

# INTRODUCTION OF MONAKSARA (MONOPOLI BAHASA DAN KEBUDAYAAN NUSANTARA) AS A PROTOTYPE OF BIPA LEARNING MEDIA AT UIN RADEN MAS SAID SURAKARTA

Afrizal Mufti<sup>1</sup>  
Siti Isnaniah<sup>2</sup>

<sup>1</sup>Jurusan Bahasa, Adab and Bahasa, UIN Raden Mas Said Surakarta, Indonesia.

<sup>2</sup>Jurusan Bahasa, Adab and Bahasa, UIN Raden Mas Said Surakarta, Indonesia.

[afrizalmufti1@gmail.com](mailto:afrizalmufti1@gmail.com)

## Abstract

Globalization has increased cross-cultural communication needs and stimulated growing interest in Indonesian as a foreign language (BIPA). At beginner levels (B1–B2), speaking often stalls due to limited vocabulary, cognitive load, and social anxiety; thus, media that link communicative functions with authentic cultural contexts are needed. This article introduces MONAKSARA (Monopoly of Indonesian Language and Culture) as a prototype board-game medium for BIPA classes at UIN Raden Mas Said Surakarta. We adopt a prototype development approach with Define–Design–Develop stages: document-based needs analysis (B1–B2 syllabus and textbooks), mapping of game mechanics to communicative functions, and prototype construction. The outcome is a culturally themed board (food, heritage sites, places of worship, ceremonies) and “speaking-chance” cards providing scaffolded key expressions. The design is aligned with TBLT and the output/interaction hypotheses, game-based learning principles, cognitive-load management, and sociopragmatic competence. Anticipated strengths include engagement, equitable turn-taking, and language–culture integration; limitations include facilitator dependency, potential overload with lengthy instructions, and online-mode adaptation needs. This article does not report effectiveness testing; a staged evaluation (expert review, small-scale pilot, pre–post speaking tasks) is proposed to validate conceptual feasibility and pedagogic impact.

**Keywords:** BIPA; board game; game-based learning; media prototype; sociopragmatics; B1–B2; MONAKSARA.

## INTRODUCTION

The development of the era of globalization has had a great influence on the dynamics of the development of the Indonesian nation. One of the influences of this development is in the field of language specialization. Indonesian is one of the many languages that are beginning to be in demand by the international community. Not only is it spoken in 34 provinces in Indonesia, but so far there are more than 45 countries that are interested in and know Indonesian. The Ministry of Education and Culture (Kemdikbud) collaborates with the Ministry of Foreign Affairs (Kemenlu) to prepare

Indonesian as the language of instruction in Southeast Asia (Prodjo, 2020). Dadang Sunendar as the head of the Language Agency, expressed his desire for Indonesian to become the language of instruction in Southeast Asia in accordance with the mandate of Law No. 24 of 2009. This desire is realized by sending Indonesian teaching staff for Foreign Speakers (BIPA) in several Southeast Asian countries. BIPA is an Indonesian language learning for foreign speakers intended for foreign citizens (Sudarwati, 2014).

Not only abroad, the Indonesian government also facilitates and serves BIPA learning for foreign citizens domiciled in Indonesia. This is realized by the existence of various BIPA institutions managed by the government, private and universities. One of the BIPA institutions managed by universities is BIPA UIN Raden Mas Said Surakarta. The formation of BIPA at UIN Raden Mas Said Surakarta as a forum for foreign students to learn Indonesian before starting lectures at UIN Raden Mas Said Surakarta (UIN Raden Mas Said Surakarta) (Kurniasih & Isnaniah, 2019). The purpose of the BIPA institution on the campus of UIN Raden Mas Said Surakarta is to facilitate and become a forum for BIPA students from Thailand and the Philippines, in learning Indonesian accompanied by BIPA teachers and tutors. In addition, the BIPA program at UIN Raden Mas Said Surakarta is implemented with the aim that they are able to learn effectively to master Indonesian in their daily lives as their second language (Inderasari & Agustina, 2017). It is hoped that they will be able to adapt to the lecture and social environment. Armed with Indonesian listening, speaking, reading and writing skills that have been acquired while studying BIPA at UIN Raden Mas Said Surakarta.

One of the aspects of ability that BIPA learners need to master in learning Indonesian is the ability to speak. Speaking is a person's ability to articulate words into sentences to convey ideas, ideas and thoughts to others. Speaking is also mentioned as a means of communicating ideas with each other that are arranged and developed according to the needs of the listener (Saddhono & Slamet, 2014). Speaking ability is classified as an important oral language skill to master in the language learning process, this is because (1) speaking is the most frequently used means of expressing expression, (2) the first ability that needs to be mastered, (3) language skills that are very commonly

used in society (Susanti, 2014).

Therefore, speaking is an important skill to master for foreign learners who are currently living in Indonesia. A strong reason why speaking skills need to be mastered is that BIPA learners are more likely to engage in activities that involve speaking activities than writing or reading. For example, speaking activities in the social sphere of society, namely between friends and local residents, in the academic scope are carried out to lecturers or in the lecture process. Each situation requires different communicative language. However, especially for BIPA learners, the mastery of Indonesian speaking skills is adjusted to the needs of learners based on situations and conditions with a consistent and continuous learning process.

The process of implementing BIPA learning cannot be separated from the role of interesting learning media in order to be a more optimal means of delivering material, so that the objectives in the implementation of BIPA learning can be met. When delivering material on the four language skills, including listening, speaking, reading, and writing, it needs to be delivered with an interesting and conceptual presentation. This is related to the methods, approaches, techniques, and media used (Muliastuti, 2017). The use of learning media can foster motivation and enthusiasm in learning, even good media can affect the psychology of learners (Arsyad, 2010).

Therefore, the importance of using media needs to be considered as part of the preparation of the learning process. In addition, the optimal use and utilization of media is able to arouse the enthusiasm of learners to learn the material presented. Media that is prepared in a mature and interesting manner is also able to provide convenience for teachers in delivering teaching materials according to the required competencies. In addition, it is necessary to realize that BIPA learners are second language learners or (B2) with different levels of ability for each learner. So, when verbal communication is not effective enough in delivering material, the use of learning media can help maximize the learning process. However, the use of BIPA learning media at UIN Raden Mas Said Surakarta still has limitations.

The learning process at the BIPA institution UIN Raden Mas Said Surakarta has limitations in the use of learning media. These obstacles are influenced by several

factors, namely teachers who lack in preparing teaching media for BIPA learners. This researcher found that during one month of being a BIPA tutor, the researcher saw many other tutors who only did verbal learning (through oral) as well as what the researcher did when he was still a tutor who was only fixated on verbal learning. In addition to problems based on the researcher's experience as a tutor, the researcher also interviewed tutors of the class of 2020 related to BIPA learning, one of which was obstacles related to the use of media in BIPA learning. The same thing was felt by the 2020 tutors regarding BIPA learning obstacles.

The lack of media availability will affect the implementation of learning, as well as affect BIPA learners and teachers. In addition, the use and utilization of media as part of the institution's services to learners who enthusiastically participate in BIPA learning. Similarly, the existence of adequate media is a benchmark for the quality of tutors, teachers, and BIPA institutions as part of the form of professionalism in fulfilling facilities.

One of the learning media that can be used in BIPA learning, especially in improving speaking skills, is the MONAKSARA (Monopoli Bahasa dan Kebudayaan Nusantara) media. Monaksara is a learning medium that combines elements of games with language and cultural learning, containing pictures and instructions on local language and cultural materials. Like monopoly games in general, Monaksara accommodates the material needs of BIPA learners according to the competencies and needs desired by the learners. The selection of linguistic and cultural materials is considered relevant to the needs of BIPA students, namely students from Thailand and the Philippines who are also conducting lectures while at UIN Raden Mas Said Surakarta.

The selection of the BIPA institution of UIN Raden Mas Said Surakarta as the location for this research is based on three reasons. First, the historical reason that UIN Raden Mas Said Surakarta is one of the campuses at the PTKIN level that has established the BIPA institution and was ratified in March 2017. This is an extraordinary achievement by the UIN Raden Mas Said Surakarta campus, especially the BIPA institution which is trusted to guide foreign students on the UIN Raden Mas

Said Surakarta campus in mastering language skills and introduction to the archipelago's culture. Second, the need of BIPA learners for mastering Indonesian language skills is the main provision in meeting the needs of social communication in the community (in the surrounding environment) and communication in the academic realm (during lectures). BIPA at UIN Raden Mas Said Surakarta does not only provide language teaching, but also introduces culture, especially in Surakarta and carries Islamic Studies-based teaching. The third reason is that the transformation of UIN Raden Mas Said Surakarta into UIN (State Islamic University) Raden Mas Said Surakarta has an influence on BIPA which will be increasingly needed in carrying out its duties as an institution in the field of language development.

Based on the background that the researcher has explained, the formulation of the problem in this study is how to introduce Monaksara media as a BIPA learning media at UIN Raden Mas Said Surakarta. The interesting and important thing about the research conducted is that the introduction of Monaksara media in BIPA learning by carrying linguistic and cultural materials is a new idea that has never existed before. In addition, research on linguistic and cultural monopoly media has never been conducted.

## LITERARY REVIEWS

Research that discusses Monopoly learning media was conducted by Susanto et al (2012) which was published in the journal BioEdu in August 2012 with the title "Monopoly Games as a Learning Media for Cell Sub-Material in High School Students Class XI Science". The purpose of the research is to develop monopoly game media and test the feasibility of these media in high school biology learning class XI Science semester 1 cell material. The results of the study are the results of theoretical validity, the media gets 90% for the media format, 94% for the visual aspect, 92.86% for the function/quality aspect of the media and the aspect of clarity in the presentation of the concept of 88.33%.

The similarities and differences in the research are that they both use monopoly games as a learning medium. The difference that can be seen is the research model used, the research by (Susanto et al (2012) uses a 4D development research model or R&D with the research target, namely cell learning media. Meanwhile, the researcher uses a

qualitative descriptive method with the goal of research on the language and culture learning media of the archipelago.

Another relevant research is a research by Widiyanto (2017) published in the Kredo Journal on October 1, 2017 entitled "Mini Puppet Media in Learning Speaking Skills for BIPA A1 Learners of Ezzitouna University of Tunisia". The results of the study are in the form of the use of mini puppet learning media as a medium to learn speaking skills for BIPA learners. The similarity of the research conducted by (Widiyanto, 2017) with the research conducted by the researcher is the research method used, namely the qualitative descriptive method. Then, the material in the research carried out was learning media content with a focus on analyzing the speaking skills of BIPA learners. While the difference lies in the location of the research object, Widiyanto chose the BIPA institution located at Ezzitouna University in Tunisia while the researcher conducted a study at the BIPA institution of UIN Raden Mas Said Surakarta Indonesia. Another difference that is quite noticeable is the learning media used in the research, Widiyanto uses mini puppet media while the researcher uses monopoly media which is modified by presenting linguistic and cultural materials.

## **RESEARCH METHOD**

This article is a development research that focuses on designing a prototype of MONAKSARA media for basic level BIPA learners (B1–B2) at UIN Raden Mas Said Surakarta. The development process is summarized into three main stages Define, Design, and Develop.

Define Stage (document-based Needs Analysis). The communicative needs of learners were revealed through document analysis of the sources used in the BIPA program, especially textbooks at the B1-B2 level (Sahabatku Indonesia) by (Muliastuti et al., 2016) and (Artyana, 2016) as well as a brief literature review on game-based learning and cultural integration. The results of this stage are a list of priority language functions (e.g. introducing yourself/friends, requesting/conveying information, ordering, explaining traditions) and cultural themes (culinary, historical sites, places of worship,



ceremonies/customs) that are relevant to the context of Surakarta and the needs of early level learners.

Design Level (Didactic and visual planning). Language functions are mapped to game mechanics (tiles, cards, turns, penalties/bonuses) so that each game interaction triggers the production of meaningful speech. The rules are kept concise to keep the cognitive load low; The card is equipped with scaffolding (key expressions/speech examples) to help with accuracy and smoothness. At this stage, the design criteria were also prepared: (1) suitability of levels B1–B2 (high vocabulary frequency, simple structure), (2) explicit scaffolding on the cards, (3) game-based engagement (clear goals, challenges, quick feedback), (4) cultural integration → sociopragmatic competencies, and (5) implementation (duration 2×50 minutes, small group format, clear tutor role).

Develop Stage. A prototype game board, a set of language–culture, money and game markers, and facilitator guidelines (pre-task, game, and debriefing flows) were produced. This stage is oriented towards conceptual feasibility; The article does not report on empirical trials/effectiveness, which are planned as an evaluation agenda in follow-up studies (e.g. expert review and limited pilots) after the final prototype is declared ready for operation.

## **RESULTS AND DISCUSSION**

### **Rationale and Alignment Teoretis**

In answering the formulation of problems related to the introduction of Monaksara media as a BIPA learning media at UIN Raden Mas Said Surakarta. The researcher cites the opinion of Al-Tabany, (2014) who provides a definition of learning media as a conceptual framework to represent procedures and actualize students' learning experiences in learning to achieve the goals achieved. This opinion is to strengthen the author's argument as the main instrument in analyzing the formulation of the problem.

In line with Al-Tabany's opinion regarding the definition of media, Monaksara also has the same goal, namely to make media a representation of learning procedures, and to actualize the learner's experience through the use of interactive game-based

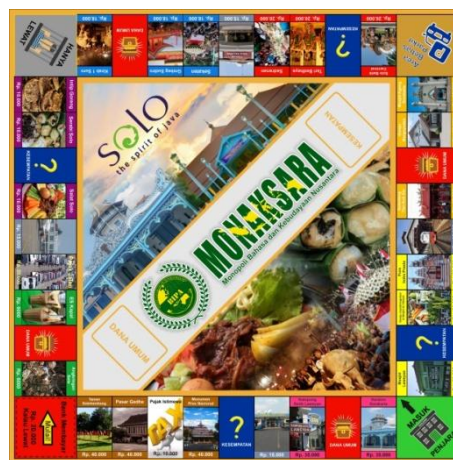
media. This research is very relevant to the research from Susanto et al (2012) who also use monopoly media as a learning medium for cell material biology. Physically, the media is almost the same, but in Monaksara's media research, it emphasizes more on aspects of language and cultural learning. The target of this Monaksara media is BIPA learners at the B1 and B2 levels.

Monaksara is a learning media idea aimed at teachers, tutors, and BIPA learners. The idea originated from the desire of the author (also as a BIPA tutor) in realizing a media that is able to combine play and learning activities at the same time. Monaksara is inspired by the monopoly game model which is played in a square board with 11 squares on each side containing images of country icons, besides that this game is played with the aim that each player is able to master the game tiles. Each player will try to control the tiles by buying and building properties such as houses or hotels on the tiles. The game is also supported by land purchase/rental cards, houses and hotels, as well as cards with public funds and opportunities as supporters during the game.

In making Monaksara media, several stages are needed, starting with planning, visual design process, and completion. In the planning stage, the researcher made several lists of needs in making media. First, the author plans the concept of the media that is made, which is to adopt the concept of monopoly games, including the necessary game parts (equipment) such as dice, cards, toy money, player pieces, selection of materials in making the game board. Second, material content planning, namely planning what material will be presented in the game. Of course, the context of determining this material cannot be separated from the textbook guide that has been used by BIPA UIN Raden Mas Said Surakarta, namely Sahabatku Indonesia edition 2016. In addition to the book, the author also takes material related to Islamic Studies and local culture with both book and internet sources. The selection of this material is also based on consideration of the results of interviews with teachers, tutors, and learners. Third, design preparation, namely the selection of the server or graphic design application used, in the creation of Monaksara media, the researcher uses CorelDraw X7 software used on computers and laptops, and a graphic design application, namely Canva.



Monaksara is designed so that each turn and each card becomes a mini-communicative task that encourages push output (learners produce simple, functional speech) and opens up space for negotiation of meaning (clarification, question-and-answer). The elements of the game (goals, challenges, consequences) are aligned with communicative goals so that engagement is born from a sense of purpose—not just competition. Short rules and scaffolding on cards lowers cognitive load; Cultural content triggers a sociopragmatic dimension (politeness, register, local values).



Source: documentation/personal photos  
Figure 1. Monaksara board design



Source: documentation/personal photos  
Figure 2. Complex proprietary cards

The image above is a property card that has been modified by the researcher by changing the image of the icon on the card with an image of cultural themes. On the front side, the researcher exemplifies a picture of a simple Solo food stall, namely a HIK (Kampung-style Special Dish) stall, there is a clear writing above the image and letters marking the Monaksara plot block, then below the picture there is information about the history of HIK stalls in Solo.



Source: documentation/personal photos  
Figure 3. Language and culture cards

The two pictures above are examples of the presentation of linguistic materials that are packed with cultural elements. As can be seen, the researcher uses the mascot Punakawan as a cultural icon and batik background. As for the language material, the

researcher took from the book Sahabatku Indonesia which has been adjusted to the competencies of foreign learners at the B1 and B2 levels.

In the card, speaking skills material is presented by asking learners to introduce themselves. The material can be seen in the book Sahabatku Indonesia level B1 unit 1 Introduction to speaking material. The presentation of material that is different from that in the book Sahabatku Indonesia is expected to be able to stimulate the skills and readiness of learners when practicing speaking skills. Since the card will be shuffled and the learner at the time of play finds his piece stopped on the square of the language opportunity, he must take the card and carry out the command in the card. The interesting thing is, the card contains a lot of material about language, especially helping to learn speaking skills. Learners will pick up and get different card commands with different levels of difficulty.

### Mechanical Mapping Language Functions (B1–B2) Indicators

Four theme clusters trigger different speech contexts; "**Language Opportunity**" cards inject short functional tasks in each round.

Clusters/Elements	Example context	Language function (B1–B2)	Scaffolding on cards (example)	Targeted indicators
<b>Culinary</b>	Warung/menawar	<i>Requesting/ordering; quantity–price</i>	“Saya mau...”, “Berapa harganya?”, “Tolong...”	<b>Fluency</b> (≥2 klausa), <b>Accuracy</b> (numeralia), <b>Pragmatik</b> (kesantunan)
<b>Historical tours</b>	Keraton/Sangiran	<i>Describing places; asking directions</i>	“Di mana...?”, “Tempat ini...”, “Dekat/Jauh”	<b>Accuracy</b> (preposisi/lokatif), <b>Complexity</b> (frasa keterangan)
<b>Places of worship</b>	Praktik umum	<i>Informing/explaining kebiasaan</i>	“Biasanya...”, “Di sini orang...”	<b>Complexity</b> (konjungsi dasar), <b>Pragmatik</b> (register)
<b>Ceremony/custom</b>	Sekaten/Selamatan	<i>Explaining/clarifying tujuan/prosedur</i>	“Tujuannya...”, “Dilakukan saat...”	<b>Complexity</b> (perluasan klausa), <b>Fluency</b>
<b>Language cards</b>	Perkenalkan teman	<i>Introducing</i>	“Ini teman saya... Ia...”, “Kami...”	<b>Fluency</b> (≥2 klausa), <b>Pronouns</b>
<b>Language cards</b>	Maaf/tawarkan bantuan	<i>Apologizing/Offering</i>	“Maaf, saya...”, “Boleh saya bantu...?”	<b>Pragmatik</b> (kesantunan)

Three **initial performative indicators** were targeted: **fluency** (continuation of short speech), **accuracy** (basic morpho-lexical), **complexity** (conjunction/expansion of

clauses). In this article the indicator **has not been assessed**; it serves as an **evaluation target** on *the pilot*.

### **Conceptual Position Towards Previous Work**

This concept intersects with culture-based media (which sparks oral discourse) but adds a regular board game structure that distributes turns and forces a multi-stakeholder exchange of speech. In contrast to the use of monopoly in non-language subjects (which tend to assess media formats/visuals/functions), MONAKSARA directly links game mechanics with communicative purposes in the context of BIPA A1–A2. The added value is in coherence: the task of the game always leads to the production of speech that is relevant to the function of language and contextualized by the culture of the archipelago.

### **CONCLUSIONS**

This article presents MONAKSARA as a prototype board-game medium for BIPA B1–B2 that deliberately links game mechanics (spaces, cards, turns, consequences) with communicative functions and authentic Indonesian cultural content to elicit pushed output, enable interaction, and nurture sociopragmatic competence. The design is theoretically grounded (TBLT; output/interaction hypotheses; game-based learning) and manages cognitive load through concise rules and scaffolded key expressions on cards, yielding a clear mechanics, functions, performance indicators pathway (fluency–accuracy–complexity) from gameplay to speaking practice. Practically, we outline a 2×50-minute implementation (pre-task, gameplay, debriefing, brief formative check) while relocating device minutiae to appendices so the classroom focus remains pedagogical. As a prototype, MONAKSARA's limitations include facilitator dependence, potential overload from lengthy instructions, the need for online and cross-context cultural adaptation, and the risk of competition overshadowing communicative goals. To move from conceptual feasibility to evidence-informed design, we recommend a staged evaluation: expert/heuristic review, a small pilot to check implementability and cognitive load, and a pre post speaking study using a simple FAC rubric to validate impact and guide iterative refinement.



## REFERENCES

- Al-Tabany. (2014). MendesainMedia Pembelajaran Inovatif, Progresif dan Kontekstual. Pranadamedia.
- Arsyad, A. (2010). Media Pembelajaran. Rajagrafindo Persada.
- Artyana, E. R. (2016). Sahabatku Indonesia. Badan Pengembangan dan Pembinaan Bahasa.
- Inderasari, E., & Agustina, T. (2017). Pembelajaran Bahasa Indonesia Pada Mahasiswa Asing Dalam Program BIPA IAIN Surakarta. Jurnal Pendidikan Bahasa dan Sastra Indonesia, 6(2), 6–15.
- Kurniasih, D., & Isnaniah, S. (2019). Penerapan Bahan Ajar Bahasa Indonesia bagi Penutur Asing (BIPA) “Sahabatku Indonesia” Tingkat Dasar di IAIN Surakarta. Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA), 1(2), 62. <https://doi.org/https://doi.org/10.26499/jbipa.v1i2.1793>
- Muliastuti, L. (2017). Bahasa Indonesia bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran. Yayasan Pustaka Obor Indonesia.
- Muliastuti, L., Marlina, & Kurniawati, D. (2016). Sahabatku Indonesia. Badan Pengembangan dan Pembinaan Bahasa.
- Prodjo, W. A. (2020). Mendorong Bahasa Indonesia ke Tingkat Internasional. [kompas.com. https://edukasi.kompas.com/read/2020/02/22/10000051/mendorong-bahasa-indonesia-ke-tingkat-internasional?page=all](https://edukasi.kompas.com/read/2020/02/22/10000051/mendorong-bahasa-indonesia-ke-tingkat-internasional?page=all)
- Saddhono, K., & Slamet, Y. (2014). Pembelajaran keterampilan berbahasa Indonesia: teori dan aplikasi. Graha Ilmu.
- Sudarwati. (2014). Pengenalan budaya melalui pembelajaran BIPA dan model pembelajarannya” dalam Dinamika Budaya Indonesia dalam Pusaran Pasar Global. Ombak.
- Susanti. (2014). Penerapan metode diskusi dalam meningkatkan kemampuan berbicara siswa kelas IV SDN Ogogili. Jurnal Kreatif Tadulako Online, 4(8), 159–172. <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/3390>
- Susanto, A., Raharjo, & Prastiwi, M. S. (2012). Permainan Monopoli sebagai Media Pembelajaran Sub Materi Sel pada Siswa SMA Kelas XI IPA. BioEdu, 1(1), 1–6.
- Widianto, E. (2017). Media Wayang Mini Dalam Pembelajaran Keterampilan Berbicara Bagi Pemelajar Bipa A1 Universitas Ezzitouna Tunisia. Jurnal Kredo, 1(1), 31–43.