

# The Use of Open Educational Resources in the Online Tutorial of the BIPA Program at Universitas Terbuka

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**ABSTRACT** - *Open Educational Resources (OER) has been intensively recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as open learning resources to be used by both educators and students to support the students' learning process. Bahasa Indonesia untuk Penutur Asing (BIPA) is a fully-online language program offered by Universitas Terbuka (UT) to non-native speakers who intend to learn the Indonesian language or Bahasa Indonesia. Since this program applies online language learning, the tutors must provide learning materials and activities that are accessible and effective to assist the participants in their learning process, especially in improving their language skills. It is the responsibility of the tutors to be creative and innovative. Thus, the use of OER is one alternative taken by the tutors with the expectation of helping the participants gain meaningful learning experiences. In this article, the writers intend to 1) review the theories or best practices of OER , 2) describe the current online tutorial of the BIPA Program, and 3) analyze the implementation of using OER in the online tutorial of the BIPA Program. From the analysis, it is visible that the use of OER highly supports the online tutorial of the BIPA program, particularly in helping the participants learning Bahasa Indonesia more effectively.*

**Keyword** - OER, online tutorial, BIPA Program

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## 1. INTRODUCTION

In the globalization era, education is inevitably affected by the technological developments. Information and communication in education have become the most important aspects to be concerned since both aspects influence the success of teaching and learning process. Open and Distance Learning (ODL) has currently chosen by some countries as the learning system offered to those who intend to continue their study without leaving their daily activities. This learning system enables the learners to independently manage their own learning process both in terms of time and materials. In other words, they are suggested to learn on their own initiatives as well as make use of learning facilities such as online tutorial, digital library, and other open resources available in the internet.

Open and Educational Resources (OER) is one alternative to be taken by educators to enrich their teaching materials as well as teaching activities. This term was introduced by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2002. It is expected that students are able to enhance their knowledge by using free resources recommended by their teachers/tutors.

The program of Bahasa Indonesia untuk Penutur Asing (BIPA Program) has been designed as a fully-online course offered to non-native speakers who intend to learn the Indonesian language or Bahasa Indonesia. This program has been supported by the Moodle software in which the tutors are able to offer different tutorial activities as well as various kinds of materials. This is very important since BIPA is a language learning program in which the participants need more practices and meaningful learning experiences.

This article aims to 1) review the theories or best practices of OER , 2) describe the current online tutorial of the BIPA Program, and 3) analyze the implementation of using OER in the online tutorial of the BIPA Program. The writers are interested in presenting the online tutorial of the BIPA program since it influences the outcomes of the participants. Moreover, in this article the writers also intend to discuss how the use of OER can enhance the participants' language skills.

## **2. THE USE OF OER FOR SUPPORTING TEACHING LEARNING ACTIVITIES**

Open Educational Resources (OER) has been defined as any educational resources openly licensed content in the forms of streaming videos, paper-based text, video, audio or computer-based multimedia that are openly available for educators as well as students and designed for supporting teaching learning activities (Kanwar and Uvalic-Trumbic, 2011:6). In the process of teaching and learning, the users do not need to pay royalties or license fees. Moreover, the use of OER has rapidly increased since the term of OER was introduced by UNESCO in 2002. UNESCO has defined OER as “teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution” (UNESCO, 2011). From both definitions, it is visible that the use of OER has taken important parts in education, particularly in e-learning.

OER is highly recommended because of its flexibility and accessibility to support the teaching and learning process. It means that users can easily copy and share the content available in and through the Internet without permission. However, the users must state the resources correctly. Furthermore, Kanwar and Uvalic-Trumbic (2011) emphasized that there are three advantages of using OER for teaching learning. Firstly, OER provides learning materials that enable educators and students to be more productive. There is no limitation and cost when the users access, copy, or even share the educational materials. Secondly, it encourages the users to create more effective learning environments by reusing or adapting the contents. The educators are able to provide meaningful activities for students in order to achieve the competencies. Thirdly, it has given the users opportunities to design high quality programs of learning with integrated materials at low or no cost (Kanwar and Uvalic-Trumbic, 2011:16). Regarding those advantages, it has been a challenge for educators to be selective in choosing OER recommended for their students. The materials should be easily accessed and used in order to enhance their skills and knowledge.

## **3. BIPA AS AN ONLINE LANGUAGE LEARNING PROGRAM**

Bahasa Indonesia untuk Penutur Asing (BIPA) is a fully-online program offered by Universitas Terbuka (UT) to non-native speakers who intend to learn the Indonesian language or Bahasa Indonesia. This program has been designed for those who are interested in learning Bahasa Indonesia without leaving their countries. The development of this program is fully supported by UT as the opportunities to design collaborative programs which enable the tutors to provide various materials as well as learning resources for the participants’ learning process (UT, 2011:15). It is one of UT’s strategies to offer a global and international program.

The BIPA program consists of three levels: 1) Elementary (Dasar), 2) Intermediate (Menengah), and 3) Advanced (Lanjut). After completing the courses, the participants of the BIPA program are expected to achieve three competencies: 1) understand spoken and written Bahasa Indonesia in formal and informal contexts; 2) communicate in spoken and written Bahasa Indonesia in formal and informal contexts; and 3) understand the important aspects of Indonesian culture inherent in understanding Bahasa Indonesia. (UT, 2012). In order for the participants to achieve the goals, each level of the BIPA program has been divided into three courses. The first course is “Terampil Berbahasa Indonesia Lisan” which focuses on Speaking skills. However, the course uses other skills integratedly in the process of learning. The second course is called “Terampil Berbahasa Indonesia Tulis” which gives the participants the learning experiences more on writing practices. In order to achieve the third goal, the BIPA program also offers “Pengenalan Kebudayaan Indonesia”. This course is offered in order for the participants to enrich their knowledge about the culture of Indonesia as well as to learn the language.

The online materials in the form of web programs have been developed completed with the exercises to help participants learn Bahasa Indonesia independently. However, the online tutorial of the BIPA program has taken a very important part in the process of learning since it is the main mode of communication between the tutors and the participants. The online tutorial of the BIPA program is supported by the Moodle software which enables the tutors provide various kinds of materials as well as tutorial activities. Furthermore, this software also enables the tutors to use OER in order to support the teaching and learning process as well as to enrich their materials from other free educational resources. The participants’ enhancement of language skills has been the main concern of the tutors. They are consequently responsible in providing meaningful learning experiences for the participants, particularly speaking and writing practice. The exercises as well as the assignments should help the participants understand Bahasa Indonesia through reading and listening and help them practice Bahasa Indonesia both in speaking and writing.

#### 4. THE IMPLEMENTATION OF USING OER IN BIPA ONLINE TUTORIAL

Referring to the recommendations of UNESCO on the use of OER to support the process of teaching and learning, UT has encouraged its tutors to implement the use of OER in the online tutorials, including the tutorial of the BIPA program. It is well stated in UT's strategic planning 2010-2013 that open sources have been one alternative for students' learning support services (UT, 2011:26). Furthermore, UT has applied the use of OER by providing some open resources in the website of UT. The profile of UT-OER is shown in Figure 1.

Figure 1. The profile of UT-OER



Taken from: <http://www.ut.ac.id/>

Figure 1 shows the examples of UT-OER that support the students in their learning process with open resources such as ITV-UT (streaming videos), Guru Pintar Online or Online Smart Teachers (a portal for teachers/educators to enrich their knowledge about teaching cases as well as to enhance their teaching skills), digital journals, digital library, and other open resources available in the website of UT.

The BIPA program is an online program of UT that is expected to implement the use of OER as well. Online tutorial of the BIPA program is the learning support service provided by UT in order for the participants to be able to effectively communicate with the tutors as well as other participants. It is divided into eleven weeks in which the first four weeks deal with the course of "Terampil Berbahasa Indonesia Lisan" focusing on speaking skill. The next four weeks deal with practicing writing skills through the course of "terampil Berbahasa Indonesia Tulis". The ninth and tenth week, through the course of "Pengenalan Kebudayaan Indonesia, the BIPA program will bring the participants to the tour of the Indonesian's culture as well as introduce them to the culture and language of the Indonesian people.

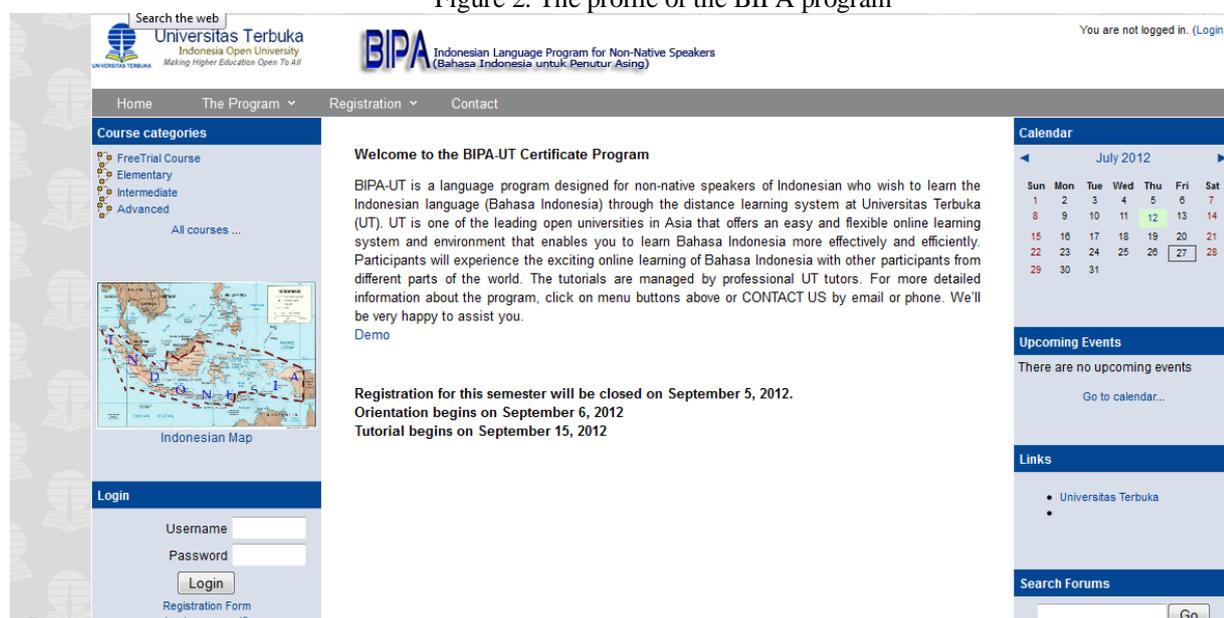
As a language learning program, the online tutorial of the BIPA program should be effectively presented both in its contents and performance. It is important in order for the participants do not experience confusion and frustration. The following is the profile of the BIPA program.

Since the BIPA program has been designed for independent learners who are expected to be able to learn on their own initiatives, the materials should be provided in appropriate packages. It means the participants are flexible in terms of the materials to be learned and the time for learning activities. Once they are enrolled in one level of the BIPA program, they can automatically access the materials provided by the tutors in the online tutorial by using the given username and password. However, the participants have to follow the instructions of the tutors who facilitate the learning process. There are some icons to show different kinds of materials or activities.

The tutors provide weekly topics in which the participants are suggested to be actively engaged in the online tutorial activities such as posting some comments on the discussion forum, learning the materials and doing exercises available in the web programs, doing the weekly assignments, and completing the summative assignments. The various

kinds of exercises and assignments are provided in order for the participants to practice various language skills. For instance, the tutors give pictures to be observed and the participants are supposed to write or record the things based on the pictures.

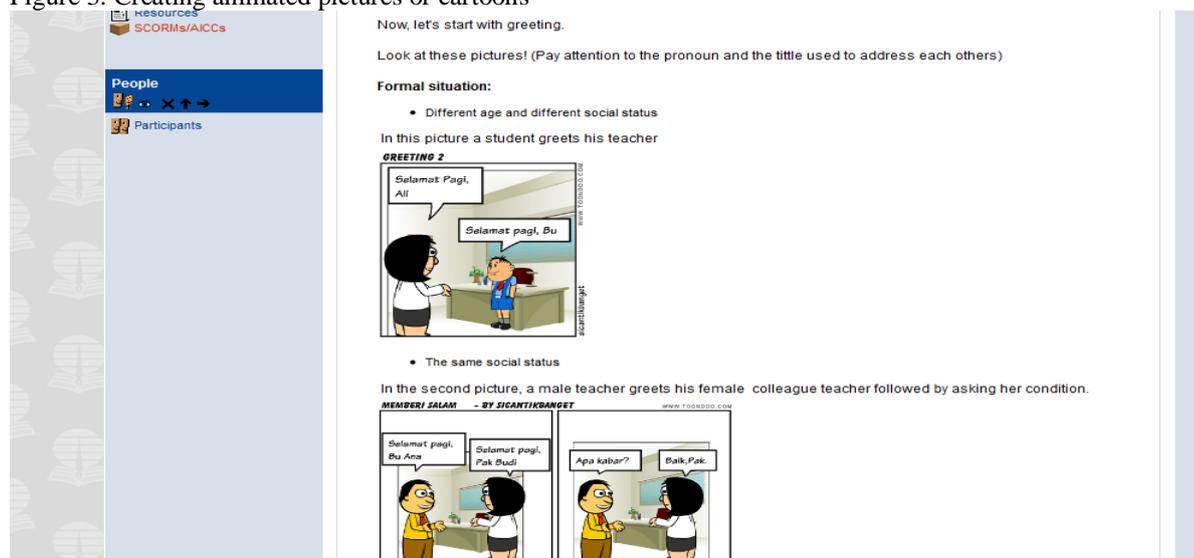
Figure 2. The profile of the BIPA program



Taken from: <http://bipa.ut.ac.id/>

Beside the web programs as the main learning materials, the use of OER is also implemented in the online tutorial of the BIPA program. Regarding to the provisions of using OER, the tutors have provided various kinds of materials as well as adapted them in tutorial activities. For instance, in ‘Terampil Berbahasa Indonesia Lisan 1’, the tutors have created animated pictures or cartoons to help the participants understand the greetings in Bahasa Indonesia. Figure 3 is the example of creating animated pictures or cartoons.

Figure 3. Creating animated pictures or cartoons



Taken from: <http://bipa.ut.ac.id/course/view.php?id=2&edit=1&sesskey=x99zGyr2CM>

This animated pictures or cartoons are created by downloading the program from <http://www.toondoo.com/>. This program was really helpful in learning how to express greetings in Bahasa Indonesia. The tutors are able to give examples based on the characters and the settings. For instance, it can clearly explain how a student greets his/her teacher which is totally different from greeting his/her friends.

The facilities for creating audio and video programs are available as well in the Moodle software. These facilities are also free to use. As it is a language learning program, audio and video programs are significantly helpful for the participants to practice reading and listening as well as to practice speaking. Those activities will help them enhance their writing skill at the end of the program.

Figure 4. Creating audio and video programs for teaching and learning activities



Taken from: <http://bipa.ut.ac.id/course/view.php?id=3>

Embedding videos is another way of using OER in the online tutorial of the BIPA program. The tutors are able to choose appropriate videos, for example from Youtube or TeacherTube, and then link or embed them to the online tutorial. Figure 5 is the example of providing embedded videos in the online tutorial.

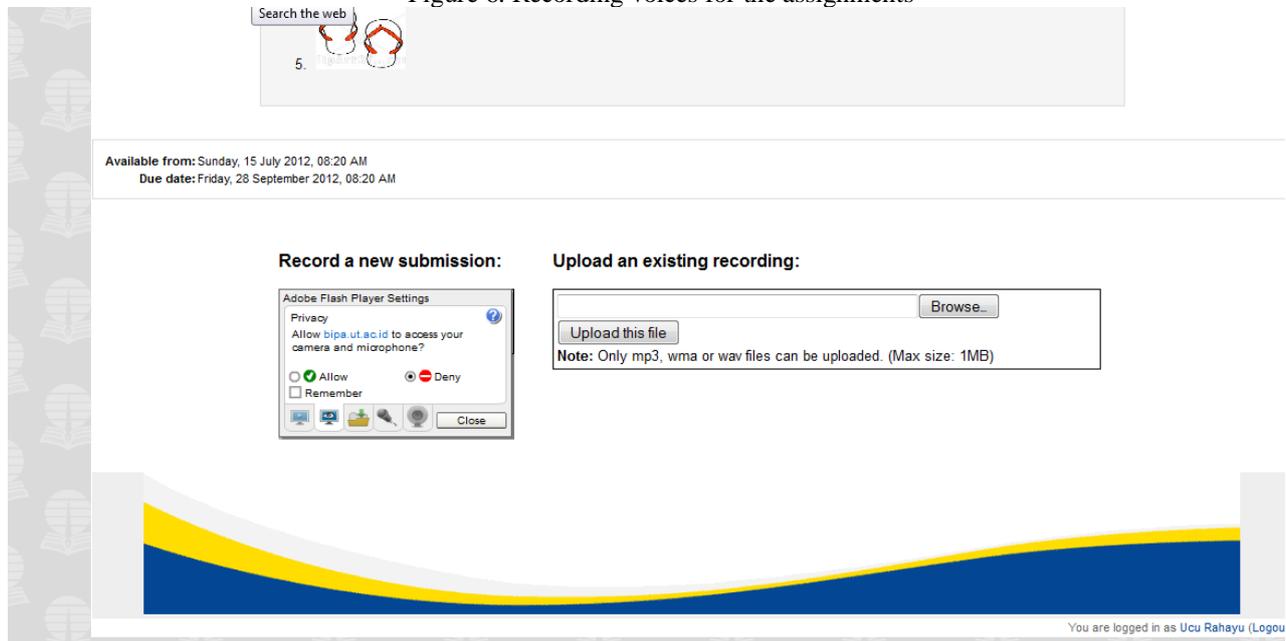
Figure 5. Using linked or embedded videos



Taken from: <http://bipa.ut.ac.id/course/view.php?id=3>

Furthermore, the Moodle software enables the tutors to provide different kinds of assignments. For the enhancement of the language skills, the tutors are flexible to provide the assignments both in written and spoken. The following is the example of the assignment which asks the participants to record their voices and easily send the recorded words or sentences to the tutors.

Figure 6. Recording voices for the assignments



Taken from: <http://bipa.ut.ac.id/course/view.php?id=3>

## 5. CONCLUSION

BIPA is an online learning program that has been developed by UT for non-native speakers who wish to learn Bahasa Indonesia. After completing the courses, the participants are expected to be able to communicate in Bahasa Indonesia both orally and in written forms. Therefore, it has been the tutors' responsibility to provide effective learning materials as well as learning activities. The use of OER has been implemented in the online tutorial of the BIPA program. Through the use of the Moodle software, the participants has been provided with some meaningful learning materials and activities in which they can effectively enhance their language skills. Providing animated pictures and facilities for recording voices as well as linking and embedding videos are the examples of using OER implemented by the tutors in order to enrich the teaching learning activities in the BIPA program.

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