

Conference Paper

Cultural Elements in the Indonesian Textbooks as a Foreign Language (BIPA) in Indonesia

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Abstract

The purpose of this study is to preserve the cultural aspects of BIPA textbooks in Indonesia. This research used a qualitative approach. The data source was a BIPA textbook that was used and published in Indonesia. The object of the research was the elements of Indonesian culture in BIPA textbooks in Indonesia. The results showed seven materials of Indonesian culture in BIPA textbooks. Based on this research, it can be suggested that the materials in BIPA textbooks in Indonesia should be improved.

Keywords: BIPA, culture, textbooks

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1. Introduction

The success of BIPA learning is determined by various aspects, one of which is the textbooks. The material presented in a BIPA textbook should be in accordance with the objectives and motivation of the students and contains some important aspects [1, 2]. The cultural aspect is one important aspect that should be included in BIPA learning, because studying the language of a nation is the same as studying its culture [3, 4]. In this global era, BIPA programs must also be able to compete with other languages in the world, and the Indonesian language has become one of the languages of interest and learned in the world [5].

The development of BIPA textbooks in Indonesia continues to be conducted by both government and BIPA program activists. The government, through the Language Agency, has published a number of BIPA books that can be downloaded from the Language Agency web page. BIPA researchers and activists in Indonesia are also continuing to innovate in developing BIPA textbooks, although many textbooks are based on local culture and traditions in Indonesia [6]. The development of local-culture textbooks is now part of a much-anticipated study by BIPA researchers in Indonesia. This

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is because foreign students who learn Indonesian will always be in touch with local culture, such as Javanese, Sundanese, Balinese, Batak, and others.

In the process of learning BIPA, cultural aspects and local languages are also often emerging [7, 8]. The use of local cultural elements is not separated to give the uniqueness of learning BIPA *in situ*. For example, the BIPA program in Solo and Yogyakarta will be more interesting for foreign students if they are given material about the local culture of Solo and Yogyakarta. It aims to introduce local culture to foreign students as well as giving

Based on this phenomenon, research on cultural elements in the textbooks of BIPA is very interesting carry out. This study was conducted with a view to ensuring that the textbooks developed will have a more positive impact on foreign students. Therefore, in addition to learning Bahasa Indonesia, foreign students are also familiar with Indonesian culture. It is the whole system of ideas and feelings, actions, and works produced by human beings in the life of society, which is his own with learning. This understanding explains that culture is all the activities undertaken by humans in descending [9]. Culture as one element in life will always be attached to human beings. This is because humans are actors in the culture itself. There are four positions for humans in terms of culture, namely adherents of culture, cultural bearers, cultural manipulators, and the creators of culture [10]. With the four positions, every human being will also have different roles. Humans who have a good cultural ethos are able to occupy the fourth position in culture, namely as a creator of culture. It is said that because man will be the agent that brings new cultures somewhere. This is in accordance with the nature of culture that always experiences development according to social changes that exist. So, with this statement it has been ascertained that every human has a duty to be able to develop and preserve the culture that has become its identity. So, what culture is the human task? Broadly speaking, there are seven elements of culture: religion, science, technology, economics, social organization, language and communication, and art [10]. The aforementioned seven points implicitly also explain that language also belongs to culture because these two things truly cannot be separated.

2. Methods

This research used a qualitative approach and content analysis. Content analysis was conducted to examine cultural elements in BIPA textbooks in Indonesia. Qualitative

research was conducted to describe and explain the perception of students, lecturers, and the organizers of BIPA. An in-depth study was conducted with focus group discussions (FGDs) and in-depth interviews.

The data source of this research was a BIPA textbook that was used and published by a BIPA program organizer in Indonesia. The BIPA organizer program in Indonesia, which was used as the object of study, had spread to ten provinces. The object of this research was the elements of Indonesian culture (religious system and religious ceremony, social system and organization, knowledge system, social behavior of language, art, living livelihood system, and technology system and life equipment) in BIPA textbooks in Indonesia. The data collection techniques used included: (a) in-depth interviews; (b) observation; and (c) a questionnaire.

The provinces of the research sites were North Sumatra (Balai Bahasa Sumatra Utara), West Sumatra (Universitas Negeri Padang), South Borneo (Univ. Lambung Mangkurat), Jakarta (Universitas Indonesia), West Java (Universitas Pendidikan Indonesia), Central Java (Universitas Sebelas Maret), East Java (Universitas Negeri Malang), Bali (Universitas Udayana), South Sulawesi (Universitas Negeri Makassar), and West Nusa Tenggara (Balai Bahasa NTB).

The data analysis technique used was an interactive analysis model. The procedures used by Miles and Huberman were: (1) data collection (focusing on the collection of data); (2) data reduction (analysis during data collection, within-site analysis, cross-site analysis); (3) data presentation (matrix displays some general suggestions); and (4) drawing and verifying conclusions [11]. The analysis continued by drawing conclusions based on cultural elements in the BIPA textbooks.

3. Results

From the various textbooks studied, it was found that in general the elements of Indonesian culture became the subject of learning in the BIPA program in Indonesia [12, 13]. In application in learning is also done with various methods and strategies [14]. This makes the culture better known to foreign students. The various cultural elements contained in the BIPA textbooks in Indonesia are summarized in Table 1.

TABLE 1: Detail of topics, material, grammar, and cultural elements in BIPA textbooks.

No.	Topic	Material	Grammar	Cultural elements
1	My family	<ul style="list-style-type: none"> • Introduction • Self-introduction 	<ul style="list-style-type: none"> • Interrogative • Pronoun 	<ul style="list-style-type: none"> • religion, • science,

No.	Topic	Material	Grammar	Cultural elements
		• Introducing someone	• Declarative	• social organization,
		• Family naming	• Imperative	• language & communication
		• Greeting	• Adverbial	
2	My environment	• Direction	• Preposition	• economics,
		• Map and Traveling	• Conjunction	• social organization,
		• Unique places in Indonesia	• Chronology	• language & communication
3	Local custom	• Interesting customs all around	• Comparison sentences	• science,
		• Reading articles about customs	• Conditional sentences	• social organization,
		• Procession and meaning of customs		• language & communication
4	Traditional market	• Numbers & money	• Imperative	• economics,
		• Bargaining	• Prefix meN-	• social organization,
		• Typical and unique traditional market in Indonesia	• Prefix ber-	• language & communication
5	Transportation	• Transportation issues in Indonesia	• Negative sentences	• science,
		• Ideal transportation	• Active & passive voice	• economics,
		• Traditional transportation		• language & communication
6	Health	• Various descriptions of disease	• Affix ber-	• religion,
		• Terms of health	• Conjunctions like <i>suapaya&sehingga</i>	• science,
		• Traditional medicines		• technology,
7	Figures	• Famous figures in Indonesia and their roles	• Affix meN-i	• religion,
		• Talking about favorite figures	• Affix meN-kan	• social organization,
				• language & communication
8	Profession	• Various professions in Indonesia	• Confix usage	• religion,
		• Typical professions	• Suffix -an	• science,
		• Industry	• Affix ke-an	• economics,

No.	Topic	Material	Grammar	Cultural elements
				• art
9	Art	<ul style="list-style-type: none"> Local arts in Indonesia 	<ul style="list-style-type: none"> Conjunctions like <i>padahal</i> 	<ul style="list-style-type: none"> science,
		<ul style="list-style-type: none"> Meaning and objectives of the arts 	<ul style="list-style-type: none"> The conjunctions 	<ul style="list-style-type: none"> social organizations,
		<ul style="list-style-type: none"> Talking about unique art in Indonesia 	<ul style="list-style-type: none"> <i>walaupun & meskipun</i> 	<ul style="list-style-type: none"> language & communication,
				• art
10	Traditional food	<ul style="list-style-type: none"> Conversation at restaurants 	<ul style="list-style-type: none"> Affix peN-an 	<ul style="list-style-type: none"> religion,
		<ul style="list-style-type: none"> Discussion about healthy food and compare it with students' local food 	<ul style="list-style-type: none"> & per-an 	<ul style="list-style-type: none"> science,
		<ul style="list-style-type: none"> Various traditional food in Indonesia 	<ul style="list-style-type: none"> The conjunctions <i>baik..maupun</i> 	<ul style="list-style-type: none"> economics,
			<ul style="list-style-type: none"> The conjunction 	<ul style="list-style-type: none"> social organizations,
			<ul style="list-style-type: none"> <i>jangan ..,.... Pun</i> 	<ul style="list-style-type: none"> language & communication
11	Legend	<ul style="list-style-type: none"> The popular legend in Indonesia 	<ul style="list-style-type: none"> Review Affix meN-, meN-i, and meN-kan 	<ul style="list-style-type: none"> religion,
		<ul style="list-style-type: none"> The legend 	<ul style="list-style-type: none"> Tasks about affixes usage 	<ul style="list-style-type: none"> social organizations,
		<ul style="list-style-type: none"> Actor of legend 		<ul style="list-style-type: none"> language & communication,
				• art
12	Tourism	<ul style="list-style-type: none"> Planning a holiday 	<ul style="list-style-type: none"> Review of affix 	<ul style="list-style-type: none"> economics,
		<ul style="list-style-type: none"> Writing about a tourism destination 	<ul style="list-style-type: none"> ber-, and -an 	<ul style="list-style-type: none"> language & communication,
		<ul style="list-style-type: none"> Promotional posters of tourism destinations 	<ul style="list-style-type: none"> Tasks about usage of affixes 	<ul style="list-style-type: none"> art
13	Marriage	<ul style="list-style-type: none"> Marriage tradition in Indonesia 	<ul style="list-style-type: none"> Affix <i>-isasi</i> & its usage 	<ul style="list-style-type: none"> religion,
		<ul style="list-style-type: none"> Marriage processing 	<ul style="list-style-type: none"> Borrowing words 	<ul style="list-style-type: none"> social organizations,
		<ul style="list-style-type: none"> Meaning of marriage dressing 		<ul style="list-style-type: none"> language & communication,
				• art
14	Religion	<ul style="list-style-type: none"> Various religions 	<ul style="list-style-type: none"> Affix <i>-isasi</i> and its usage 	<ul style="list-style-type: none"> religion,
		<ul style="list-style-type: none"> Marriage processing 	<ul style="list-style-type: none"> Borrowing words 	<ul style="list-style-type: none"> science,

No.	Topic	Material	Grammar	Cultural elements
		<ul style="list-style-type: none"> • Various religion celebration days in Indonesia 		<ul style="list-style-type: none"> • technology,
		<ul style="list-style-type: none"> • Types of celebration 		<ul style="list-style-type: none"> • language & communication, • art
15	History	<ul style="list-style-type: none"> • Historical buildings in Indonesia 	<ul style="list-style-type: none"> • Complex sentences 	<ul style="list-style-type: none"> • religion,
		<ul style="list-style-type: none"> • Places of history or origin of places in Indonesia 	<ul style="list-style-type: none"> • Compound sentences 	<ul style="list-style-type: none"> • science,
		<ul style="list-style-type: none"> • Story of history 		<ul style="list-style-type: none"> • language & communication, • Art

Source: Processed by researchers from various sources.

With regard to BIPA, foreign students studying in other countries also have the right to gain experience from the country’s culture [15]. This is in line with the statement of Thanasoulas that culture should be an integrated part of the teaching of foreign languages [16]. In addition to being a new treasure for them, the acquisition of this second culture can also make them occupy positions in culture. With culture that is essentially giving benefit and goodness, of course they will be very happy to receive such culture from the country they live in while studying. For example, BIPA students who are studying at various universities in Indonesia are entitled to obtain knowledge of the local culture and the archipelago, among which is the Indonesian language. This phenomenon is a long-standing phenomenon, as has been reported by Porto and Ritlyová [17, 18].

Through integrating teaching with culture, BIPA students will be better able to know and love the culture of the country they live in. This is because they feel they are given the opportunity to taste these cultures directly. Their feelings of joy and warmth are natural as they also automatically become part of the culture. In addition, it is possible that they will also learn about the culture of the countries of their friends. Therefore, there is no doubt that it is very important to teach culture to everyone, including BIPA students [19]. This refers to Tomalin and Stempleski’s theory, which explains that culture is taught for two reasons, namely to increase cultural awareness and to promote cross-cultural interaction [20]. Thus, it will create a new culture and manifest the man who occupies the top position in culture, the creator of culture.

With this position, culture can be part of BIPA learning, which is used as a means of internationalization of Indonesian language in the international arena [21].

4. Conclusion

The results of research on BIPA textbooks in Indonesia show several things. First, the material on religious systems and religious ceremonies in BIPA textbooks includes places of worship, religious figures, religious equipment, religious activities, and belief systems of fate. Secondly, the material on the system and social organization in BIPA textbooks in Indonesia includes the kinship system, the social structure of Indonesian society, the legal system, and the marriage system. Thirdly, materials on the knowledge system of the Indonesian population include knowledge of herbal preparations, knowledge of kite making, knowledge of traditional clothing, knowledge of Indonesian food and beverages, knowledge of marriage, and knowledge of the seasons in Indonesia. Fourth, the material on the social behavior of Indonesian language speakers includes the disclosure of jokes, the mentioning of titles, personal questions, special expressions, and communication in the family. Fifth, the material about the Indonesian art system includes the art of motion, fine arts, and sound art. Sixth, the material on Indonesian people's livelihood system includes teachers, peddlers, rickshaw pullers, masseurs, receptionists, farmers, and nurses. Seventh, the material about technology systems and the tools of life of the people of Indonesia covers aspects of equipment and technology. Based on this research, it can be suggested that the material in BIPA textbooks in Indonesia should be improved. As a result, the materials on the elements of Indonesian culture will be more balanced, more representative of the Indonesian society as a national culture. In addition, there should be further research, such as learning about the forms of culture in BIPA textbooks.

Conflict of Interest

The authors declare that there is no conflict of interest in this research.

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