BIPA for Business Communication Learning Model Development through MOOC

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Abstract. The study examines to acknowledge the learning model development of MOOC-based BIPA for Business Communication. This research uses 4D learning model development (define, design, development, and dissemination). The analysis was conducted to the international students of BINUS University International, and further validated by experts and lecturers of the course itself. Based on the need analysis, BIPA for Business Communication program is an intermediate level of BIPA program aiming at preparing students to understand Indonesian actively, gain knowledge of the language and socio-cultural background for business communication purposes. Serving all that purpose, the learning model developed put its axis on the activity in business context. Taking Udemy as the platform for MOOC delivery, the development of learning model is referred to features at Udemy. The elements of learning covers; (1) Video-based learning content; (2) course content; (overview); (4) question and answer; (5) notes, and (6) announcements. In total, 10 topics BIPA for Business Communication can be accessed within the course. Expert validations indicate that BIPA for Business Communication MOOC perceives well, in which the learning model development is 3.75 with the indicator 3,4 < x ≤ 4,2.

1. Introduction

Communication serves as essential and major aspects in life. In business context, business doer and maker should master the language of communication to support the interaction with the other business partners. Indonesia’s geographical strategic position allows the nation to be economically prominent. This fact is particularly supported by the ASEAN leaders when they structure the ASEAN Economic Community and transform ASEAN into a free trade area of goods, services, investment, and skilled labours, as well as free movement of capital flow [1]. This allows many investors and businessperson to consider the nation as prospective. Additionally, it opens a new door and opportunity for the study field of BIPA (Indonesian for Foreigners), as whilst performing business activity in Indonesia, a businessperson should be proficient in the language.

In line with the Law No. 24 of 2009 and Government Regulation Number 57 Article 11 Paragraph 1 letter b., it is stated that one form of Indonesian language development is the improvement of the purpose of the language. It is hoped that Indonesian would serve as lingua franca in the 21st century as
an international bridge with the other countries. Along the way, the number of BIPA learners keeps increasing as more than 45 countries have adopted Indonesian to be learned. For instance, Indonesian is the second official language in Vietnam. Additionally, Indonesia ranks as the 4th popular language and is taught to more than 500 schools in Australia as a compulsory subject [2]. This indicates that BIPA is indeed taught nationwide, as well as worldwide.

Looking at the importance of BIPA, BIPA learners may face some difficulties in learning media since sources for intensive and interactive learning is considered to be limited [2]. Particularly, for online, remote and/or distance learning, sources of activities and modules of BIPA are found to be scarce. In other words, there is a gap between what learners need and what sources that BIPA teachers may provide.

Learning method delivery is also one fundamental aspect that makes learning meaningful and impactful. Global citizen in 4.0 Industrial Revolution puts digital literacy as one quality of human resources. Digital literacy is not considered as somewhat new since learners are likely to be exposed to technology usage (Wiannastiti, et al, 2017). The study indicates that 65% of respondent rated themselves as “good” in digital literacy, 20% as “very good”, 5% as “excellent”. One thing to be noted from the research was that none regarded themselves as “limited” or “poor”, indicating all respondent to be digital-savvy [3].

One way to raise digital literacy in technological development is learning through MOOC. MOOC is an open learning course for a large number of participants. Massive stands for a highly considerable number of participants who access the course from any country. The idea of MOOC is based on connectivist pedagogy by allowing participants to access text-based and video-based materials. Participants have the chance to prioritize their participation in regard to time and manner flexibility. On a weekly basis, participants may access lectures from 3 to 30 minutes [4].

All in all, this research is carried out based on the several facts; (1) the geographical location and the status of Indonesian as a second and/or foreign language in several countries make BIPA study field as essential and prospective, however; (2) interactive and intensive learning sources are found to be scarce. Hence, we would like to propose a source for BIPA for Business Communication learning method. (3) Considering and involving technology for language learning is something wise as digital literacy is something needed in the 21st century. Hence, MOOC is chosen as platforms of learning delivery, for it allows students to increase their technological and digital literacy along with their language learning. Furthermore, it accommodates a great number of users in various locations. It is hoped that the results of this study would fill the gap of what needs by the industry regarding BIPA learning and teaching through digital technology.

2. Literature Review

Business communication is a study of verbal and non-verbal communication in a business context with the aim to convey an effective and efficient message to the other party. Effective business communication is portrayed by one’s skill in sending and receiving messages. In general, a business message delivery may be conducted through spoken or written language [5]. This study proposes a learning model for BIPA in the field of business communication through MOOC. In then, the MOOC would be accessed by both the Bina Nusantara (BINUS) University’s student and/or other students.

BIPA is a study of Indonesian language intended for foreign learners who would like to take Indonesian as their second or foreign language. The learning method refers to CEFR (Common European Framework Reference) for both online and onsite learning. Being an international framework reference of a foreign language, CEFR accommodates the needs of language acquisition, cultural competence, so that learners may independently monitor their language development [6]. In this study, CEFR was used as a reference in the development of BIPA for Business Communication MOOC.

MOOC is a platform for disseminating knowledge and skills content. Siemens (2013) in brief clarifies that MOOC is (1) massive – being large and many; (2) open – widely open access where institutions or providers put no charge for learners. This is the way MOOC was until 2011. Currently, MOOC provider charges a certain amount of price for their premium content. There is a slight change of meaning with the notion of MOOC from what it should be open; (3) online – course delivery is conducted online; (4) course – stands for a specific term of study from the lecture. Although MOOC
allows time and manner flexibility, study period commencement and completion is fixed, so that learners have to follow the term. The differentiation between conventional methods and MOOC-based learning lies in the role of teacher or instructor. Classroom learning allows teacher to take control, additionally, teacher acts as the classroom control and holds the most essential factor. Teacher manages, organizes, motivates, and more importantly, leads. Learning occurs as teacher builds and creates the environment [7]. On the contrary, MOOC allows learner to act as the independent as sole control.

Several literature studies indicate variations in BIPA learning model (e.g., books, modules), in which learning outcomes are intended for general, business, and cultural purposes. BIPA for business purposes are developed by Mediyawati, Lustyantie, and Ezmir (2019) [8]. The studies arose from the gap of communication by foreign workers in Indonesia. The problem occurs as no learning and teaching material that can support the needs of BIPA modules for business purposes. Applying Mnemonic techniques, the study results in two books; BIPA Business Communication I (intermediate level), and BIPA Business Communication II (advanced level). The research proves that Mnemonic techniques has succeeded in improving the learners’ interest and have successfully become the media to raise the awareness of cultural, intercultural and cross-cultural, the attitude, and the knowledge regarding Indonesia.

Wirawan (2019) developed BIPA learning source regarding the study of literature text. The finding revealed that (1) literature text should be selected by considering the theme, language, content, and universality. Next, (2) literature text may empower learners to be an independent-learner, in which learning takes place independently, outside the classroom. Additionally, the literature text contributes to immersion learning methods for learners may understand and acknowledge values on the text to the social context [8].

From the above studies, it is concluded that although there has been a number of research and learning products of BIPA, the field of BIPA is considered as somewhat new because variations of learning products or sources are limited. Moreover, as academics and experts have developed a BIPA learning methodology, however, there has no MOOC-based learning for BIPA. This research, then, is expected to fill the gap of BIPA online learning through MOOC.

3. Methods
This is a developmental research, design to study, plan, produce, and test the validity the final product. This study aims at creating BIPA learning through MOOC. The research design takes Thiagarajan’s 4D schemes; Define; Design; Development; and Dissemination.

![Thiagarajan’s 4D schemes](image)

Firstly, the stage of define contains need analysis that is conducted through observation and interview with BIPA teacher and learners. The need analysis result serves as the basis for BIPA MOOC learning development. Next, the stage of design is intended for product design, MOOC course. The course has been tested by experts which are BIPA teachers and media experts. Whilst BIPA teachers provide validity for the content of the course, media expert tests validity on the flow of course. In addition to this, the stage of development serves as MOOC video course revision. As the collection of videos has been tested by experts, inputs and feedbacks are implemented for the video are implemented in this stage. In the end, the stage of dissemination focuses on product testing to BIPA learners.

4. Results
An analysis was conducted in the stage of define, that is the need analysis for BIPA learners regarding learning material, objective of the study, learner’s characteristics, and learner’s language competency. It is acknowledged that learners take BIPA for the objective of Business Communication. The program aims to train and increase learner’s competency on productive skills as well as raising awareness on
Indonesian socio-cultural background. The emphasized on productive skills and socio-cultural background are to strengthen learner’s background while conducting business activity in Indonesia. At the average, learners have taken basic Indonesian before, hence they are able to produce daily Indonesian for communication. Based on the Common European Framework Reference (CEFR), learners are in the Intermediate level. It is found that learners have a variety of background while enrolling to the program. The group covers (1) International Business students who would like to enhance their knowledge for business in Indonesia, hence they need the language to equip and support them for daily use; (2) expatriate working in Indonesia who run and develop sort of business relations with Indonesian. The needs and objectives for the language is taken as the BIPA MOOC learning development.

The design stage implements designing of MOOC course for BIPA for Business Communication. Based on the literature framework and need analysis, there are 10 topics to be addressed as follows.

Table 1. MOOC course steps

| Session | Topic                          |
|---------|-------------------------------|
| Topic 1 | Introduction                  |
| Topic 2 | Working Environment in Indonesia |
| Topic 3 | Organizational Structure      |
| Topic 4 | Understanding Indonesian Working Culture |
| Topic 5 | Business Documents            |
| Topic 6 | Interview                     |
| Topic 7 | Business Reports              |
| Topic 8 | Meeting                       |
| Topic 9 | Negotiation                   |
| Topic 10| Business Presentation         |

The validity result on the learning material feasibility content obtained an index value of 68%. It was further said to be good / appropriate to address the topic of business communication. The learning material is considered to be suitable, after being revised and given feedback by the experts.

Then, the material was developed into a MOOC course involving story line and video story board. Videos for learning are designed with the flow of: opening, learning objectives, main material, language expression, practice, recap/summary, and closing. The result of validity study shows that the video learning design obtained an index of 74% which were said to be good / feasible to be developed into a MOOC course.

The next stage is the development stage of the MOOC course. In brief, the form of MOOC course development can be seen in the following flow.
A single session of BIPA for Business Communication program would be equipped with video-based learning (VBL) content, course content, question and answer, notes, and announcements sections. Based on the above learning design, learning model is developed into several ideas and justifications. The following presents the learning model for BIPA for Business Communication.

1. Course Accessibility
To enroll the course, learner needs to first have an account in Udemy platform. Then, they can proceed to through Teaching and Academics >> Language >> Indonesian for Foreigners. The other way that learner may do is search keyword “Indonesian for Foreigners” to show the course.

2. Course Description
This section provides what the course offers including the description of the course, focus of language skills, topics mapping, and the course requirements. The following explains the information in course description.

   a. Course description
   BIPA for Business Communication offers listening, reading, writing, and speaking, including grammar in Indonesian for business communication purpose. The program aims to prepare students to actively gain knowledge in the language as well as cultural knowledge in business setting.

   b. Focus of language skills
   A single topic would integrate the skills of listening, reading, writing, speaking, and grammar, with some insight to business in Indonesian culture.

   c. Topics mapping
   d. Additional information of language proficiency
   The course is based on the study analysis that learners have taken BIPA course previously. Thus, although it is not a compulsory, this course would be perfect for those who have studied Indonesian and those who are an active speaker of basic Indonesian. Referring to CEFR, this program would be appropriate for intermediate B1 learners. Yet, all learners from all level are welcome to study the course.

Upon completing of the course and receiving study recognitions (i.e., e-certificate), all learners should follow scheme by Udemy platforms. This means that learners should complete all activities from all topics. Learners may continue to the next topics after completing one topic – in which the indicator of learning is based on answering questions and exercises provided. The following provides the example of Topic 5: Business Document is executed in the course development.

| Table 2. Course description of the program |
|-------------------------------------------|
| **Course Content**                        |
| 5.1. Introduction                         |
| 5.2. Reading offer letter                 |
| 5.3. Components of offer letter           |
| 5.4. Quiz                                 |
| Sentence structure in offer letter        |

| Overview                                  |
| About the Course                          |
| Topic                                     |
| Sub-topic                                 |
| Business Documents                        |
| Offer Letter                              |
| Learning Outcomes                         |
| 1. Able to identify components of offer letter |
| 2. Able to write an offer letter           |

| Course content  |
|-----------------|
| 1. **Understanding Offer Letter** |
| Offer letter is a letter written by seller to the customer. Inside the offer letter, you will find an offer of products or service. The letter would |
provide information on product and services to attract customer’s or buyer’s attention.

2. Components of Offer Letter
- Letter Head: company’s name, company’s address, contact (e.g., e-mail, telephone number).
- Reference number
- Attachment
- Subject
- Purposes
- Opening (greetings)
- Content
- Closing
- Date of the letter
- Name and signature (of the seller)

Language level
The program is opened to all learners, although it may be perfect for B1 Intermediate learners who have the knowledge of basic Indonesian.

Language
Indonesian

Video
Each video is intended for maximum 10 minutes

Study recognition
Certificate of completion would be provided by Udemy once learners complete the entire course.

Features
Available on iOS and Android

Instructor
The instructor are team of BIPA and foreign language lecturer at Bina Nusantara University.

Question and Answer
Learners may ask questions by leaving comments or making entries to the question section. Once the questions uploaded, instructor would give the answer.

Based on the learning development of BIPA for Business Communication, expert validation to seven BIPA who have been teaching BIPA for at least three years are conducted. The result of expert validation is as follows.

| Indicators                               | Scoring          |
|------------------------------------------|------------------|
| Validation for video-based learning content | Video learning material supports the learning outcomes | 1 Highly disagree |
| Validation for learning topics           | Topics for learning are suitable for learning outcomes | 2 Disagree         |
| Validation for exercises                | Exercises supports the learning materials and learning outcomes | 3 Quite Agree |
| Validation for e-module                 | e-module supports the learning process | 4 Agree |
| Validation to the expert are calculated and measured through the following criteria. | 5 Highly agree |

| Indicators | Scoring | 1 Highly disagree | 2 Disagree | 3 Quite Agree | 4 Agree | 5 Highly agree |
|------------|---------|-------------------|------------|---------------|---------|----------------|
| Validation for video-based learning content | Video learning material supports the learning outcomes | ✓ |
| Validation for learning topics | Topics for learning are suitable for learning outcomes | ✓ |
| Validation for exercises | Exercises supports the learning materials and learning outcomes | ✓ ✓ |
| Validation for e-module | e-module supports the learning process | 3 | 12 |
| Total | Score | 15 |

Validation to the expert are calculated and measured through the following criteria.
The questionnaire shows that at the average, expert value BIPA for business communication through MOOC are good. Suggestion given focus on the topic arrangements and subtopics in learning. Further, experts also suggest that MOOC learning model to be piloted to BIPA learners for further study purpose.

5. Conclusion
In conclusion, the study presents the following findings.
1. The needs analysis shows that there is a need for BIPA for Business Communication by BI Intermediate learners of BIPA aiming at preparing learners to actively communicate in Indonesian while also offering the chance of socio-cultural background learning in which the two aspects may be directed for business communication purpose.
2. MOOC for BIPA for Business Communication learning model is designed through Udemy platform by having features of the platform to be in the course such as 1) video-based learning content; 2) course content; 3) overview; 4) question and answer; 5) notes; and 6) announcements.
3. Learners may study 10 topics in BIPA for Business Communication which covers 1) Introduction, 2) Working Environment, 3) Organizational Structure, 4) Understanding Indonesian Working Culture, 5) Business Documents, 6) Interview, 7) Business Report; 8) Meeting; 9) Negotiation and 10) Business Presentation.
4. Based on the expert validations, BIPA for Business Communication holds a positive proposition in which the program has the score of 3.75 from the scoring indicator $3.4 < x ≤ 4.2$.

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