

Development of Online SABASIA (Suka Bahasa Indonesia) Teaching Materials for Indonesian Language Learning for International Students as a Pioneer for FIBAA International Accredited Study Programs at State Islamic Universities

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Abstract

Teaching materials are needed to implement learning: the Indonesian Language for Foreign Speakers (BIPA). BIPA learning is one of the facilities for international students to learn Indonesian; besides, it is also used as a pilot program for International Accreditation at a university; in its journey, it requires innovation of teaching materials to support the BIPA learning process. This study aims to determine the feasibility and effectiveness of online SABASIA (Suka Bahasa Indonesia) teaching materials in Indonesian language learning for international students as a pioneer of the FIBAA Accredited Study Program at State Islamic Universities. This research is a type of research and development (RnD). The research data were obtained using observation, discussion with experts, interviews, and questionnaires. The results showed 1) at the

online SABASIA (Suka Bahasa Indonesia) teaching material innovation stage, international students received a positive response, with 79% of international students at State Islamic universities in dire need of innovative teaching materials. The quality of developing SABASIA (Suka Bahasa Indonesia) Online teaching materials is done by validating the experts and then getting product revisions. It was found that online SABASIA (Suka Bahasa Indonesia) teaching materials are acceptable and appropriate for international students to use in helping to deepen the Indonesian language, especially in State Islamic Universities. 2) the effectiveness of online SABASIA (Suka Bahasa Indonesia) teaching materials In Indonesian language learning for international students at state Islamic Universities, the results of the pre-test and post-test have increased so that they are declared effective and can be used as pioneering FIBAA internationally accredited study programs in universities, State Islam. The development of online SABASIA (Suka Bahasa Indonesia) teaching materials is an innovation in learning Indonesian using information and communication technology, based on bilingual.

Keywords: FIBAA Accreditation Program, BIPA Learning, SABASIA Teaching Materials.

Abstrak

Bahan ajar diperlukan dalam pelaksanaan pembelajaran, salah satunya pada pembelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA). Pembelajaran BIPA adalah salah satu Fasilitas untuk mahasiswa asing mempelajari Bahasa Indonesia, selain itu digunakan juga sebagai program rintisan untuk Akreditasi Internasional pada sebuah perguruan tinggi, dalam perjalanannya dibutuhkan inovasi bahan ajar untuk menunjang proses pembelajaran BIPA. Penelitian ini bertujuan mengetahui kelayakan dan efektivitas bahan ajar SABASIA (Suka Bahasa Indonesia) Daring pada pembelajaran Bahasa Indonesia untuk Mahasiswa Asing sebagai perintisan Program Studi Terakreditasi FIBAA di Perguruan Tinggi Islam Negeri. Penelitian ini merupakan jenis penelitian dan pengembangan (RnD). Data penelitian diperoleh dengan cara observasi, diskusi dengan pakar, wawancara, dan angket. Hasil penelitian menunjukkan 1) pada tahap inovasi bahan ajar SABASIA (Suka Bahasa Indonesia) daring mendapatkan respon positif dari mahasiswa asing dengan hasil presentase 79% mahasiswa asing pada Perguruan Tinggi Islam Negeri sangat memerlukan inovasi bahan ajar. kualitas hasil pengembangan bahan ajar SABASIA (Suka Bahasa Indonesia) Daring dilakukan dengan lebih dulu melakukan validasi kepada para ahli kemudian mendapatkan revisi produk. Didapatkan hasil bahwa bahan ajar SABASIA (Suka Bahasa Indonesia) Daring, dapat diterima dan layak digunakan untuk mahasiswa asing dalam membantu memperdalam bahasa Indonesia terkhusus di Perguruan Tinggi Islam Negeri. 2) efektivitas bahan ajar SABASIA (Suka Bahasa Indonesia) Daring Pada pembelajaran Bahasa Indonesia untuk mahasiswa asing di Perguruan Tinggi Islam negeri mengalami peningkatan dari hasil pretest dan posttest yang dilakukan, sehingga dinyatakan efektif dan dapat digunakan sebagai perintisan program studi terakreditasi internasional FIBAA di Perguruan tinggi Islam Negeri. Pengembangan bahan ajar SABASIA (Suka Bahasa Indonesia) daring

merupakan suatu inovasi dalam pembelajaran Bahasa Indonesia menggunakan teknologi informasi dan komunikasi, berbasis bilingual.

Kata Kunci: Program Akreditasi FIBAA, Pembelajaran BIPA, Bahan Ajar SABASIA.

Introduction

Higher education has a minimum standard determined by the accreditation body to meet quality education standards.¹ Accreditation is a value-added certificate that an educational institution achieves through a rigorous and critical audit process by specified criteria. In a broader term, accreditation is a process to determine the quality of institutions from nationally or internationally registered accreditation bodies appropriate to the quality standards applied by all departments or management in a particular organization.² Abdeen defines accreditation as a set of properties or attributes that accurately reflect the status of an educational institution, including dimensions (inputs, processes, outputs, and feedback).³

International Education Specialists state that accreditation is a driving force for institutions to maintain the high-quality standards of their educational institutions, thereby increasing public trust and accountability. It can help prospective students and their families to place confidence in the accreditation of an institution. Accreditation leads to guilt and a higher level of quality education. Thus an institution has passed stringent quality measures and has been vetted by experts.⁴

Accreditation is essential in higher education, namely integrating it to have quality output in human resource development at the local and

¹ Hassan Al-Haj Ibrahim, 'Quality Assurance and Accreditation in Education', *Open Journal of Education*, 2.2 (2014), 106–110.

² Bhaswati Samaddar Swapan Banerjee, 'Importance of International Accreditation for Institutions and the Role of Private Certification Bodies', *Asian Journal of Management*, 11.3 (2020), 279–284.

³ Fahad A/Rahman Al-Olyan Mohammed Ahmed Mohammed Hamdatu, Ahmed Gumaa Siddiek, 'Application of Quality Assurance & Accreditation in the Institutes of Higher Education in the Arab World (Descriptive & Analytical Survey)', *American International Journal of Contemporary Research*, 3.4 (2013), 104–116.

⁴ International Education Specialis, 'Why Is Accreditation Important'. <https://www.idp.com/india/study-in-usa/what-is-accreditation/>. Diakses pada tanggal 25 Juni 2021.

international levels.⁵ Apart from that, international accreditation certification is a value-added certificate that can create global achievements. Institutional International Accreditation is very important to increase confidence for students and parents to measure guaranteed educational standards maintained by various departments of the management board.⁶

One of the International accreditation system components is pioneering international students, namely the Foundation for International Business Administration Accreditation (FIBAA) system, which has a quality seal for accredited programs by international quality standards.⁷ According to Nora, FIBAA's mission is to accredit, evaluate, and develop educational programs worldwide, ensuring transparency, quality, and internationalization in higher education.⁸

The pioneering of international students is stated by Martirosyan et al., who believe that international students contribute intellectually, culturally, and economically to higher education.⁹ In addition, the effort to recruit international students is seen as an investment to improve an institution's quality and global accreditation system.¹⁰ In line with the OECD that international students are becoming more critical in higher education in many countries.¹¹ International students receive instruction in another country and are not residents of the country where they study.¹²

⁵ Mohammed Ahmed Mohammed Hamdatu, Ahmed Gumaa Siddiek.

⁶ Swapan Banerjee.

⁷ Programme Accreditation According to the Standards of FIBAA. <https://www.fibaa.org/en/accreditation-certification/procedures-at-programme-level/programme-accreditation-according-to-the-international-quality-standards-of-fibaa/>. Diakses pada tanggal 31 Juli 2021.

⁸ Ton Duc Thang University, Opening Ceremony of Accreditation of Higher Education Programs According to FIBAA Standards, 2021. Diakses pada tanggal 28 Juni 2021.

⁹ Rebecca M. Bustamantea and D. Patrick Saxona Nara M. Martirosyan, 'Academic and Social Support Services for International Students: Current Practices', *Journal of International Students*, 9.1 (2019), 172-191.

¹⁰ Dirk Van Damme, 'Trends and Models in International Quality Assurance and Accreditation in Higher Education in Relation to Trade in Education Service', *Trade in Educational Service*, 2002.

¹¹ OECD, 'Foreign Students Become More Important in Higher Education in Many Countries', 2021. Diakses pada tanggal 26 Juni 2021.

¹² International (or Internationally Mobile) Students', *Glossary*. <https://web.archive.org/web/20180817023409/https://www.iie.org/Research-and-Insights/Project-Atlas/Glossary>. Diakses pada tanggal 26 Juni 2021.

This pilot program for international students is also carried out in Indonesia. This situation is supported by the government, which provides scholarships to international students to study the language and culture in Indonesia through the Ministry of Education and Culture (Kemendikbud) Bureau of Foreign Cooperation Planning (BPCLN). The Ministry of Foreign Affairs stated that international students interested in learning Indonesian had experienced an increase as seen in 2012 that native speakers from Indonesia who spread abroad as many as 4,463,950 people are included in the fifth-largest category in the world.¹³

A program was designed to learn Indonesian for international students called BIPA learning. Indonesian Language for Foreign Speakers (BIPA) is a pilot that must continue to be useful for everyone, especially international students studying in Indonesia. According to the language center data, the Indonesian language teaching program for foreign speakers has been implemented in approximately 46 countries globally.¹⁴

The situation provides an understanding of the importance of learning Indonesian for foreign speakers as supporters of the educational process and other activities. It is because Indonesian is the official language used to communicate, one of which is in education. According to Kirrilly, the Indonesian language is essential for other countries to learn. It can be used as a tool to improve relations between Indonesia and the foreign country concerned.¹⁵

Having good language skills makes it easy for someone to carry out the process of communicating in various fields. It is what makes the existence of Indonesian language lessons start to develop at the international level. In 2011 it was also proposed that Indonesian as the working language of AIPA (ASEAN

¹³ Rosliani. suwandy T, 'The Development of Indonesian Language Teaching Materials for Beginner Level of Foreign Speakers with Local Content', *Budapest International Research and Critics in Linguistics and Education (BirLE)*, 3:3 (2020). <https://doi.org/10.33258/birle.v3i3.1250>.

¹⁴ Ichsan Fauzi. Rachman, Andayani., and Suyitno., 'Cultural Issues in Indonesian Language Learning for Foreign Speakers', *International Journal of Educational Research Review*, 9:4 (2019).

¹⁵ Natasya Salim, 'Alasan Mengapa Anak Muda Australia Merasa Penting Belajar Bahasa Dan Budaya Indonesia', *Abc News*, 2020.

Inter-Parliamentary Assembly).¹⁶ The BIPA program can be used as one of the facilities for students carrying out education in Indonesia. BIPA learning can also be a way to realize the goal of introducing Indonesia to the world.

The students need teaching materials and media to learn the Indonesian Language for Foreign Speakers (BIPA). It is to make it easier for international students to understand the Indonesian language being studied.¹⁷ To make it easier for foreign speakers (BIPA) to learn and understand Indonesian, it is necessary to design teaching materials to determine suitable materials for students' circumstances. The design of teaching materials plays a vital role in any learning, including teaching materials for foreign speakers (BIPA). Howard and Major in Aguskin explain the advantages of teaching materials planned by educators: first, contextualization according to the particular learning environment, overcoming the lack of 'fitness' of textbooks, and matching the available resources. Second, individual needs consider the learner's first language, culture, learning needs, and learning experiences in material and activity elements (topics, situations, understanding, functions, skills, etc.). Third, personalization includes a personal touch, taking into account the learning styles of students. Fourth, timeless means responding to local and international events with topics and assignments that are relevant, up to date, and interesting. From the advantages of teaching materials planned by educators above, it is known that planning is essential in developing teaching materials for Foreign Speakers (BIPA).

There is also a need for directed planning and arrangement in learning Indonesian for Foreign Speakers (BIPA) so that the goals of BIPA learning can be realized professionally and used to make the Foundation for International Business Administration Accreditation (FIBAA) a success. One way that universities can do this is to make efforts to innovate the development of teaching materials. The teaching materials offered are SABASIA (Suka Bahasa Indonesia) online.

¹⁶ M Sudaryanto, 'How Foreign Speakers Implement Their Strategies to Listen Indonesian Language?', *Journal of Advanced Research in Dynamical and Control Systems*, 11.7 (2019), 355-361.

¹⁷ J Nurhadi, 'Multimedia Based on Virtual Reality in Indonesian for Foreign Speakers Learning', *Journal of Physics: Conference Series*, 2019. <https://doi.org/10.1088/1742-6596/1179/1/012118>.

SABASIA (Suka Bahasa Indonesia) online teaching materials are teaching materials that consider communicative language teaching, namely regarding the experience of learning Indonesian for Foreign Speakers (BIPA) students abroad, so SABASIA teaching materials are not teaching materials that only translate from the Indonesian language into the local language but also includes the experience of learning Indonesian for Foreign Speakers (BIPA) students such as honest communication, trying and practicing skills such as speaking, reading and listening to that resemble real-world situations, all of which are summarized in the SABASIA teaching materials. It is hoped that SABASIA teaching materials can meet and support the needs of Foreign Speakers (BIPA) students in studying Indonesian abroad.

Based on the above background, FIBAA's mission is to accredit, evaluate and develop educational programs worldwide, ensuring transparency, quality, and internationalization in higher education. One aspect of FIBAA's mission is internationalization, especially in State Islamic Universities, with the pioneering of international students in learning Indonesian. In realizing the Indonesian Language Learning Program for Foreign Speakers (BIPA) and making the Foundation for International Business Administration Accreditation (FIBAA) a success, it is necessary to plan and organize in a targeted manner. Therefore, one way is for State Islamic Universities to design innovations to develop teaching materials.

The teaching materials offered are SABASIA (Suka Bahasa Indonesia) online. It is hoped that SABASIA (Suka Bahasa Indonesia) teaching materials can meet and support the needs of Foreign Speakers (BIPA) students in studying Indonesian abroad. This study was conducted to determine the feasibility and effectiveness of online SABASIA (Suka Bahasa Indonesia) teaching materials in Indonesian language learning for international students as a FIBAA Accredited Study Program Pioneer at State Islamic Universities.

This research is included in the development research in the field of education, namely using the development of media to be applied in research on the development of online SABASIA (Suka Bahasa Indonesia) teaching materials in Indonesian language learning for international students as a pioneer of FIBAA accredited study programs at state Islamic universities. Research & development can be a research activity that begins with various researches and continues with the story. The activities in research are carried

out to achieve multiple information needed by users, and the process of developing teaching materials requires data collection, stages of the validation, and trial process. In the development activities that will be used in this research, Brog & Gall stated that development research is a process that aims to develop and validate a product in the field of education.¹⁸

FIBAA Accredited Study Program

FIBAA is a non-profit foundation explicitly established to promote quality and transparency in education and science by providing a quality seal for programs and education providers operating in the tertiary and quaternary fields. FIBAA achieves its goals by developing appropriate measures and instruments to define quality guidelines for the academic purposes pursued by educational offerings and institutions. In addition, creating relevant decision-making bodies to accredit, audit, evaluate and certify educational programs and their providers in the international field. FIBAA also contributes proactively to international bodies and beyond to achieve quality standards comparison and quality assurance processes in the education sector.¹⁹

The Foundation for International Business Administration Accreditation (FIBAA) was founded in 1994 and is a quality assurance association run jointly by Universities in Germany, Austria, Switzerland, and the Business Association.²⁰ FIBAA reserves the right to grant the Accreditation Council Seal in Germany for degree programs since 2002 and System Accreditation since 2007. In 2008, the Federal Department of Economic Affairs (FDEA), Switzerland, recognized FIBAA at the national level and confirmed that federal, legislative, and European standards requirements had been met. It is fulfilled for the Accreditation Agency. It means that FIBAA reserves the right, on its behalf, to verify accreditation requests submitted by the Swiss University of Applied Sciences.²¹

¹⁸ Sri Gustiani, 'Research And Development (R&D) Method As A Model Design In Educational Research And Its Alternatives', *Holistics Journal*, 11.2 (2019), 12-22.

¹⁹ Immo Schmidt-Jortzig, *Quality Assurance for Non-Degree Programmes*, 2011.

²⁰ International Joint Accreditation between TWAEA and FIBAA. <http://ipp.twaea.org.tw/en/international-joint/twaea-fibaa>. Diakses pada tanggal 27 Juni 2021.

²¹ 'FIBAA - Foundation for International Business Administration Accreditation' http://ecahe.eu/w/index.php/FIBAA_ Diakses pada tanggal 27 Juni 2021.

Since April 2009, FIBAA has been registered as an accrediting body in the European Quality Assurance Register for Higher Education (EQAR).²² FIBAA Quality Seal for accredited programs according to international quality standards, FIBAA Seal for programs provides a seal as confirming the high quality of the study program.²³ In addition, FIBAA is an accrediting association recognized by the Akkreditierungsrat, especially to the University of Technology for fields related to Economics, Business, Social Sciences, and Law with compliance with the standards/indexes adopted by the Standards and Guidelines for Quality Assurance in the European Higher Education Area. (ESG) and localized. FIBAA accredited regions have covered Europe, the USA, Spain, Ireland, Italy, Russia, and Vietnam with more than 2,000-degree diplomas. In recent years, more and more students and companies in Europe and many other countries have begun to recognize the credibility of the FIBAA accreditation.²⁴

The FIBAA accredited study program is of the importance of quality assurance in lifelong learning. The specific and strategic objectives of the EU program include improving the quality, attractiveness, and accessibility of lifelong learning programs available in the Member States. It provides a direct link to quality assurance in lifelong learning. The accreditation system plays a vital role in terms of quality assurance. The degree program accreditation system is an internationally established quality assurance in the higher education sector. It maintains fundamental standards regarding contextual and structural educational offerings, compares various study programs at National and International levels, and facilitates international academic achievements and degrees. Therefore, FIBAA developed its approach to external quality assurance in lifelong learning.²⁵

According to Nora, FIBAA's mission is to accredit, evaluate and develop educational programs worldwide, ensuring transparency, quality, and internationalization in higher education.²⁶ In its accreditation procedures for

²² Ibid.

²³ Programme Accreditation According to the Standards of FIBAA'. Diakses pada tanggal 28 Juni 2021.

²⁴ International Joint Accreditation between TWAEA and FIBAA'. Diakses pada tanggal 27 Juni 2021.

²⁵ Schmidt-Jortzig.

²⁶ University. Diakses pada tanggal 28 Juni 2021.

assessing course quality, FIBAA verifies the following five core areas: (1) objectives and strategies, (2) admission procedures, (3) course design, (4) resources and services, (5) quality assurance.²⁷ Thus, everyone associated with FIBAA (committee members, experts, entrepreneurs, etc.) is committed to equal opportunities and does not discriminate against anyone, either explicitly or implicitly, and in particular regardless of ethnicity, religion, belief, disability, age, identity.²⁸

FIBAA's motto is "transparency creates trust" by checking against clear quality criteria and keeping APIs well informed throughout every procedural step. To create transparency and comparability in the education market, FIBAA publishes evaluation reports, including analysis of their strengths and weaknesses, in the quality profile on its website after each process is complete.

The FIBAA accredited program is committed to flexibility, efficiency, and straightforward procedures by keeping the procedural steps as frequent and efficient as possible. It is designed to keep the length of the process to a minimum, from submitting self-documentation files to a decision on accreditation or certification. Program accreditation or certification will take between 4 and 6 months, while institutional accreditation procedures will take nine months. To improve coordination and collaboration, the process is always agreed with the HEI concerned.

BIPA (Indonesian Language for Foreign Speakers) Learning

BIPA (Indonesian Language for Foreign Speakers) learning is learning focused on foreign speakers studying Indonesian. Another definition of BIPA is a learning program that teaches someone who wants to learn Indonesian.²⁹ BIPA is also interpreted as learning that already has a first language and diverse cultural backgrounds. BIPA learning is needed for academic, communication, industrial, and other needs. In addition, BIPA aims to introduce Indonesian

²⁷ Accreditation by FIBAA. https://cec-old.tuwien.ac.at/key_facts/quality_assurance/accreditation_by_fibaa/EN/. Diakses pada tanggal 28 Juni 2021.

²⁸ FIBAA, Application for Observer Status in the Asia-Pacific Quality Network (APQN)', 2018.

²⁹ A Riyanti, 'Gamelan as a Learning Media Speaking Skills to Indonesian Language Students for Foreign Speakers (BIPA)', *Journal of Physics: Conference Series*, 2019. <https://doi.org/10.1088/1742-6596/1339/1/012114>.

people and their culture. The application of BIPA learning is adjusted based on the needs of international students who are learning Indonesian.

BIPA can be found and learned through Indonesian language courses held at State Universities or Private Universities. It can also be through programs that provide facilities related to BIPA learning.³⁰ International students need the ability to speak Indonesian as a tool to communicate with other students from Indonesia, one of which is BIPA learning. The Ministry of Education and Culture of the Republic of Indonesia annually provides scholarships to international students who wish to learn the Indonesian language and Indonesian culture by staying in Indonesia for two months.³¹

The implementation of BIPA learning requires educators who can process learning situations by looking at the characteristics of students who take BIPA learning classes.³² The BIPA stages are divided into three levels: 1) beginner, intermediate, and advanced. In addition, in BIPA learning, four skills must be met: speaking skills, reading skills, writing skills, and listening skills.³³

In BIPA learning, international students need to understand language skills. It will make it easier for international students to interact with speakers to communicate or convey their ideas.

There are several frameworks in preparing teaching materials for BIPA that must be considered, including; 1) needs assessment, in this case, teaching materials by the needs of learning Indonesian for Foreign Speakers (BIPA); 2) pay attention to goals and objectives; 3) select and develop the teaching language of BIPA learning according to foreign speakers; 4) regulate the content and support of BIPA learning activities; 5) evaluate Indonesian

³⁰ F Arvianto, 'Kaskus Smilies Application as an Alternative Instructional Media in BIPA (Indonesian Language for Foreign Speakers) Teaching', *Journal of Physics: Conference Series*, 2020. <https://doi.org/10.1088/1742-6596/1471/1/012007>.

³¹ E Seri, 'Design and Development of Mobile Application in Indonesian Language Learning for Foreign Speakers Level A1', *Journal of Physics: Conference Series*, 2021. <https://doi.org/10.1088/1742-6596/1830/1/012009>.

³² Sudaryanto.

³³ Nurhadi.

language learning for foreign speakers; 6) look at the resources and constraints to support the learning process of BIPA.³⁴

Teaching Materials and Development of Indonesian Language Learning Materials

Tomlinson defines teaching materials as “anything used to help students in the classroom with their studies.”³⁵ Teaching materials are a tangible manifestation of learning objectives. While Candlin & Keobke stated that teaching materials are directed at how students learn, acquire skills, and gain learning experiences. Thus, it can be interpreted as knowledge, skills, and attitudes that are organized and applied systematically in the classroom to foster a conducive learning environment for students. In addition, the material must be adapted to the goals and needs of students. Teaching materials are developed in response to student requests.³⁶

According to the Ministry of National Education in Ulfah and Nugrahaeni, teaching materials are classified into five, including 1) facts, namely everything in the form of reality and truth, such as object names and historical events, place names, names of people, and so on. 2) Concept is a new understanding that arises from the results of thought, such as definition, nature, unique characteristics, core or content, etc. 3) Principles, namely in the form of the primary, central, and have an important position, such as formulas, paradigms, theorems, and relationships between concepts that describe the implications of cause and effect. 4) Procedure, as systematic or sequential steps in carrying out an activity and chronology of a system. 5) Attitudes or values,

³⁴ K Saddhono, ‘Cultural and Social Change of Foreign Students in Indonesia: The Influence of Javanese Culture in Teaching Indonesian to Speakers of Other Languages (TISOL)’, *IOP Conference Series: Earth and Environmental Science*, 2018 <<https://doi.org/10.1088/1755-1315/126/1/012091>>

³⁵ B. Tomlinson, *Material Development in Language Teaching* (London: Cambridge University Press, 1998).

³⁶ A Kusmiatun and others, ‘Need Assessment of Learning Materials of Indonesian for Academic Purposes for Speakers of Other Languages’, *Researchers World: Journal of Arts, Science & Commerce*, VIII.3 (2017).

namely as a result of learning aspects of attitudes, such as the value of honesty, help, affection, enthusiasm, interest in learning, and so on.³⁷

Grellet argues that teaching materials contribute to the development of students' confidence and certainty. Effective teaching materials are teaching materials that can be used and help students in their learning process.³⁸ For this reason, teaching materials must be developed in consultation with students and lecturers. The need for teaching materials is determined by the environment, the growth of information technology, and the community's culture where education occurs. It implies that different analytical results can be obtained from the same subject in several universities.³⁹

Indonesian language learning materials include knowledge, skills, attitudes, and language culture. This material consists of a collection of structured learning substances that have been organized coherently and systematically to present a complete picture of the competencies that students must master. The term "material development" refers to the process of defining learning objectives and tailoring them to the specific needs of their students. The material in BIPA academic content should cover a wide range of topics. Academic language can be both receptive and productive, and language learning is integrated with literary culture. Involvement of language and culture is a mandatory component in BIPA learning.⁴⁰

Results

In this study, direct interviews were conducted and the distribution of perception questionnaires to international students. The questionnaires that the researchers distributed were 48 questionnaires (according to the number

³⁷ J Ulfah and AS Nugraheni, 'Design Development Of Indonesian Teaching Materials In Health Insights In Elementary School In The Pandemic Covid-19', *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 9.4 (2020), 548-554.

³⁸ F Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension Exercises* (London: Cambridge University Press, 1981).

³⁹ S Salam, 'Developing Needs Analysis Based-Reading Comprehension Learning Materials: A Study on the Indonesian Language Study Program Students', *Advances in Language and Literary Studies*, 8.4 (2017)
<<http://www.journals.aiac.org.au/index.php/all/article/view/3710>>.

⁴⁰ Kusmiatun and others.

of students), which contained 35 questions, while the results of the questionnaire distribution were as follows:

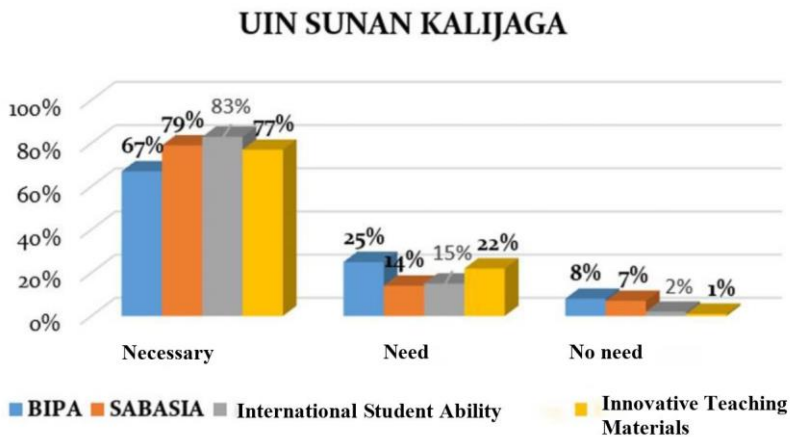


Figure 1. Results of International Student Perception Questionnaire

Figure 1 shows the results of the questionnaire distribution of international students' perceptions of using SABASIA teaching materials. The results of the distribution of the perception questionnaire are as follows: (1) 67% of international students think that BIPA is very necessary; (2) there are 25% of international students who think BIPA needs to be done, and (3) there are 8% of international students who feel that BIPA is not necessary, considering that teaching materials use English because in practice it will take up a lot of lecture time.

The results of the distribution of perception questionnaires related to SABASIA teaching materials obtained the following results: (1) 79% for international students who consider it very necessary to have SABASIA teaching materials; (2) international students who think it is necessary to use SABASIA teaching materials are 14%, and (3) international students who think that SABASIA teaching materials are not necessary are 7%.

Furthermore, it is still related to the perception that the ability of international students to learn Indonesian needs to be improved, namely (1) 83% of international students who perceive it is essential and (2) there are 15%

of international students who consider it necessary, then (3) there are 2% of international students who consider it unnecessary. In other words, international students realize that it is essential to improve their Indonesian language skills so that international students can optimize acquiring and learning knowledge entrenched at UIN Sunan Kalijaga.

Finally, the perception questionnaire distribution results are related to innovative teaching materials in Indonesian language learning. The results of the distribution of the perception questionnaire are as follows: (1) there are 77% of students who think that the innovative SABASIA teaching materials to support BIPA learning are deemed very necessary; (2) there are 22% of students who think that the use of innovative SABASIA teaching materials in BIPA learning needs to be done and (3) there are 1% of students who feel it is not necessary, with the consideration that innovative SABASIA teaching materials will be more complex and in practice will be very difficult. Take up study time.

Based on these data, the results of the distribution of perception questionnaires are related to the use of online SABASIA (Suka Bahasa Indonesia) teaching materials in Indonesian language learning for international students as a pioneering FIBAA International accredited study program at State Islamic Universities. Based on the analysis of the data in this study shows the results, as follows:

SABASIA (Suka Bahasa Indonesia) Teaching Materials Innovation Online in Indonesian Language Learning for International Students

SABASIA (Suka Bahasa Indonesia) teaching materials online as an innovation in learning Indonesian for international students. This study distributes a questionnaire to determine international students' perceptions on the creation of using online SABASIA teaching materials in BIPA learning at State Islamic Universities. The study results show the following percentages: (1) 79% of international students stated that it is necessary to use the material. Teach SABASIA (Suka Bahasa Indonesia) online in Indonesian language learning for Foreign Students; (2) a total of 15% of international students stated the need to use online SABASIA teaching materials in Indonesian language learning for international students; and (3) 6% of international students said

that they do not need to use online SABASIA teaching materials in learning Indonesian for Foreign Students.

The results of this study are consistent according to Sri Hastuti et al. in their research that the interest of international students in learning Indonesian varies depending on the need for education, work, tourism, and others. In addition, international students can also get to know the culture in Indonesia. BIPA learning is used as a means for international students to learn Indonesian, so interesting BIPA teaching materials are needed to make BIPA learning easy for international students to learn.⁴¹

Quality Results of Online SABASIA (Suka Bahasa Indonesia) Teaching Materials on Learning Indonesian Language for International Students as a Pioneer for FIBAA International Accredited Study Programs at State Islamic Universities

Developing bilingual-based online SABASIA (Suka Bahasa Indonesia) teaching materials at State Islamic Universities involves consulting expert validation and product revision or expert judgment. The results of the implementation of the bilingual-based prototype of Indonesian Language Course textbooks have positive implications, as follows: (1) foreign students become more critical, active, and confident in expressing opinions and asking questions; (2) foreign students can understand and study the material; (3) teaching materials have a positive impact on lecturers, who sometimes forget the EBI (Indonesian Spelling) rules; (4) lecture activities feel so fast and not dull; (5) overall, foreign students and lecturers feel helped by the existence of bilingual-based online SABASIA teaching materials; (6) implementation becomes more varied, because foreign students feel enthusiastic and enthusiastic in participating in Indonesian language lectures; (7) the teaching materials presented in online SABASIA teaching materials are relatively complete, making it easy for foreign lecturers and students to learn the materials; (8) lectures become more lively when the lecturer provides a different learning experience from previous learning; and (9) easy to learn and

⁴¹ Dkk Sri Hastuti, Kundharu Saddhono, Sri Marmoah, 'The Effectiveness of Applying E-Book in Teaching Indonesian to Speakers of Other Languages (TISOL) in Supporting Foreign Students' Self-Learning in Indonesia', *International Journal of Engineering & Technology*, 3.4 (2018), 306-9.

can be used to study wherever and whenever students are. Based on the limited and extensive trial results, it can be concluded that online SABASIA (Suka Bahasa Indonesia) teaching materials are well received and suitable for use in Indonesian language learning for international students at State Islamic Universities.

Harmony in Lewinna & Maryani discusses Indonesian language teaching materials by the willingness to communicate in BIPA learning. The study results show that listening activities and interview assignments carried out by international students supported by using authentic materials and social media positively impact communication skills and the development of Indonesian language materials.⁴²

The Effectiveness of Online SABASIA (Suka Bahasa Indonesia) Teaching Materials in Indonesian Language Learning for International Students at State Islamic Universities

The results of the comparative analysis obtained initial scores or pre-test and final grades or post-tests of international students' abilities in learning Indonesian by taking action in the form of using online SABASIA teaching materials at UIN Sunan Kalijaga, which can be seen in the following figure:

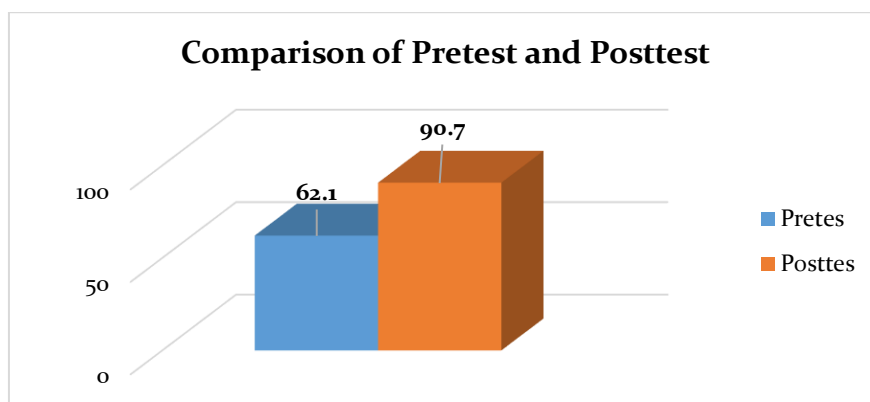


Figure 2. Comparison of Pretest and Posttest

⁴² Maryani Lewinna Christiani Aguskin, 'Exploring The International Students' Perceptions Of The Indonesian Teaching Materials To Enhance Their Willingness To Communicate', *Lingua Cultura*, 12.4 (2018), 323-31.

Figure 2 compares the average acquisition of international students' ability scores, which can be seen from the pre-test results of 62.1 and the post-test of 90.7. In this test, it can be concluded that online SABASIA teaching materials effectively improve international students' ability to learn Indonesian at State Islamic Universities as a pioneer of the FIBAA International accredited study program.

The results of this study are consistent according to Isnaniah & Islahuddin in their research explaining that State Islamic Universities consisting of IAIN Tulungagung, UIN Syarif Hidayatullah Jakarta, UIN Maulana Malik Ibrahim Malang, UIN Sunan Kalijaga Yogyakarta, IAIN Sukarata are considered representative because higher education institutions teach Indonesian students to International, both in activities in the form of the BIPA program, BIPA matriculation, as well as international students studying in the Indonesian Language Education Program.⁴³

The final stage of this research is the dissemination stage to obtain information from various parties related to the acceptance of the research product in the form of innovation in Indonesian Language Learning for Foreign Students as a pioneer of the FIBAA International accredited study program at State Islamic Universities. As for several parties who gave responses, namely: policymakers, textbook writers, lecturers, and international students, as follows:

1. Product Acceptance Based on Policy Makers Response

SABASIA (Suka Bahasa Indonesia) online teaching materials can motivate lecturers of other courses in preparing similar teaching materials tailored to the needs of foreign lecturers and students. The online SABASIA teaching materials include discussion materials and assignments. Thus, this SABASIA teaching material's intended purpose will gradually be achieved, namely increasing the ability of international students to learn Indonesian.

⁴³ Islahuddin Siti Isnaniah, 'Management of Indonesian Language Learning for Foreign Speakers (BIPA) at Islamic Religious Higher Education Institutions (PTKI) in Indonesia and Thailand', *Jurnal Pendidikan Islam*, 9.1 (2020), 1-28. <https://doi.org/10.14421/jpi.2020.91.1-28>.

2. Product Acceptance Based on Responses from Textbook Authors

The systematic model of writing online SABASIA (Suka Bahasa Indonesia) teaching materials can make it easier for international students at State Islamic Universities to use or develop similar teaching materials. This kind of thing is very much needed to improve the professionalism of lecturers in developing teaching materials.

3. Product Acceptance Based on Lecturer Response

In the online SABASIA (Suka Bahasa Indonesia) teaching materials, discussion materials containing these theories are also explained, supported by empirical data from teaching experience, and accompanied by bilingual-based assignments. Therefore, innovation in the form of online SABASIA teaching materials is significant. Well, they are used in learning Indonesian by international students.

4. Product Acceptance Based on Foreign Student Responses

According to international students, the innovation of online bilingual-based SABASIA (Suka Bahasa Indonesia) teaching materials argues that it can be used as a learning medium to help international students learn Indonesian.

Acceptance of Online SABASIA (Suka Bahasa Indonesia) Teaching Materials in Indonesian Language Learning for International Students as a Pioneer for FIBAA International Accredited Study Programs at State Islamic Universities

This research provides results that will strengthen or override previous assumptions with more scientific information. The most important benefit is that the research results can be used for decision-making in a particular field/practice. The final product of this research is in the form of online teaching materials “SABASIA in Indonesian Language Learning for Foreign Students as a Pioneer for FIBAA International Accredited Study Programs at State Islamic Universities.”

Based on the findings that have been described in the discussion of the acceptance research results from the responses of several parties, ranging from policymakers, textbook writers, lecturers, and students as a whole, these

parties accept, welcome the existence of online SABASIA teaching materials as a breakthrough, innovation, and new findings that can be applied and disseminated. Given that using innovative online teaching materials has not become a habit involved in State Islamic Universities, with SABASIA, online teaching materials can benefit learning Indonesian for international students.

Online SABASIA teaching materials are beneficial in carrying out lectures. The benefits of online SABASIA (Suka Bahasa Indonesia) materials for learning Indonesian are: (1) easier to understand theory; (2) international students can understand the material first before the lecturer delivers the material; (3) international students are easier to accept the material delivered by lecturers with active learning strategies; (4) learning becomes more fun and varied; (5) the discussion material is straightforward, easy to understand and contextually relevant so that there is no difference between the material and the context of the real world.

Developing online SABASIA teaching materials is an innovation in learning Indonesian using information and communication technology for international students. Play an essential role in responding to challenges related to sharing, exchanging, and disseminating knowledge and technology in higher education.⁴⁴

Discussion

Teaching and learning activities require teaching materials as one of the essential facilities and references in lecture activities, especially in international classes consisting of international students. It is reinforced by identifying needs with informants (international students) who state that teaching materials are learning resources to make it easier for international students to understand the discussion and improve their abilities.

The innovation of online SABASIA (Suka Bahasa Indonesia) teaching materials as a learning resource that aims to facilitate BIPA is accompanied by practical guides, materials and makes it easier for foreign lecturers and students to understand bilingual-based discussions. SABASIA online teaching

⁴⁴ Hakiman Muhammad Munadi, Fetty Ernawati, 'The Reality of Knowledge Management in Islamic Higher Education', *Jurnal Pendidikan Islam*, 7.2 (2018), 225-37. <https://doi.org/10.14421/jpi.2018.72.225-237>.

materials can be used to learn Indonesian for international students as a pioneering FIBAA International accredited study program at State Islamic Universities.

The quality of online development of SABASIA teaching materials in Indonesian language learning for international students at State Islamic Universities is based on teaching materials, theoretical studies need identification, and existing teaching materials analysis. One way to attract international students' interest in learning Indonesian is the exciting and varied material presented on a bilingual basis.

SABASIA online teaching materials in BIPA learning at UIN Sunan Kalijaga show that the use of online SABASIA teaching materials improves the ability of international students. It can be seen from the results of pre-test and post-test students who have increased. The use of online SABASIA teaching materials can accommodate the needs of international students while still adding a training component as an application of the use of theory. Keep giving feedback on the correctness of the exercise (through reflection activities). Each movement or task that is arranged must pay attention to the theoretical aspects from easy to difficult. Adapt information and assignments to the entry-level of each international student. The SABASIA online teaching materials are accompanied by learning objectives/objectives for international students. Therefore, SABASIA online teaching materials remain theory-oriented, theoretical reasoning, but must also heed the techniques of applying theory in practice and increase the motivation of international students.

The research offers learning innovations in using online SABASIA teaching materials in BIPA learning for international students as a pioneer of the FIBAA International accredited study program at State Islamic Universities. The implications of the results of this study indicate that there will be innovations in BIPA learning in the future, namely: (1) The use of online SABASIA teaching materials in BIPA learning can contribute and increase the productivity of foreign students in understanding the discussion and improving their abilities; (2) related to teaching materials so far, it can be said to be "suspended" because there has been no innovation for a long time, so it is hoped that online SABASIA teaching materials will become innovations in facilitating BIPA learning; and (3) the contribution of foreign students as pioneers of the FIBAA International accredited study program at State Islamic

Universities, where there is a change in BIPA learning from conventional to more innovative and up to date by using online SABASIA teaching materials.

Conclusion

Based on the research and development results, it is concluded that the innovation of online SABASIA (Suka Bahasa Indonesia) teaching materials is a learning resource that aims to facilitate Indonesian language learning for foreign speakers in universities. Another goal is to make it easier for foreign lecturers and students to understand the discussion on a bilingual basis. SABASIA online teaching materials can be used to learn Indonesian for international students as a pioneering FIBAA International accredited study program at State Islamic Universities. The quality of online SABASIA teaching materials in Indonesian language learning for international students at State Islamic Universities is produced based on the development of teaching materials, theoretical studies, identification of needs, and analysis of existing teaching materials. In addition, it can accommodate the needs of international students while still adding an exercise component as an application of the use of theory.

SABASIA teaching materials in Indonesian language learning for foreign speakers is an innovation in education that educators must carry out. The creation of teaching materials, learning media, learning strategies, and others are needed to support the educational process. The benefit of this research is that it can be used as a basis for decision-making in specific fields/practices. Research and development carried out by research are far from perfect. Giving input, suggestions that support, we will gladly accept further research with even better results.

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