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# Using Minangkabau Culture in Learning Indonesian for Foreign Student (BIPA)

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## ABSTRACT

This study aims to describe the form of local cultural material in Indonesian Language Learning for Foreign Speakers in Minangkabau culture. This study used descriptive qualitative method. The results of this study are: 1. local cultural material that can be used in learning Indonesian for foreign speakers based on the level or level of learning such as *pantun*, Minangkabau folklore, and Minangkabau phrase. To be able to express feelings simply, describe the environment, and communicate daily needs and routine, 2. And methods that can be used in enriching learning materials BIPA, and 3. Media used in the presentation of local cultural materials such as video, film, pictures and surroundings. So the success of BIPA teachers is teaching material, teaching materials that must have certain characteristics, in the sense that Indonesian language teaching materials given to foreign learners must have and incorporate elements and values of Indonesian culture in them, and the methods and media used must be interesting.

**Keywords:** Local cultural material, Learner, Indonesian for Foreign Speakers (BIPA), Minangkabau.

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## 1. Introduction

BIPA (Bahasa Indonesia untuk Penutur Asing- Indonesian Language for Foreigners) is one of the training programs needed to improve the function of the country's language as an international language and fulfill the needs of foreign workers for Indonesian language training programs. There are 7 levels of competence which include four language skills, namely listening, speaking, reading and writing. The BIPA program is a program to produce skilled Indonesian-language graduates for various purposes in various contexts that are in accordance with the competencies of each level. Teaching material or teaching material, which consists of two words, namely teaching, namely teaching and material is material or material, a set of materials arranged systematically to create an environment or atmosphere that allows learners to learn well. Teaching materials intended to be written material or unwritten material (Madjid, 2007).

The preparation of teaching materials in the form of text for BIPA learners with local culture must carry integration in the daily practices of the Indonesian people. The forms of local culture in Indonesia are very diverse, ranging from oral traditions, written traditions and not classified in both. What we can browse and find in Nusantara literary works, such as folk tales, expressions, *pantun*, songs, dances, traditional games or

even in the form of certain ritual ceremonies, customs, clothing and food. The use and involvement of various local wisdoms owned by the nation are used as teaching materials in BIPA learning textbooks by teachers.

Local cultural insights can be brought into the BIPA learning class, especially presenting text teaching materials about the local culture where the learning takes place. Through the insights of Indonesian culture, especially local culture or the wisdom of local foreign learners get information about cultural behavior (customs) or habits of Indonesian society. So that learning makes BIPA learners interesting and fun. Meanwhile (Sutarno, 2008) writes that there are three types of culture-based learning models, namely:

1. Culture-based learning model through traditional games and folk songs
2. Culture-based learning models through folklore
3. Culture-based learning model through the use of traditional tools.

The preparation of teaching materials for BIPA learners who are multicultural in orientation must carry integration in the daily practices of the Indonesian people. Knowledge of Indonesian culture can be embedded in BIPA teaching materials. The following can be developed on the development of culture-based BIPA teaching materials by including Indonesian cultural / multicultural elements and values in it.

1. Beginner Level (basic): Able to use Indonesian to be able to do daily activities. Through traditional games and folk songs.
2. Intermediate (intermediate) level: Being able to use Indonesian to express themselves, a cultural element that can be included as an element of culture is folklore.
3. Advanced Level (continued): Able to use Indonesian to carry out activities with specific objectives, cultural elements that can be included as cultural elements are traditional tools, which contain folk tales, expressions, poems, songs, dances, traditional games or even in the form of certain ritual ceremonies, customs, clothing and dress methods, and food ways of eating.

Something that becomes the success of BIPA teachers is teaching material, teaching materials that must have certain characteristics, in the sense that Indonesian language teaching materials given to foreign learners must have and incorporate elements and values of Indonesian culture in it, because we will present Indonesian to foreign students who will be known to the world, but not to become colonized but to be honorable. In other words, BIPA learning must provide the spirit that the Indonesian nation is a nation that deserves respect.

This research was carried out in the BIPA class on Indonesian Language and Literature Education Study Program students at STKIP PGRI West Sumatra who took the BIPA course. Based on these problems, this research can be formulated in the form of questions so that the procedure of this study is clearer and more directed. The formulation of the problem is as follows.

1. How can local culture be used in learning Indonesian?
2. How is the method used in BIPA learning?
3. How is the media used in presenting local cultural material in BIPA learning?

In accordance with the formulation of the problem, this study has three objectives as follows

1. Describe local culture can be used in learning Indonesian?
2. Describe the methods that can be used in BIPA learning?
3. Describe the media used in presenting local cultural material in BIPA learning?

## 2. Methods

This research is a naturalistic qualitative study with a form of case study embedded with a purposive sampling technique. The place of research at STKIP PGRI West Sumatra, for students of BIPA elective courses, namely BIPA Teaching Materials. The data in this study are information relating to the implementation of Indonesian language learning for foreign speakers who are in the BIPA Course class. The research data were analyzed using an interactive analysis model. Data collection obtained from data analysis in the field which is the first stage, then selecting data from two classes, arranging data in the form of a description and drawing conclusions.

## 3. Results

In each BIPA level learning material, from beginner to advanced level (level A1-C2) can be given Indonesian cultural texts that are in accordance with their strength goals: 1. Able to use Indonesian to be able to do daily activities, 2. Able to use Indonesian to express themselves, 3. Able to use Indonesian to carry out special-purpose activities.

Local cultural material used in BIPA teaching materials can be sourced from various spheres of life. Local culture can be sourced from local wisdom from the social, artistic, and belief domains in the community. Examples that can be used in making teaching materials can be taken from the concepts of folk songs, folk tales, fairy tales, and children's play that is transient, and other material that contains wise values from certain cultures in Indonesia. What needs to be considered is the development of these materials into teaching materials for

language skills. The cargo aspect in it is the impact of using the material. It is hoped that the material can help the development of language skills and the content has a good impact on the learners.

Learning listening skills based on local culture is listening activities through folklore. The learning of speaking skills based on local culture uses the theme of pantun as material in speaking. The design of learning reading skills based on local culture is the same as listening skills, namely by utilizing folklore as reading material. For example, folklore from West Sumatra Minangkabau namely folklore Malin Kundang and Siti Nurbaya. While the design of learning skills based on local culture is to learn a regional language in Indonesia such as the Minangkabau language, which is writing vocabulary of regional languages.

There are various kinds of media that can be used in BIPA learning, students of the BIPA course at STKIP PGRI West Sumatra use several learning media in local cultural materials including

1. Video of the culture of the Minangkabau community Introduction to Indonesian Language and the Culture of Speakers. This media is used to facilitate students in understanding information about Indonesian and the culture of its speakers. Video introduction of greeting expressions and ways of greeting and introductory expressions and ways of thinking in Indonesian culture. This media is used to make it easier for learners to understand greeting expressions and practice how to greet in Indonesian. Local cultural material that can be given to the learning contains folk tales, expressions, rhymes, songs, and dances.
2. Role cards, word play texts, and Indonesian scraps. These media are used to practice words with penubian techniques. Local cultural material that can be given to the learning contains traditional games, customs, clothes and how to dress, and food.



There are several strategies used by students in local cultured BIPA teaching including direct methods, community methods and total physical response methods. This can be seen from the results of the media used by students in practicing local culture BIPA learning. The strategy used adjusts to the material and media to be used. One of the principles in the use or selection of BIPA learning strategies is appropriate and functional. The strategy used is automatically integrated in the cultural material that will be taught.

#### 4. Discussion

The best experience is the best success stories from BIPA instructors and BIPA learners in solving problems in completing Indonesian language learning. The best experience has the following characteristics or indicators:

1. Development of new ways (originality) that are creative, innovative, effective and efficient in solving teaching problems

2. Able to solve certain problems in the best way
3. Able to solve problems on an ongoing basis
4. Able to become a new model that inspires BIPA instructors and learners

Such material or teaching materials are all forms of materials used to help instructors / instructors in carrying out teaching and learning activities. The material intended can be written material or unwritten material. Teaching material or teaching material, which consists of two words, namely teaching, namely teaching and material is material or material. Teaching materials are information that contains material needed in the learning process. This teaching material is not only focused on materials from books but can be developed by instructors with the material of Indonesian local culture. The goal is to increase the motivation and competency of BIPA learning and can inspire learners to solve problems in mastering Indonesian Language which is the target language.

BIPA learning media is one component of the teaching and learning process that has a very important role in determining the success of the teaching and learning process. (Gagne, 1978) states that the media are various types of components in the school environment of learners who can provide stimuli for learning. Therefore, learning media is a messenger that can be used by instructors for learning purposes which can create an interesting and pleasant learning atmosphere, one of which is to use local culture as a learning medium by bringing or displaying videos of Indonesian local culture in the midst of BIPA learning. . Such as Minangkabau traditional clothes, Minangkabau specialties, as well as miniature Minangkabau traditional houses. Likewise, the methods that can be used in the media can be adapted to cultural teaching materials and the media used. Simulation learning methods that emphasize learner involvement as a whole. Through the simulation method the learner is invited to play roles that are suitable with the learning objectives. So that learners become active and dynamic.

## 5. Conclusion

Something that becomes the success of the BIPA teacher is teaching material, teaching material that must have certain characteristics, in the sense that Indonesian language teaching material given to foreign learners must have and incorporate elements and values of Indonesian culture in it, because the instructor will present Indonesian to learners foreigners who will be known to the world, but not to become colonized but to be honorable. In other words, BIPA learning must provide the spirit that the Indonesian nation is a nation that deserves respect.

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