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Identification of curriculum and empirical needs for the writing BIPA 4 GBL model

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ABSTRACT

As a skill that experts place at the highest level in language acquisition, writing skills become considered the most difficult. BIPA level 4 is the initial level of complex writing according to the SKL BIPA Permendikbud No. 27 of 2017. Writing skills considered difficult should be packaged with a fun and meaningful learning model, one of which is developing a Game-based Learning model. Identifying curriculum and empirical needs is the initial stage carried out in developing Game-based Learning. This research aims to identify the curriculum and syllabus of BIPA 4 writing, which aligns with identifying empirical learning needs through field studies of BIPA teachers at home and abroad. The results showed that argumentation text is the most challenging text to learn, while the most accessible text to learn is persuasion text. In terms of grammar, the affixes *me-kan, ke-an*, and *ter-* are the most difficult languages to learn, while the most accessible grammar to learn is sentence expansion, conjunctions, rephrases, and technical terms. The results also found that BIPA 4 learners need to read texts related to Indonesian insights, including culinary, biodiversity, culture, local wisdom, and tourism.

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ABSTRAK

Keterampilan menulis sebagai keterampilan yang ditempatkan para ahli pada tataran paling tinggi dalam pemerolehan bahasa menjadi sebuah keterampilan yang dianggap paling sulit. Jenjang BIPA 4 merupakan jenjang awal pembelajaran menulis yang kompleks menurut Standar Kompetensi Lulusan BIPA Permendikbud No. 27 Tahun 2017. Keterampilan menulis yang dianggap sulit sebaiknya dikemas dengan model pembelajaran yang menyenangkan dan bermakna, salah satunya dengan mengembangkan model pembelajaran berbasis game edukasi atau Game-based Learning. Identifikasi kurikulum dan kebutuhan empiris di lapangan merupakan tahap awal yang dilakukan dalam pengembangan Game-based Learning. Penelitian ini bertujuan untuk mengidentifikasi kurikulum dan silabus menulis BIPA 4 yang kemudian diselaraskan dengan identifikasi kebutuhan pembelajaran secara empiris melalui studi lapangan terhadap pengajar BIPA di dalam dan luar negeri. Hasil penelitian didapatkan bahwa teks argumentasi merupakan teks yang paling sulit dipelajari sedangkan teks yang paling mudah dipelajari adalah teks persuasi. Dari segi kebahasaan, imbuhan me-kan, ke-an, dan ter- merupakan kebahasaan yang paling sulit dipelajari sedangkan kebahasaan yang paling mudah dipelajari adalah perluasan kalimat, kata hubung, kata ulang dan istilah teknis. Hasil penelitian juga menemukan bahwa pemelajar BIPA 4 memerlukan teks-teks bacaan yang berkaitan dengan wawasan nusantara atau wawasan ke-Indonesiaan, di antaranya yaitu kuliner, keanekaragaman hayati, budaya, kearifan lokal dan wisata.

Kata Kunci: *BIPA 4; GBL; identifikasi kurikulum; kebutuhan pembelajaran empiris; keterampilan menulis*

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INTRODUCTION

Linguists place writing at the highest level of language acquisition. This is because to master this skill, learners must first master other skills, namely listening, speaking, and reading. Because of this, writing is considered a difficult skill to learn. To overcome the difficulties in learning writing, BIPA teachers need to understand the curriculum (Asteria et al., 2023; Solikhan & Budiarso, 2020). Also, there is a need for BIPA learners to develop effective learning models, especially at BIPA level 4, which is the initial level of complex writing. In addition, analyzing the empirical needs of learners in the field can be useful for designing meaningful learning experiences (Van den Beemt et al., 2020; Huang et al., 2020). Teachers can formulate a suitable development plan to improve learners' skills in BIPA 4 writing learning by addressing the gaps and practical implementation between the curriculum and learners' needs.

Writing, considered complex learning, needs to be presented in a fun and meaningful way. Fun and meaningful learning must be planned, implemented systematically, and structured in a learning model (Margot & Kettler, 2019). Game-based learning is one of the models that can be used as an alternative strategy in planning fun and meaningful learning for BIPA 4 writing. Game-based learning models can increase motivation, which is assumed to form a healthy mentality and a more deliberate information-processing environment, and thus, learning becomes more fun and meaningful (Lappas et al., 2023; Schuldt & Niegemann, 2021).

To present fun and meaningful writing learning into the Game-based Learning model, BIPA teachers must first identify learning objectives. This refers to the steps of developing a learning model according to Dick and Carey in their book "*The Systematic Design Of Instruction*, "which refers to the general stages of ISD (Instructional Systems Development). These stages, according to Brown and Green's book "*The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice,"* include identification of learning objectives, instructional analysis, learner analysis, and learning context, formulation of learning performance objectives, development of assessment instruments, development of learning strategies, preparation of teaching materials, design and formative evaluation, product revision, and summative evaluation.

Identifying learning objectives as the first stage in developing the Game-based Learning model can be done through theoretical analysis of the curriculum and syllabus used in BIPA 4 writing learning and through empirical analysis of BIPA 4 teachers or learners. Researchers have conducted previous research on the curriculum and syllabus widely used by BIPA 4 teachers at home and abroad. The curriculum and syllabus are the SKL BIPA Permendikbud No. 27/2017, Common European Framework of Reference for Language or CEFR, American Council of the Teaching of Foreign Language or ACTFL, and Victoria Certificate Education or VCE syllabus. Empirically, in this study, researchers conducted a needs analysis of BIPA 4 learning for 23 BIPA teachers spread across 21 institutions at home and abroad.

There is still no research either specifically identifying or analyzing the curriculum and syllabus or specifically analyzing the needs of BIPA 4 writing. However, several studies have analyzed the needs of BIPA 4 or intermediate learners in reading skills. The research can be referred to because reading and writing skills cannot be separated in practice. The research was written by Dereh et al. (2021) with the title "*Needs Analysis for the Development of Reading Comprehension Teaching Materials for Intermediate Thai Students*". The results of the analysis found that learners need materials on the use of causal conjunctions, the use of particles, the use of rephrases, the use of prepositions, the use of *me-, me-i,* and *me-kan* affixes, the use of *ber-* affixes, the use of *ter- affixes, and the use of pe- affixes.* The following research was written by Dewi et al. (2020) with the title *"Material Needs Analysis for BIPA Learning at Jember University*". The analysis found that learners need materials about the rules for using capital letters, the difference in writing *di-* as a task word and affix, and using pronouns.

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The needs analysis conducted in this study differs from previous studies' needs analysis. First, the previous research focused on developing reading teaching materials, while this research focused on developing a game-based learning model of writing. Secondly, previous studies have not aligned empirical needs with the curriculum or syllabus widely used in various institutions at home and abroad. Third, previous studies have only focused on linguistic needs and have not analyzed the needs regarding text comprehension, which cannot be separated from reading and writing learning. This study aims to describe the results of curriculum and syllabus identification as well as the empirical needs of BIPA 4 writing learning to develop a Game-based Learning model.

LITERATURE REVIEW

Game-based Learning Model

The use of educational games in learning today is increasingly considered a new instructional technology with great potential. Games have the power to teach, train, and educate and are an effective means of learning skills and attitudes that are not quickly learned by memorization (Zeng et al., 2020; Mee et al., 2021). A study entitled "*Educational Games-Are They Worth the Effort*?" by Per Backlund and Maurice Hendrix states that educational games positively impact learning. This is proven by an empirical study conducted by Backlund and Hendrix on 40 scientific papers on educational games that are considered quality, one of which is a second-language educational game. 29 of the 40 papers stated that educational games positively impact learning. Seven were neutral, two were negative, and two were unclear. Various age groups of learners can also utilize educational games. This statement is based on the results of research by Blumberg et al. (2019), which proves that educational games influence increasing interest and cognitive knowledge based on surveys of teenage, middle-aged, and elderly learners. This means that BIPA 4 learning, which has a target age of junior high school level learners and above, is suitable for the game-based learning model.

The Game-based Learning model development principles include active engagement, progression and challenge, and instant feedback. Active engagement is where the learner is actively involved in the game (Park et al., 2019; Winatha & Setiawan, 2020). This principle aligns with constructivist learning theory, which centers learning on the learner. In addition, this principle can also accommodate learners' critical thinking and freedom to make decisions that affect their progress in writing. Progression and challenge design the game with increasing difficulty as learners progress and provide appropriate challenges (Korchi et al., 2020). Instant feedback is a quick response to learners' actions in the game, allowing them to learn from mistakes and make immediate improvements quickly (Hou et al., 2023; Saleem et al., 2022).

Characteristics of BIPA 4 Learners

According to the SKL BIPA Permendikbud No. 27/2017, BIPA 4 can be interpreted as an advanced stage in Indonesian language learning, where learners better understand and can use Indonesian to communicate more broadly. The minimum age limit to enter the BIPA 4 level is learners already in junior high school or at least 11 years old. BIPA 4 learners are encouraged to be more independent and critical in learning Indonesian. They are encouraged to find their learning resources, develop autonomous learning skills, and apply the language in various real-life situations. They are allowed to deepen their understanding of the Indonesian language and culture and can apply Indonesian more fluently and appropriately in a variety of diverse communication contexts.

Based on research conducted by Lemaich and Utami (2022) entitled "*Linguistic categorization of teacher perceptions about BIPA learner errors and learning challenges: a multiple case study*," BIPA learners have several characteristics including being individualistic, liking structured programmed learning, requiring

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direct eye contact in interaction, very happy to receive correction when making mistakes in learning, happy to be flattered and easy to apologize, having high curiosity, liking straightforwardness and directness. In addition to these studies, the researchers also surveyed the characteristics of BIPA 4 learners to 23 BIPA teachers at home and abroad. From the results of the survey, the characteristics of 55 international students from various countries with the age range of 13-50 years old were obtained, including happy to be appreciated, happy to do hands-on practice, like challenges, happy to receive corrections, like structured programmed learning, and happy to participate actively. The characteristics based on the research results can be accommodated into the game-based learning model, which has the principles of active involvement, progression and challenge, and instant feedback.

Foreign Language Writing Learning

Foreign language writing learning refers to learning and developing writing skills in a language that is not one's native language (Jiang & Kalyuga, 2022). According to Warschauer (2018), foreign language writing learning is a process of acquiring practical writing skills in a language that is not one's native language through various activities, exercises, and writing tasks. The skills that must be mastered include vocabulary, text types, writing styles, and the linguistic structure of the target language.

Understanding the linguistic structure of Indonesian in learning to write is the basis for understanding the use of vocabulary, various types of text, and writing styles. According to Mashoor and Abdullah (2020), the linguistic structures that foreign language learners must master include aspects of spelling (phonology), grammar (morphology), phrasing (syntax), and sentence structure (semantics). These linguistic structures are associated with reading texts, including narrative, description, exposition, persuasion, and argumentation texts. Furthermore, to support the development of writing skills about the linguistic structure of the reading texts, they emphasize the importance of practice and feedback in developing writing skills. Through constant practice and effective feedback, learners can improve their weaknesses and hone their writing skills (Ahlan, 2021). A study conducted by Fitria (2023) mentioned that practice in language learning is an essential component that can help learners acquire and retain language knowledge. Besides that, she also concluded that the internal aspects are the teacher, learners, teaching and learning process, media, and teaching materials. Indonesian learners' challenges are pronunciation/spelling, limited practice time, self-confidence, student motivation/interest, age factors, personality/characteristics, and student abilities.

METHODS

This research uses qualitative research with a descriptive model. Qualitative research is required to explore data based on what is said, felt, and done by data sources (Cassell & Bishop, 2019). Qualitative research data is expressed in words, sentences, discourse, exposure, analysis, argumentation, and other forms of understanding (Tahir & Bidin, 2019). The research subjects were the BIPA curriculum and syllabus, four writing skills widely used at home and abroad, and 23 BIPA teachers at home and abroad who represent 55 BIPA learners from various countries. Data collection techniques in this study used documentation techniques, questionnaires, and interviews. The stages of curriculum identification and empirical needs carried out in this qualitative research refer to the stage of identifying learning objectives in the Dick and Carey development model in their book "*The Systematic Design of Instruction*".

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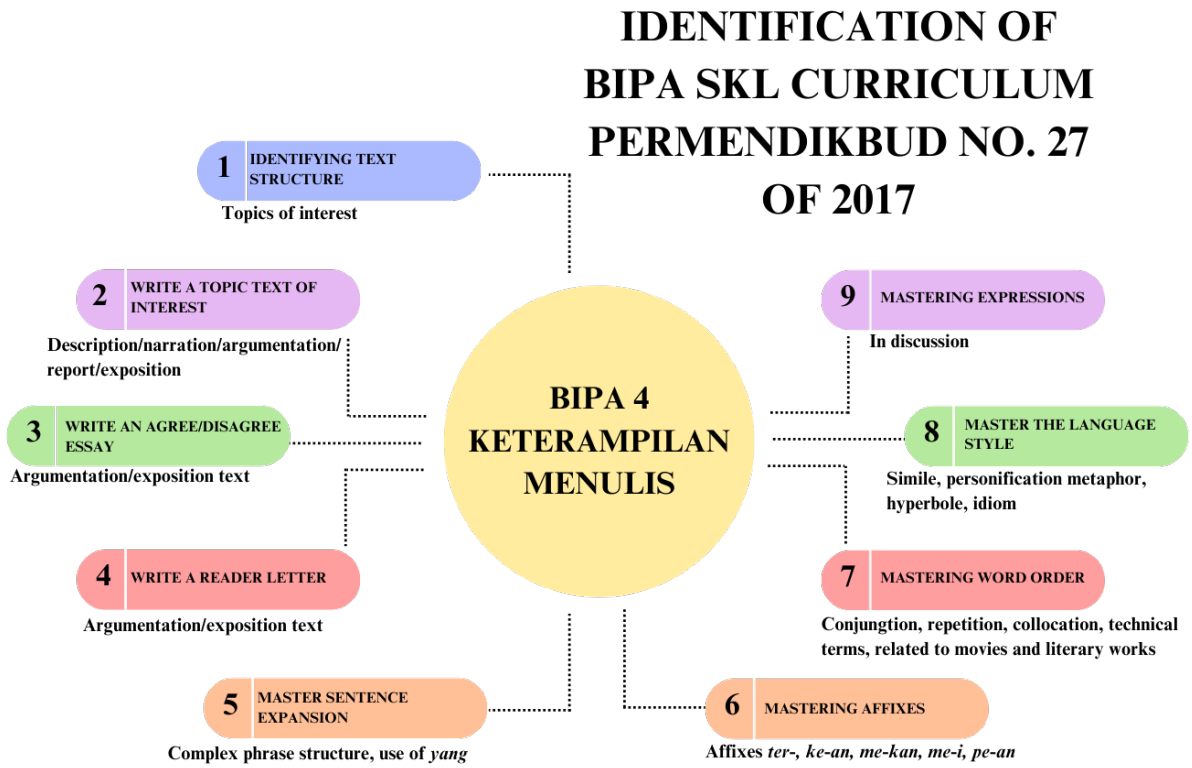
RESULTS AND DISCUSSION

Curriculum Identification of SKL Permendikbud No. 27/2017

SKL Permendikbud No. 27/2017 is a curriculum reference adapted from CEFR (Common European Framework of Reference for Language) with various adjustments. The SKL Permendikbud No. 27/2017 has detailed the competency elements BIPA 4 learners must achieve in writing skills. The following are the results of identifying the Permendikbud SKL curriculum at the BIPA 4 level of writing skills (see **Picture 1**).



Picture 1. Identification of BIPA SKL Curriculum Permendikbud No. 27 of 2017
Source: Author's Documentation 2023

Curriculum Identification of CEFR

BIPA level 4 is the same as level B2 in the CEFR. Level B2 is a level referred to as independent users named Vantage, which are described as having "Limited Operational Proficiency" and "an adequate response to situations normally encountered." There are similarities in learning objectives between CEFR and SKL Permendikbud No. 27/2017 because SKL Permendikbud No. 27/2017 is an adaptation of CEFR. However, in some cases, BIPA teachers make CEFR a reference for making curriculum or syllabus in BIPA 4 writing learning. The similarities can be seen in the types of texts that B2 learners must master, namely writing texts related to interests, writing essays and report texts, and writing letters containing an event about personal experience. The following are the results of the CEFR curriculum identification (see **Picture 2**).

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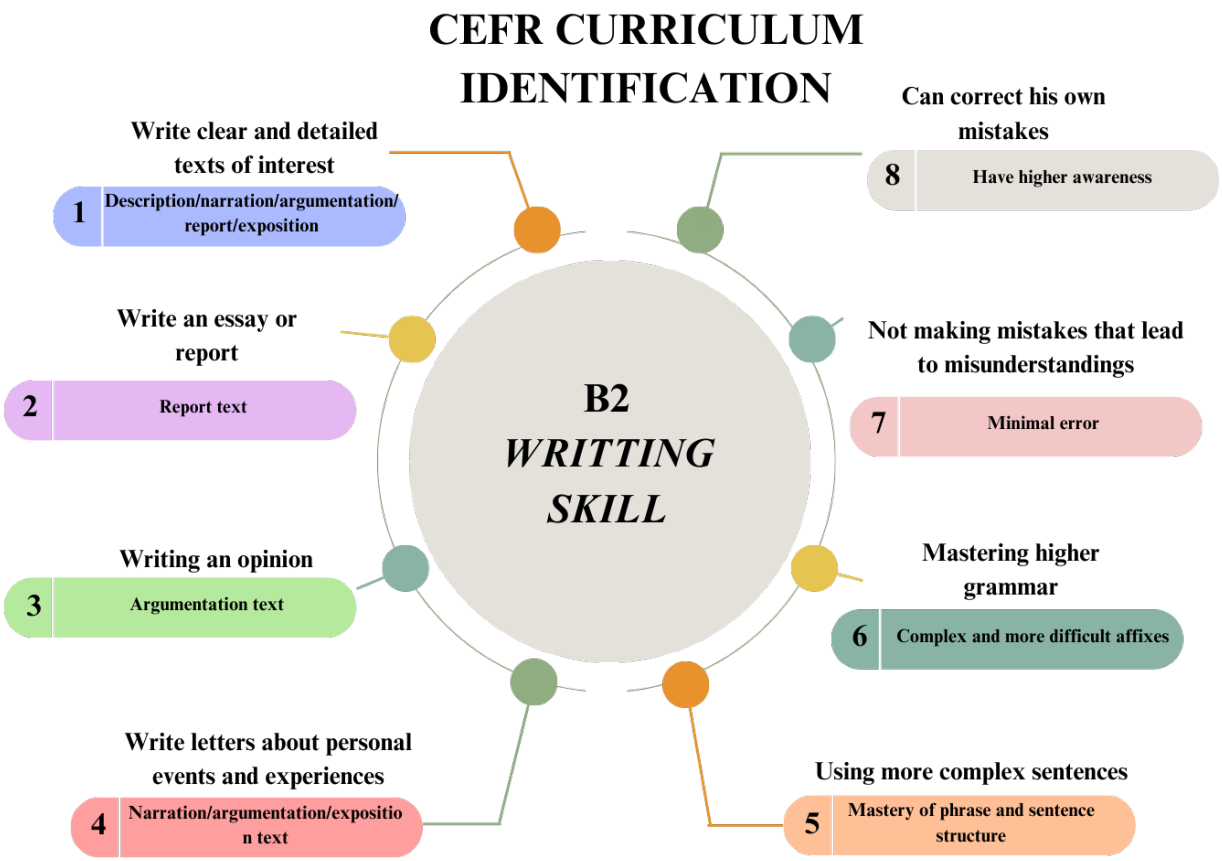

Picture 2. Identification of CEFR Curriculum
Source: Author's Documentation 2023

Curriculum Identification of ACTFL

Some teachers use the ACTFL curriculum reference in learning to write BIPA 4. The BIPA 4 level is intermediate in ACTFL, also called an intermediate level. ACTFL is based on three communication modes: interpersonal, interpretive, and presentational. Writing skills fall into the presentational communication mode. The presentational communication mode contains one-way communication in informing, explaining, inviting, and narrating without active interaction and negotiation between two people with different cultural backgrounds to facilitate interpretation by the recipient of the information. Therefore, to ensure that the receiver of information is successful in their interpretation, the presenter must know the language and culture of the receiver of information. Strategies in the presentational mode include writing messages, articles, and reports, telling a story, giving a speech, describing a poster, and presenting using PowerPoint. The following are the results of the ACTFL curriculum identification (see **Picture 3**).

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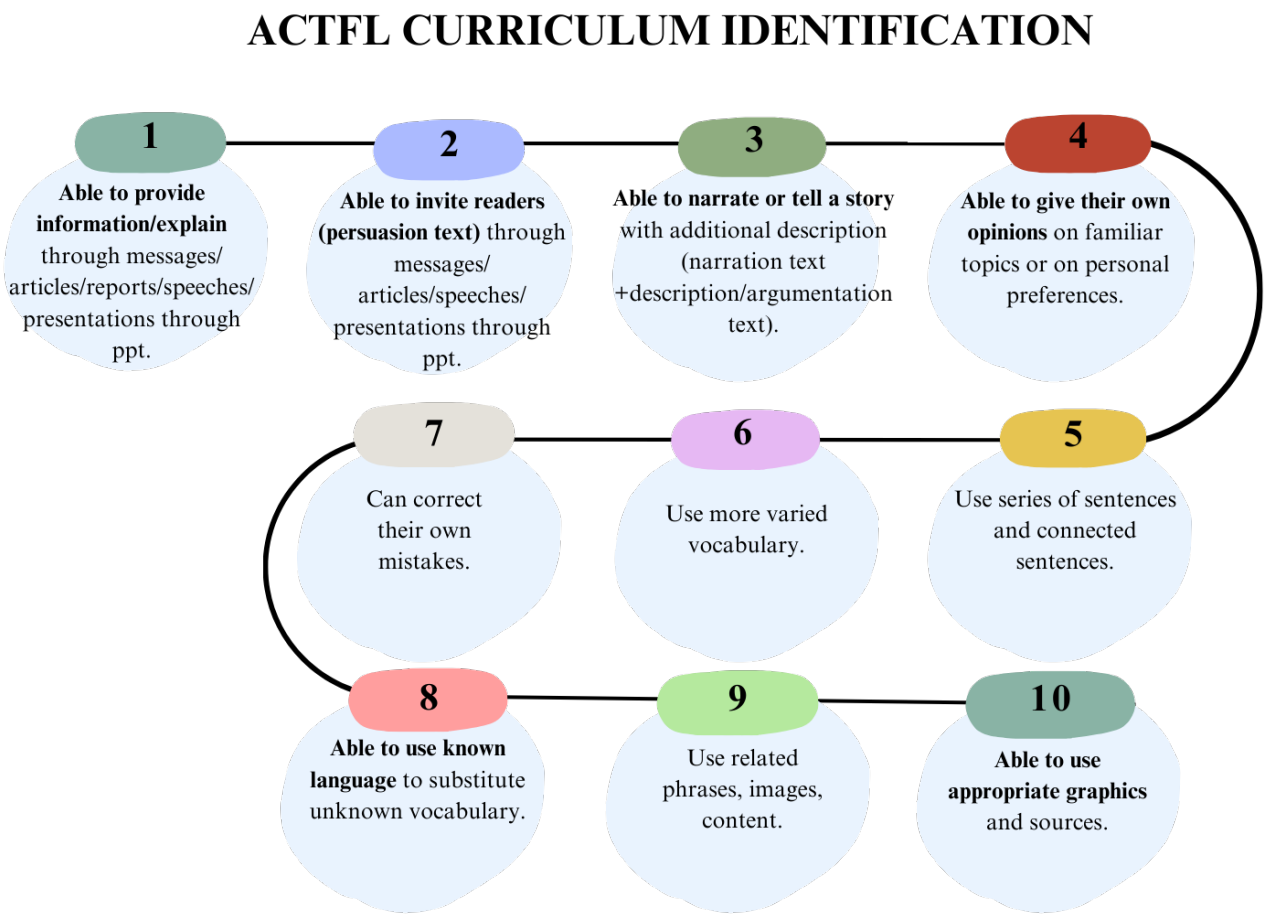

Picture 3. Identification of ACTFL Curriculum
Source: Author's Documentation 2023

Syllabus Identification of VCE

The VCE syllabus is the syllabus used by schools in Victoria, Australia. Australia has a curriculum called ACARA, but each territory in Australia is authorized to develop its syllabus used in all schools within that territory. The Victorian part of the territory has a syllabus called VCE. The VCE for Indonesian is called the VCE Indonesian Second Language, consisting of Units 1-2 and 3-4. BIPA 4 learners on the VCE syllabus are equivalent to VCE unit 3 level. Like ACTFL, VCE also focuses on learners' participation in interpersonal communication, interpretation of other speakers' language, and presentation of information and ideas on various themes and topics in Indonesian. The following are the results of the VCE syllabus identification (see **Picture 4**).

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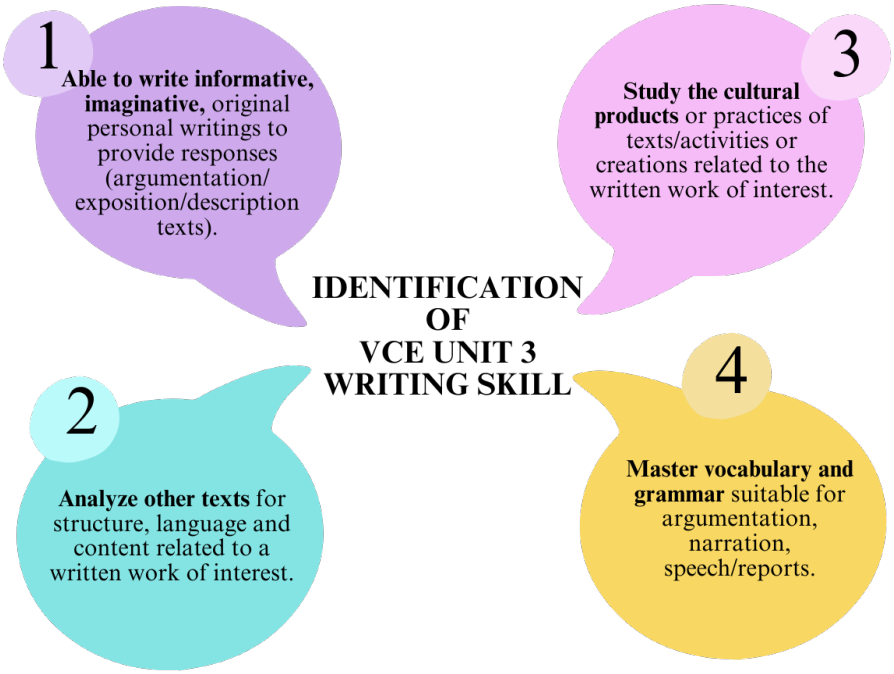
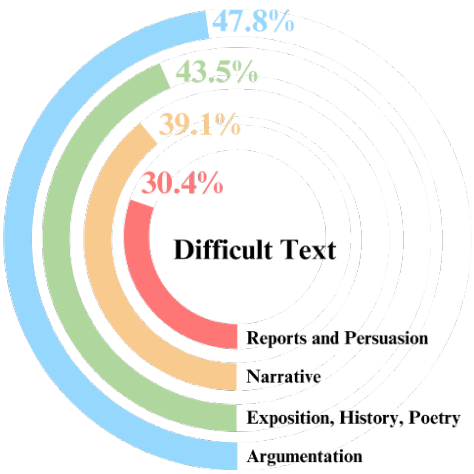


Picture 4. Identification of VCE Syllabus
Source: Author's Documentation 2023

Empirical Needs Identification with Home and Abroad BIPA 4 Teachers

From the results of the questionnaire of intermediate BIPA teachers, it was found that 47.8% of teachers agreed that argumentation texts (see **Picture 5**) were the most difficult to teach and absorb learners. Followed by exposition text, history text, and poetry text with 43.5%; narration text with 39.1%; report text and persuasion text with 30.4%. Regarding linguistic knowledge, 47.8% of teachers feel that the me-kan, ter- and ke-an affixes are the linguistic parts considered challenging to teach and learn by BIPA learners (see **Picture 6**). This is followed by complex phrase structure and *me-i* affixes (43.5%); idiom usage (39.1%); *pe-/-an* affixes, stylistic usage, and collocation (30.4%); sentence expansion using *yang*, conjunctions, repetitions, and vocabulary recall (21.7%). Besides, the learners also like reading about the insight of the archipelago or the insight of Indonesia Ness (see Picture 7). 73.9% of learners like cultural content, 69.6% like local wisdom content, 60.9% like tourism content, 47.8% like culinary content, and 39.1% like biodiversity content (See **Picture 7**).



Picture 5. Difficult Text
Source: Author's Documentation 2023

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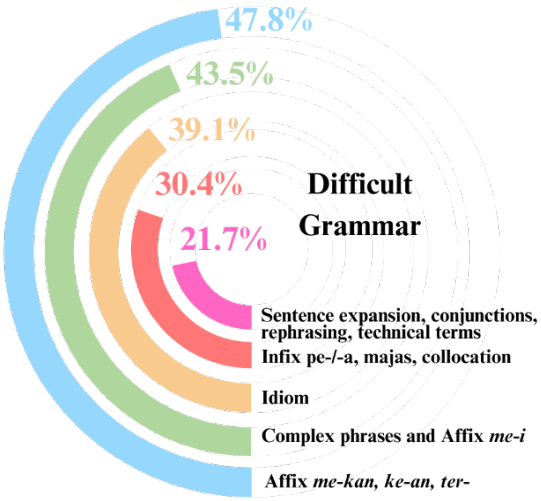
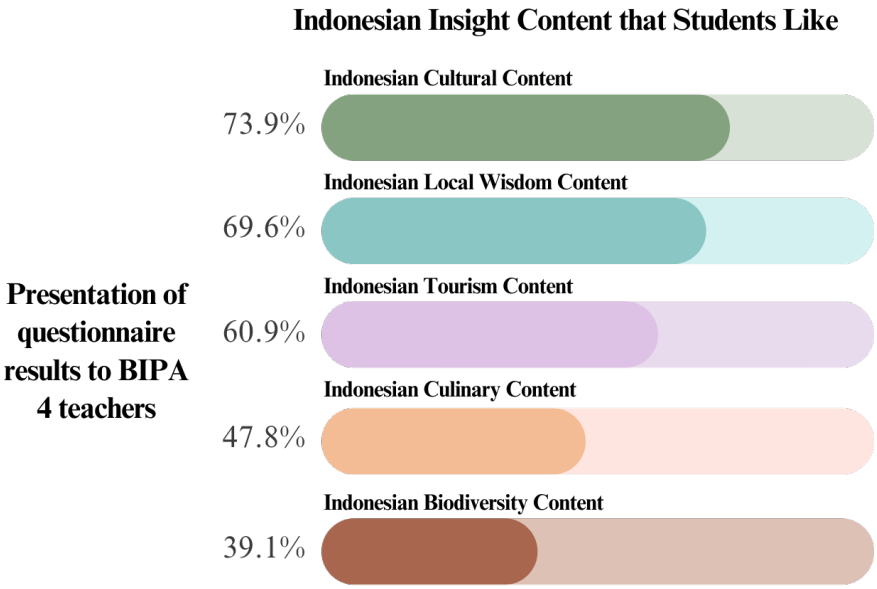


Picture 6. Difficult Grammar
Source: Author's Documentation 2023



Picture 7. Complex Indonesian Insight Content that Students Like
Source: Author's Documentation 2023

Discussion

The results of the identification of the BIPA SKL curriculum Permendikbud No. 27/2017, CEFR curriculum, ACTFL curriculum, VCE syllabus, and empirical needs of 23 BIPA teachers at home and abroad, BIPA 4 writing learning outcomes were obtained, including being able to write argumentation texts, exposition texts, narrative texts, report texts, and persuasion texts; being able to identify and use *me-kan, ter-, ke-an, me-i, pe-/-an* affixes; being able to identify and use complex phrase structures and the use of *yang*; being able to identify and use conjunctions, rephrases, collocations; and being able to identify and use figure of speech and idioms.

The results of identifying learning objectives are designed into a Game-based Learning model in five lesson chapters that contain the theme of archipelago/Indonesian insight. This Game-based Learning model is packaged into a web-based application named GEMARI (Game Kembara Indonesia). The

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structure of GEMARI Game-based Learning material based on curriculum identification and empirical needs is arranged based on the difficulty level of the text type with grammar adjustments that must be achieved. In this case, the grammar is not given based on the difficulty level but on the text type's suitability (Idris et al., 2020). The following is the structure of the GEMARI material (See **Picture 8**):

Picture 8. GEMARI Content Material
Source: Author's Documentation 2023

History and poetry texts were not included in the learning objectives identification stage content. This is because, in the curriculum and syllabus identified, poetry and history are included in the BIPA level 5 curriculum. Poetry and history texts have a higher complexity relating to various figures of speech and technical terms beyond everyday vocabulary (Wijaya & Sari, 2019).

CONCLUSION

Referring to the curriculum and syllabus widely used by BIPA teachers at home and abroad, there are many similarities in the learning objectives of BIPA 4 writing skills. SKL BIPA, CEFR, ACTFL, and VCE place the skill of writing texts based on personal interests or preferences at the beginning. The texts include argumentation (the most challenging text), persuasion, report, narration, exposition, and description. Regarding grammar, the affixes *me-kan, ke-an*, and *ter-- are the most difficult languages* to learn. In addition, VCE emphasizes cultural involvement in the written work created by the learners. Learners at this stage are also emphasized to be able to correct their own mistakes in style, vocabulary, and grammar, which are higher than those listed in CEFR and ACTFL.

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Aligned with empirical needs, descriptive texts have been widely studied at previous levels, so they do not fall into the difficult texts to learn at this level. Poetry and history texts are not listed in any curriculum and syllabus but are often given to BIPA 4 learners preparing to move to the next level. The results of this study are expected to provide an overview of what should be achieved in BIPA 4 writing skills, referring to the curriculum and syllabus that are widely used today. The result can be used as a guideline for developing various kinds of learning models that are fun and meaningful.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also emphasize that the data and content of the article are free from plagiarism.

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