INDONESIAN CULTURE IN COMIC MEDIA AS A LEARNING MODEL FOR BAHASA INDONESIA BAGI PENUTUR ASING (BIPA)

Maulida Mandasari Lubis [1], Jamaluddin Nasution [2*], Dapot Hasudungan Bakkara [3], Hetty Kusniawaty[4], E Sri Mehulinta Sembiring[5]

[1]Magister Pendidikan Bahasa Indonesia Universitas Prima Indonesia, Email : bundamaul0502@gmail.com
[2] Pendidikan Bahasa Inggris Universitas Prima Indonesia, Email : djamal.nst@gmail.com
[3] Magister Pendidikan Bahasa Indonesia Universitas Prima Indonesia , Email : dapot.bakkara@gmail.com
[4]Magister Pendidikan Bahasa Indonesia Universitas Prima Indonesia , Email : kusniawatyhetty@gmail.com
[5] Magister Pendidikan Bahasa Indonesia Universitas Prima Indonesia , Email : esrisembiring@gmail.com

*email Koresponden: djamal.nst@gmail.com

Abstract

This study aims to analyze the use of comic media in learning Indonesian for Foreign Speakers (BIPA). One of the main challenges in BIPA learning is the low motivation of participants. This lack of motivation is often caused by the monotonous classroom atmosphere. To increase learning motivation, an interesting and innovative approach is needed, especially for teenage and early adult participants. This research uses a descriptive qualitative method with a case study approach. The research subjects were beginner level participants of the Indonesian for Foreign Speakers Program (BIPA) at Prima University Medan, while the research object was the use of comic media in BIPA learning. The results showed that comic media can be used effectively to support BIPA learning objectives. Comics are able to facilitate the learning of listening, speaking, reading, and grammar, while creating a more pleasant classroom atmosphere. In addition to entertaining and attracting participants' interest, comics also have various other benefits in BIPA learning. It is recommended for practitioners to continue to develop and integrate comic media into BIPA learning materials.

Keywords: Indonesian language, BIPA, comics, learning model, media

1. INTRODUCTION

Comics as learning media have great potential in attracting attention and increasing students' interest in learning. The visual and narrative characteristics of comics can help learners understand

vocabulary and language structures contextually. In addition, comics can also present local culture explicitly, thus enriching the learning experience of foreign learners.

Although comic media has been proven to be effective in various language learning contexts, its use in BIPA learning, especially for beginner learners, is still limited. Specific comic-based learning models have not been systematically developed to overcome difficulties in learning basic vocabulary, grammar, and introduction to Indonesian culture.

Formal Indonesian language learning should also be carried out in every educational institution for all levels of education, with any learning media, such as comics, should be directed so that each learner can have one of the skills (Miko and Nasution 2023).

Learning Media

The word media comes from Latin which is the plural form of *medium*, which means intermediary or connector between the source of the message and the recipient of the message. Interactive learning media refers to learning methods that utilize information and communication technology (Berutu, et. al., 2024). This media serves as a means of delivering messages between teachers and participants, allowing interaction between humans and technology through application programs and electronic devices used as part of the educational process. Nowadays, learning media has become an important element that must be prepared by teachers to create an interesting, fun, motivating, and encouraging learning atmosphere. By utilizing learning media, the interaction between teachers and participants becomes more effective, allows better communication, and encourages participants to be active in learning activities.

Learning media should be designed according to the needs of students. Effective media can be realized if teachers are able to develop media in manual and electronic forms (Siahaan, et al., 2023). Manual learning media can be made by utilizing simple materials to more complex materials, depending on the teacher's skills in preparing and compiling the material optimally (Simamora, et al., 2023).

Comics

Researchers chose comics as media in BIPA learning because comics are considered capable of presenting a fun atmosphere while functioning as educational media during the learning process. However, there are still many people who consider comics only as light and entertaining illustrated stories. Many people do not understand the definition of comics more deeply. Therefore, various experts have tried to provide a definition of comics, some of which are explained as follows.

According to McCloud (2001), comics are pictures and other symbols that are arranged in a certain speech, aiming to provide information and achieve aesthetic responses from readers. Patricia (2018) suggests that the artful combination of words and images should be covered in all definitions of comics. The power of words is an integral part of the charm of the artwork called comics. Comics can be defined as a form of cartoon that reveals characters and portrays a story in a sequence that is closely connected with pictures and designed to provide entertainment to readers (Nurhayati, et. al., 2019).

In the Big Indonesian Dictionary (KBBI), comics are illustrated readings, illustrated stories in magazines, newspapers, or other book forms (Indonesia 2018). (Eisner 2008) defines the technical and structure of comics as a sequential art arrangement of pictures and words to tell something or dramatize an idea. Experts still disagree on the definition of comics, some of whom argue that the printed form needs to be emphasized, others are more concerned with the continuity of images and words, and others emphasize the nature of the continuity (sequential).

Based on the various definitions that have been stated, the researcher concludes that comics are a form of literary work that has aesthetic value, which combines elements of images and words to convey a story. Comics also aim to convey information while providing entertainment to their readers.

The appeal of different types of comics follows a predictable pattern. According to Hurlock (2000) in (Fatya, et. al., 2024), school-age children like comics for several reasons, including:

1) By identifying with the characters in comics, children get the opportunity to understand their personal and social problems, thus helping them solve these problems.
2) Comics spark children's imagination and curiosity about the supernatural.

3) Comics provide a temporary escape from the routine of everyday life.
4) Comics are easy to read, even children who are less proficient readers can understand the story through the pictures.
5) They are affordable and are often shown on television, making them familiar to almost all children.
6) Many comics offer exciting, mysterious and funny stories, which encourage children to read, something that other books rarely provide.
7) In serialized form, comics give children something to look forward to.
8) Characters in comics often do or say things that children want to do but dare not do themselves, providing a sense of excitement.
9) Comic characters are often portrayed as strong, brave, and attractive, thus becoming heroes that children can idolize.
10) Comic illustrations are colorful and simple, making them easy for children to understand.

The characteristics of comics, especially colorful ones, own the ability to increase learning motivation. More importantly, if words, expressions, or concepts are complemented by images (visualization that combines words and images in one thought), learners will more easily remember and memorize the material (Masdiono 2001). In addition, visuals in comics also play a role in improving communication competence. In comics, real-life situations and conversational expressions are often displayed, such as colloquialisms, idioms, short forms, slang, as well as expressions that require diverse cultural understanding. This makes comics a tool that helps learners deal with conversations, even in informal situations. Another advantage of visual comics is the gestures and body language of the characters, which also support the development of communication competencies, including aspects of nonverbal communication (Makmun 2021).

Indonesian for Foreign Speakers

Indonesian for Foreign Speakers, or often abbreviated as BIPA, is a learning program to provide teaching of Indonesian language skills to foreign speakers. The teaching materials are listening, speaking, reading, and writing. BIPA students are students from outside Indonesia who want to learn Indonesian. They are foreign nationals who do not understand and do not understand the basics and grammar of Indonesian, but they are interested in learning Indonesian (Nasution 2019).

Indonesian is currently widely studied in various countries in the world, especially with Indonesia's role after the Indonesian Presidency at the G20 Bali in 2022 (Halawa et al. 2023). Nasution (2020) explains, "The strategic position of Indonesia and natural resources as well as human resources makes Indonesia's role more strengthening internationally. The eagerness of some countries relating to Indonesia itself makes them learn Indonesian Language." This means that the strategic location and abundant natural resources attract foreign nationals to learn Indonesian.

Indonesian for Foreign Speakers (BIPA) has become one of the language learning programs that continues to grow along with the increasing international interest in Indonesian culture and language. This program aims to systematically introduce Indonesian to foreign learners, whether for academic, professional or social needs. However, the challenge often faced in BIPA learning, especially at the beginner level, is how to make the learning process more interesting, interactive, and easily understood by learners who are new to Indonesian.

This research aims to develop a comic-based BIPA learning model specifically designed for beginner learners. This model is expected to increase the effectiveness of learning by providing a fun and meaningful learning experience.

This article contributes to the development of BIPA learning media innovations that are relevant to the needs of beginner learners. In addition, this research is also a reference for BIPA teachers in designing interactive and culture-based methods.

From the description above, this research seeks to find examples of Indonesian culture in comic media in BIPA learning and the reasons for it.

2. METHODS

This research used a qualitative method with a case study approach. The research subjects are beginner level participants of the Indonesian Language for Foreign Speakers (BIPA) Program at Prima University Medan, while the object of research is the use of comic media in BIPA learning. Data related to learning planning was obtained from the beginner-level BIPA teachers and the *lesson plan* documents they compiled. Meanwhile, data on the learning process and learning outcomes assessment were collected through observation of BIPA learning activities.

Data collection was conducted using in-depth interviews, observations, and documentation studies. Interviews and observations aimed to obtain concrete information about the role of teachers in designing, implementing, and evaluating BIPA learning. In qualitative research, data collection is not guided by theory but guided by facts found during research in the field (Abdussamad 2022). Thus, this qualitative research is a type of research in which the researcher is highly dependent on information from the object/participant on a wide scope, questioning that is broad in nature: broad scope, general questions, data collection consisting mostly of words/texts from participants, explaining and analyzing words and conducting research subjectively (Cresswell 2012).

Documentation study was conducted by examining documents such as material notes, syllabus, and BIPA *lesson plan* owned by the teacher. Data validity was guaranteed through continuous observation and triangulation. Triangulation was done by comparing data sources from BIPA teachers and beginner-level BIPA participants. This process involved checking, re-verifying, and cross-validating information.

Data analysis was conducted qualitatively with an interactive method that included three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out continuously, while data presentation was presented in a narrative and systematic manner. Conclusions were drawn based on the results of the analysis and discussion between researchers and teachers.

3. RESULTS

BIPA Learning Planning

Teachers who teach beginner level BIPA classes are required to prepare and compile *lesson plans* before carrying out learning activities. *Lesson plans* are prepared for each BIPA subject and are made specifically for each meeting. This information was obtained through interviews with beginner-level BIPA teachers. *Lesson plans* are designed based on basic competencies and include several components, including identity, competency standards, basic competencies, indicators, learning objectives, materials, methods, learning steps, learning tools and resources, and assessment.

In developing a lesson plan, there are several important aspects that must be considered. Teachers need to design, coordinate, and determine various learning components, such as learning objectives (competencies), materials to be delivered to achieve these competencies, implementation strategies, and assessment methods used to evaluate the success of learning. These components are interconnected and influence each other, forming a unified whole. In the beginner level BIPA class, the *lesson plan* is prepared by the teacher using a computer.

Determination of Materials and Selection of Learning Strategies

Determination of materials and selection of learning strategies are two interrelated components in the learning process. Learning materials need to be taught and learned by participants to achieve competency standards and basic competencies, which are later assessed using assessment instruments based on indicators of learning outcomes achievement. In this case, the delivery of information to achieve competence is closely related to the chosen learning strategy. Various learning strategies can be applied in BIPA classroom learning.

Beginner-level BIPA teachers have planned teaching strategies or methods before the implementation of BIPA learning. The method chosen by the teacher is cooperative learning method with picture and picture model. Cooperative learning prioritizes group work and encourages mutually

supportive, sharing, and reinforcing interactions between participants. The picture and picture model uses logically arranged pictures to facilitate active, innovative, creative, and fun learning. This model emphasizes the active participation of participants in the learning process, with pictures as the main media, one of which is a comic.

Assessment

Assessment of learning outcomes is important to monitor the development and progress of learners. In the lesson plan prepared by the teacher, there is also an assessment plan that will be applied. Assessment is carried out in two forms, namely written and oral. The written assessment contains questions about Indonesian culture contained in the story, while the oral assessment is done through speaking activities. This assessment is planned to be carried out at the end of each learning session. Thus, if one basic competency is delivered in two meetings, the teacher will carry out the assessment twice.

Learning Activities

Teachers' activities in starting BIPA learning for beginner level are carried out according to the predetermined schedule. Before starting the lesson, the teacher first greets and introduces himself to the participants. As usual, the lesson begins with a greeting, "Good morning!" which is greeted enthusiastically by BIPA participants with the answer, "Good morning, Mom!" The teacher then asked how the participants were doing by asking, "How are you?" Some participants responded immediately, while others tried to answer even though they still felt awkward. Today is the first day of the first semester of the BIPA Program at Prima University Language Center. This beginner class consists of five participants who have diverse backgrounds and experiences in Indonesian. After greeting and asking for news, the teacher introduced herself in Indonesian, "Introduce, my name is Mrs. Maulida." Next, the teacher checked the participants' attendance and tried to get to know them better.

The teacher continued the teaching and learning activities according to the material to be learned, which was about recognizing letters and introducing themselves. The media used for this material is comics. The comic is used to help participants listen to the vocabulary they hear from the recording. In the comic, empty word balloons can be filled in according to the words they hear from the recording. However, before starting, the teacher should first teach the letters in Indonesian and pronounce them together with the participants.

After the participants finish learning about the letters, in listening and speaking lessons, they are required to look at the comic presented by the teacher. The appearance of the comic is as follows
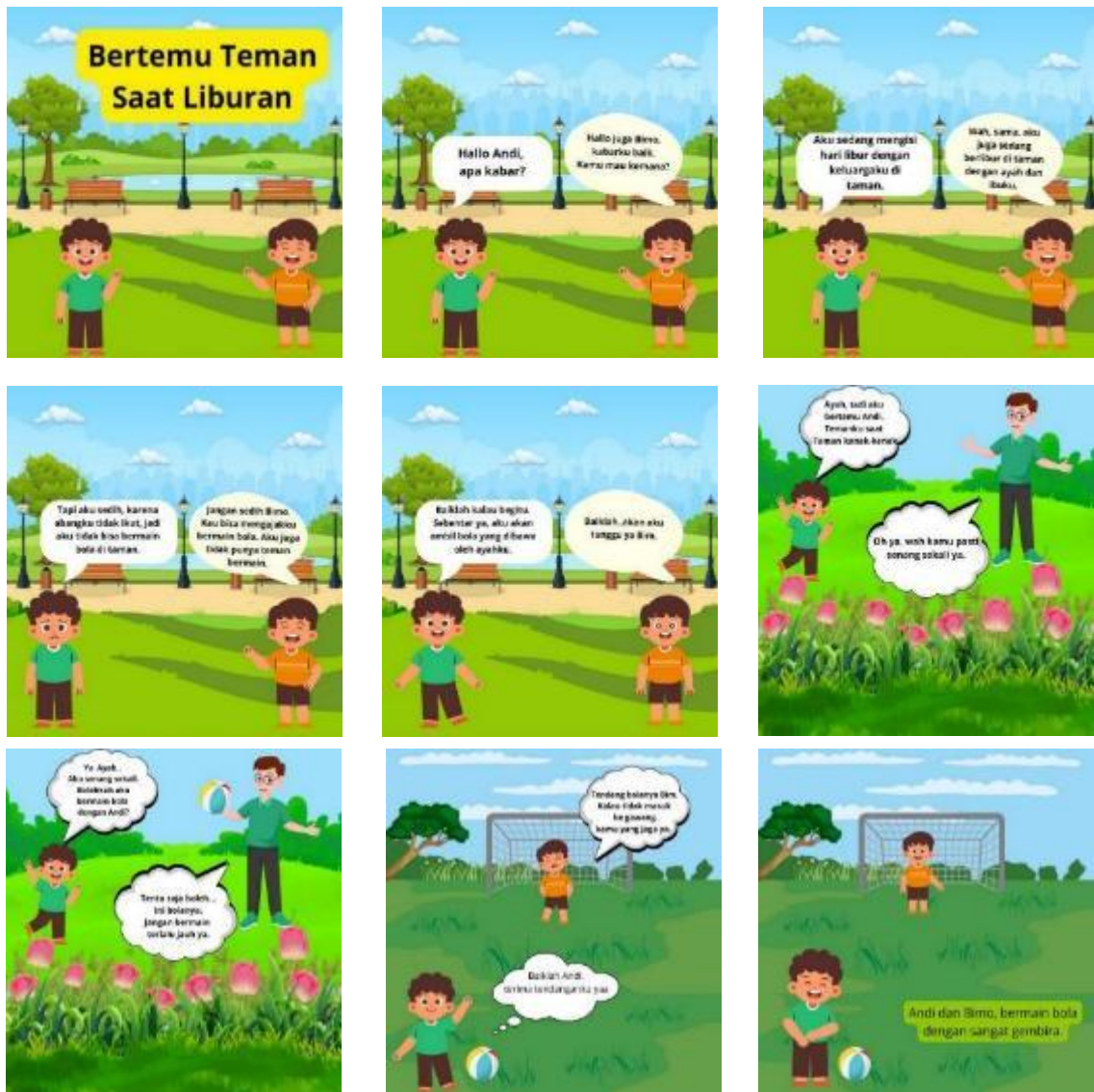
Picture 1. Comic with Indonesian Culture

Source: https://tinyurl.com/4jsmsv5w

Assignment Activity

The teacher will distribute the comics. After getting the comic, participants will look at the comic and prepare to listen to the teacher read the comic.

1) Activity 1
   The teacher will read the dialog in the comic. The speed of reading the comic is adjusted to the ability of the participants at the beginner level, which is not too fast.
2) Activity 2
   Participants start to discover new things (Indonesian culture) heard from the content of the comic story.
3) Activity 3
   In activity 3, the teacher and participants will discuss what new things are found from the comic.
4) Activity 4

Participants then simulate their role in the group. In this case, participants will act out as characters in the comic.

Assessment Process

The instructor assesses the participants' ability to master the material through the assessment process. This assessment focuses on two main aspects, namely skills and understanding. This can be seen from the assessment techniques used, in the form of tests with instruments in the form of practice. Participants' learning outcomes basically reflect changes in behavior, which include broad cognitive, affective and psychomotor aspects. One of the functions of assessment, as stated by Sudjana (2006), is to measure the extent to which learning objectives are achieved. Therefore, assessment should refer to learning objectives derived from subject competencies. Based on observations and lesson plans, the assessment conducted by teachers only covers aspects of skills and understanding, as reflected in the assessment instruments.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded as follows.

1) The way BIPA teachers plan the learning program is by preparing subject matter for each meeting in accordance with the competency standards and basic competencies that participants must master. BIPA materials are sourced from BIPA books published by Balai Bahasa. The planning made by the teacher in writing is outlined in the form of a lesson plan. In addition to the materials, the lesson plan also contains learning objectives, learning methods, and assessment of learning outcomes.
2) The BIPA learning process begins with the following activities.
   a. The activity begins with greeting, checking the attendance of participants, conveying learning objectives, and making apperception.
   b. BIPA teachers at the beginner level manage the teaching and learning process by delivering material to participants using cooperative learning methods using comic media.
   c. The teacher ends the lesson by summarizing the material, giving evaluation and cultural messages to the BIPA participants.
3) Assessment of BIPA learning outcomes is carried out using test techniques, both written and oral tests. Comics are not only interesting reading, but also a logical method used. By using comics, teachers can train almost all competencies. There are many more advantages of using comics. Participants have given good feedback after using comics in BIPA learning.

The application of comic media in BIPA classes is an added value in the BIPA Program. Participants feel comfortable with such BIPA class atmosphere. Participants feel not bored because of the activities carried out in the classroom with other teachers. Therefore, suggestions for practitioners to continue to develop and integrate comic media into BIPA learning materials. Hopefully, this research can inspire other researchers to continue similar research in other fields.

5. REFERENCES

Abdussamad, Zuchri. 2022. *Metode Penelitian Kualitatif*. ed. M.Si Dr. Patta Rapanna, SE. Makassar: Syakir Media Press. https://osf.io/preprints/osf/juwxn.

Berutu, Ahnaf Istiqlal, Mafira Roza, and Riki Naldi Hsb. 2024. "Peran Guru Dalam Menggunakan Media Pembelajaran Interaktif Untuk Membangun Motivasi Dan Minat Belajar Siswa." *Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa* 3(3): 88–97.

Cresswell, John W. 2012. "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research."

Eisner, Will. 2008. *Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist*. WW Norton & Company.

Fatya, Azhariah, Sabrina Nurul, and Linda Yarni. 2024. "Perkembangan Akhir Masa Anak-Anak." *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa dan Ilmu Sosial* 2(1): 321–31.

Halawa, Servina, Bethesda Bukit, Lumongga Devitasari Panjaitan, and Jamaluddin Nasution. 2023. "Pengaruh Pengajaran Keterampilan Menulis Bagi Pemelajar BIPA Tingkat Pemula." *Jurnal Ilmiah Aquinas*: 48–53.

Indonesia, Tim Redaksi Kamus Besar Bahasa. 2018. "Kamus Besar Bahasa Indonesia." http://digilib.itbwigalumajang.ac.id/index.php?p=show_detail&id=7958.

Makmun, Makmun. 2021. "Komik: Media Komunikasi Pembelajaran." *BALOLIPA: Jurnal Pendidikan Seni Rupa* 1(1): 18–23.

Masdiono, Toni. 2001. "Jurus Membuat Komik." *Creativ Media Jakarta, Jakarta*.

McCloud, Scott. 2001. "Understanding Comic." *Jakarta: Kepustakaan Populer Gramedia*.

Miko, Win Jeroh, and Jamaluddin Nasution. 2023. "Digitalisasi Bahan Ajar Bahasa Indonesia Untuk Penutur Asing." *Journal of Language Education (JoLE)* 1(1): 1–5.

Nasution, Jamaluddin. 2019. "Analisis Kesulitan Bahasa Indonesia Bagi Pemelajar Di Samsifl Uzbekistan Pada Empat Keterampilan Berbahasa." *MEDAN MAKNA: Jurnal Ilmu Kebahasaan dan Kesastraan* 17(2): 111–20.

———. 2020. "The Improvement of Students' Vocabulary of Indonesian Language for Foreign Speakers (ILFS) at Samarkand State Institute of Foreign Languages in Uzbekistan by Applying Mind Mapping Strategy." *Episteme* 5(1).

Nurhayati, Ida, Sholeh Hidayat, and Luluk Asmawati. 2019. "Pengembangan Media Media Komik Digital Pada Pembelajaran PPKN Di SMA." *JTPPm (Jurnal Teknologi Pendidikan dan Pembelajaran): Edutech and Intructional Research Journal* 6(1).

Patricia, Florens Debora. 2018. "Analisis Semiotika Komunikasi Visual Buku 'Memahami Komik' Scott McCloud." *Jurnal studi komunikasi* 2(2).

Siahaan, Lasmi, Vanny Wiranata, Kamarudin Zai, and Jamaluddin Nasution. 2023. "Keterampilan Membaca Pada Pengajaran BIPA Menggunakan Media Digitalisasi." *Journal of Science and Social Research* 6(1): 160–65.

Simamora, Pesta Junita, Samsul Mustika, Samuel Sinulingga, and Jamaluddin Nasution. 2023. "Pembelajaran Keterampilan Berbicara Bahasa Indonesia Bagi Penutur Asing (BIPA) Berbasis Digital Secara Daring Menggunakan Media Wayang." *Jurnal Ilmiah Aquinas*: 54–59.