



Indonesian Language Learning for Foreign Speakers Based on Luwu Culture: A Needs Analysis Study

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ABSTRACT

With all its developments, Indonesia has made many foreign students interested in studying at various universities in Indonesia, including in Institut Agama Islam Negeri (IAIN) Palopo. One thing that needs to be prepared when welcoming foreign students is the readiness of teaching materials. This research aims to analyze foreign learners' needs for teaching materials based on local Luwu culture at IAIN Palopo. This research is the analysis stage of the research and development of the ADDIE model. Data analysis was obtained from questionnaires and in-depth interviews with foreign students at IAIN Palopo. The research results show that foreign students are interested in studying the local culture of Luwu and expect cultural knowledge to be included in teaching materials. The needs of foreign students for teaching materials are divided into four aspects: the content/material aspect, the content/material presentation aspect, the linguistic and readability aspect, and the graphic aspect.

Keyword: *foreign learner, Indonesian Language Learning for Foreign Speakers, needs analysis*

1. INTRODUCTION

Indonesian has been studied in various countries in the world. Currently, there are 523 institutions spread across 52 countries that organize the Indonesian Language for Foreign Speakers or Indonesian as a Foreign Language (IFL) program (Kemdikbud 2023). This figure represents the increasing interest of foreigners in learning Indonesian. This fact also provides an opportunity for Indonesian to become an international language and increase the nation's competitiveness. (Oktaviani et al., 2019; Usmansyah et al., 2019; Wiratsih, 2019).

Indonesia, with all its developments, has made many foreign students interested in studying at various universities in Indonesia, including universities under the Ministry of Religion, especially Islamic Religious Higher Education. Moreover, the presence of foreign students at universities supports improving the quality of accreditation of study programs and institutions in higher education. The presence of foreign students is an indicator of progress and excellence in the accreditation assessment of study programs and institutions. Foreign

students are also a symbol of the internationalization of a university that has the desire to become a world-class university.

The presence of foreign students at various universities, including Islamic Religious Higher Education, requires them to master language skills. Foreign students need to master Indonesian. For this reason, one of the things that institutions need to prepare when accepting foreign students is the availability of services related to language skills. Readiness of teaching materials is needed to teach Indonesian to foreign students. The Indonesian Language Program for Foreign Speakers is a training program required to meet the needs of foreign students at Islamic Religious Higher Education which aims to study language, culture, and Islamic insight in Indonesia. Apart from that, this program is also increasing the function of state languages as international languages (Helmi Muzaki 2021; Oktaviani, Suyitno, and Andayani 2019).

The IFL program at an institution should be prepared completely and well-structured taking into account the needs of foreign students (Bursan and Fatimah 2019). The devices must be equipped and updated at any given

period. Teaching materials must be current and appropriate to the needs of foreign students. Local knowledge regarding the location of an institution needs to be adjusted, including the culture and social conditions of the local community. Therefore, local culture is important in constructing IFL teaching materials (Pangesti and Wiranto 2018; Setyawan, Suwandi, and St Y. 2017). With good knowledge of local culture, they are expected to be able to interact more easily with the campus environment (Prasetyo 2015).

Language is closely related to culture. When studying a language, the culture of the people who speak that language is simultaneously studied, both directly and indirectly. Thus, by teaching Indonesian to foreign students, the culture of the community is simultaneously introduced into the learning process (Adnyani, et al., 2014; Evenddy et al., 2022; Rochaeni & Khaerunnisa, 2020).

The previous reasons are what underlies researchers to conduct research related to analyzing the needs of foreign students for teaching materials based on local culture. In the last five years, the Institut Agama Islam Negeri Palopo (IAIN Palopo) has opened up opportunities for accepting foreign students. In 2020, three foreign students were accepted from Timor Leste. Then, in 2021, an IPASCUP (IAIN Palopo Short Course Programs) program was implemented in the form of a short course program for foreign students whose activities were carried out by introducing Luwu culture and the location of cultural and natural tourism destinations in Luwu and Toraja. Furthermore, in 2022, the Faculty of Tarbiyah and Teacher Training (FTIK) IAIN Palopo has planned to provide scholarships for foreign students to study at IAIN Palopo, especially in study programs within the scope of FTIK. Since 2019, the chancellor has also issued a decree for the management of the international office which is the gateway for foreign students to enter the IAIN Palopo campus. This fact is an indication that there will be greater opportunities for developing foreign student admissions within IAIN Palopo in the future. Thus, the readiness of institutions in the IFL program needs to be prepared. For this reason, this research was carried out to analyze the needs of foreign students for teaching materials based on local Luwu culture at the IAIN Palopo.

2. LITERATURE REVIEW

Indonesian as a Foreign Language (IFL) is an Indonesian language teaching program prepared for foreign learners. The implementation of the IFL program has been regulated in *Permendikbud* 27 of 2017 concerning competency standards for graduates of courses and training in the areas of tourist guiding skills, park maintenance, health workers, construction carpentry, brick installation, scaffolding, pipe installation, heavy equipment mechanics, Indonesian for foreign speakers, making batik with environmentally friendly dyes, making batik wax, making batik with

synthetic dyes, making canting writing instruments, and making canting stamps. Apart from that, *Permedikbud* 27 of 2017 and PMA Number 38 of 2015 also state that foreign students are required to take IFL training at Islamic Religious Higher Education where students study.

IFL teaching at Islamic Religious Higher Education aims to produce graduates who can speak Indonesian well and correctly for various purposes, both spoken and written. In particular, the IFL teaching program at Islamic Religious Higher Education also aims to introduce Islamic insight to foreign students. IFL teaching standards have been regulated in the National Standards for Indonesian Language Teaching Training for Foreign Speakers for Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia, published by the Directorate of Islamic Religious Higher Education, Directorate of Islamic Religious Higher Education, Director General of Education, Ministry of Religion.

IFL learning basically has three levels, namely beginner, intermediate, and advanced levels. The CEFR ranking is also divided into three levels, namely basic users consisting of beginner A1 and beginner A2, intermediate users consisting of intermediate B1 and intermediate B2, and advanced users consisting of advanced C1 and advanced C2. The teaching materials developed in this research are IFL beginner-level A1 teaching materials. According to Mulyono in Suyitno (2007), the characteristics of foreign speakers at beginner level A1 are a) their speech is still separate words or phrases, b) they do not have communicative skills, c) their speech consists of more than two or three words accompanied by long pauses and repetition of words spoken by participants (listeners), d) the speaker experiences a lot of difficulty in producing even simple speech, and e) the speech can be understood by participants with high difficulty.

IFL learning is categorized as second language learning by foreign learners and second languages are closely related to the culture of the speakers. As (Godo 2008) explains the issue is all the more relevant today as the worldwide spread of English as a lingua franca raises not only questions of foreign language learning efficiency but also the controversial problem of acquiring ways of reasoning and expression inherent in the target language culture.

Given that Indonesian culture is very diverse, foreign speakers need to understand this reality from the start. One way that they are not confused by the diversity of cultures, it would be good for them to be introduced to the culture of an area that is close to their daily lives. For this reason, this teaching material has been prepared with local Luwu cultural content for foreign students at IAIN Palopo. This aims to teach the language while introducing the local culture of the community so that their understanding is not limited to grammar alone, but also comprehensively understands the local culture. This will help them communicate on a daily basis because it cannot be denied that the basic need of foreign students

is the need for communication. Thus, teaching culture into language is very important. This is in line with the opinion of Sidiropoulou (2008) who says that “Culture and various cultural ‘scripts’ have been theoretically linked to interpersonal variability in human communication and various conceptualizations for learning a second language”.

Quaritch Wales in 1948-1949 translated the term local wisdom from the word local genius. This term was first introduced by Quaritch, which is defined as the ability of local culture to face the influence of foreign culture when the two cultures are related (Rosidi 2011). Local culture is a distinctive characteristic of a society. In his book, (Koentjaraningrat 2022) states that there are seven elements of culture, namely (1) language (2) knowledge (3) social organization (4) living equipment and technology (5) economic activities (6) religion (7) art. These seven cultural elements are the basic theoretical reference for this research, seeing the local culture of Luwu as something interesting and explored in IFL learning. However, researchers will limit the introduction of Luwu culture to only a few selected elements

The cultural values of the Luwu people are reflected in the behavior of the people. There are many local cultural values of the Luwu people that are interesting to introduce to international. This includes the customary system that applies in the Luwu kingdom. (Anwar 2020) states that Luwu culture is very rich and consists of twelve tribes with nine languages.

3. METHODS

This research uses Research and Development (R&D) with the ADDIE design development model. (Borg and Gall 1989; Aldoobie 2015; Soenarto 2005). One of the stages in this research is the analysis stage. This research is an analysis stage where the source of the analysis data is obtained from foreign students at the IAIN Palopo who come from Thailand.

Analysis data was obtained from a questionnaire containing an analysis instrument for foreign students' needs in the form of a Google form. The questionnaire analyzes the needs for material content aspects, presentation aspects of teaching materials, graphic aspects, language aspects, and readability of teaching materials. Apart from that, in-depth interviews were also conducted with foreign students to find out their interest in the local Luwu culture that they would study and what cultural material they wanted to study. At this stage, researchers also carried out an analysis of the IFL curriculum which has been standardized nationally and will be included in the preparation of the IFL syllabus and teaching materials that will be developed. Researchers also conducted a Focus Group Discussion/FGD with stakeholders at the International Office of IAIN Palopo to determine the need for teaching materials.

4. RESULT AND DISCUSSION

Needs analysis is carried out by providing questionnaires and conducting in-depth interviews to determine the characteristics of foreign students and their teaching material needs. The aspect of the need for IFL teaching materials based on local Luwu culture includes a description of the profile of the IFL teaching materials needed. The description is classified into four important points, namely a) content/material, b) presentation, c) language, and d) graphics. Below is a description of each.

4.1. Content/Material Aspects of IFL Teaching Materials Based on Local Luwu Culture for Foreign Learners

Based on the results of in-depth interviews conducted with foreign students and the results of Focus Group Discussions with IAIN Palopo International Office stakeholders, it was found that foreign students were interested in studying local Luwu culture with cultural themes, namely (1) Historical buildings, (2) Traditional dances of the Luwu community, (3) Typical Luwu culinary delights, (4) Luwu traditional clothing, (5) Introduction to Luwu land, (6) Luwu typical houses, and (7) Tourism in Luwu land. These results are in line with research conducted by Junaidi et al. (2023). In his findings, IFL learning was carried out using folklore to improve foreign students' Indonesian language skills. Likewise, research was conducted by Ramliyana R. (2016) to attract interest and motivate foreign students.

4.2. Aspects of Presenting IFL Teaching Materials Based on Local Luwu Culture for Foreign Learners

Based on the need analysis results which have been gathered by using Google form, in relation to the described aspects, the learning materials characteristic is formulated as follows:

Table 1. Aspects of Presenting IFL Teaching Materials

No.	Indicators	Characteristics of Teaching Material Development
1	Presentation of Luwu Local Culture	Integrated the dialogue and reading
2	Arrangement of Material	Arranged based on the four language skills
3	Arrangement material system	Dialogue and reading, enrichment, and language structure.
4	Additional material form	There is additional vocabulary, there is information on Luwu cultural notes at the end of each chapter,

		and grammar in each chapter
5	Learning Time Duration	60 minutes
6	Preferring language learning	(1) grouping (2) pairing
7	Exercises Form	<i>Listening: answering questions in audio (conversations and news). Speaking: answering questions spontaneously. Reading: answer questions according to the content of the reading,</i>
8	Evaluation form	<i>Write/ Objective: Multiple choice and description Oral/Subjective: presenting papers, dialogue and practice, and interviews</i>
9	Preferring Learning Media	Audio Surrounded Environment Games and simulations of traditional clothing
10	Preferring Supporting Learning Media	Social media

4.3. Language and Readability Aspects of IFL Teaching Materials Based on Local Luwu Culture for Foreign Learners

Based on the results of the needs analysis carried out regarding aspects of language and readability of teaching materials as follows:

Table 2. Language Aspects and Readability of IFL Teaching Materials

No.	Indicator	Characteristics of Learning Material Development
1	Genre of Language use	Informal
2	Used words and needed sentences	Easy to understand the words and expressions
3	Preferring Pronoun	You "Kamu"

4.4. Graphic Aspects of IFL Teaching Materials Based on Local Luwu Culture for Foreign Learners

Based on the results of the needs analysis carried out regarding the graphic aspects of IFL teaching materials, the following results were obtained.

Table 3. Graphic Aspects of IFL Teaching Materials

No.	Indicator	Characteristics of Learning Material Development
1	IFL Textbook Display	festive and equipped with picture illustrations inside.
2	Ideal Design Learning Materials	The pages and covers are colorful with pictures and illustrations according to the topic to be discussed
3	Pictures Illustration Colour	colorful
4	Type of Letter	Times New Roman
5	Preferred type of picture	the original object cartoon

In this research, researchers also conducted in-depth interviews with foreign students and obtained results that stated that the expectations of foreign students were related to Indonesian language skills through teaching materials, namely the presence of field assignments in books and the existence of examples of practice questions in the material. The expectations of foreign students regarding the IFL teaching materials that will be developed include historical content in Luwu and knowledge about tourist locations.

The development of Indonesian language teaching materials for Foreign Speakers depends on the goals of students who will study IFL. Thus, teaching materials

should be chosen as functional materials. Moreover, when facing students who have different backgrounds, it is very important to carry out a needs analysis in developing teaching materials. (Suyitno 2017; Abduh 2017).

5. CONCLUSION

The results of the analysis of foreign students' needs produced characteristics of the development of IFL teaching materials which were summarized in four aspects, namely content/material aspects, linguistic aspects, presentation aspects, and graphic aspects. The needs of foreign students in terms of content/material should include the more diverse local culture of Luwu. As for the language aspect, foreign students want a variety of languages that are easy to understand and suit the needs of entry-level foreign students. In the presentation aspect, foreign students want exercises that integrate four language skills. Furthermore, in the graphic aspect, teaching materials are arranged in B5 form with an attractive layout.

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