

TEACHING MATERIAL DEVELOPMENT LITERATURE AND CULTURE-BASED FOR FOREIGN SPEAKERS INDONESIA

Marwiah¹, Usman Pahar²

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar,

marwiah@unismuh.ac.id

Bahasa dan Sastra Indonesia Universitas Negeri Makassar.

usmanpahar@unm.ac.id

Abstract. This article presents the results of developing Indonesian culture-based teaching materials. This research refers to the development design that was developed by Dick and Carry (2009): define, design, develop and disseminate. Teaching material developed has been tested for its validity, effectiveness, and practicality. The results showed the implementation of learning that is, instructional materials compiled and developed feasible to use because it is in the range of values $3.0 < M < 4.0$.. Aspects of teaching materials towards the achievement of objectives implemented with a mean value of 3.20. The aspect of applying Indonesian culture-based teaching materials was carried out with an average value of 3.05. The context of learning the relevance of Indonesian culture is carried out with a mean value of 3.25. The test result data shows the average value of the acquisition of 82.31 of the 14 students tested. The highest value was 86.20 and the lowest was 73.60. Of the 14 learners who worked on the learning worksheets, 10 people (71.42%) were in the very high category and 4 people (28.58%) were in the high category. So, it was stated that Indonesian language-based learning material was appropriate to be applied to Indonesian language learning for speakers foreign.

Abstrak. Artikel ini menyajikan hasil pengembangan bahan ajar berbasis budaya Indonesia. Penelitian ini mengacu pada desain pengembangan yang dikembangkan oleh Dick and Carry (2009): define, design, develop dan disseminate. Bahan ajar yang dikembangkan telah teruji validitas, efektivitas, dan kepraktisannya. Hasil penelitian menunjukkan pelaksanaan pembelajaran yaitu, bahan ajar yang disusun dan dikembangkan layak untuk digunakan karena berada pada rentang nilai $3,0 < M < 4,0$.. Aspek bahan ajar terhadap pencapaian tujuan dilaksanakan dengan nilai rata-rata 3,20. Aspek penerapan bahan ajar berbasis budaya Indonesia dilakukan dengan nilai rata-rata 3,05. Konteks pembelajaran relevansi budaya Indonesia dilakukan dengan nilai rerata 3,25. Data hasil tes menunjukkan nilai rata-rata perolehan sebesar 82,31 dari 14 siswa yang diujikan. Nilai tertinggi sebesar 86,20 dan terendah sebesar 73,60. Dari 14 peserta didik yang mengerjakan LKS, 10 orang (71,42%) berada pada kategori sangat tinggi dan 4 orang (28,58%) berada pada kategori tinggi. Sehingga dinyatakan bahwa materi pembelajaran berbasis bahasa Indonesia layak diterapkan pada pembelajaran bahasa Indonesia bagi penutur asing.

Keywords: teaching material, culture-based, foreign speaker.

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Indonesian for Foreign Speakers (BIPA) is an institution intended for foreign students who want to learn Indonesian. Foreign speakers want to learn Indonesian for a variety of purposes. According to Prasetyo (2015), in broad outline, foreign speakers learn Indonesian as a foreign language with two goals, academic goals and practical goals. In addition to having academic and practical goals, BIPA has a very important and strategic role in introducing Indonesia to the international community. BIPA has a role in spreading Indonesian language and delivering various information about Indonesia, including introducing the people and culture of Indonesia. Thus, foreigners who learn Indonesian will increasingly understand Indonesian society and culture comprehensively (Mustakim, 2009). The following writing and referencing rules are to be taken into consideration.

Especially now that the implementation of the Asean Economic Community (AEC) at the end of 2015 has made the Indonesian language more demanding of its existence and must be ready to face challenges and take advantage of opportunities. In the future, challenges and opportunities must be faced and utilized to make Indonesian as the language used in communication in the ASEAN region and even internationally. According to Mahsun (2015), the existence of Asean Economic Community (AEC) will unknowingly become an extraordinary onslaught against Indonesian as a cultural element that has a role as a communication tool in facing the current era and current conditions. Dheni Harmaen (2017) Indonesian is used as Devina's opinion and Sundari (2016: 1) South Koreans are motivated to learn Indonesian for intergative and intellectual reasons.

The challenges and opportunities to make Indonesian in communication in the ASEAN region and even internationally demand the role of the Indonesian people. The Indonesian people must strive so that Indonesian as one of the nation's most valuable assets must be preserved, developed and preserved.

The efforts proposed by teacher education institutions are to equip students with sufficient knowledge and skills, including prospective Indonesian teaching teachers for foreign speakers. Some opinions related to this matter become a very important component (Kabilan & Veratharaj, 2013 and Tamah, 2012 & Perry, 1997).

The government in facing challenges and utilizing existing opportunities must be supported. The government is seen as important in taking steps for language development and protection as well as strategic development, language protection, and language diplomacy. Related to the development and protection of languages to nationalize Indonesian as a reference to Law No. 24 2009 article 44: requiring the Indonesian government to realize Indonesian as an international language. Observing those things, it is necessary to strengthen the learning of Indonesian language it self, especially for higher education institutions that manage the Institute of Education and Teaching in the Language Education Study Program.

As for what can be improved so that foreign speakers can more easily learn Indonesian is the improvement of grammar that is not yet obeying the principles, especially the formation of affixed words and the lack of infrastructure to learn Indonesian, for example corpus, software that corrects writing, and affordable Indonesian language proficiency tests abroad. That is, needed material that can be easily understood by learners. This is supported by the opinion of Uhtozun (2013) that language learning will shift from students' preparation for examinations to improve their competency in productive skills.

Some researches that have been carried out in the development of language teaching materials both in English and Indonesian, include research including Marwiah at all, 2015; Rukaya at all, 2018; Mantasiah & Yusri, 2018; Tessmer, & Richey. (1997); Mantasiah et al., 2018; Yusri et al., 2019; Chen et al., 2019; Burns, 2019; Morady & Murray, 2019; Flowerdew, 2019). Continuing Mantasiah, R. Yusri, & Jufri (2020) concluded that

Myimpulkan that the feature analysis model has a significant effect on foreign language learning, among others. and (Attas at all, 2019) assessing local wisdom and Betawi culture.

The availability of good material is one aspect of the success of learning Indonesian foreign speakers. In choosing the material to be taught, careful selection is needed because of differences in language and culture learned. In addition, the level of ability of each student in understanding BIPA material also varies. Avalos, (2011) Teacher professionalism can be seen from the teaching and education of the first teacher called the synthesis of learning products, facilitation and collaboration.

CONTEN AND REVIEW LITERATURE

The Nature of Teaching Materials

Teaching materials or instructional materials generally consist of knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values that students must learn in order to achieve predetermined competency standards. Opinions of some experts Tomlinson (1998); Shih, W. C., Tseng, S. S., & Yang, C. T. (2008). is something that is important to be used by the teacher or student to facilitate language learning, increase knowledge and language experience. In addition, teaching materials display a complete figure of the competencies students will master in learning. Therefore, teachers support individual and adaptive learning, teachers are encouraged to develop a variety of teaching materials according to different expertise and fields.

The benefits of the preparation of teaching materials are that teachers can develop teaching materials that are in accordance with the needs in preparing learning tools and implementing learning. The ability of teachers to develop teaching materials is related to pedagogic and professional competencies as listed in the attachment to the Minister of

Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Teachers as professional educators are expected to have the ability to develop teaching materials in accordance with existing mechanisms by paying attention to the characteristics and social environment of students. (a) guidelines for teachers who will direct all their activities in the learning process, as well as being the substance of competencies that should be taught to students, (b) guidelines for students who will direct all their activities in the learning process, as well as being the substance of competencies that should be learned / mastered. and (c) evaluation tools for achieving / mastering learning outcomes. (Indonesian Ministry of National Education 2010). Thus, the function of teaching materials is very much related to the ability of teachers to make decisions related to planning, learning and implementing activities, and assessing.

Benefits and the Role of Preparation of Teaching Materials

Benefits and the role of benefits can be obtained if a teacher develops his own teaching material is First, obtained teaching materials that are in accordance with curriculum requirements and in accordance with student learning needs. Second, it no longer depends on textbooks that are sometimes difficult to obtain. Third, teaching materials become richer because they are developed using various references. Fourth, adding to the teacher's knowledge and experience in writing teaching material. Fifth, teaching materials will be able to build effective learning communication between teachers and students.

Cakir (2006) assumes that students like video teaching materials because video presentations are interesting, challenging, and uplifting. watch. The video shows them how people behave in cultures whose language they learn by bringing classrooms to various communication situations. The role of teaching materials, according to Wassid and Sunendar (2008) are: something that is innovative, in accordance with student interests, neatly

arranged, a source of motivation, exercises, evaluations appropriate. The great advantage of video is that it provides native language input. Movies and TV programs are made for native speakers, so in that case video provides native language input (Katchen, 2002).

Indonesian Literature and Culture Based Learning

Literature has an important role in building cultural diversity, works contain criticism that can later influence the reader's mindset and improve and even change the existing culture. While literature with language is dialectical (Wellek and Warren, 1990: 218), while literature is part of language that contains more aesthetic elements or beauty and artistic value. A literary work can only be understood through language. Language is a tool for writers to re-express their observations of life phenomena in the form of stories.

Culture-based learning is a strategy for creating learning environments and designing learning experiences that integrate culture as part of the learning process. In culture-based learning, culture becomes a method for students to transform the results of their observations into creative forms and principles about nature so that the role of students is not merely to imitate or accept information, but also to act as the creation of meaning, understanding and meaning from the information he obtained.

Culture-based learners can be divided into three types, namely: (a) learning about culture places culture as a field of science. The process of learning about culture has been well known so far, for example subjects in arts and crafts, arts and literature, sound arts, painting or drawing, music, drama, dance and others. Culture is studied in one special subject, about culture. These subjects are not integrated with other subjects, and are not related to each other., (b) culture. be the context in the application of a subject, (c). learning through culture is a method that provides opportunities for students to show the achievement of understanding or meaning created in a subject through a variety of cultural manifestations, (d). learning through culture is one form of multiple

representation of learning assessment or a form of understanding assessment in various forms diverse, Teaching materials designed using videos to introduce and motivate FLT foreign speakers in Indonesia when properly used videos are quite beneficial for students and teachers as long as they are considered mere entertainment, but carefully selected films can be useful and very useful films motivating teaching tools to practice listening skills and stimulate speaking and writing (Katchen, 2002).

This culture-based learning medium is audio visual that reflects the diversity of cultures that exist in Indonesia. With this technique, learning becomes meaningful and contextual, interesting and fun learning. Danoebroto (2015); Utami (201); Amin (2012); Yohanes, (2010) suggested that the theory of constructivism in education mainly developed from the results of Vygotsky's thinking which concluded that students construct knowledge or create meaning as a result of thinking and interacting in a social context.) and Danoebroto (2015) explained that constructivism was also developed by Piaget who stated that each individual creates new meaning and understanding, based on the interaction between what has been owned, known, and believed by the phenomenon of new ideas or information being learned.

METHOD

Approach and Type of Research

This research belongs to the type of research development (Research and Development paper Referring to the opinion above, this research will adapt the development model conducted by Dick and Carey (205) Learning design according to the system approach model developed by Walter Dick and Lou Carey. Dick Model and Carey has a component conducting a learning analysis that will be passed through the development and planning process. This research uses the descriptive approach.

Data Analysis Technique

Validity Data Analysis

$$\bar{K}_i = \frac{\sum_{j=1}^n V_{ij}}{n}, \text{ with: } \bar{K}_i = \text{average criteria}$$

to i

V_{ij} = the score of the assessment results
to the criteria to - i by Validator to- j

n = the number of validators

$V < 1.5$ means invalid

$3.5 \leq V < 4.5$ means valid

$1.5 \leq V < 2.5$ means it is not valid

$2.5 \leq V < 3.5$ means it is quite valid

$4.5 \leq V$ means it's very valid

Note: V is the validity of the model and device

Practicality Analysis Data

Practicality or implementation of the model, referring to Dervish (in Djumingin. 2012), as follows: Looking for the total mean (\bar{X}) with formula:

$$\bar{X} = \frac{\sum_{i=1}^n \bar{A}_i}{n}, \text{ with}$$

\bar{X} total average

\bar{A}_i = rerata aspek ke i , n =many aspects

$T < 1.5$ means not done

Tabel 1. Recapitulation of Syllabus Validation

Aspect	Criteria	Validator		Ki	Ai
		1	2		
Syllabus					
The contents presented	Examining the relationship between general objectives and specific objectives	4	4	4,00	3,83
	Identifying material that supports general objectives with specific objectives	3	3	4,00	
	Activity depth and breadth of material	4	3	3,50	
	Activity depth and breadth of material	4	3	3,50	
	Learning activities are designed and developed based on general objectives with specific objectives	4	4	4,00	
	Formulate indicators of competency achievement	4	4	4,00	
Languaega	Use of language in accordance with Enhanced Spelling Guidelines	4	4	4,00	4,00
	Simplicity of sentence structure	4	4	4,00	
Time	Appropriate time allocation used	4	4	4,00	
	The choice of time allocation is based on learning objectives	4	4	4,00	

	The choice of time allocation is based on the availability of time allocation in semester	4	4	4,00	4,00
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	The choice of time allocation is based on the availability of time allocation in semester	4	4	4,00	

Table 2. Recapitulation Validation of Learning Implementation Plan Results

Learning Implementation Plan		observator		
<i>A_{mi}</i>				
Aspect of Observation		1	2	
Curriculum	1	2	4	4,00
	Clarity of special purpose	4	4	4,00
	Accuracy in describing the specific objectives of the general purpose	3	4	3,50
	Achievement indicators are formulated clearly, specifically, and operationally so that they can be measured	3	3	3,00
				3,50

	Learning objectives are formulated clearly, specifically, and operationally so that they can be measured	4	2	3,00	
Teaching materials	Compatibility of learning material with indicators	3	2	2,50	
	The truth of the content / learning material (theory and concepts)	3	3	3,00	
	Matching material order	3	2	2,50	2.62
	The suitability of the material with the level of learner development	3	2	2,50	
Learning Activities	The selection of strategies, approaches, methods and means of learning is carried out appropriately, thus enabling active learners to learn	4	3	3,50	
	Provide an overview of Indonesian Language teaching activities for Foreign Speakers (BIPA) Based on Indonesian Culture	3	3	3,00	
	Teaching and learning activities are clearly formulated and operational at each stage of learning	3	2	2,50	3,06
	The initial activity can motivate learners to follow the next learning	4	3	3,50	
	The initial activity contains prerequisite material that must be understood by the learner to understand the next learning material	3	3	3,00	
	The core activities are clearly stated	3	2	2,50	
	The final activity is clearly stated	3	4	3,50	
	Provide opportunities for active learners to develop their spatial abilities	3	3	3,00	
Time Allocation	Use language in accordance with the correct Indonesian language rules	3	3	3,00	
	Simple language structure and easy to understand	3	3	3,00	
	Use communicative sentences	3	3	3,00	3.00
Time Allocation	In accordance with the number of subject matter presented and assignments that must be done by learners for each meeting	4	4	4,00	4.00

$5 \leq T < 2.5$ means that only a small portion is carried out

$5 \leq T < 3.5$ means that about half is done
 $5 \leq T < 4.5$ means that most of it is done

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$5 \leq T$ means everything is done
 Note: T is the feasibility of the model

Analysis of Effectiveness Data

The formula in question is $f / n \times 100\%$ (Ardhana, 1988: 5). Where: f is the alternative frequency of the answer chosen and n is the number of test subjects.
 Category effectiveness level criteria

81 - 100% = very good, very interesting, very appropriate, very clear, very precise, (no need to revise)
 66 - 80% = good, interesting, appropriate, clear, right (no need to revise)
 56 - 65% = not good, not interesting, not suitable, not clear, and not right (needs to be revised)
 1.0 - 55% = very bad, very unattractive, very inappropriate, very unclear, and very inappropriate (needs to be revised).

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	Simple language structure and easy to understand	3	3	3,00	
	Use communicative sentences	3	3	3,00	3.00
Time Allocation	In accordance with the number of subject matter presented and assignments that must be done by learners for each meeting	4	4	4,00	4.00

Fingdings

The results of research on the preparation of Indonesian teaching materials for foreign speakers based in Indonesia consist of the preparation of Indonesian teaching materials for foreign speakers based in Indonesia which are compiled and tested on 14 students of the Indonesian Language Masters program at Makassar State University. . Development of teaching materials includes: (a) the validity test of Indonesian teaching materials for foreign speakers based on Indonesian culture. (b) practicality tests; and (c) testing the effectiveness of teaching materials in class. Next, the data is presented in one row.

DISCUSSION

Validity

The results of the validation of teaching materials can be examined which shows that the validator's assessment is in the category of quite valid, valid, and very valid. So, the lowest rating of the validator is the category is quite valid, but all of them can be used by revising several components. Meanwhile, the overall average is 2.96, which is in the quite valid category.

The expert validator's recommendations on the appropriateness of the use of teaching materials in teaching Indonesian for foreign speakers based on Indonesian culture have only undergone minor revisions so that these teaching materials are feasible and are quite valid. Kartini .at all (2019) tested the validity with Focus Group Discussion (FGD). While this research is

validated by content, evaluation and media experts.

Practical

Based on the table, it can be seen the activities of teachers in learning Indonesian Teaching Material Validation

Language for Foreign Speakers (BIPA) Based on Indonesian Culture in learners. Teaching activity is observed by two observers / observers with various aspects of teaching and learning activities, starting with the initial, core, and closing activities.

Table 3
Recapitulation of Teaching Material Validation results

Materials Teaching					
Curriculum	Clarity of general and specific objectives	4	4	4,00	
	Clarity of learning objectives	4	2	3,00	3.50
Material	Conformity of the subject matter with indicators of achievement of competence	3	2	2,50	
	The truth of theories and concepts related to the subject matter	3	2	2,50	
	Matching material order	3	3	3,00	2.64
	The suitability of the problem / problem in the example and exercise with the environment and the stage of development of the learner's thinking	3	2	2,50	
	The suitability of the problem / problem in the example with the theory or concept related to the subject matter	3	3	3,00	
	Supporting problems / questions in the practice of theories or concepts related to the subject matter	3	2	2,50	
	Supporting problems / problems in the examples and exercises to improve the learner's spatial ability	3	2	2,50	
Ilustration	The suitability of the illustration with the material or concept being represented	3	3	3,00	
	Effectiveness of the layout layout	3	3	3,00	2.75
	Illustration support for enhancing the learner's spatial ability	3	2	2,50	
	Clarity and ease of illustration and interesting for students	3	2	2,50	
Presentation layout format	Division of material groups	4	3	3,50	
	Spatial / layout settings	3	3	3,00	
	Font type and size	4	3	3,50	3.30
	Clarity of instructions / directions, comments, and solutions to problem examples	3	3	3,00	
	Clarity of instructions / directions for solving problems in the exercise	4	3	3,50	
Language	Indonesian language rules	3	2	2,50	
	The suitability of the sentence with the level of learner development	3	2	2,50	2.62
	Use language that is simple and easy to understand	3	3	3,00	
	Use communicative sentence	3	2	2,50	

Practicality Data

Table 4
Data Recapitulation of Practicality the Test Results

Observation Aspects	Observator		\bar{A}_{mi}
	1	2	
I. Teaching and Learning Activities			
A. Initial Activities			
Phase 1: Conveying goals and motivating learners			
1. Open the lesson by saying hello	4	4	4,00
2. Checking the presence of learners	4	4	4,00
3. Preparing learners to learn	3	4	3,50
4. Explain the model to be used and the approach used	4	4	4,00
5. Conveying the learning objectives to be achieved	4	4	4,00
6. Motivate learners	4	4	4,00
B. Core Activities			
Phase 2: Delivering information			
1. The teacher demonstrates knowledge skills using real context	3	3	3,00
2. The teacher asks the learner to ask questions	3	3	3,00
3. The teacher answers / responds to questions from the learner	4	4	4,00
Phase 3: Coordinate learners into study groups			
1. The teacher coordinates the learner into the group	3	4	3,50
2. The teacher explains ways to work together in groups	4	4	4,00
3. The teacher distributes worksheets to each group	4	4	4,00
Phase 4: Guiding work and study groups			
1. The instructor asks students to work on the worksheet by working together in groups	4	4	4,00
2. Teachers pay close attention to group work	4	3	3,50
3. The teacher checks the understanding of group work and gives feedback if someone asks	4	3	3,50
Phase 5: Evaluation group work and asks other groups to respond			
1. The teacher appoints one group to present the results of their	4	4	4,00
2. The teacher directs the learner to discuss if there are differences of opinion between groups	3	4	3,50
Phase 6: Give an award			
1. The instructor asks learners to do independent assignments on teaching materials	4	4	4,00
2. The teacher collects student worksheets for each group	4	4	4,00
3. Teachers give awards	4	4	4,00
C. Final Activity			
1. The instructor asks students to summarize the material they have learned	4	4	4,00
2. The teacher gives homework	3	3	3,00
3. The teacher presents the material to be learned at the next meeting	4	3	3,50
II. Calss situation			
1. Enthusiastic learners	4	4	4,00
2. Enthusiastic instructors	4	4	4,00
3. Activities according to time allocation	3	4	3,50
4. Activities according to the scenario in the implemtation plan learning	3	4	3,50
Average activity			3,74

The results of this study indicate that the implementation of learning proves that the average results during the three meetings were stated to have been carried out in its entirety.

That is, teaching materials that have been compiled and developed are suitable for use because the value of their implementation is in the range of $3.0 < M < 4.0$ (implemented entirely).

The aspect in question is the linkage aspect of teaching materials with the Indonesian culture-based learning process that has been carried out entirely with a mean of 3.45. In the aspect of teaching material support towards the achievement of objectives also all implemented with a mean value of 3.20. The aspects of applying teaching materials based on Indonesian

culture have been fully implemented with an average value of 3.05. In the development of the learning context that is relevant to Indonesian culture, it is also carried out entirely with a mean value of 3.25. Finally, the intensity aspects of the training are in accordance with the achievement of the objectives, which are carried out entirely with a mean of 3.25.

Effectiveness Test Data

Table 5
Recapitulation of Test Results

No.	Student Code	Results of Assessment of Student Worksheets										Rata-Rata
		01	02	03	04	05	06	07	08	08	10	
1.	01.	84	85	78	88	85	88	87	88	88	85	85.6
2	02	78	75	78	80	75	78	80	85	88	80	79.7
3	03	80	80	85	85	84	80	82	82	80	80	81.8
4	04	80	80	83	82	80	80	85	85	80	80	81.5
5	05	72	75	70	74	78	70	75	78	75	75	74.2
6	06	85	85	80	85	88	80	80	85	88	86	84.2
7	07	85	80	85	85	88	87	88	88	88	88	86.2
8	08	85	85	85	80	80	85	85	80	80	80	82.5
9	09	75	78	75	78	80	85	78	78	80	80	78.7
10	010	70	75	70	70	75	78	73	75	72	78	73.6
11	011	80	85	78	80	80	78	80	85	88	85	81.9
12	012	80	80	85	85	84	80	82	82	80	80	81.8
13	013	80	80	83	82	80	80	85	85	80	80	81.5
14	014	85	88	85	80	80	80	85	88	88	86	84.5
Rata-rata												81,26
Percentage of completeness (%)												90%

Learner activities during the three meetings show increasing graphs on all indicators of learning activities. Changes displayed by learners from the first meeting to the last show the suitability of the material with the learner's learning character.

Effectiveness

That is, teaching material is suitable and feasible to apply by looking at the conditions and learning situations that create active, creative, and enjoyable learners. The high activity of learners is in line with the acquisition of test results. Data from the test results showed that the acquisition of high average learner scores reached 82.31 of the 14 learners tested. The highest value is 86.20 and the lowest is 73.60. Of the 14 learners who worked on the student worksheets, there were 10 people (71.42%) who scored very high and 4 people (28.58%) were in the high category. In contrast to Kartini's research at all (2019) effectiveness testing was carried out using one group pretest-posttest design. The results of the data analysis revealed that Indonesian language teaching materials based on Luwu's local culture met validity standards. Whereas the effectiveness of this research only calculates the results of the student's acquisition and the average score both individually and individually which refers to opinions (Ardhana, 1988).

CONCLUSION

The implementation of the learning proves that the average results of the three meetings were stated to have been carried out in full. That is, teaching materials that have been prepared and developed are suitable for use because the value of the implementation is in the range of values $3.0 < M < 4.0$ (implemented entirely). The intended aspect is the aspect of the linkage of teaching materials with the Indonesian

Cultural Based learning process that has been carried out entirely with a mean of 3p.45. In the aspect of teaching material support towards the achievement of objectives also all implemented with a mean value of 3.20. The aspects of applying teaching materials based on Indonesian culture have been fully implemented with an average value of 3.05. In the development of the learning context that is relevant to Indonesian culture, it is also carried out entirely with a mean value of 3.25. Finally, the intensity aspects of the training are in accordance with the achievement of the objectives, which are carried out entirely with a mean of 3.25. endorsed by Borg (1998) ... that foreign language learning is supported by teacher cognition; education, experience, and practice in the classroom.

Learner activities during the three meetings show increasing graphs on all indicators of learning activities. Changes displayed by learners from the first meeting to the last show the suitability of the material with the learner's learning character. That is, teaching material is suitable and feasible to apply by looking at the conditions and learning situations that create active, creative, and enjoyable learners. The high activity of learners is in line with the acquisition of test results. Data from the test results showed that the acquisition of high average learner scores reached 82.31 of the 14 learners tested. The highest value is 86.20 and the lowest is 73.60. Of the 14 learners who worked on the student worksheets, there were 10 people (71.42%) who scored very high and 4 people (28.58%) were in the high category. Thus it can be stated that the development of BIPA teaching materials based on the local culture of Indonesian culture can be applied which is relevant to research (Kartini at all, 2019).

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