

ABSTRAK

Maranta, Patrick Fiskhas. 2024. Pengembangan Bahan ajar Keterampilan Berbahasa Untuk Pembelajar BIPA Tingkat Satu Berbasis *Flipbook* Digital. Tesis. Yogyakarta: Magister Pendidikan Bahasa Indonesia, FKIP, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk menghasilkan produk berupa bahan ajar pada keterampilan berbahasa untuk pembelajar BIPA tingkat satu berbasis *flipbook* digital. Penelitian ini berjenis Research and Development (R&D) dengan model ADDIE yang meliputi: 1) Analyze, 2) Design, 3) Development, 4) Implementation, dan 5) Evaluation. Teknik pengumpulan data yang digunakan adalah wawancara dan kuesioner. Teknik analisis data yang digunakan yakni reduksi data, penyajian data, dan penarikan kesimpulan. Data penelitian berupa skor penilaian dianalisis menggunakan statistik deskriptif kemudian dikonversikan dengan rumus Penilaian Acuan Patokan (PAP).

Penelitian ini menghasilkan dua hal yang diuraikan sebagai berikut. Pertama, didapatkan hasil analisis kebutuhan berdasarkan tahap *analyze* dengan wawancara pengajar BIPA dan kuesioner analisis kebutuhan pembelajar BIPA yang meliputi: 1) Kesulitan pembelajar BIPA tingkat satu dalam melatih empat keterampilan berbahasa; 2) Kebutuhan teknologi dan visual dalam pembelajaran BIPA; 3) Pembelajaran BIPA masih menggunakan bahan ajar konvensional, namun belum ada bahan ajar yang mengintegrasikan materi, dan teknologi. Kedua, proses pengembangan produk terdiri dari 4 tahap yang meliputi: 1) *design*, peneliti mendesain bahan ajar berdasarkan hasil analisis kebutuhan tahap *analyze*; 2) *development*, mengembangkan produk bahan ajar berdasarkan tahap *design* dan melakukan validasi produk dengan dua ahli yaitu dosen ahli BIPA dengan skor 3,13 dari skor maksimal 4,00 dengan kategori “Baik” dan dosen ahli TI dengan skor 3,85 dari skor maksimal 4,00 dengan kategori “Sangat Baik”; 3) Melakukan revisi tahap 1 berdasarkan hasil validasi produk berdasarkan tahap *development*; 4) *implementation*, peneliti melakukan uji coba produk kepada pengajar BIPA dengan skor 3,73 dari skor maksimal 4,00 dengan kategori “Sangat Baik” dan pembelajar BIPA dengan skor 3,74 dari skor maksimal 4,00 dengan kategori “Sangat Baik”; dan 5) *evaluation*, peneliti melakukan revisi tahap 2 berdasarkan hasil uji coba produk.

Hasil penelitian secara keseluruhan aspek produk bahan ajar memperoleh skor rata-rata 3,6 dari skor maksimal 4,00 dengan kategori “Sangat Baik”. Dengan demikian, produk bahan ajar dengan judul *Fun Indonesian Language: Making Indonesian Language Learning Exciting* dinyatakan layak digunakan dalam pembelajaran BIPA tingkat satu.

Kata Kunci: Pembelajaran BIPA, Keterampilan Berbahasa, Bahan ajar.

ABSTRACT

Maranta, Patrick Fiskhas. 2024. Development of Teaching Materials for Speaking Skills of Level One BIPA Learners based on Digital *Flipbook*. Thesis. Yogyakarta: Indonesian Language Education, Faculty of Education, Sanata Dharma University.

This study aims to produce a product in the form of a Teaching Materials for speaking skills of level one BIPA learners based on Digital Flipbook. The research follows the Research and Development (R&D) type with the ADDIE model, which includes: 1) Analyze, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. Data collection techniques used in this research are interviews and questionnaires. Data analysis techniques involve data reduction, data presentation, and conclusion drawing. The research data in the form of assessment scores are analyzed using descriptive statistics and converted using the Penilaian Acuan Patokan (PAP) formula.

This research yields two main findings, which are outlined as follows. Firstly, the analysis of needs based on the analyze stage includes interviews with BIPA teachers and questionnaires for analyzing the needs of level one BIPA learners, which cover: 1) Difficulties faced by level one BIPA learners in practicing speaking skills; 2) The need for technology and visuals in BIPA learning; 3) BIPA learning still relies on conventional teaching materials, but lacks of teaching materials that integrate content, teaching materials, and technology. Secondly, the product development process consists of four stages, which include: 1) Design, where the researcher designs the teaching materials product based on the needs analysis from the analyze stage; 2) Development, where the teaching materials product is developed based on the design stage and validated by two experts, namely BIPA expert lecturers with a score of 3.13 out of a maximum score of 4.00, categorized as "Good," and IT expert lecturers with a score of 3.85 out of a maximum score of 4.00, categorized as "Very Good"; 3) Stage 1 revision based on the validation results from the development stage; 4) Implementation, where the researcher conducts product trials with BIPA teachers, resulting in a score of 3.73 out of a maximum score of 4.00, categorized as "Very Good," and with BIPA learners, resulting in a score of 3.74 out of a maximum score of 4.00, categorized as "Very Good"; and 5) Evaluation, where the researcher conducts revisions in stage 2 based on the product trials

Overall, the teaching materials product receives an average score of 3.6 out of a maximum score of 4.00, categorized as "Excellent." Therefore, the teaching materials product with the title "Fun Indonesian Language: Making Indonesian Language Learning Exciting" is considered suitable for use in level one BIPA learning.

Keywords: BIPA Learning, Language Skills, Teaching Materials.