



WRITE LEARNING BASED ON FLIPPED LEARNING MODEL USING CROSS-CULTURAL COMMUNICATION STRATEGY

Prima Vidya Asteria*

Department of Indonesian Language Education, Universitas Negeri Surabaya

ARTICLE INFO	ABSTRACT
<i>Article history:</i> Received: 3 March 2021 Accepted: 17 May 2021 Published: 11 June 2021 <i>Keyword:</i> BIPA, TISOL, Flipped Learning, Cross-Cultural Communication, Memories Book	This study aims to develop a prototype of a writing learning model based on flipped learning with cross-cultural communication strategies. The model used is the R&D (Research and Development) adaptation of Sugiyono (2009) with stages (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revisions. Research subjects were BIPA multilevel students. A series of writing learning in BIPA classes developed based on topics. The topics produced were (1) About Me, (2) Friends, (3) Family, (4) Hobbies, (5) Favorite Food, (6) Favorite Songs, (7) Tourist Attractions, (8) Dream- mind, (9) Profession, (10) Education, (11) History, and (12) Social Places. All learning activities are developed using the flipped learning model by designing activities before in class, during class, and after class. The media used is the Memory Book Media. The results of the assessment of the writing ability of BIPA students in memory books are Classical Completeness is 100% and KKM assessment standard of advanced level student' 80 and intermediate level student' 70 are achieved. Based on the expert validator, it is known that the prototype produced is in a good category (value 85) and is very feasible to implement. Another suggestion from the validator is to consider the diversity of students' abilities. In addition, the prototype also presents a variety of interesting learning activities and can facilitate communication between students or between students and Indonesian people who have different cultural backgrounds. That way cross-cultural communication will occur so that the cultural literacy of students will develop.

* Corresponding author.

E-mail addresses: primaasteria@unesa.ac.id (Prima Vidya Asteria)

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INTRODUCTION

Teaching Indonesian for Speakers of Other Language (TISOL/ BIPA) should not only teach theoretical aspects of language itself but also teach aspects of language as part of the culture from its user community. Indonesian as a language of communication is the result of cultural acculturation from Indonesian society. The development of Indonesian is influenced by the development of attitudes, behavior, values, and norms adopted by Indonesian society. For example, the change in the “Republic Spelling” (Ejaan Republik) rules to “Enhanced Spelling” (Ejaan yang Disempurnakan/ EYD) starting in 1972, then changing again to “Indonesian Spelling” (Ejaan Bahasa Indonesia) since 2015, is a result of the development and cultural changes that prevail in Indonesian society. Another concrete example that can illustrate the role of culture as a language context is the use of words limited by intonation. In some Indonesian local cultures, if the pronunciation of a word accompanied by high intonation is considered a challenge. If the word is used without regard to the cultural values prevailing among its users, it is susceptible to misunderstanding and can cause physical clashes. Things like this are also commonly found in applied languages in the cultural context of any country. Therefore, the role of culture as an applied context of language cannot be separated from language learning. Knowledge and understanding of Indonesian cultural literacy as part of learning Indonesian will make it easier for learners to master the linguistic context that prevails in Indonesian society.

Teaching Indonesian for Speakers of Other Language (TISOL/ BIPA) which is carried out in the country of Indonesia is generally a complex class because it is attended by students from various countries with diverse cultural backgrounds. These differences affect the atmosphere of learning in the classroom and outside the classroom. Interaction between students, the interaction between students and teachers, and interaction between students and their environment is inseparable from cross-cultural interactions. To equalize the vision and perception to achieve TISOL/ BIPA learning goals, it is necessary to have a learning curriculum that develops the cross-cultural communication skills of TISOL/ BIPA students. The cross-cultural approach in learning Indonesian as a second language is one way to accelerate the process of adaptation and understanding of TISOL/ BIPA students towards the application of language in the cultural context adopted by the Indonesian people. In the context of developing aspects of cultural literacy that are taught in the TISOL/ BIPA curriculum, several factors must be considered, namely the need and purpose of learning culture, social integration as a learning objective, and the condition of the social environment which is the target of cultural literacy.

Teaching Indonesian for Speakers of Other Language (TISOL/ BIPA) which is carried out in Indonesia is very beneficial because the environmental, social, cultural, and everyday conditions strongly support foreign speakers to learn Indonesian effectively and comprehensively. This is of course a figure of speech only if BIPA teachers in Indonesia use a classical learning model and tend to focus on cognitive approaches. This is what will form a boring learning environment for foreign speakers, it makes no difference if they learn Indonesian in their home country. This opportunity should be explored by teachers and policymakers who are responsible for implementing BIPA classes in Indonesia. Naturally, the entire BIPA learning

curriculum is integrated with environmental, social, cultural conditions and native speakers of Indonesian. This will facilitate foreign speakers in the BIPA program to learn Indonesian comprehensively and increase the ability of foreign speakers to speak Indonesian effectively. In addition, routine activities outside the classroom conducted by foreign speakers in the BIPA program are always in contact with native Indonesian speakers and Indonesian local culture. Activities such as buying food at a food stall, shopping at markets or shops, socializing with the surrounding community, and various other daily activities are the opportunity for learning the Indonesian language and culture. This is a driving factor for foreign speakers to more quickly understand and master Indonesian in all aspects, both listening, speaking, reading, and writing skills.

Writing skills are very complex language skills so they must be trained regularly and carefully. Writing is a productive and expressive language skill because the writer must be skilled in using graphology, the science that oversees writing systems such as orthography, stenography, cryptography, photography, technography, and other writing systems (wikipedia.org). For developing writing skills, several stages must be passed, namely the stage of acquiring ideas, the stage of processing ideas, and the stage of producing ideas. These stages illustrate the ability to think that must be passed by an author to produce written language production. The ability of thought that is used includes responsiveness, imagination, thought power, and suggestion power. The ability to think is packaged using grammatical and literary abilities to convey information to readers through a variety of written languages (Nafi'ah, 2018). Because of the complexity of the writing process, the learning of writing skills in TISOL/ BIPA class must be packaged in the form of a learning model that can form a pleasant learning atmosphere for BIPA learners.

To package a pleasant learning atmosphere for BIPA students, it can be done through several approaches. A fun approach can be applied through various aspects of learning, including: (1) the material must be adapted to the needs of students and packaged using things that are close to their life experiences so that they are more meaningful and useful and also well-targeted, (2) learning media must always be used in every learning activity so that it can be a means of facilitating learning activities in the classroom, a means of communicating with a group of friends who come from different cultural backgrounds, and helping to form a pleasant learning atmosphere and (3) evaluation must be planned in various forms and media so students are not bored. For example test (written) techniques can be used to measure writing skills and non-test techniques such as project portfolios can be used to measure the development of students' abilities. Evaluations can also take advantage of technological developments, for example by using Google Quiz.

Based on the explanation above, the researcher is interested in developing a prototype of a Flipped Learning Model on the Write Learning using Cross-Cultural Communication Strategy. The purpose of this study is to develop a prototype of a flipped learning model to develop writing skills. The research subjects were BIPA students at Surabaya State University in Academic Year 2019 / 2020. The level of Indonesian language ability of BIPA students was B1 level. The learning model was developed based on the model of flipped learning. The approach was adopted through a cross-cultural approach that promotes interaction between BIPA students

who come from different countries, as well as the interaction of BIPA students with native speakers of Indonesian. The language skills that were the target of the research were the ability to write with the Memories Book media.

Teacher's Role in Independent Learning

In the industrial revolution 4.0 era, a teacher is required to have the ability to collect and analyze data, the ability to assess the condition of learners and help solve the learning difficulties experienced by learners, and have the ability to explore and develop learners' creativity and have individual abilities and the ability to work together well. A teacher is not required to master all knowledge but should have sufficient knowledge by following per under, know where and how to find the knowledge needed, and how to understand and use that knowledge flexibly as needed. This is supported by technological developments and the dissemination of information through digital networks in the 4.0 era. The concept puts the role of the teacher or educator as a learning facilitator. The role of a facilitator has direct consequences as scaffolding, models, trainers, and mentors. However, apart from being a facilitator, educators or instructors have the role of expert learners, managers, and mediators.

The role of educators as expert learners shows that educators or instructors must have a deep understanding of the components that influence the success of learning activities, namely: understanding of learning models, learning outcomes, learner characteristics, learning support facilities, and other non-technical factors. As a manager, educators must have to monitor the learning outcomes of students and problems that affect the success of learning activities, monitoring, and conditioning the atmosphere of learning in the classroom and foster interpersonal relationships in the classroom, as well as supervise and control the stages of the learning process. As a mediator, educators are tasked with guiding students' learning directions, helping students formulate questions or construct visual representations of a problem, guiding students to develop positive attitudes towards learning, focusing, linking new information with the initial knowledge, and explaining how to link students' ideas, and develop students' critical thinking skills (Santiasa, 2007).

The role of the educator above is very appropriate to be applied in BIPA learning because in general foreign speakers in the BIPA program are adult speakers so the learning approach used is adult learning. Adult learning is more emphasized on the independent learning model. In independent learning, 3 main aspects influence. First, metacognitive strategies are used by students in the framework of implementing the planning, monitoring, and modification stages of students' understanding or cognition. Second, students' self-management abilities in dealing with learning situations in the classroom and outside the classroom. Examples of students' self-management abilities include students being able to sort out positive and negative influences and choose positive influences in the context of mastering the results of learning activities. Through these abilities, it allows students to develop better. The third important aspect of independent learning is the actual cognitive strategies that students use to learn, remember, and understand the material (Pintrich and Groot, 1990).

Flipped Learning Model

Factors that need to be considered in determining learning models in BIPA classrooms include the following (Nafi'ah, 2018).

1. Considerations in terms of learning outcomes,
2. Considerations relating to the material or learning material,
3. Consideration in terms of the characteristics of foreign speakers of the BIPA program,
4. Consideration of the effectiveness or efficiency of the learning model.

The learning model chosen and applied in the BIPA class must be able to develop the potential and characteristics of BIPA students so that the selection of the flipped learning model is very in line with the criteria for selecting the learning model. Based on aspects of learning outcomes, the choice of a flipped learning model is very flexible to develop the writing ability of BIPA students. The advantage of the flipped learning model lies in the simulation of learning that is planned for the stages before, during, and after learning in class. The existence of these simulations, allows educators or instructors to choose variations in media, tests, and learning strategies that are tailored to the learning needs. The use of social media, video, online, and online applications allow teachers to visualize their learning achievement targets that are tailored to the character of students, learning media that are tailored to the needs of delivering topics, and the use of various technological advancements in the 4.0 era can be optimized using flipped learning models learning (Evseeva and Solozhenko, 2015).

METHOD

The data of this study were collected by observation technique, interview technique, test technique, and documentation technique. Observation is a fundamental technique in research. Observations are made with clear, detailed, complete, and conscious observations about the actual behavior of individuals in certain circumstances. The importance of observation is the ability to determine the initial factors of behavior and the ability to accurately describe the reactions of individuals observed under certain conditions. Observations in qualitative research are conducted on actual situations that are reasonable, without being prepared, altered, or not specifically held for research purposes. Observations made on the object of research as a source of data in the original state or as everyday conditions. Marshall in Sugiono (2012: 317) states that "through observation, the researcher learns about behavior and the meaning attached to those behaviors". So through observation, researchers learn about the behavior and meaning of the behavior. Related to observations made in qualitative research, the observations used are direct. Data in the form of fields and field notes, discussion sheets in class, and the results of assignments in the media of memory books.

The research uses the R&D (Research and Development) adaptation model based on Sugiyono (2012) with stages (1) problems identification; (2) data collection; (3) product design; (4) design validation; (5) design revisions. The research subjects were BIPA multilevel students. At the developing stage of this prototype, researchers developed a specific of writing learning in BIPA classes based on topics. Researchers developed a series of writing learning in BIPA classes based on topics. The topics

produced were (1) About Me, (2) Friends, (3) Family, (4) Hobbies, (5) Favorite Food, (6) Favorite Songs, (7) Tourist Attractions, (8) Dream- mind, (9) Profession, (10) Education, (11) History, and (12) Social Places. The learning activities are developed using the flipped learning model by designing activities before in class, during class, and after class. The writing media use the Memory Book Media. Essays, tasks, mid-term and end-term of the students were analyzed to know their writing quality.

FINDINGS AND DISCUSSION

The flipped learning model is very influenced by the simulation factor of learning activities or often referred to as the learning roadmap or learning storyline. The learning storyline displays the details of the activities arranged for the stages before the learning activities in class, during the learning activities in class, and after the learning activities in class. The implementation limit for each stage is adjusted to the credit load of the writing course, which is 3 credits. Details of the amount of activity time are arranged based on the number of credits for face-to-face, structured assignments, and independent learning. The determination of the type of activity is adjusted to the target of learning achievement to facilitate the measurement of learning achievement through the results or outputs of activities that have been simulated in the storyline.

The following is a prototype of a flipped learning model with the “Favorite Food” topics that are equipped with learning achievement targets, activity flow or storyline, and aspects of competency assessment based on the outputs of activities that have been carried out.

TOPIC:

Favorite food (traditional Indonesian snacks)

COMPETENCY ACHIEVEMENTS:

1. Able to explain vocabulary related to traditional food and socio-cultural interactions in traditional markets.
2. Able to understand and use vocabulary according to the context.
3. Able to use written and spoken skills properly and correctly.
4. Able to understand the character values of the Indonesian nation's personality which is reflected in various types of food, social and cultural interactions, as well as customs and norms prevailing in Indonesian society.

FLIPPED LEARNING STORYLINE

Activity Before Class Meeting:

- 1) Students are explanation of the final achievements that are the target of favorite food topics (traditional Indonesian snacks) through links, social media, or social media groups.
- 2) Students are given a lesson plan and material that can be read (text) or seen and heard (video) through web pages, links, or e-learning pages.
- 3) Students are asked to create groups of 2 or 3 people.
- 4) Students are given an interview grid with food vendors.
- 5) Students make a list of questions based on the interview grid and additional questions related to the topic.

- 6) Students are asked to make documentation about the interview activities that will be carried out (video/sound/notes/photos).
- 7) Students are asked to buy food (traditional Indonesian snacks) from traditional markets
- 8) Students are asked to choose food (traditional snacks).
- 9) Students are asked to bid on food.
- 10) Students are asked to interview the seller about the food (traditional snacks) that are purchased.
- 11) Students make discussion material and presentations on topics and activities that have been carried out.

Activity In The Class Meeting:

- 1) Students and lecturers discuss the student's activities in the markets.
- 2) Students make a vocabulary bank that is not yet understood related to topics and activities.
- 3) Students and lecturers discuss the type of words (standard or non-standard), the type of sentence, the context of use, and language errors that occur during activities in traditional markets.
- 4) Students are asked to give opinions, impressions, or comparisons about food conditions, traditional markets, interactions with sellers, and other conditions found during activities in traditional Indonesian markets with conditions in their home country.
- 5) Students and lecturers discuss the cross-cultural interaction between Indonesian and the culture in their home country.
- 6) Students form a circle around the table, while the lecturer presents traditional Indonesian snacks on the table.
- 7) Students listen to the lecturer's explanation about the concept of Indonesian food, its characteristics, and taste, and also the cultural value.
- 8) Students observe traditional snacks served.
- 9) Learners and lecturers discuss market snacks that also exist or similar in their home countries.
- 10) Students take turns choosing one snack and tasting it.
- 11) Learners describe the traditional snacks they tasted (shape, taste, texture, materials, process, etc).
- 12) Each student alternately mentions 5 types of snacks and makes a sentence about these snacks.
- 13) Students are asked to give an impression of these traditional snacks.
- 14) The lecturer gives a conclusion related to Indonesian local culture which is reflected through food, language, attitudes, and behavior as well as customary values and norms prevailing in the community and the impact of intercultural interaction in the community environment.
- 15) The lecturer explains the home assignment.

Activity After Class Meeting:

- 1) Students are asked to write references, opinions, comments about traditional Indonesian food and cultural values contained in the memory book.

- 2) Students are asked to write down experiences, impressions, opinions about social interaction experiences, and cultural differences when carrying out activities in Indonesian traditional markets in a memory book.
- 3) Students write their opinions, comments, and impressions about the personality values of the Indonesian nation, expressed or implied through the type of food, socio-cultural interactions, and norms prevailing in society.
- 4) Students write references, experiences, opinions, and comments using good and correct Indonesian.

TEACHER'S CONTINUOUS TASKS

- 1) Preparation of Learning Plans (RPP) for classes including determining the target competency and sub-competency of each flipped learning stages;
- 2) Preparation of observation instruments, interview instruments, written test instruments, and documentation instruments;
- 3) Develop audio, visual, and audio-visual based teaching materials used at each stage of flipped learning
- 4) Observing and measuring the writing ability of BIPA students;
- 5) Observing the learning character of BIPA students;
- 6) Revise the lesson plans that are adjusted to the ability and character of student learning for the next meeting;
- 7) Adjusting the target of research competency achievement by following per under the level of writing ability of BIPA students for the next meeting;
- 8) Adjusting learning strategies for the next meeting;
- 9) Observing the behavior of BIPA students during the learning process in class;
- 10) Conduct discussions with BIPA students related to the knowledge, attitudes, behavior of BIPA students during the learning process before in class and during class according to the interview guidelines that have been made;
- 11) Assess the knowledge, attitudes, and behavior of BIPA students in class;
- 12) Assessing the writings of BIPA students in memory books;
- 13) Complete the data by reviewing the contents of the data in the form of observations, interviews, test results, and results of field documentation;
- 14) Categorizing, reviewing, and analyzing the relevance of the data to obtain a systematic and related data structure;
- 15) Conclusion, meaning that the results of the data study are then used as conclusions after being analyzed;
- 16) Compile a report, after describing the answers in detail, then compiling it in the form of a report.

The results of the assessment of the writing ability of BIPA students in memory books through independent assignments are arranged in the following table.

Table of Competency Assessment for Writing Description of BIPA Students

No.	Initials	Writing Competency Assessment					KKM Standard	Completeness
		Essay	Task	Mid	End	Average		
1	Students A	85	85	85	90	86.5	80	Complete
2	Students B	85	80	75	85	81.5	80	Complete

3	Students C	80	80	80	80	80	80	Complete
4	Students D	90	90	80	80	85	80	Complete
5	Students E	85	85	85	80	83.5	80	Complete
6	Students F	80	80	75	75	77.5	70	Complete
7	Students G	75	80	80	90	82	80	Complete
8	Students H	75	75	70	62	70.1	70	Complete
Number								8

Based on the data above, it is compiled to the following data:

a) Classical Completeness.

Classical completeness is a general description of the achievement of competencies achieved by the class based on the teacher's target. The classical standard of completeness set in this study is 80%;

$\sum f$ is the number of subjects, in this case, the number of BIPA students is 8 people;

$\sum fl$ is the number of subjects who meet the completeness requirements, amount 8 people;

$$\text{Classical Completeness} = \frac{\sum fl \times 100\%}{\sum f} = \frac{8 \times 100\%}{8} = 100\%$$

b) KKM Standard.

KKM assessment standards are distinguished according to the level of Indonesian language skills. It is the authority of the teacher to determine the competency targets achieved by each student based on the results of previous observations.

For students who have an advanced level of ability, the KKM standard is 80;

For students who have an intermediate level of ability, the KKM standard is 70;

Based on expert validator, it is known that the result of the prototype assessment is included in the good category (value 85) and very feasible to implement. The other suggestion from the validator is to pay attention to the diversity of students' abilities even if they are on an equal level, home country cultural differences also often lead to differences of understanding. In addition, the prototype also presents a variety of interesting learning activities and can facilitate cross-cultural communication between students or between students and Indonesian native people who have different cultural backgrounds. Cross-cultural communication can encourage the development of Indonesian language skills of TISOL/ BIPA students.

CONCLUSION

TISOL/ BIPA learning does not just teach language as a theory, but also Indonesian in the context of Indonesian culture. Therefore, teaching BIPA is important to pay attention to the development of aspects of cultural literacy. All learning activities are developed with a flipped learning model by designing

activities before in class, during class, and after class. The results of the assessment of the writing ability of BIPA students in memory books are Classical Completeness is 100% and KKM assessment standard of advanced level student' 80 and intermediate level student' 70 are achieved. The media used is the Memory Book Media. Based on expert validation, it is known that the prototype produced is in a good category (value 85) and is very feasible to implement. The prototype also presents a variety of interesting learning activities and can facilitate cross-cultural communication between students or between students and Indonesian native people who have different cultural backgrounds. Based on the result, it had confirmed the effectiveness of flipped learning per the results of research developed by Brewer and Movahedazarhouli (2018), Improving the ability of TISOL/ BIPA students at Surabaya State University in the Indonesian language properly and correctly can be encouraged through the application of the Writing Learning Model based on Flipped Learning with Cross-Cultural Communication Strategies.

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