

## **The Development of Web-Based Teaching Materials Integrated with Indonesian Folklore for Indonesian Language for Foreign Speakers Students**

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### **Abstract**

Although the preservation of the Indonesian culture is deemed beneficial, the lack of folklore texts readily available for instructional purposes makes teaching and learning the Indonesian culture challenging. This study aims to develop web-based teaching materials, integrated with Indonesian folklore for intermediate-level students of Indonesian for foreign speakers (BIPA). A Research and Development (R&D) method was employed with a 4D research model (Define, Design, Develop, and Disseminate). Four teachers and seven students were purposively selected, based on prior experience in teaching BIPA and ownership of a device and ability to operate a software. A questionnaire, expert validation sheet, users assessment sheet, and interview guide were employed to obtain the expected data. The results of the study revealed that all teachers had used textbooks and the Internet, but not all teachers used enrichment materials from the government. They further stated that they were interested in the development of teaching materials with folklore texts. The expert validation results showed that the developed web-based teaching materials was feasible with a very good predicate. Based on a limited trial (independently) by users, BIPA teachers and students responded that the prototype was feasible with a very good predicate.

**Keywords:** BIPA; enrichment material; Indonesian folklore texts; web-based learning software

### **Introduction**

The Indonesian Language for Foreign Speakers (BIPA) program currently has a major role in advancing the Indonesian state. This is evidenced by the increasing interest of other nations in learning Indonesian. Based on the website of the Ministry of Education and Culture ([www.bipa.kemdikbud.go.id](http://www.bipa.kemdikbud.go.id)), there are currently 287 formal and informal institutions from 29 countries that implement BIPA programs. A total of 62 institutions are in Indonesia across various regions. These institutions include (1) universities, (2) foreign cultural centers, (3) Embassy of the

Republic of Indonesia (KBRI), and (4) courses in institutions. Hence, the teaching process of BIPA is certainly inseparable from the vision and mission of implementing the BIPA program; that is to “improve Indonesia’s positive image in the international world to make Indonesian language as a medium of communication at the international level” (Badanbahasa.kemdikbud.go.id ).

Kusmiatun (2018) stated that the number of foreign students who are interested in studying and researching Indonesia is increasing. The high interest of foreign speakers in learning the Indonesian language must be balanced with a varied selection of teaching materials. It is justified that the aim of understanding Indonesian culture among students is not just to be proficient in the Indonesian language, but also to have a more comprehensive understanding so that they can communicate in the context of Indonesian culture (Chan, et al., 2020; Junaidi, Andira, & Mustofa, 2017; Sato, 2020). Ideally, BIPA teaching materials contain language skills (reading, writing, listening, and speaking), language knowledge (vocabulary and grammar), culture, and literature. Therefore, it is necessary to select interesting and varied topics to increase the BIPA students’ interests.

Apart from those various interests, BIPA teaching needs to be differentiated according to the objectives to be achieved. Soewandi (1994) suggested several objectives of teaching BIPA, namely (1) as a means of communicating with Indonesian speakers and (2) as a means of exploring Indonesian culture and all its aspects. Junaidi, Raisya, and Mustofa (2017) revealed that the interest of BIPA learning is not only to be proficient in the Indonesian language but also to have a more comprehensive understanding to adapt to the Indonesian cultural context in communication. It is in line with the overview of Indonesia’s goal of preserving its arts, culture, and language.

Furthermore, considering the proliferation of information and communication technology even in learning and teaching languages, the approaches have transformed into Computer-Assisted Language Learning (CALL). CALL then expands to distance learning, online education, or what is known as e-learning and web-based learning (Sarica & Cavus, 2009). Web-based courses can also provide static pages such as printable materials (Chang, Lin, & Tsay, 2013; Mason & Rennie, 2007; McKimm, Jollie, & Cantillon, 2003). In the last few decades, CALL has increased in users in the language learning process by using computer facilities to improve their language skills (Demirezen & Pourfeiz, 2015). Cholid, Enmunsyah, and Patmanthara (2016) argued that the use of web-based learning can make the implementation of teaching and learning more effective. Using a web-based learning approach allows more data and information to be obtained, resulting from a more interesting and complete explanation to the students. Additionally, several learning approaches, such as constructivism, collaborative learning, and experiential learning can be supported by web-based materials (Khalifa & Ram, 2002).

Several researchers have delved into the study of developing ICT-based teaching materials for BIPA students (Mulyaningtyas, 2011; Nuraeni, 2016; Siroj, 2015). Related to the focus of the present study, web-based folklore materials are deemed beneficial to enhance cultural understanding and to be used as private tutorial learning. Such web-based teaching materials are found to be beneficial to increasing the students’ learning motivation (Jayaraman, Koon & Annamalai, 2019). Another research has been done by Amandangi, Mulyati, and Yulianeta (2020). The results showed that the folklore texts used in the developed materials were still focused only on Central Javanese folklore. It was recommended that there should be further research, which incorporates a wider range of folklore texts in the Indonesian context. Without being specific to ICT-based teaching materials, Triningsih (2015) who explored the cultural wisdom in the folklore of the Cilacap community concluded that the existence of folklore in a community should be preserved. Folklore has local values and wisdom which can be used as life guidance for the

community. Apart from that, some of the values contained in the folklore texts also serve as a means of supporting tourism.

Although the use of folklore texts in the teaching and learning process has been initiated by the previous research, results related to the development of short story texts with cultural and tourism contents are still not much identified in the literature, which particularly involves the technology use. These contents are necessary for some students who aim to study cultural studies and have an interest in tourism. To address the gap, this study intends to develop a prototypical software of BIPA teaching materials, based on folklore texts. Specifically, the present paper aims to report on the development results of web-based teaching materials with the integration of Indonesian folklore texts to develop the four core language skills and intercultural competence (for example see Sung & Guo, 2020 in the Chinese context). It is because cultural and tourism knowledge can help students avoid culture shock and help the process of cross-cultural understanding. To achieve the objectives mentioned before, the following research questions drive the present research.

1. How are the results of a preliminary analysis on the needs of developing web-based teaching materials with Indonesian folklore based on the BIPA teachers' practices and interests?
2. To what extent is the developed web-based teaching materials feasible from the expert judgment?
3. What are the BIPA teachers and students' responses to the feasibility of the materials?

## Literature review

### Folklore texts

Bascom (1965) and Danandjaja (1997) asserted that folklore is part of a collective that is spread and passed down between generations in various versions, both in oral form and examples accompanied by gestures or assistive reminder devices. Lang, MacCulloch, and Hartland (in Gusal, 2015) revealed that folklore is a picture of life's struggles and people's experiences in the past. In line with their opinion, Endraswara (2010) mentioned that folklore is passed down from one generation to the next in certain societies. Additionally, Gusal (2015) argued that folklore has no attachment to time and place.

Dundes (in Bronner, 2007) elaborated that the meaning of folklore requires more than just reading the text literally. It requires contextualization of expression in behavioral and social conditions. It is emphasized by classifying folklore as a form of sublimation. It can be seen that folklore is a story that has been passed down from generation to generation without the knowledge of its creator. Folklores are stories that do not happen but are developed in particular societies through means of oral or written media to convey various moral messages to society to educate as well as entertainment. As stated by Antasari (2016, p. 138), the majority of children like stories/fairy tales of which the preferred types are legend, fable, *Siroh Nabawi*, and science and technology.

### Web-based learning

Since 2011, the Industrial Revolution has brought about increased connectivity, interaction, and boundaries between people, machines, and other existing resources; increasingly converging through information and communication technology (Sulistyo, et al, 2020). Information Technology (IT) systems have experienced revolutionary advances (Millard, Baldassar, & Wilding, 2018) which have had a significant impact on every aspect of human life (Tjahjono, et

al., 2017). Digitalization in which the Internet and digital media are no longer complementary needs. This proves that the impact of information technology affects a person's habits in accessing information. Muslimin et al. (2017) said that not only students but educators should also be fortified to vary their educational approaches and to avoid limiting their practice to merely traditional methods of instruction. That is why the development of e-learning has never been more intense than it is today, particularly web-based learning (Pratama & Buditjahjanto, 2016)

Rusman (2012) stated that web-based learning as part of e-learning has several characteristics. The first characteristic is interactivity, which provides more communication channels, both directly (synchronous), such as chat or messenger, and indirectly (asynchronous), such as forums, mailing lists, or guestbooks. Independence, namely flexibility in the provision of time, place, teaching, and teaching materials is the second characteristic of web-based learning. This causes learning to be more student-centered. Third, accessibility to learning resources becomes easier through the Internet than through conventional learning. Fourth, enrichment of learning activities enables the use of information technology devices, such as video streaming, simulation, and animation.

### Integrative learning

Based on the explanation of Ananda and Abdillah (2018), integrated learning is an approach to learning by integrating several teaching materials and/or several related subjects harmoniously to provide meaningful learning experiences to students. The integrated learning model uses an inter-learning approach. It is attempted by combining subjects through setting curricular priorities and determining overlapping skills, concepts, and attitudes in several subjects (Fogarty, 1991). Integrated learning can be seen as: a) a learning approach that connects various subjects that reflect the real world around them and within the range of abilities and development of students; b) a way to develop the knowledge and skills of students simultaneously; c) assembling or combining several concepts in several different subjects, in the hope that students will learn better and meaningfully.

## Methodology

### Design

The current study was designed as a Research and Development (Gay, Mills, & Airasian, 2011) because the researchers aim not to formulate or test theory but to develop an effective product to be used at schools. The 4-D model (define, design, develop, and disseminate) was chosen because it is relatively more concise and following the needs of this research. The disseminate stage is not reported as well since the focus of the current study is to delineate the preliminary analysis to define the needs of developing web-based enrichment materials with Indonesian folklore texts, to validate the product, and to obtain the user's responses to the use of the developed materials. The four phases of 4-D are explained in Figure 1.

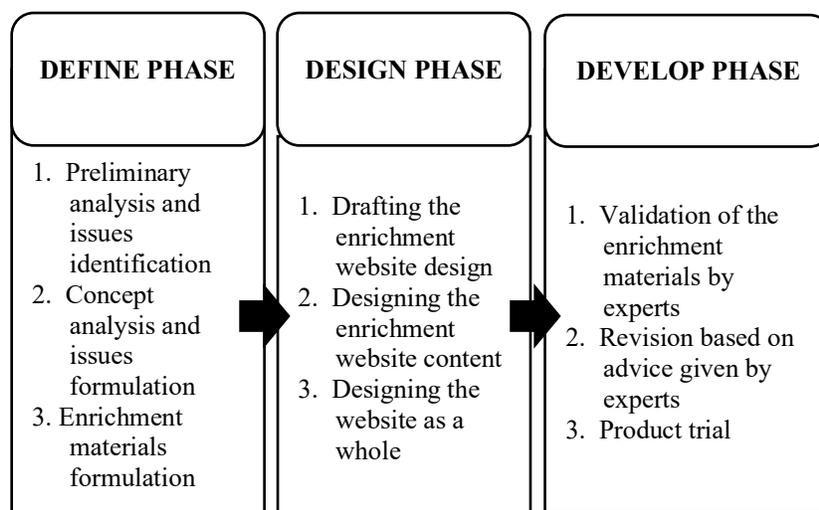


Figure 1. Research and Development Stages

As exhibited in Figure 1, the first phase was to define the terms, urgency, and theoretical foundation for developing websites for enrichment material of Indonesian folklore text for intermediate-level BIPA students. The second phase involved the preparation of a prototype of an enrichment website. The third phase was carried out to create an enrichment website that is complete and ready to be assessed. This phase included the simulation, in the form of a limited trial, of the web-based enrichment materials by users, namely by teachers and students.

#### The participants

Intermediate-level BIPA teachers and students were selected by purposive sampling technique with certain goals and criteria. Four BIPA teachers were involved in this study based on their experiences in teaching BIPA abroad. Seven student participants were from various regions both domestic and abroad. The students were selected, based on their experiences in learning BIPA and ownership of electronic devices such as smartphones as well as ability to operate them. Additionally, the judges who conducted the validation were BIPA learning experts, literature experts, and multimedia experts. They are lecturers and practitioners in their respective field and have more than ten years of experience in the field.

#### Instruments and data collection techniques

The research instruments used in this study were an interview guide and questionnaires for needs analysis, expert validation, and user response. The data collection techniques used in this study included surveys, interviews, as well as expert validation and user assessment. The interview guide was formulated by the researchers. It consisted of ten questions aimed to gain information related to the profile of the teaching materials, the descriptions of the use of teaching materials and enrichment materials, the various kinds of folklore texts that students should know, the opinions regarding appropriate web-based enrichment materials for BIPA students, and the prerequisite knowledge such as ownership and capability to use electronic devices. Table 1 depicts the summary of how each research question is addressed.

Table 1. Description of the current study

Research question	Data collection technique	Instrument	Expected findings
1. How are the results of a preliminary analysis on the needs of developing web-based teaching materials with Indonesian folklore based on the BIPA teachers' practices and interests?	Survey	Questionnaire	Students' and teachers' responses
	Interview	Interview guide	Students' and teachers' experiences
2. To what extent is the developed web-based teaching materials feasible from the expert judgment?	Expert validation	Validation sheet	Expert validation results
3. What are the BIPA teachers and students' responses to the feasibility of the materials?	Survey	Assessment sheet	Students' and teachers' assessment results
	Interview	Interview guide	Students' and teachers' opinions and suggestions

The questionnaire for needs analysis was sent to the participants using Google Form and consisted of twelve yes-or-no questions. The questions were related to students' interests in folklore text materials, current teaching materials, accessibility to online teaching materials, and students' opinions on web-based enrichment materials. The questionnaire was then validated by experts. The expert assessment questionnaire was viewed from four aspects, then elaborated into several points. 1) the feasibility aspects of the material/content; 2) the presentation aspects; 3) the linguistic aspects, and 4) the display and graphic aspects.

Finally, a response questionnaire was filled out by the participants. This questionnaire comprised five main aspects. The first aspect covered accessibility, layout, typography, illustrations. The second aspect addressed the suitability with user needs, the attractiveness, and the conformity with the principles of the integrative model. The third aspect dealt with completeness and integration of presentation. The fourth aspect covered language aesthetics, legibility, and language rules. The fifth aspect was related to the benefits of enrichment materials, folklore texts, cultural knowledge, and tourism knowledge.

#### Data analysis techniques

The analysis of the questionnaire data was carried out in a descriptive qualitative manner, accompanied by quantitative evidence as needed. The responses were recorded and analyzed to obtain the data related to the profile of teaching materials. Meanwhile, the data from user assessment sheet were used to delineate the teachers' and students' scoring and opinions after using the folklore-based enrichment materials with a web-based integrative model. The data also included the constraints faced by the research subjects while using the enrichment materials.

Quantitative data analysis process was also conducted to determine the feasibility of the product, based on the results from expert validation. The web-based enrichment materials as a

prototypical product in this study has several aspects. The feasibility test was processed for each aspect. The overall data were calculated to obtain the final results. The results of the feasibility test were presented in the form of percentages along with the category. The general feasibility was calculated by substituting  $\Sigma x$  for the total test score obtained based on the assessment given by experts and substituting  $\Sigma x_{\max}$  for the maximum total score obtained from all aspects. Table 2 displays the eligibility criteria for web-based enrichment materials in general based on the calculation of the frequency distribution of the scores that may be obtained.

Table 2. Feasibility criteria

Scale	Feasibility Criteria
85-100	Feasible with very good predicate
65-84	Feasible with good predicate
45-64	Feasible with sufficient predicate
-44-	Not feasible

(Modification: Center for Books and Curriculum, 2008)

The users' opinions were also gathered from the website in the forms of comments to the quality of the product. The comments were used to add information regarding the users' opinions of the use of the product as well as the suggestions for further refinement. Data analysis process proceeded to interview data. The interview recordings were first transcribed. The transcripts were checked by the researchers and the respondents. They were further coded, and the coding results were classified to generate bigger categories that could directly address the research questions.

## Finding

Results from the preliminary analysis

The findings showed that the teachers used teaching materials in the form of textbooks in the folklore text learning process for intermediate-level BIPA. This textbook was provided by the government, namely "*Sahabatku Indonesia*" Levels B1 and B2. These two books were published by the Center for Strategy Development and Language Diplomacy, Agency for Language Development and Books. In the learning process, the teachers used the textbook as the main teaching material, namely the textbook "*Sahabatku Indonesia*", compiled and published by the Agency for Language Development and Books through the Center for Strategy Development and Language Diplomacy (PPSDK). The teachers said that they rarely used different enrichment materials such as the *e-book* on the webpage of BIPA enrichment materials. This is because the folklore texts included were regional in nature and were not suitable to be used in the learning process. Teachers also did not use the Internet as the main source, because the language used did not conform to the language development of intermediate-level BIPA students.

Table 3. The use of teaching materials and folklore texts for intermediate-level BIPA (Teacher)

No.	Teacher's Name	Teaching Materials		
		Textbook	Ministry of Education and Culture's online BIPA enrichment	Internet/ Others
1.	WI	√	√	√
2.	JS	√		√
3.	EW	√		√

Table 3 above demonstrates that the teachers used several materials as a reference for learning folklore texts. All informants used textbooks as the main teaching materials. One of the informants accessed the enrichment materials of the Ministry of Education and Culture's online BIPA page as additional material. The informants used internet searches to look for more varied examples of folklore texts and used books or collections of folklore texts to complement the learning. The teacher used folklore texts, retrieved from [www.dongengceritarakyat.com](http://www.dongengceritarakyat.com). There were many titles and variations of the folklore books or collections, so they were not specifically mentioned. The data about the students' interest in folklore text materials were obtained as shown in Figure 2.

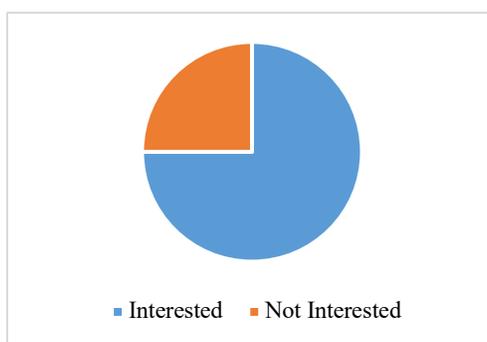


Figure 2. Students' interest in folklore texts

A total of 75% of BIPA student respondents admitted that they were interested in folklore text materials, and wanted to study folklore texts in more depth. Meanwhile, the other 25% were not interested in the folklore text materials but still studied the folklore texts formally. Most of the students used textbooks, a collection of folklore texts, and folklore texts found on the Internet. The students also admitted that they needed learning materials, prepared using the web with certain contents to facilitate the independent learning process.

Regarding the difficulty, the teachers admitted that it was difficult to find the right folklore texts for the students due to the limited number of examples or the number of folklore texts in textbooks, as well as the inaccurate language of the folklore texts from several sources. They also had to tweak the form and content of several examples of folklore texts from the Internet to make it easier to understand. Even, it was easier to use folklore books, obtained from the bookstore and the teachers recommended the students to have the books.

The teachers also admitted to having limitations in file management. Some folklore texts that had been downloaded via mobile devices, were sometimes damaged or infected with viruses. They had to download them again. Things like these motivated the teachers to agree on the idea of compiling enrichment material in the form of a web to avoid data loss or damage. Furthermore, based on the questionnaire results distributed to the students, most of the respondents agreed with the preparation of web-based folklore-based enrichment materials. This shows that the students have an interest in folklore texts and a readiness for the independent learning process by utilizing sophisticated technology.

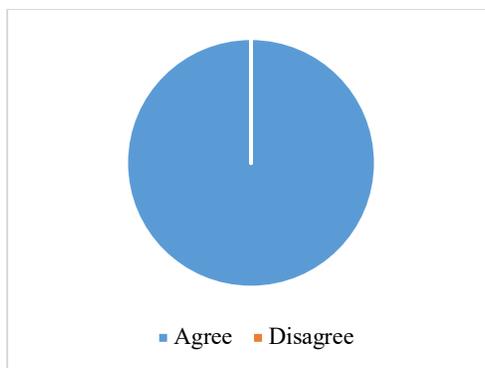


Figure 3. Diagram of students' interest in cultural and tourism contents

Based on Figure 3 above, all students admitted that they agreed if there were folklore-based enrichment materials that contained Indonesian culture and tourism. This is considered authentic content that can be learned by them. This of course becomes something interesting and a product of novelty. This can also make the enrichment material for web-based folklore texts have an advantage or a special attraction for users in the future.

Feasibility level of the web-based folklore materials from the expert judgment

#### *Content/material aspect*

The feasibility of content/material was adapted based on the criteria of the National Education Standards Agency or BNSP (2008), namely by taking into account (1) conformity with educational goals; (2) originality; (3) conformity with needs; (4) the benefits of the content/material, and (5) the suitability of the material/content with the characteristics of the integration model. The five main components were translated into 15 indicator points listed in the product feasibility test instrument. Table 4 shows the results of the assessment conducted by experts on the feasibility of the content/material of the web-based integrative model of folklore-based enrichment materials for intermediate-level BIPA students.

Table 4. Content assessment results/material feasibility aspect

No.	Expert	Indicator Points	Maximum score	Obtained Score	Percentage of Acquisition
1.	A	14	70	68	97.14%
2.	B	14	70	68	97.14%
Total					97.14%

The average result of the assessment on the content/material aspects in table 4 shows a percentage of 97.14% so this aspect is categorized as feasible with a very good predicate. This category means that in terms of content, the web-based integrative model of folklore-based enrichment materials has met the criteria and can be used by users.

#### *Presentation aspect*

The presentation feasibility is adapted based on the criteria of the National Education Standards Agency or BNSP (2008), namely by paying attention to (1) the order of the presentation; (2) interaction (giving stimulus and response), and (3) completeness of the information. The three main components are translated into six indicator points listed in the product feasibility test instrument. Table 5 shows the results of the assessment conducted by experts on aspects of product

presentation of the web-based integrative model of folklore-based enrichment materials for intermediate-level BIPA students.

Table 5. Presentation aspect assessment results

No.	Expert	Indicator Points	Maximum score	Obtained Score	Percentage of Acquisition
1.	A	6	30	21	70%
2.	B	6	30	30	100%
Total					85%

Table 5 shows that the average percentage of the assessment on the presentation aspect is 85%, meaning that this aspect is categorized as feasible with a very good predicate. This category means that in terms of presentation, the web-based integrative model of folklore-based enrichment materials using has met the criteria and can be used by users.

#### *Language aspect*

The language feasibility was evaluated namely by paying attention to (1) the suitability of language with the cognitive development of the students; (2) the aesthetics of the language used in folklore texts; (3) legibility, and (4) suitability of good and correct language rules. Table 6 shows the results of the assessment conducted by experts on aspects of language feasibility of the web-based integrative model of folklore-based enrichment materials for intermediate-level BIPA students.

Table 6. Language feasibility aspect assessment results

No.	Expert	Indicator Points	Maximum score	Obtained Score	Percentage of Acquisition
1.	A	8	40	34	85%
2.	B	8	40	34	85%
Total					85%

The average assessment results on the feasibility of language aspects in Table 6 show a percentage of 85% so the feasibility aspect of the language being developed is categorized as feasible with a very good predicate. This category means that in terms of language feasibility, the web-based integrative model of folklore-based enrichment materials has met the criteria and can be used by users.

#### *Display and graphics aspect*

Feasibility on the display and graphic aspect was adapted based on the criteria of the National Education Standards Agency or BNSP (2008), namely by paying attention to 1) accessibility, 2) web cover design, 3) web content design, 4) typography and 5) content illustrations. Table 7 shows the results of the assessment conducted by experts on aspects of product presentation of the web-based integrative model of folklore-based enrichment materials for intermediate-level BIPA students.

Table 7. Display and graphics aspect assessment results

No.	Expert	Indicator Points	Maximum score	Obtained Score	Percentage of Acquisition
1.	C	15	75	64	85.33

Total	85.33
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The average assessment results on the display and graphic aspects in Table 7 show a percentage of 85.33% so the display and graphic aspects developed are categorized as feasible with a very good predicate. This category means that in terms of appearance and graphics, the web-based integrative model of folklore-based enrichment materials has met the criteria and can be used by users.

The results of the feasibility assessment of all aspects show that the category of the web-based integrative model of folklore-based enrichment materials for intermediate-level BIPA students is feasible with a very good predicate. These results indicate that this enrichment material can be used by students. Even though it has been declared feasible, it is necessary to make several revisions in several parts according to the suggestions given by the validators or experts, namely in the aspects of content/material, presentation, language feasibility, and display and graphics.

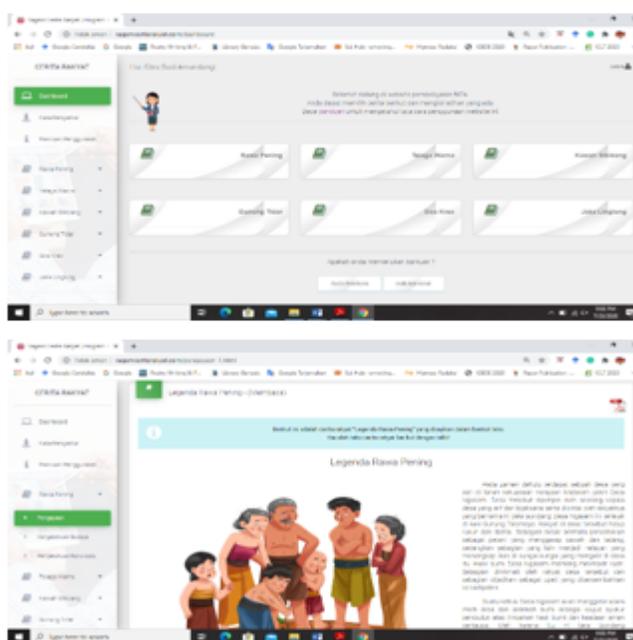


Figure 4. Website prototype

Users' responses to the feasibility of the materials

*BIPA students' responses*

Seven BIPA students responded as can be seen in Table 8. The seven respondents above have been registered as students through the website system ([www.ragamceritarakyat.com](http://www.ragamceritarakyat.com)). They also had the opportunity to study and complete some parts of the exercises provided in the enrichment materials for folklore texts. After studying independently, the respondents filled out a questionnaire to assess the use of the web-based teaching materials.

Table 8. Demography of the BIPA student respondents

No.	Initial Name	Country of Origin	Gender	Obtained Score	Categories
1.	HR	England	Male	96	Feasible with a very good predicate

2.	NK	Thailand	Female	97	Feasible with a very good predicate
3.	II	Egypt	Male	96	Feasible with a very good predicate
4.	YY	China	Female	91	Feasible with a very good predicate
5.	HJ	China	Male	85	Feasible with a very good predicate
6.	MR	Thailand	Female	94	Feasible with a very good predicate
7.	LF	Thailand	Male	80	Feasible with a very good predicate
				91.285	Eligible with the title very good

It can be seen in Table 8 that the respondents assessed all aspects positively. The overall assessment is feasible with a very good predicate, with an average of 91.285%. These results indicate that this enrichment material can be used by and is suitable for students. Some improvements, however, still need to be made to improve the web-based enrichment material. First, the font size used in the enrichment material should be made bigger. Second, additional discussion of the grammar used in the folklore texts should be provided in a chart form or other interactive forms. Third, new vocabulary should be provided after reading texts as vocabulary knowledge. Fourth, the texts should be placed after the reading activity, and should not use questions regarding the names of locations/places. Fifth, the exercises in the reading section should contain easier vocabulary. Sixth, Additional section is needed to provide examples of folklore text structures and examples of evaluation work contained in the enrichment material.

#### *BIPA teachers' responses*

Four BIPA teachers have responded as seen in Table 9. The four respondents were allowed to access the website both as students and as teachers. The author provided access rights so that the teachers can provide their assessments based on their experience in using the website. After using the website independently, the respondents filled out a questionnaire to assess the use of the web-based teaching materials.

Table 9. Demography of the BIPA Teacher Respondents

No.	Initial Name	Country of Origin	Gender	Obtained Score	Categories
1.	BS	Indonesia	Male	83	Feasible with a very good predicate
2.	EW	Indonesia	Male	97	Feasible with a very good predicate
3.	WI	Indonesia	Female	84	Feasible with a very good predicate
4.	JS	Indonesia	Female	92	Feasible with a very good predicate
				89	Eligible with the title very good

It can be seen that the respondents assessed all aspects positively. The overall assessment shows a decent result with a very good predicate, with an average of 89%. These results indicate that this enrichment material can be used by students and is considered suitable for use. Some adjustment still needs to be made to improve the web-based enrichment material that has been prepared. First, the guidance sentences need to be simplified. Second, a feature for users, especially students, providing responses to questions should be available. For example, the feature should be able to solve a question about vocabulary or other knowledge that the students have not understood yet. Third, the assessment should contain clear feedback.

## Discussion

This research and development study aims to obtain the results of a preliminary analysis on the needs of developing web-based teaching materials with Indonesian folklore based on the BIPA teachers' practices and interests, the extent to which the developed web-based teaching materials feasible from the expert judgment, and the BIPA teachers and students' responses to the feasibility of the materials. Based on the preliminary analysis, the development of enrichment materials using folklore texts are needed as the additional teaching materials used in the learning process in the classroom. The interview data show that folklore texts can be presented accompanied by cultural knowledge and tourism knowledge. The survey results reveal that most of the participants have an interest in Indonesian folklore texts. The respondents also agree that enrichment materials, presented through the website are considered more accessible.

Following Robin Fogarty's theory, integrative learning is a combination of several topics from different subjects, but the essence is the same in a particular topic. This model is integrated learning that uses an inter-learning approach. In this enrichment material, the most important part is the texts of Indonesian folklore. As an additional topic, this enrichment material integrates cultural knowledge as well as tourism knowledge. It is expected that the website users will not only learn folklore texts in terms of written texts but can also learn other knowledge in the form of cultural knowledge and tourism knowledge.

This website's enrichment materials are in the form of a series of activities in studying folklore texts, a cultural knowledge section, and a tourism knowledge section. These three parts are three pieces of science that are integrated into one unit. First, linguistics and literature are contained in the folklore texts. Second, cultural knowledge is contained in the cultural texts. Third, tourism knowledge is contained in the tourism texts. Following Robin Fogarty's theory, the web-based Indonesian folklore-based enrichment materials can be illustrated in Figure 5.

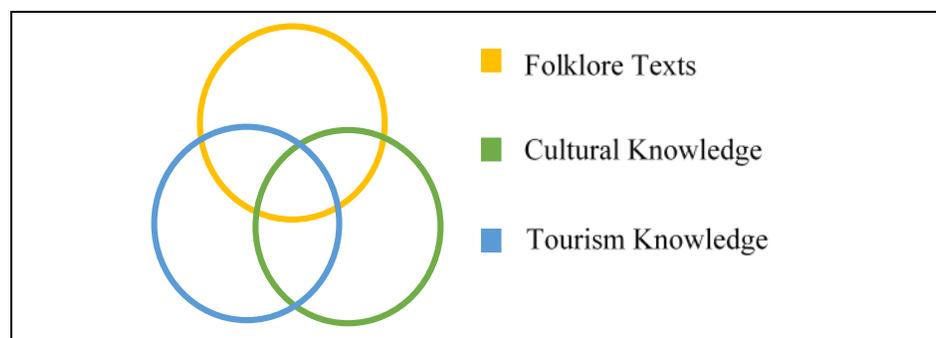


Figure 5. An Integrative Model in Enrichment Materials for Indonesian Folklore Texts

The cultural and tourism knowledge included in this enrichment material is related to the compiled folklore texts. For example, the folklore text "*Legenda Candi Prambanan*". This

folklore text has a close connection with the tourist attraction Candi Prambanan, which is located in the Special Region of Yogyakarta. Upon further analysis, this folklore text also contains the content of the Ramayana dance culture which is held on certain months in the tourist area of Candi Prambanan.

The integrative model is applied in the preparation of this enrichment material to provide users with a holistic, meaningful, and authentic learning experience to motivate them to be active in following the principles of the enrichment material model. This is in line with Sato and Burden's (2020) opinion that simultaneous knowledge representation with verbal and visual annotations has been regarded as an effective way of retaining knowledge and it has been verified by various studies in different settings.

The advantages of the web-based enrichment material of Indonesian folklore text can be viewed from the presentation aspect. The presentation of this enrichment material uses online media, namely websites. This is certainly an advantage that has been adapted to modern learning or 21st-century learning. Access to this enrichment material only requires a device with a sufficient internet connection. The multimedia feature of the enrichment material resonates with Sato and Burden (2020) who opine that L2 learning materials represented in a multimedia environment are beneficial for longer retention.

Additionally, the characteristics of the web-based enrichment material of Indonesian folklore text for BIPA students are also essential. First, the web-based enrichment material has the flexibility that allows users to learn independently. Second, the internet network makes the distribution of learning resources wider. Third, the use of enrichment materials is deemed to be able to develop users' confidence. Fourth, the enrichment material is holistic in nature. The users can learn a folklore texts as well as cultural and tourism content. Fifth, the enrichment material encourages the users to be more active mentally, emotionally, and intellectually.

Finally, the researchers have obtained some suggestions from the users that can be used to further refine the product. First, the users suggest the font size bigger particularly in the exercise pages. Second, they argue that explanation for grammar used in the folklore texts is added in a more interactive way. In terms of reading activity, the users suggest several points: 1) the addition of new vocabularies following the text; 2) the placement of comprehension text after reading activity with no questions about name of place; 3) the use of easier vocabularies in the reading exercises. Regarding the other contents in the website, the users suggest the addition of the generic structure of folklore texts and the example of finishing an evaluation exercise. Simplification of the instructional sentences becomes another concern among them. To maximize the reflection session, the users suggest the provision of space for the users to give comments or ask a question as well as the provision of clear feedback after the assessment has been done.

## **Conclusion**

The present study has addressed the research questions regarding the needs of developing web-based enrichment materials with Indonesian folklore texts for BIPA teachers and students, based on their current practices and interests, expert validation of the product, and user's responses to the developed materials. The results imply that folklore texts can be presented, accompanied by cultural and tourism knowledge.

The questionnaire results from BIPA students also show that most of them have an interest in Indonesian folklore texts. The results from expert validation and user's responses also inform that the enrichment material is deemed feasible to be used with a very good predicate. For BIPA teachers, the results of this study can be used as enrichment materials that can be accessed online

in the process of learning folklore texts. Teachers can utilize folklore in the process of learning process appreciation as well as in four language skills activities. For BIPA students, online enrichment materials based on folklore can be used as a source of independent learning. They can also increase their cultural literacy and awareness through Indonesian cultural and tourism contents. For the organizing body of BIPA, the results of this study can be used as supplementary teaching materials. Popular folklore will make it easier for BIPA institutions to introduce Indonesian folklore to students.

Last but not least, this study must be viewed with caution. It is worth doing for future research to initiate collaborations with various related institutions such as the Language Board and universities organizing the BIPA program to further develop the enrichment material. Additionally, the effectiveness of the enrichment material should be tested in enhancing the language skills and intercultural awareness of the BIPA students. The results can be used as a measure to maximize the learning process as well on a broader scale.

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The authors state that there is no conflict of interest concerning the publication of this paper.

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