Developing Intercultural Competence for Prospective TISOL Teachers through Flipped Learning

Prima Vidya Asteria
Universitas Negeri Surabaya
Surabaya, Indonesia
primaasteria@unesa.ac.id

Abstract—Today, the acquisition of intercultural competence in foreign language education has become a growing interest. This study aims to describe the lesson plan for understanding intercultural competence as TISOL Teachers based on Flipped Learning. This research uses a descriptive qualitative research approach. The subjects of this study were TISOL teaching candidates who took TISOL/BIPA courses in the Indonesian Language and Literature Department of a certain public university in Surabaya. The researcher designed lesson plan based on Flipped Learning (FL). Based on FL, the lecture activities are included before in class, during class, and after class activities so that it can optimize the learning process to achieve lecture competency targets. Lectures are simulated through synchronous and asynchronous activities. The data analysis and processing model uses the principles of data reduction, data presentation, and conclusions and verification. The credibility and validity of research data is evidenced by the triangulation technique. Based on the analysis of the data it can be concluded that the design is in the good category (80) and can improve the intercultural competence as TISOL Teachers. This design is feasible to use, but the research suggests for adding more materials about foreign language teaching.

Keywords—competencies; TISOL; BIPA; Prospective Teacher; Flipped Learning

I. INTRODUCTION

Students Teaching Indonesia to Speaker of Other Language (TISOL) program are dominated by adults [1]. Therefore, the selection of TISOL material is influenced by three factors. First, adults already have the capital of insight, experience, and knowledge in learning languages so that the selection of TISOL material is tailored to the needs of adults. Second, materials in the form of assignments outside the classroom or project-based in accordance with the character of adults because this is an opportunity for adults to express themselves and express their thoughts and opinions on a topic. Third, variations in material and learning methods are needed to meet the different interests and needs of TISOL students.

Based on the description above, the role of qualified TISOL teachers is the most important requirement in realizing the success of TISOL learning. TISOL teachers are required to have a variety of competencies (professional, pedagogical, personality, and socio-cultural). For this reason, these competencies need to be presented either explicitly or implicitly in lectures or “TISOL Teacher” training.

The purpose of this study is to develop the design of the competencies of prospective TISOL teachers based on Flipped Learning. These objectives are detailed by describing the design of the competencies of prospective TISOL teachers based on Flipped Learning and describing the results of product quality in accordance with the learning needs required by TISOL students.

The next goal is the importance of applying flipped learning in Indonesian as a foreign language class. The Flipped Learning Model was chosen with the consideration that the model can optimize the learning process which certainly has an impact on good learning outcomes. The concept of Flipped Learning and its characteristics and how it is implemented in learning Indonesian as a foreign language is explained in detail and adjusted to the learning objectives to be achieved.

The objective of this research is to describe the lesson plan for understanding intercultural competence as TISOL Teachers based on Flipped Learning.

II. METHOD

This research uses a descriptive qualitative research approach. Qualitative research was conducted because researchers wanted to examine phenomena that could not be quantified that were descriptive such as the process of a work step, the formula of a recipe, the notions of a diverse concept, the characteristics of an item and service, pictures, styles, procedures for a culture, physical models of an artifact and so on [2]. In addition, qualitative research as a research method based on the philosophy of post-positivism, used to examine the condition of natural objects, where researchers are key instruments, data collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize more meaning than generalization [3]. Qualitative descriptive research aims to describe and explore existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, interrelationships between activities [4]. In addition,
Advances in Social Science, Education and Humanities Research, volume 380

The learning plan results from the study and initial data analysis are as follows: a brief description of the BIPA course for TISOL teaching candidates is as follows: in this course, a pedagogical theoretical picture of BIPA learning is examined, the characteristics of BIPA students and instructors, SKL and BIPA syllabus, cross-cultural understanding, and the development of teaching materials, media, evaluations, plans learning, BIPA programs through class meetings, online, and field trips to produce teaching materials, media, evaluations, learning plans, BIPA programs as a basis for preparing research plans.
Course Learning Outcomes for TISOL teaching candidates include: 1) utilizing science and technology as a tool in understanding the basic concepts of pedagogical theoretical images of BIPA learning, characteristics of students and prospective TISOL teachers, SKL and BIPA syllabi, cross-cultural understanding, and development of teaching materials, media, evaluations, lesson plans, BIPA programs; 2) mastering BIPA learning characteristics and being able to apply them in preparing BIPA research plans; and 3) making strategic decisions in using, analyzing or studying BIPA learning. 4) taking responsibility and demonstrate ownership of the character of faith, intelligent, independent, honest, caring, and tough in completing assignments, quizzes, and tests related to pedagogical theoretical depictions of BIPA learning, characteristics of BIPA students and instructors, SKL and BIPA syllabus, cross understanding culture, and development of teaching materials, media, evaluation, learning plans, BIPA programs.

Examples of the application of variations in learning based on Flipped Learning in the BIPA course lesson plans for prospective TISOL teachers include: 1) at the second meeting, in order to achieve competence in explaining the Pedagogical Theoretic Picture of BIPA Learning, the learning simulation includes: Pre-lecture activities, students collecting material (e-books, videos, PPT) and studying the types of BIPA learning theories (behavioral, mentalist, and interactionism). Then each student arrange three multiple choice questions and their answer keys (answer choices A-D). During the lecture, students observe, ask questions, collect, process, and communicate information about the Pedagogical Theoretical Overview of BIPA Learning using the Jigsaw Method, lecturers provide additional material, students and lecturers discuss. After that, the activities after college are online quizzes; 2) at the fourth meeting, pre-lecture activities include: Students compile presentation materials on the results of data collection on the characteristics of BIPA students and instructors. Then the activities during lectures: students observe, ask, collect, process, and communicate information about the Characteristics of BIPA Teachers, students in groups present the results of the questionnaire, students in one class do questions and answers, between groups giving an assessment of the appearance of friends. Then after the lecture, students individually compile articles (1-2 pages) about the characteristics of BIPA students and the competencies that BIPA teachers must have, and 3) for other meetings, a variety of activities are carried out before lecturing, during lectures, as well as post-lecture evaluation.

This lesson plan design is validated to experts to get suggestions, input, and criticism. Based on the results of the validation, it appears that this design is in the good category (80). The response results that are considered capable of providing positive improvement results will be a reference in implementing revisions to the lesson plans. The design of the learning plan was good, then the learning plan had seen a flipped learning model that was used as a learning model and he gave suggestions to add material for Foreign Language Teaching.

Whereas the other expert gave a good appreciation of the design of the learning plan and provided input on the activities carried out before the lecture had to be thoroughly evaluated to ensure the prospective TISOL instructors had carried out the activity properly (80). Then, the last expert opinion of TISOL teacher states that the results of the learning plan for prospective TISOL teachers are very good and can be applied. Thus, it can conclude that this design is feasible to use with a little revision that is to add more material about Foreign Language Teaching.

IV. CONCLUSION

Researchers design Lesson Plans (RPS) and learning simulations based on Flipped Learning. Researchers as well as lecturers plan activities before in class, during class, and after class to achieve lecture competency targets. Lectures are simulated through synchronous and asynchronous activities, so that media literacy, digital literacy, and information literacy also develop. The data analysis and processing model uses the principles of data reduction, data presentation, and conclusions and verification. The credibility and validity of research data is evidenced by the triangulation technique. Based on the analysis of the data it can be concluded that the TISOL lesson plan design was good, then the learning plan had seen a flipped learning model that was used as a learning model and he gave suggestions to add material for Foreign Language Teaching. So, this design is feasible to use with a little revision that is to add more material about Foreign Language Teaching.

REFERENCES

[1] I. Suyitno, Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar. 2007.
[2] D. Satori and A. Komariah, Metodologi Penelitian Kualitatif. Bandung: Alfabeta, 2010.
[3] L.J. Moleong, Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya, 2013.
[4] S.N. Sukmadinata, Metode Penelitian Pendidikan. Bandung: PT. Remaja Rosdakarya, 2013.
[5] M.B. Miles and A.M. Huberman, Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru. Jakarta: UI Press, 2009.
[6] Sugiyono, Metodologi Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D Eight Ed. Bandung: Alfabeta, 2009.
[7] J. Hiebert, R. Gallimore, and J. Stigler, A Knowledge Base for the Teaching Profession: What would it look like and how can we get one? Educ. Res, 2002.
[8] Koh Young Hun, Application of the Flipped Learning Method in Indonesian Language Learning, 2017.
[9] K. Chilingaryan and E. Zvareva, Methodology of Flipped Classroom as a Learning Technology in Foreign Language Teaching. 7th International Conference on Intercultural Education “Education Health and ICT for a Transcultural World,” 2017.
[10] A. Evseeva and A. Solozhenko, Use of Flipped Classroom Technology in Language Learning: XI International Conference “Linguistic and Cultural Studies: Traditions and Innovations,” 2015.