



The use of online learning videos in BIPA program for Arabic speakers

Rinaldi Supriadi 1^{*}), Mia Nurmala²,
1, 2 Universitas Pendidikan Indonesia^{*}),

Correspondences author: Jl. Dr. Setiabudi No. 229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154;

Email: rinaldisupriadi@upi.edu, nurmalamia7@upi.edu

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abstract

This research departs from developing BIPA teaching materials for Arabic speakers. Teaching materials are made in form of interactive learning videos presenting cultural diversity and Indonesian local wisdom. Furthermore, these BIPA learning videos are shared on social media. Therefore, the learners of Arabic BIPA from various countries in the Middle East can access this material teaching. A qualitative descriptive method was used in this study. The data were obtained from observation, interviews, and documentation. The study used purposive sampling. The study results stated that those learning videos were based on the BIPA learning syllabus determined by the Ministry of Education and Culture. Furthermore, these learning videos are presented in a cultural package with Arabic as the language of instruction. By sharing the videos on social media, this video can help learners without the limitations of space and time.

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Introductions

Language is essential in establishing international relations (Srinivas, 2019; Twardzisz, 2020; Yow & Lim, 2019). Currently, Indonesian has the potential to become an international language. Masraeng (2015) states that the United Nations forum is currently strengthening Indonesian identity through disseminating the Indonesian language, such as facilitating Indonesian speakers, establishing Indonesian language learning centers abroad, and transmitting Indonesian language ambassadors abroad, the development of cooperation with linguistic institutions at the international level, as well as assistance in teaching Indonesian for Speaker for Other Languages (BIPA).

The Indonesian Language Program for Foreign Speakers is designed for foreigners to learn Indonesian and its culture (Okitasari, 2019). The role of BIPA is undoubtedly to improve the function of the Indonesian language, which is not only a state language but has become an international language and fulfills the needs of foreign workers in the Indonesian language in training program (Kurniasih and Siti, 2019). Sapanti (2021) said that students currently have the opportunity to become BIPA teachers.

To support the internationalization of Indonesian, there should be young generation who have full enthusiasm in learning how to teach BIPA. The students studied and taught Indonesian with a strengthening content so that it can be demanded as an international language, the primary language in science events in the era of globalization (Amrizal, 2019; Artyana, 2019). A language can be qualified as an international language if it meets the intralingual and extra lingual factors, and Indonesian has fulfilled those requirements (Widodo, Language Development and Development Agency).

The introduction of Indonesian through teaching BIPA is done by intellectuals in Indonesia. Indonesian language is currently experiencing reasonably significant development, as can be seen from the number of Indonesian language learners interested in it (Sari et al., 2016). It should be noted that BIPA itself is also being mandated to students at various universities, especially students majoring in foreign languages. Based on data obtained from Rohayani's research (2013), currently, at least 72 countries are studying Indonesian, including Germany, Morocco, Australia, Poland, and Thailand. The internationalization of the Indonesian language is also clarified in Government Regulation Number 57 of 2014, which is to show identity and increase the competitiveness of the Indonesian nation.

The current era demands learning that is not limited by space and time. The teaching of BIPA has traveled across various continents. Strengthening suitable teaching materials is also needed. Fadillah (2021) mentions that with the media in the learning process, the learning will become more interactive, meaningful, and improve the quality of student learning outcomes. Learning media is one of the essential elements in achieving learning competence because the learning process can be less effective if an essential element is not present.

Several studies that have examined the use of technology in language learning were conducted by Hudaa et al. (2020) with the title "Utilization of Technology for Teaching Indonesian in the Middle of the Covid-19 Pandemic" and, Purwanto & Hanief (2016) with the title "Indonesian Language Learning Multimedia for Animation-Based Students". In addition to these two titles, there is another study entitled "The Role of Science-Technology in BIPA Learning: Development of a Webtoon Based on Cross-Cultural Communication in Anticipation of Culture Shock" (Rachman & Damaianti, 2019).

The three studies both utilize applications and technology in language learning. Research states that technology in the digital era, especially during a pandemic, can make language learning effective (Hudaa et al., 2020). One of the technologies used is Zoom and Google Form. Purwanto and Hanief's research 2016 found the effectiveness of language learning through animation-based multimedia. This is because students enjoy learning through the animations that are displayed.

The latest research taken as a literature review is from Rachman & Damaianti (2019) by utilizing technology and webtoons as Indonesian language learning for foreign speakers. The results

showed that international students have increased their competence, especially in getting to know everyday culture. In addition, they also understand Indonesian culture.

Arabic BIPA learning videos are considered excellent alternative to responding to the times' challenges. The videos can activate the audio-visual abilities of students. Teachers are undeniably required to be more creative in presenting the material so that the knowledge can be appropriately obtained by the students. This learning media is crucial in facilitating the delivery of the content and meaning of communication as part of learning (Mar'ah et al., 2020).

In language learning, another fact states that the presentation with a complete grammatical approach can be a burden for the learner or make them boring (Jean & Simard, 2011). Thus, the learning process should be carried out in more interesting ways such as by adding cultural approach and local wisdom (Primasari et al., 2021). Indonesian language learning is carried out more attractively in the nation's cultural diversity packaging. The interest of the learner is the target of the teacher. When they are interested, then every material can be well understood.

Learning based on culture and local wisdom is not limited to the subject of specific disciplines. Artistic approaches and introductions can be applied in BIPA Arabic and its strengthening as an international language. In addition, learning videos with introduction to Arabic are shared on social media to make it easily accessed by students (Kustini et al., 2020). These two things were identified in implementing Arabic BIPA lectures facilitated by the UPI FPBS Arabic Study Program. This Arabic BIPA is a challenge and a new opportunity for content creators to develop the required teaching materials. Students must have additional skills in supporting BIPA learning (Jatmiko, 2021). As an important note, the development of learning videos continues to follow the primary syllabus provided by the Ministry of Education and Culture of the Republic of Indonesia.

It is important to present various, innovative, and creative teaching materials, especially Arabic BIPA learning videos based on culture and local wisdom; the researcher aims to determine whether the learning videos developed are based on the BIPA learning syllabus determined by Ministry of Education and Culture, and how the learning video is presented in the packaging of local culture and wisdom with Arabic as the language of instruction. By sharing the videos on social media, the videos can help learners learn Indonesian language wherever they are and whenever they want.

Method

A qualitative design with a descriptive type is used in this study to provide an overview of the analysis of Arabic BIPA learning videos. The researcher focuses on the experiences or process of the students during the design and development of the video based on the primary syllabus of the Ministry of Education and Culture and efforts to present cultural and local wisdom-based presentations.

Data sources were obtained from BIPA students and lecturers in the UPI Arabic Language Education Study Program. The data collection techniques were carried out through interviews, observation, and documentation. Data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization.

Result and Discussions

The Arabic BIPA learning video is a product of the BIPA lectures held at the UPI FPBS Arabic Study Program. The BIPA materials have been provided by the Ministry of Education and Culture in several books and levels, both offline and online. However, the presentation with a cultural approach and local wisdom has not been found, especially with the Arabic language of instruction.

Video Design and Development with Competency Standards for BIPA Graduates of the Ministry of Education and Culture of the Republic of Indonesia

The Graduate Competency Standards (SKL) of BIPA has been stipulated in the Regulation of the Minister of Education and Culture No. 27 of 2017. SKL is used as a reference in teaching BIPA in any country. This makes it easier for students to design and develop BIPA learning videos for Arabic speakers.

Berikut adalah uraian dari masing-masing level.

BIPA 1

NO.	UNIT KOMPETENSI	ELEMEN KOMPETENSI	INDIKATOR LULUSAN
Sikap dan Tata Nilai			
1.	Mengaktualisasi karakter dan kepribadian peserta didik BIPA.	1.1 Bertakwa kepada Tuhan Yang Maha Esa. 1.2 Memiliki moral, etika hidup berkelanjutan dan kepribadian yang baik di dalam menyelesaikan tugasnya. 1.3 Berperan sebagai warga negara yang bangga dan cinta tanah air serta mendukung perdamaian dunia. 1.4 Mampu bekerja sama dan memiliki kepekaan sosial dan kepedulian yang tinggi terhadap masyarakat dan	1.1.1 Menunjukkan sikap menghargai agama dan kepercayaan orang lain. 1.2.1 Menunjukkan sikap sopan dan bertutur kata yang santun ketika berada di kelas dan ketika berinteraksi dengan orang lain dalam menyelesaikan tugasnya. 1.3.1 Menunjukkan sikap menghargai adat istiadat dan budaya sendiri dan orang lain. 1.3.2 Menjaga perdamaian dengan tidak memicu konflik. 1.4.1 Menunjukkan sikap mau bekerja sama.

Figure 1. Competency Standards for BIPA Graduates in Attitude and Values

From this data, it is known that BIPA learning always emphasizes the acquisition of attitudes and values. Panggabean (2022) reinforces the importance of determining these attitudes and values through lesson planning. This SKL requires BIPA teaching to be able to present attitudes and values that students will actualize. This will also underlie the design and development of Arabic BIPA learning videos. Each video must contain elements of attitudes and values that have been determined.

NO.	UNIT KOMPETENSI	ELEMEN KOMPETENSI	INDIKATOR LULUSAN
Kemampuan di Bidang Kerja			
2.	Mendengarkan.	2.1 Mampu mengenali kata dan frasa sederhana yang berkaitan dengan informasi dari orang lain: nama, alamat, pekerjaan, negara asal, keluarga, dan lain-lain pada saat orang lain berbicara perlahan dan jelas. 2.2 Mampu mengenali kata dan frasa sederhana yang berkaitan dengan arah, lokasi, lingkungan sekitar, dan aktivitas harian.	2.1.1 Mengeja/menyebutkan ulang kata dan frasa yang berkaitan dengan nama, alamat, pekerjaan, negara asal, keluarga, dari tuturan yang didengarnya. 2.1.2 Mengidentifikasi kata dan frasa yang berkaitan dengan identitas diri dari tuturan dalam konteks perkenalan yang didengarnya. 2.1.3 Mengidentifikasi isi hasil dengar yang berkaitan dengan identitas diri. 2.2.1 Mengeja/menyebutkan ulang kata dan frasa yang berkaitan dengan arah, lokasi, lingkungan sekitar, dan aktivitas sehari-hari dari tuturan yang didengarnya. 2.2.2 Mengidentifikasi kata dan frasa yang berkaitan dengan arah, lokasi, lingkungan sekitar, dan aktivitas sehari-hari dari tuturan yang didengarnya.

Figure 2. Competency Standards for BIPA Graduates' Ability in the Field of Work

Language learning is inseparable from the acquisition of language skills, as stipulated in the SKL of this field of work. Skills in language learning are a core part of the language that is seen in the performance of the language (Khasawneh, 2021). Language skills include listening, speaking, reading, and writing (Salshabila et al., 2020; Azizah & Ariadi, 2020).

NO.	UNIT KOMPETENSI	ELEMEN KOMPETENSI	INDIKATOR LULUSAN
		5.3. Mampu menulis teks deskripsi pendek dan sederhana, melalui surat pribadi.	5.3.1. Memilih kata dan frasa yang tepat untuk teks deskripsi melalui surat pribadi. 5.3.2. Menggunakan kata dan frasa yang tepat untuk menulis teks deskripsi melalui surat pribadi.
Pengetahuan yang dikuasai			
6.	Menguasai penggunaan tata bahasa dan kosa kata dalam berbagai jenis teks yang diajarkan.	6.1. Menguasai pengetahuan tentang penggunaan bunyi bahasa dan pelafalan. 6.2. Menguasai pengetahuan tentang penggunaan ganti orang. 6.3. Menguasai pengetahuan tentang penggunaan struktur frasa benda (DM). 6.4. Menguasai pengetahuan tentang penggunaan kata bilangan tingkat. 6.5. Menguasai pengetahuan tentang penggunaan kata	6.1.1. Melafalkan huruf vokal, konsonan, diftong, suku kata, dan angka dengan tepat. 6.2.1. Menggunakan kata ganti orang I, II, III (<i>saya, Anda, aku, kamu, ia/ dia, nama, kalian, mereka, kami, kita</i>) dengan tepat. 6.2.2. Menggunakan kata ganti milik (<i>-ku, -mu, -nya</i>) dengan tepat. 6.3.1. Menggunakan struktur frasa benda (DM) (nama saya, rumah saya) dengan tepat. 6.4.1. Menggunakan kata bilangan tingkat (kesatu, kedua, dst.) dengan tepat. 6.5.1. Menggunakan kata negasi: <i>bukan, tidak</i> .

Figure 3. Competency Standards for BIPA Graduates in the Field of Knowledge

Knowledge of language is a concern of SKL BIPA that students must possess. This section determines the elements of language and grammar that will be presented in each language learning. Zhang & Yang (2011) place grammar as the main element in language learning with its character. Grammar is a system that cannot be separated from the language and BIPA. This grammatical field is the specific part between one language and another, for example, sentence structure or syntax.

SKL BIPA has determined three main areas: the fields of attitude and values, the field of work or skills, and the field of knowledge or grammar. On the other hand, language itself transmits messages or news from human culture (Gelman & Robert, 2017). Thus, the presence of language is in line with human culture. Language teaching that only focuses on grammar presents questions as mandatory or boring (Jean & Simard, 2011). Arabic BIPA in this era must be able to present actual language learning along with the transmission of Indonesian culture. Furthermore, the students in the Arabic BIPA course formed a project team. They designed the Arabic BIPA video concerning SKL and presented Indonesian culture and local wisdom (Sari & Mukhamad, 2021), as shown in the following list of titles.

Table 1. Titles of Arabic BIPA Learning Videos for PBA FPBS UPI Students (BP-ALE-UIP)

Video	Subtitle	Link of Youtube
1	Street Food Indonesia (Cireng)	https://youtu.be/tD9-PDXKQiw
2	5 gunung tertinggi di Jawa barat	https://youtu.be/Gvf8GIUcVkJ
3	Batik	https://youtu.be/vb-T6_VzPug
4	Masakan Padang (rendang)	https://youtu.be/U99ebsstUfo
5	Pesona Alam Indonesia (Pulau Belitung)	https://youtu.be/Sn4XX-K3Ong
6	Nama kota Indonesia (Yogyakarta)	https://youtu.be/sdo-HQJnotk
7	Makanan khas bandung (seblak)	https://youtu.be/epeKTgScMBg
8	Tarian tradisional Indonesia (Tari Piring)	https://youtu.be/0FaqpegjV4Q
9	Makanan Khas Indonesia (Nasi Uduk)	https://youtu.be/K6C-NNcQW9c
10	Hewan Endemik Indonesia	https://youtu.be/wtx_XyNgjMA

Based on the table above and the learning videos' titles, the students gave various and exciting presentations. They designed and developed learning with titles covering food, natural wealth, cultural heritage, natural charm, traditional dances, and even the richness of fauna that only exists in Indonesia.

In the first step in preparing learning videos, students made designs in the BIPA Arabic teaching video group worksheet.

LEMBAR KERJA KELOMPOK BIPA – VIDEO PEMBELAJARAN BAHASA INDONESIA

KELOMPOK/ kelas: 2 / 4B

NAMA MAHASISWA/ NIM:

1. Abdul Azis (2009072)
2. Alfi Nur Tazkiyah (2004832)
3. Nabila Salma Putri (2004763)
4. Siti Nurbaitillah (2001395)

TEMA BAHAN AJAR: 5 Gunung tertinggi di Jawa Barat

SKL/ LEVEL : Mengungkapkan perasaan secara sederhana, mendeskripsikan lingkungan sekitar, dan mengomunikasikan kebutuhan sehari-hari dan rutin. /Level 2

1. Laporan Kerja Kelompok

TANGGAL	KEGIATAN	DESKRIPSI	KETERANGAN
24/03/2022	Menentukan SKL, level dan tema bahan ajar	Kami berdiskusi mengenai tema lalu skl dan level BIPA yang akan kami ambil.	seluruh anggota terlibat
25/03/2022	Menyusun materi ajar yang telah ditentukan	Menguasai penggunaan	seluruh anggota terlibat

Figure 4. Worksheet for Arabic BIPA Learning Video Design with the title 5 Highest Mountains in West Java

The project team prepared the design of the learning video by adapting material from SKL BIPA Online. Then, the typical Indonesian theme "5 Highest Mountains in West Java is presented with linguistic material according to its level. Learning must be determined by its goals and objectives so that it is directed. From the information above, the team determined competencies to express feelings in simple terms and describe the environment and daily activities. It shows that the project team has a clear goal for the learning video that will be produced. In addition, the selection of titles or themes related to Indonesia's natural wealth will attract readers' interest (Rumarhobo, 2020; Kristin, 2015).

2. Persiapan Bahan Ajar dan Medianya

No.	Tahapan Persiapan	Narasi	Media
1.	Pembuka	Assalamualaikum warahmatullahi wabarakatuh أيها الطلاب الكرام نرحب بكم في برنامجنا "هيا بنا نتعلم اللغة الإندونيسية والذي نتعرفون من خلاله على اللغة والثقافة الإندونيسية" sahabat semua... apa kabarnya? semoga kita semua dalam keadaan sehat wal afiyat ya..	Gambar dan Audio
2.	Perkenalan	Perkenalkan kami dari kelompok 2 akan membahas tentang 5 Gunung yang tertinggi di Jawa Barat. sebelum kita membahas 5 gunung tertinggi yang ada di Jawa Barat. kita akan mencari tahu terlebih dahulu apa itu Jawa Barat	

Figure 5. Narrative of Arabic BIPA Learning Video with the title The Highest Mountain in West Java

In the narration prepared by the team, Indonesian and Arabic are used in one segment. This indicates that the team is helping Middle Eastern learners to understand Indonesian language lessons in their videos. In addition, the team also tries to do literacy and translation for the students themselves in the process of improving their Arabic language skills. Writing skills in the Arabic language book becomes an exercise for them in this section. They found the closest word match in grammar, phrases, and stories (Hadi, 2019). Learning BIPA Arabic has encouraged the continuous improvement of language skills in the narrative translation method. (Prime Minister, 2017; Nugraha et al. 2022)

In addition, students mentioned:

"During the design of the video narrative, we also tried to translate it. Then, we practiced reciting all the narrations in Indonesian and Arabic when the video production started. We try to pronounce it well and correctly. Arabic speakers will understand it."


3.	Penjelasan	<p>nah sekarang kita akan mengetahui 5 gunung tertinggi apa saya yang ada di Jawa Barat dan bagaimana kondisinya;</p> <p>1. dilihat dari ketinggian gunung</p> <p>1. Gunung Ciremai, gunung ciremai merupakan gunung tertinggi di Jawa Barat dengan ketinggian mencapai 3.078 meter di atas permukaan laut</p> <p>2. Gunung Pangrango, gunung ini memiliki sekitar 3.019 meter di atas permukaan laut</p> <p>3. Gunung Gede, gunung ini mencapai ketinggian kurang lebih 2.958 meter di atas permukaan laut</p> <p>4. Gunung Cikuray, gunung ini mempunyai ketinggian kurang lebih 2.821 meter di atas permukaan laut</p> <p>5. Gunung Papandayan, gunung papandayan</p>	
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Figure 6. Narrative and Media Video Learning Arabic BIPA, The Highest Mountain in West Java.

To complete the design of this learning video, the student project team sorts and selects photo and audio media that will be included in the video. Bilingual narration recording is also included. This learning video displays photos, audio, and recorded narration containing linguistic and cultural material. Audio-visual teaching materials like this attract learners' attention and are expected to be able to deliver on their own learning goals. In addition, the position of the project team that trains students as tutors or Indonesian language teachers for foreign speakers requires that they also speak Arabic. Students try to present material in Arabic, so that language skills continue to be trained and strive to improve (Chafidzoh, 2020).

Arabic BIPA Learning Videos Based on Indonesian Local Culture and Wisdom

At this stage, the BIPA material selected based on the BIPA SKL is then interpreted in a BIPA learning video for Arabic speakers or learners. The student project team presented bilingual dishes with Indonesian culture and local wisdom.



Figure 7. Arabic BIPA Learning Video

Under the project team's design, this learning video contains audio and images. A narration in two languages is also included in the video. The student project team made video presentations more engaging by integrating Indonesian culture and local wisdom. The choice of this exciting theme is something that will transmit culture and language learning.

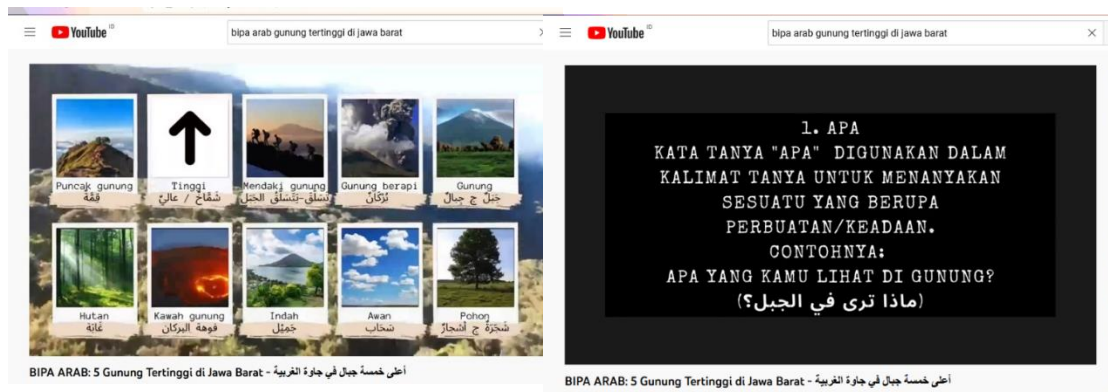


Figure 8. Part of Arabic BIPA Learning Video Materials

Every material used two languages, Indonesian and Arabic. Indonesia's natural wealth with a mountain theme is presented attractively in a mix of pictures and sounds. The students also exemplified the pronunciation of each vocabulary material and strengthened it with Arabic equivalents. The linguistic material is delivered with examples in two languages as well. The development of teaching materials with cultural-based presentation in a form is significant. Access to teaching materials must also be in line with technological developments (Tomlinson, 2016; Sari & Mukhamad, 2021). Furthermore, all the results of the learning videos are shared on social media. Students can access the videos to support their learning process wherever they are and whenever they want.

Conclusions

Currently, internationalization of Indonesian language has been promoted. Indonesian, as part of the world association, is known and disseminated throughout the world. The BIPA program is a new spirit in the internationalization of the Indonesian language, including in middle eastern countries. Arabic Language Education students are given new challenges and opportunities in teaching BIPA to Arabic speakers. BIPA, under the auspices of the Indonesian Ministry of Education and Culture, has determined the SKL for its graduates. However, the SKL does not integrate Indonesia's cultural approach and local wisdom. To fill this, the student project team designed and developed BIPA learning videos for Arabic speakers with thematic presentations including typical food, natural beauty, diversity of art, to the richness of Indonesian fauna. Learning videos are also shared on social media, making them easily accessible to students without limitations of space and time. In the future, video-based learning should be expanded to make it easier to teach to the wider community.

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