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**The effectiveness of developing CLIL-based Indonesian language course teaching materials at Bengkulu city universities**

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**ABSTRACT**

The development of learning materials for Indonesian courses uses a qualitative and quantitative approach to research and development (R & D). This study aims to produce teaching materials for Indonesian language courses based on CLIL that follow the learning needs of college students in Bengkulu City. The research subjects were all students who took Indonesian language courses consisting of Bengkulu University, Bengkulu Muhammadiyah University, and Fatmawati Sukarno Bengkulu State Islamic University. The effectiveness test of the development of teaching materials for Indonesian language courses based on CLIL in universities obtained a significant value. The average value of the results before the use of CLIL-based Indonesian language teaching materials in Bengkulu City universities which was developed was 68.50, and a standard deviation of 13,489 and after using CLIL-based Indonesian teaching materials in universities Bengkulu City which has been developed is 80.19 with a standard deviation of 11,546. This means the average difference in student learning outcomes before and after using the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City Universities.

**Keywords:** teaching materials, Indonesian, CLIL

**Efektivitas pengembangan bahan ajar bahasa Indonesia berbasis CLIL di perguruan tinggi kota Bengkulu**

**Abstract**

Pengembangan bahan ajar mata kuliah Bahasa Indonesia ini menggunakan pendekatan penelitian dan pengembangan (R & D) dengan metode kualitatif dan kuantitatif. Penelitian ini bertujuan untuk menghasilkan bahan ajar mata kuliah bahasa Indonesia berbasis CLIL yang sesuai dengan kebutuhan belajar mahasiswa perguruan tinggi di Kota Bengkulu. Subjek penelitian adalah seluruh mahasiswa yang mengambil mata kuliah bahasa Indonesia yang terdiri dari Universitas Bengkulu, Universitas Muhammadiyah Bengkulu, dan Universitas Islam Negeri Fatmawati Soekarno Bengkulu. Uji efektivitas pengembangan bahan ajar mata kuliah bahasa Indonesia berbasis CLIL di perguruan tinggi memperoleh nilai yang signifikan. Nilai rata-rata hasil sebelum penggunaan bahan ajar bahasa Indonesia berbasis CLIL di perguruan tinggi Kota Bengkulu yang dikembangkan adalah 68,50, dan standar deviasi 13.489 dan setelah menggunakan bahan ajar bahasa Indonesia berbasis CLIL di perguruan tinggi Kota Bengkulu yang telah dikembangkan adalah 80,19 dengan standar deviasi 11.546. Hal ini berarti terdapat perbedaan rata-rata hasil belajar mahasiswa sebelum dan sesudah menggunakan pengembangan bahan ajar mata kuliah bahasa Indonesia berbasis CLIL di Perguruan Tinggi Kota Bengkulu.

**Kata kunci:** ajar, bahasa Indonesia, CLIL

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**Article history**

*Submitted:*  
28 August 2022

*Accepted:*  
25 November 2022

*Published:*  
30 November 2022

**Citation (APA Style):** Febrina, W., Danim, S., Ariesta, R., Yulistio, D., Muktadir, A., & Irmayanti, M. (2022). The effectiveness of developing course teaching materials CLIL-based Indonesian language at Bengkulu city universities. *LITERA*, 21(3), 314-322. <https://doi.org/10.21831/ltr.v21i3.54138>.

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**INTRODUCTION**

Indonesian language courses are lessons that improve students' ability to speak Indonesian correctly and well because mastery of Indonesian can measure one's nationalism in the Indonesian nation. The Indonesian language course is a course that must be followed by all college students, especially at the beginning of the semester. In addition, the Indonesian language course in higher education is expected to train students to acquire Indonesian language skills, especially in scientific

presentations and academic writing, to develop their knowledge. According to Dikti (2013), Indonesian language courses aim to improve students' ability to organize concepts or ideas so they can be communicated to other parties. This explanation will result in an effective management and knowledge transfer process and continuous interaction between ideas.

But, lecturers tend to explain the linguistic theory in administering Indonesian courses rather than train students to use Indonesian as a language to study science. This fact means that Indonesian language courses have yet to be maximized in developing students' language skills, especially in speaking and writing aspects. The implementation of courses so far is seen as only providing theoretical material in the form of monotonous lectures. Furthermore, this is reinforced by the research of Kurniady (2008: 418-419), where he proves that, in general, lecturers distinguish Indonesian language courses into several lecture terms which are given using the lecture method.

From the interviews with Indonesian language lecturers on September 21, 2021, information was obtained that lecturers were only fixated on textbooks already available for learning Indonesian. The development of teaching materials should be a priority for lecturers in lessons. The development of teaching materials carried out by the lecturers themselves is better than the existing textbooks because they are according to the needs and conditions of the students. The lecturers still need to understand the various principles of developing teaching materials, from analyzing the need for material selection, designing materials, and evaluating to the final editing process. That is the way to Indonesian language lecturers' need for linguistic literacy knowledge. Lecturers who need more sensitivity in using various sources to compile teaching materials are also a cause of the lack of lecturers' knowledge in compiling teaching materials.

Content Language Integrated Learning (CLIL) is a learning approach that integrates content and language to improve linguistic competence, sociocultural knowledge, and communicative competence. Moreover, Marsh (2002) explained that Content Language Integrated Learning (CLIL) is an approach related to language, intercultural understanding, and skills, as well as improving education and preparation for internationalization. CLIL's virtues applied to various conditions increased the author's interest in researching the "Development of CLIL-Based Indonesian Teaching Materials at Bengkulu City Universities." This study questions, "How is the effectiveness of developing CLIL-based Indonesian teaching materials at universities in Bengkulu City?" Of course, this is to find out and get information about how effective the development of teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities is.

This research aims to find out about CLIL-based Indonesian language teaching materials in Bengkulu City universities. The subjects involved in this study were lecturers and students at universities in Bengkulu City.

## **METHOD**

This study uses research and development methods (Research and Development) because it is by the problem and research objectives, namely, to produce new products. Borg & Gall (1993:624) use this research and development model in education. This development research uses the ADDIE model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Still, this research focuses on the needs analysis stage to deepen what is happening in the field.

The research subjects were students who had taken Indonesian language courses consisting of Bengkulu University, Bengkulu Muhammadiyah University, and Fatmawati Sukarno Bengkulu State Islamic University. These students will provide feedback and input on the teaching materials by filling out student response questionnaires. Data collection techniques applied include interviews, questionnaires, documentation, and tests. The study's results went through several stages, including validation and reliability.

## **RESULTS AND DISCUSSION**

### **Results**

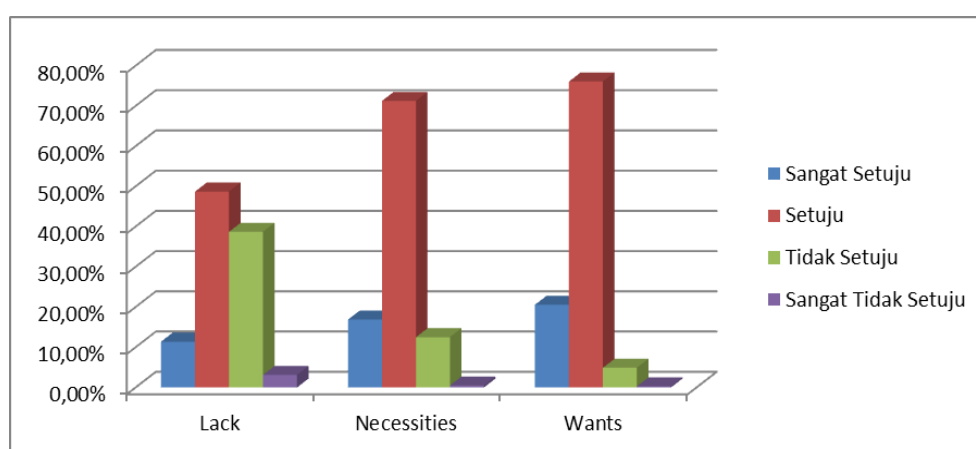
This study applies the ADDIE method, which focuses on the requirements analysis stage, a tool or way to identify problems and determine appropriate actions or solutions. The results of the analysis of student needs for teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities refer to the opinion of Nation & Macalister (2010:27), namely lack, necessities, and want. This needs analysis was conducted by distributing questionnaires to 288 students of the University

of Muhammadiyah Bengkulu, Bengkulu University, and Fatmawati Sukarno State Islamic University Bengkulu.

Data analysis shows that in the lack category, 48.7% of students agree, 11.4% strongly agree, 38.7% disagree, and 3.11% strongly disagree. The average percentage of the lack category shows that 60.1% of students stated that the existing Indonesian language teaching materials still had many shortcomings.

The data analysis results show that 71.25% of students agree in the necessities category, 16.88% strongly agree, 12.51% disagree, and 0.5% strongly disagree. The average percentage of the necessities category shows that 88.13% of students stated that the development of teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities was a necessity for students.

Data analysis shows that in the want category, 76.07% of students agree, 20.56% strongly agree, 4.91% disagree, and 0.28% strongly disagree. The average percentage of the "want" category shows that 96.63% of students stated that they wanted to develop teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities. Based on the results of the needs analysis, it can be concluded that it is necessary to develop teaching materials for Indonesian language courses based on CLIL at universities in Bengkulu City.



**Figure 1. Results of the needs analysis of the development of CLIL-based courses in universities in Bengkulu city**

The analysis is the initial stage in the ADDIE model. This stage is needed to find out what the learning participants will learn, namely conducting a needs assessment (needs analysis), identifying problems (conditions), and conducting task analysis (Trisiana & Wartoyo, 2016). Three essential things must be known in this analysis activity. First, what competencies must be mastered by students? Second, what are the characteristics and circumstances of students using the development product? The three primary materials and sub-materials need to be developed in universities in Bengkulu City.

This analysis phase includes understanding the need for the program to be developed, learning objectives, learning competencies, learning situations, achievement indicators, and assessment items used as criteria determinants. Stages of analysis using the method of observation and interviews with lecturers of Indonesian courses at universities in Bengkulu City.

At the time of lecture activities for Indonesian language courses, deepening Indonesian language material requires innovation, where the teaching materials must be integrated with a holistic and dynamic learning approach. With the current technological developments, making exciting and innovative teaching materials is a crucial thing and a demand for every lecturer as an educator. This explanation is because the work of making teaching materials greatly contributes to the success of the learning process that we do. By realizing this, we no longer underestimate and rule out the manufacture of teaching materials. Teaching materials are all things or materials used by educators or instructors in the learning process. To provide innovative teaching materials, educators must understand how far students' interests and talents are to adapt to student conditions so that students can accept the material presented by educators. However, we can be more severe in pursuing and working on manufacturing teaching materials with a high sense of responsibility and dedication. It should be realized that learning resources are vital in compiling teaching material. Therefore, learning resources have three main

objectives in the learning process: First, to enrich the information needed in collecting teaching materials. Second, it can be used by the compilers of teaching materials, and third, it makes it easier for students to learn a specific competency.

Based on observations and interviews with Indonesian language lecturers on September 21, 2021, information was obtained that lecturers only stuck to existing textbooks in teaching Indonesian. The development of teaching materials should be one of the lecturers' priorities in learning. The teaching materials developed by the lecturers are better than the available textbooks because they are under the conditions and needs of the students concerned. The lecturers still need to understand the principles of developing teaching materials, starting from the needs analysis of material selection, preparation of materials, and preparation of evaluations to the final editing process. Furthermore, this is due to the need for knowledge of Indonesian language lecturers on linguistic literacy. The insensitivity of the lecturers in the use of various sources for the preparation of teaching materials is also one of the causes of the lack of understanding of the lecturers in the preparation of teaching materials.

The development of teaching materials must comply with the criteria included in the Content Standards book published by BSNP covering the four aspects of language, listening, speaking, reading, and writing, all of which have a minimum standard of teaching and student achievement. These four aspects are used integratively in the communication process using effective, efficient, polite, and ethical language. Furthermore, the development of these teaching materials requires the contribution of the regional parties in the adjustment and inclusion of elements of regional peculiarities while still taking into account the national interest.

Teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities meet the criteria for effectiveness as teaching materials to improve student learning outcomes. The significance of these teaching materials can be seen in the teaching materials for Indonesian language courses with CLIL nuances. The advantages of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities are: a). Teaching materials for Indonesian language courses can improve student learning outcomes. b). Learning is carried out in groups to make students interact, collaborate, collaborate, be responsible in completing the assigned tasks, and train students to communicate their ideas. c). Teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities are student-centered so that the learning atmosphere motivates students to seek new information.

## **Discussion**

### ***Analysis of needs for development of Indonesian language courses based on CLIL at Bengkulu city universities***

The results of the needs found by researchers that the current study in deepening the Indonesian language material is the improvement and refinement of the material so that it can analyze knowledge and learning resources for students. The results of a similar study related to CLIL show that, in general, textbooks cannot be said to be feasible because they are not following the applicable curriculum both in the presentation of essential competencies, material coverage, and genre pedagogic approaches (Sakinah et al., 2022).

Improving the quality of learning and students is closely related to student conditions. As educators, lecturers must develop their abilities and skills professionally so that the objectives of the learning process are achieved. Current teaching materials require the development of innovations where the teaching materials used must be integrated with a holistic and dynamic learning approach. However, the majority of the teaching materials used are in the form of textbooks that still need to be updated. Furthermore, a significant problem that lecturers in learning activities often face is choosing or determining appropriate learning materials or teaching materials to help students achieve competence.

The lack of learning innovation, especially teaching materials, will impact students in terms of learning outcomes, attitudes, and ways of thinking. Learning that only provides conventional teaching materials tends to be monotonous, and existing teaching materials need to be developed into innovative teaching materials. Learning that still uses traditional teaching materials will make students bored, students less active, and learning less efficient. There are still campuses that use student worksheets from books without being developed, so learning is less attractive. The teaching materials used contain material that is different from the curriculum, or there is no compatibility between the material presented in the textbook and the learning objectives.

Another problem usually faced by lecturers in delivering material is choosing or determining the suitable teaching materials to help students achieve course competencies. It is because teaching materials are generally only written in outline as subject matter in the curriculum or lesson plans. In this case, the role of a lecturer in designing or compiling teaching materials will determine the success of the teaching and learning process.

Based on observations and interviews with Indonesian language lecturers on September 21, 2021, information was obtained that lecturers only stuck to existing textbooks in teaching Indonesian. The development of teaching materials should be one of the lecturers' priorities in learning. The teaching materials developed by the lecturers are better than the available textbooks because they are under the conditions and needs of the students concerned. The lecturers still need to understand the principles of developing teaching materials, starting from the needs analysis of material selection, preparation of materials, and preparation of evaluations to the final editing process. Furthermore, this is due to Indonesian language lecturers' lack of linguistic literacy knowledge. The insensitivity of the lecturers in the use of various sources for the preparation of teaching materials is also one of the causes of the lack of understanding of the lecturers in the preparation of teaching materials.

Lecturers should be able to develop teaching materials as a source of learning apart from textbooks. Government Regulation Number 19 of 2005, article 20, confirms that teachers/lecturers are expected to be able to develop materials, while Permendiknas Number 41 of 2007 concerning process standards regulates the planning of learning processes for educators in education units to develop SAP and teaching materials.

The development of teaching materials must comply with the criteria included in the Content Standards book published by BSNP covering the four aspects of language, listening, speaking, reading, and writing, all of which have a minimum standard of teaching and student achievement. These four aspects are used integratively in the communication process using effective, efficient, polite, and ethical language. Furthermore, the development of these teaching materials requires the contribution of the regional parties in the adjustment and inclusion of elements of regional peculiarities while still taking into account the national interest.

Next, because of the current technological developments, the manufacture of teaching materials should be exciting and innovative. Teaching materials are all things or materials used by educators or instructors in the learning process. It is because the work of making teaching materials dramatically contributes to the success of the learning process that we do. By realizing this, we no longer underestimate and rule out the manufacture of teaching materials.

Their ability in the language being taught. One of the efforts made by researchers is to develop teaching materials that are integrated with the CLIL approach, where the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities is to improve students' knowledge and skills in a subject. In this regard, Hu & Gao (2020) confirmed the importance of developing language awareness of subject teachers through the CLIL teacher education program in implementing the CLIL program successfully.

Language is used as a medium to learn lesson content, and subject content is used as a language-learning resource. The content of CLIL lessons varies according to the subject being taught to reduce boredom in the learning process, increase student interest in learning and make students active and think critically according to student needs. Developing fun teaching materials will automatically trigger an effective learning process.

Developing teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities that are designed effectively, appropriate and relevant to learning materials can increase student effectiveness and obtain optimal learning outcomes. Students can also control the ability and intensity of their learning individually so that learning with teaching materials can create high-learning activities for students.

### ***The effectiveness of development of CLIL-Based Indonesian language course teaching materials at Bengkulu city universities***

Previous research stated that CLIL had been implemented as a framework for developing teaching materials, investigating the effect of applying CLIL on content understanding, language skills, and attitudes, and improving lecturer competence, and student motivation (Jiang et al., 2022; Hu & Gao, 2020; Khoiriyah, 2021), developing cognitive skills, language awareness (Banegas & del Pozo Beamud,

2020), and maintaining student engagement during learning activities (Revelation et al., 2022). Another finding (Mahan, 2020) shows that lecturers who apply CLIL encourage students to understand the material better. However, several strategies help students complete assignments, such as modeling and using techniques.

The development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities has proven effective and efficient. H. Hu (2022), Amiroh (2021), and Yufrizal (2021) stated that the application of CLIL in higher education institutions showed effective results.

It can be seen from the results of expert validation tests and field trials consisting of 1) Individual Trials (One to One Trying Out) and 2) Small Group Tryout. 3) Field Trial. The results of the effectiveness test using statistics obtained the average value of the consequences before using the development of teaching materials for Indonesian language courses based on CLIL in universities in Bengkulu City, which was developed at 68.50 and a standard deviation of 13,489 and after using the development of teaching materials for Indonesian courses based on CLIL in universities Bengkulu City which has been developed is 80.19 with a standard deviation of 11,546. It means differences in the average student learning outcomes before and after using the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City Universities.

The development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities is a set of materials containing learning materials or content designed to achieve learning objectives. Muktamir & Rohmah (2022) agree that CLIL is an approach that can be mutually beneficial both in terms of learning materials (e.g., content) and subjects. Other studies have revealed that the teaching materials can improve language speaking skills (e.g., Japanese). In addition to speaking skills, the other three language skills (listening, reading, and writing), vocabulary and expression knowledge, grammar, and cultural knowledge also increased (Juangsih, 2021).

Dimensions of Learning, CLIL complements individual learning strategies. CLIL is directed explicitly at student-centered learning and seeks to improve understanding by focusing on individual needs regarding their cognitive and social skills. In this regard, Marsh et al. (2001) asserted that five fundamental dimensions can characterize CLIL as a learning approach, namely culture, environment, content, learning, and language. The cultural dimension in CLIL contributes to intercultural knowledge that allows students to explore and learn a broader cultural context, even leading to an understanding of the culture of a particular minority group, region, or country. The environmental dimension relates to how CLIL trains academic and social communication skills to prepare for future learning or work. The content dimension relates to the contribution of CLIL in helping to provide opportunities for learners to study content from various perspectives. The language dimension relates to CLIL's role in emphasizing language competence in general. It, therefore, includes reading, writing, speaking, and listening skills and enhancing the language experience through the integration of language and non-language teaching.

In addition to the fundamental dimensions proposed by Marsh, Coyle (2008) introduced the workings of CLIL through the concept of the 4Cs framework for CLIL. The 4Cs meant are content (learning content/materials), communication (communicative skills), cognition (thinking processes), and culture (cultural insight).

Content related to the topic or subject being studied. Wahyuningsih et al. (2022) explained that the development of software-based interactive media with the CLIL approach could improve the ability of learning participants. Another study, Tang and Foley (2022) that applied AI for language learning was also effective in improving the competence of learning participants. In short, digitization enhances CLIL's role in supporting linguistic skills and student motivation (Qizi, 2022). Communication is related to using language orally and in writing based on the design of activities carried out in learning. Cognition is associated with the ability of students to think about the topics or issues discussed, for example, remembering, understanding, applying, analyzing, evaluating, and creating in Anderson's revised Bloom taxonomy. Culture is related to the local content students learn and directly contributes to language use and cross-cultural understanding.

The paradigm brought by Marsh and Coyle in CLIL finally received a good response and began to be adopted by most countries in Europe. Learning experts and practitioners from various fields began to conduct studies on the effects of using CLIL in language learning in official educational institutions, both regarding learning English as an international language and the official language of European countries. Some of them, such as what Nikula (2010) in Finland, Naves & Victoria (2010) in Spain,

Breidbach and Viebrock (2012) in Germany, Cinganotto (2016) in Italy, Elisson (2018) in Portugal proved that CLIL had a positive effect on learning. The positive results were generally found to lead to (1) the motivation of learners to be actively and voluntarily involved in using the target language being studied, (2) an increase in target language communication skills, (3) an increase in language skills covering four language skills and (4) motivation to understand cross-cultural and human values.

There are some limitations experienced, and several factors can be given more attention to future researchers in further refining their research. This research itself certainly has shortcomings that need to be improved. Some of the limitations in this study, among others. First, product development of teaching materials for Indonesian language courses based on CLIL in Bengkulu City is still being piloted in Bengkulu City, not yet been tested in a broader group outside Bengkulu City. Second, the product of developing Indonesian language course teaching materials based on CLIL at Bengkulu City universities which were developed, namely Indonesian language teaching materials, had yet to be made into electronic books.

## CONCLUSION

Teaching materials for Indonesian language courses based on CLIL in universities are declared eligible after undergoing expert validation tests and field trials consisting of (1) Individual Trial (One to One Trying Out). (2) Small Group Tryout. (3) Field Trial. They obtained significant scores based on the results of these field trials and the effectiveness test of the development of teaching materials for Indonesian language courses based on CLIL at universities in Bengkulu City. The effectiveness test results using statistics obtained the average value of the consequences before using CLIL-based Indonesian language teaching materials at Bengkulu City universities. The result was developed at 68.50 and a standard deviation of 13,489 and after using CLIL-based Indonesian language teaching materials at Bengkulu City Colleges developed is 80.19 with a standard deviation of 11,546. It means differences in the average student learning outcomes before and after using the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City Universities.

Based on the conclusions and findings obtained from the results of research on the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities and the trials carried out, where learning using the development of teaching materials for Indonesian language courses based on CLIL in universities in Bengkulu City has significant implications. Compared to textbook learning that lecturers have used in the learning process. Developing teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities will make a practical contribution. Especially in the implementation of the learning process for lecturers, they are providing convenience in organizing learning that impacts the learning process's effectiveness and can improve student learning outcomes. The trial results show that the teaching materials resulting from the development of CLIL-based Indonesian language courses at Bengkulu City universities can be used as consideration for lecturers. Lecturers use in delivering the growth of CLIL-based Indonesian language courses at Bengkulu City universities following the applicable curriculum.

Observing the results of the conclusions above, the researchers suggest the following: 1) learning becomes more exciting and makes it easier for students to study each material. Optimally in the learning process, learning becomes more exciting and makes it easier for students to learn each material. 2) Can contribute knowledge to increase knowledge and effectiveness and teaching materials have benefits that significantly influence the success of achieving learning objectives. It is hoped that teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities can achieve good results.

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