understanding of the learned material. A textbook is considered highly suitable if its content and exercises involve a high level of thinking to familiarize learners with critical thinking and reasoning (Huda et al., 2021).

4) Problem Solving

Problem-solving will encourage students' creative attitude in the learning process, thereby improving their abilities. The material already includes problem-solving. The benefits of problem-solving experiences include creative thinking, critical analysis of information, and independence in action and work (Sagita et al., 2023). However, there are some exercises that confuse students because they lack specific instructions or explanations, one of which is in Lesson 1, Conversation 3. The exercise is presented in a question that directs the answer based on the illustration, unfortunately lacking specific instructions or statements to answer the question based on the illustration.

5) Interconnection of Concepts

This book has presented materials and concepts that are interconnected between lessons and relevant to everyday life. Examples and explanations can also be used to build a new and comprehensive knowledge network. Greene & Petty state that the content of a textbook should be related to other lessons. The textbook should also avoid vague and unusual concepts to avoid confusing users. Teachers should teach the use of language in real-life situations and expose learners to the meaning of the language used (Tomlinson & Masuhara, 2018).

6) Communication *(Write and Talk)*

This book only presents examples or exercises that can be used to communicate written ideas. However, one of the main characteristics of a language textbook that can develop learners' communication skills is meaningful practical activities based on social communication functions (talk) and not just focusing on linguistic structures alone (Naji Ahmed, 2018).

CONCLUSION

Based on the description above, it can be concluded that, considering the content or material aspect, this book is suitable for use. However, the book still needs revision or improvement to become more perfect. Each component has several aspects that need to be improved. In the subcomponent of the suitability of the material description with the Competency Standards (KI and KD), the completeness of the material, tasks, and independent activities should be presented for the achievement of attitude, spiritual, knowledge, and skills competencies. In terms of the depth of the material, the quality of discourse, text, images, and illustrations should be presented, covering the 4 core competencies. In the subcomponent of the accuracy of the material, the accuracy of concepts, definitions, and terms, reference sources need to be mentioned. In terms of the accuracy of examples, facts, images, diagrams, illustrations, and data, more images and illustrations need to be added. In terms of the accuracy of the questions, exercises and accompanying questions that meet the 4 aspects of authentic assessment, namely performance assessment, portfolio projects, and written assessments, need to be added. In the subcomponent of supporting learning materials, details of features/examples/exercises/references need to be clearly, systematically, and up-to-date

referenced. In terms of problem-solving (problem solving), clear instructions need to be provided for the exercises.

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