

The Development of Online Teaching Materials for Indonesia Foreign Speaker Level 5

Helmi Muzaki

Universitas Negeri Malang, Malang, Indonesia; Helmi.muzaki.fs@um.ac.id

ARTICLE INFO

Keywords:

BIPA;
online learning;
teaching materials

Article history:

Received 2023-07-12
Revised 2023-07-28
Accepted 2024-03-18

ABSTRACT

Indonesian Language Learning for Foreign Speakers (BIPA) is increasingly in demand, especially BIPA learning, which is carried out online. However, in online BIPA learning, there are still obstacles. The obstacle is the availability of BIPA online teaching materials. This research aims to produce BIPA online teaching materials that are feasible for BIPA 5 students. This study uses the ADDIE development model to Analyze, Design, Develop, Implement, and Evaluate. The resulting teaching materials are adapted to SKL BIPA 5 and consist of seven lessons that can be used for online BIPA learning. The seven units of material are natural disasters, historical places, Indonesian cuisine, short stories, let us discuss, creative poetry, and the hero. The presentation structure for each unit consists of learning objectives, pre-activity, material descriptions, practice questions, grammar notes, new vocabulary tables, and Indonesian insights. The material in each unit is designed to train the four language skills. Based on the due diligence on content, language, graphics and organization, presentation, and cultural elements in teaching materials, BIPA 5 online teaching materials are suitable for use by BIPA 5 students.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Helmi Muzaki

Universitas Negeri Malang, Malang, Indonesia; Helmi.muzaki.fs@um.ac.id

1. INTRODUCTION

The Indonesian language has developed quite rapidly. In fact, Indonesian is one of the most essential languages in the world (Iskandar et al., 2020). Indonesian can become an international language (Alam et al., 2022). The rapid development of the Indonesian language is evidenced by the use of Indonesian as the language in the ASEAN forum (Wardhana, 2021). UNESCO proposed that Indonesian be included in the official language of the United Nations (UN). If agreed at the meeting held in November 2023, Indonesian will officially become an international language along with other languages (Hadibrata, 2023; Wong, 2023). One of the requirements for Indonesian to become an international language is the number of speakers at home and abroad. The government has made Various efforts so that Indonesian becomes an international language, one of which is through the BIPA program.

BIPA is an Indonesian language learning program specifically intended for foreign speakers whose first language is not regional or Indonesian (Muzaki, 2021). BIPA is one of the spearheads of the Indonesian language internationalization movement (Utami, 2020). BIPA has a strategic role in enhancing the function of Indonesian as an international language, especially in introducing Indonesian language and culture to foreign speakers. In Indonesia, many institutions have opened BIPA programs, both offline and online. BIPA learning that is carried out online is increasingly in demand by BIPA students, especially

those who need more time to participate in the BIPA program held in Indonesia (Suharsono et al., 2023). However, in online BIPA learning, both teachers and students still face many obstacles (Widowati & Muzaki, 2023). One of these obstacles is the availability of teaching materials. At the same time, teaching materials are one of the determining factors for the success of BIPA learners (Defina et al., 2019; Marwiah & Pahar, 2021; Susilowati et al., 2021). The majority of existing BIPA teaching materials are intended for offline learning. Offline teaching materials differ significantly from online learning and are less suitable if offline teaching materials are used in online learning. One solution to overcome the shortage of online BIPA teaching materials is to develop online BIPA teaching materials. According to Mariono (2021) the development of online learning can benefit students in conducting learning due to distance and time limitations. Online learning is perfect for learners who want to learn Indonesian in their home country, especially for those who don't have free time.

Several researchers have developed teaching materials. BIPA development is based on local culture (Asrifah et al., 2021; Cahyani & Hadianto, 2018). Pramitasari (2019) developed BIPA teaching materials based on Pekalongan culture. The development of beginner-level BIPA teaching materials was carried out by previous researchers. Wijayanti (2018) developed a cultural book media for BIPA A2 students. Dewi (2016) developed BIPA teaching materials for the beginner level based on CERF. The development of BIPA teaching materials for the beginner level was carried out by (Budiana et al., 2018; Fatahillah, 2020). Utami (2020) developed interactive module-based BIPA teaching materials for BIPA A2 learners. The development of BIPA teaching materials for specific purposes was carried out by Febrianti et al. (2021), who developed BIPA teaching materials for business purposes. Sriwulandari & Ramadhani (2018) developed BIPA teaching materials for the Darmasiswa program. Nurlina & Israhayu (2016) developed writing teaching materials for Thai BIPA students. Researchers developed the development of BIPA teaching materials for specific skills. Development of BIPA teaching materials for listening skills (Nirmalasari, 2022). Development of teaching materials for beginner-level BIPA students' speaking skills (Ramadhani et al., 2016). Development of BIPA teaching materials for reading skills (Nuraeni, 2016; Puspita et al., 2021). Speaking teaching materials were developed for high beginner-level BIPA students (Asyah et al., 2021; Pranandari, 2019). Development of writing teaching materials for BIPA students at the beginning (Zein et al., 2021).

Previous researchers have also developed online BIPA teaching materials, including developing web-based learning media for basic-level BIPA (Maulana et al., 2022). Web-based BIPA teaching materials were developed by (Yulianeta et al., 2022). E-BIPA teaching materials (Ahmadi et al., 2021). Development of grammar online teaching materials for BIPA 2 students (Ilmiah et al., 2021). Middle-level speaking skills teaching materials for online BIPA learning (Violensia et al., 2021). Development of online BIPA teaching materials for low beginners and high beginners (Rofi'uddin et al., 2021, 2022). Supriadi & Nurmala (2022) developed video teaching materials for online BIPA learning. Budiana & Suyitno (2022) developed digital teaching materials for writing skills. The results of research on developing BIPA teaching materials that have been carried out on average focus on goals, certain skills, and beginner levels

Based on the results of research on the development of previous BIPA teaching materials, there are several novelties; these novelties include the developed teaching materials, which are online teaching materials that cover four language skills and refer to SKL BIPA 5 and provide barcodes to make it easier for students to access audio. The focus of this research is to develop BIPA teaching materials for level 5 BIPA learners that are feasible to use. With the development of BIPA dare teaching materials for level 5 BIPA students, it is hoped that it will be easier for students and coaches to carry out dare learning.

2. METHODS

The development research model used in this study uses the ADDIE Analyze, Design, Develop, Implementation, and Evaluation models. The ADDIE model is a model that is relevant and effective in developing teaching materials (Asmayanti et al., 2020; Kurnia et al., 2019). The following are the ADDIE model development design steps.

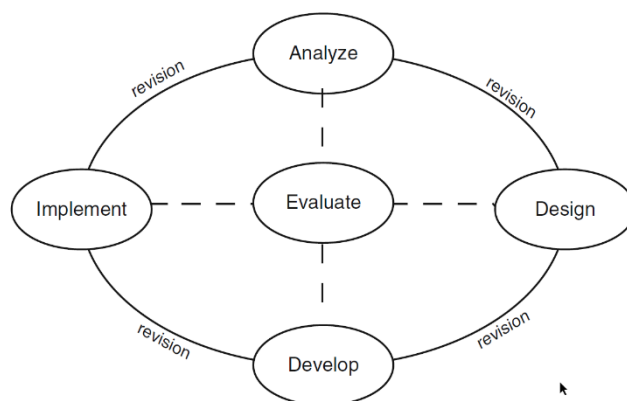


Figure 1. ADDIE Development Research Model (Branch, 2009)

The five development steps are described as follows.

Analyze

The analysis is carried out to determine the needs of learners and identify problems. The analysis phase aims to identify problems that occur to students during the learning process.

Design

The design stage is the initial design stage of teaching materials. The design aims to make it easier to make teaching materials.

Development

At this stage, teaching materials begin to be developed according to the results of the analysis and design stages. The results at this stage are teaching materials ready to be implemented.

Implementation

The implementation stage is the stage of applying the developed teaching materials.

Evaluation

This stage is the stage for assessing whether the teaching materials that have been developed are feasible, revised, or even not feasible. The following are the evaluation stages researchers use to determine whether or not the teaching materials developed are appropriate.

- 1) Compile a feasibility questionnaire for online BIPA teaching materials. The feasibility questionnaire consists of content feasibility, language, graphics, presentation, and Indonesian cultural values. The questionnaire was distributed to BIPA students.
- 2) Compiling a table for converting BIPA student questionnaire answers into scores. The following is a scoring guide table.

Answer	Score
Strongly Agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

- 3) Calculate the percentage of answers to the questionnaire with the following formula.

$$Score = \frac{Total\ score\ obtained}{Maximum\ total\ score} \times 100$$

- 4) Determine the eligibility criteria guidelines. In calculating the feasibility assessment questionnaire is determined by the following criteria.

Table 2. Eligibility Criteria

Percentage	Eligibility Level	Information
90% - 100%	Very Eligible /Very Valid	No revision
80% - 89%	Eligible/Valid	No revision
70% - 79%	Quite Eligible/Quite Valid	Need revision
60% - 69%	Less Eligible/Less valid	Need revision
50% - 59%	Ineligible/Invalid	Need revision
0% - 49%	Very Ineligible/Very Invalid	Total revision

(Fajri, 2022; Kusumam et al., 2016; Prihatiningtyas & Tijanuddarori, 2021)

3. FINDINGS AND DISCUSSION

3.1 Analyze

At the analysis stage, the researcher conducted field observations and literature studies. As a result, the researchers found that BIPA teaching materials specifically designed for daring needs for level 5 had not been developed. Meanwhile, BIPA learners and providers at level 5 need teaching materials. Therefore, it is necessary to develop BIPA teaching materials for BIPA learning 5. At this stage, the researchers examined the BIPA Graduation Competency Standards (SKL) (Regulation of the Minister of Education and Culture Number 27 of, 2017). BIPA SKL study is carried out to determine learning objectives, competencies that BIPA learners must reach, and the type of learning.

3.2 Design

At this stage, the researcher designs a framework for BIPA raw materials, which will be developed according to the results of the analysis. The preparation of BIPA teaching materials includes how to present them, the topics to be discussed in each unit, designing instrument assessments, and determining the allocation of learning time. In addition, researchers are also researchers studying BIPA learning materials that were successfully developed previously as reference materials for researchers. Among them are online teaching materials for the beginner level (Rofi'uddin et al., 2021), web-based BIPA teaching materials developed by (Yulianeta et al., 2022), and several other BIPA teaching materials designed for online learning.

3.3 Development

At this stage, teaching materials begin to be developed according to the analysis and design stages; the results are teaching materials ready to be implemented. The following are the stages researchers follow when developing BIPA teaching materials. Develop learning topics adapted to SKL BIPA 5 and everyday life so that they are more useful for students. Lowe & Pinner (2016) stated that in language learning, topics related to everyday life can help students practice directly and find the meaning of learning. The topic in unit 1 is about natural disasters, unit 2 is historical places, unit 3 discusses Indonesian cuisine, unit 4 short stories, unit 5 let's discuss, unit 6 is creative in poetry, and the topic in Unit 7 is the hero. Each study unit has been adjusted to SKL BIPA 5 so that teaching materials suit BIPA level 5 students.

Develop learning components in each learning unit. Each learning unit consists of seven learning components. The seven components viz. (1) Learning objectives, writing learning objectives at the beginning of a learning unit aims to limit the scope of the material and provide information on the abilities that must or will be achieved in that learning unit. In addition, based on the results of Kardisaputra's research (2002), conveying learning objectives at the beginning of learning can make learning more effective. In addition, learning objectives can also motivate BIPA learners. According to Zulfadilla et al. (2022), providing information on the abilities to be achieved in learning can motivate students. (2) Each learning unit contains pre-activities that serve as learning stimuli before BIPA students study the material. In addition, pre-learning activities can increase activity (Budi Wijaya & Windayani, 2020) and can make learning effective (Rohmah & Pramesti, 2019). (3) The description of

the material is varied with reference to the four language skills. The material in teaching materials has been adjusted to the level of difficulty and age of the learner. Jones (2022) states that when choosing a text, it is necessary to pay attention to the age and level of the learner. (4) Practice: The giving of practice questions varies widely, starting from the type of multiple choice questions, filling in gap sentences, speaking practice, and writing practice. In addition, to practice questions, there is also an assessment rubric, with an assessment rubric, it will make it easier for teachers to assess student work and make it easier for BIPA students to work on questions. After doing the assignment, students will be given feedback in the form of correct answers or answer keywords automatically. Providing feedback in learning is very important for students (Putri et al., 2021; Vattøy & Smith, 2019) and can positively affect student achievement (Ion et al., 2019). (5) Grammar notes: Linguistic knowledge is given in the grammar section, such as conjunctions, affixes, and sentences. Understanding grammar is essential for learners, especially when learning a foreign language (Effendi et al., 2017; Maruti et al., 2021; Scheffler & Cinciala, 2011).

Therefore, this BIPA teaching material contains knowledge about Indonesian grammar. (6) Table of new vocabulary, according to Shofia & Suyitno (2020), new vocabulary is one of the problems in learning BIPA. To solve this problem, online BIPA teaching materials provide a table for writing synonyms in the mother tongue of BIPA students. This new vocabulary section consists of three parts: Indonesian words, word meanings, and blank sections for writing synonyms in BIPA learners' mother tongue. Writing new vocabulary in the learner's first language aims to make it easier for students to remember and understand the new vocabulary. (7) Indonesian cultural insight, The Indonesian cultural insight in BIPA teaching materials can inspire and motivate foreign speakers to learn Indonesian (Saddhono & Erwinsyah, 2018). Indonesian cultural insight in teaching materials aims to increase the interest of BIPA students to know more about Indonesian culture.

Develop learning media in the form of images and audio. Images in teaching materials are adapted to the material being discussed. The proper use of pictures and illustrations is essential in online learning. Appropriate pictures and illustrations make it easier for users to understand the material contained in teaching materials. The research results by Hussain & Khan (2022) show that using images can help students learn a second language. After developing image media, the researcher then developed audio media. Audio in this teaching material aims to train BIPA students to practice listening because, based on research results, audio is effectively used to practice listening skills (Arifin, 2021; Mohamadkhani et al., 2013). used to train students. To access BIPA audio, students can scan barcodes or open links in teaching materials.

3.4 Implementation

At the implementation stage, the teaching materials were tested on BIPA learners. After completing the trial process, BIPA students are given a questionnaire in a Google form. The questionnaire contains 30 questions to measure the appropriateness of the content, language, graphics, presentation, and Indonesian cultural values.

3.5 Evaluation

The evaluation stage is the stage to assess whether the teaching materials being developed are feasible, revised, or even inappropriate. The following are the results of evaluating the developed online BIPA 5 teaching materials. In the content feasibility aspect, it scored 83%. BIPA 5 teaching materials are included in the appropriate category for use. In preparing teaching materials, it is necessary to consider the goals and characteristics of the learner (Rahmawati et al., 2017). The preparation of content or materials in BIPA 5 teaching materials has been adapted to the goals and characteristics of BIPA learners. Learning objectives relate to BIPA students' abilities after studying this material. The learning objectives for this teaching material have been adjusted to SKL BIPA 5 as stated in Regulation of the Minister of Education and Culture Number 27 of 2017. The characteristics in question are adjusting the material to the age and abilities of BIPA learners. In general, BIPA students are from their teens to adulthood. Therefore, the theme in the material is adjusted to that age range.

Discussion

The language feasibility aspect got a score of 83%. The language used in BIPA 5 teaching materials is included in the appropriate category for use. The language used in BIPA 5 teaching materials uses formal and informal language adapted to the situations and conditions described in the teaching materials. In addition, the language used in BIPA 5 teaching materials has been adapted to the level of development of BIPA and EYD learners. According to Sutarsih (2013), the use of language in teaching materials needs to consider the development of learners and EYD.

The graphical feasibility aspect scored 92,5%, and BIPA 5 teaching materials are included in the very feasible category. Aspects of graphic feasibility in developing teaching materials that must be considered include size, typeface, and images (Arsanti, 2018). The use of letters in teaching materials is adjusted to the character and age of the learner so that they are easy to read. The use of capital letters, bold, and italics also follows the rules of the Indonesian language. The selection of image media in online BIPA 5 teaching materials is adjusted to the material being taught. Aukerman & Chambers Schuldt (2016) states that pictures can help students understand abstract concepts. Using images in this teaching material aims to help BIPA students understand the material.

The presenting feasibility aspect got a score of 80%. It is included in the feasible category. According to Romansyah (2016), several aspects must be considered in preparing teaching materials, including learning objectives, learning stages, and tests. In BIPA teaching materials, learning objectives are presented before learning material in each unit. Presentation of learning objectives before the material aims to provide information on the abilities that BIPA students will gain after studying the material. In addition, providing information on the abilities to be achieved at the beginning of learning can also motivate students to learn the subject matter (Zulfadilla et al., 2022). The stages of learning in BIPA 5 teaching materials are presented from easy to complex. Presentation of teaching materials from accessible materials and then gradually increased to complex materials aims to maintain the interest and motivation of BIPA learners. Then, the stage of compiling tests. In compiling the test, the researcher refers to the learning objectives. According to Shanmugavelu et al. (2020), Various practice tests can motivate students to learn. Practice questions in the BIPA 5 textbook vary depending on the type of multiple choice questions, filling in overlapping sentences, speaking practice, and writing practice.

The cultural elements feasibility aspect got a score of 87,5%, cultural elements in BIPA online teaching material. It is included in the feasible category. BIPA teaching materials need cultural elements to introduce Indonesian culture to foreign speakers. Andayani & Gilang (2020) state that the culture of BIPA learners differs from Indonesian culture; therefore, foreign speakers need to adapt to Indonesian culture. In addition, culture is one of the reasons foreign speakers learn BIPA (Haryati et al., 2019) and is one of the contents that BIPA students must purchase (Mintowati et al., 2021). BIPA 5 teaching materials contain cultural elements and insights from Indonesian material.

4. CONCLUSION

The developed teaching materials consist of seven units of material. The material for the target unit is the theme of natural disasters, historical places, Indonesian cuisine, short stories, let us discuss, creative poetry, and the hero. These units were developed regarding SKL BIPA 5. The menu structure for each unit consists of learning objectives, pre-activity, material descriptions, practice questions, grammar notes, new vocabulary tables, and Indonesian insights. BIPA dare teaching materials are designed to train four speaking skills: listening, speaking, reading, and writing. In listening to BIPA dare teaching materials, it is equipped with a barcode to make it easier for students to access material in the form of audio. The material used in BIPA online teaching materials uses formal and informal language adapted to the situation and conditions. Based on the due diligence on content, language, graphics, presentation, and cultural elements in teaching materials, BIPA teaching materials are brave enough to be used for BIPA level 5 students.

The online teaching materials BIPA 5 that have been developed are not equipped with video media integrated with teaching materials and assessment rubrics. Therefore, for the following developers of

BIPA teaching materials, it is recommended that they add videos designed explicitly for BIPA learning and complete teaching materials with assessment rubrics that BIPA learners can use in processing questions and guiding BIPA makers in providing assessments.

Acknowledgments: The author conveys a course of thanks to the State University of Malang, which has financed the implementation of this research.

REFERENCES

- Ahmadi, F., Hapsari, I. P., & Irvan, M. F. (2021). Developing electronic bahasa Indonesia (E-BIPA) 2.0 version media to improve critical literacy of foreigner students. *Journal of Physics: Conference Series*, 1918(4), 042127. <https://doi.org/10.1088/1742-6596/1918/4/042127>
- Alam, G. N., Mahyudin, E., Affandi, R. N., Dermawan, W., & Azmi, F. (2022). Internasionalisasi Bahasa Indonesia Di Asean: Suatu Upaya Diplomatik Indonesia. *Jurnal Dinamika Global*, 7(01), 25–53. <https://doi.org/10.36859/jdg.v7i01.1039>
- Andayani, A., & Gilang, L. (2020). The Understanding of Local Cultural Treasures on Foreign Students in Indonesian Language Learning. *Universal Journal of Educational Research*, 8(9), 4113–4121. <https://doi.org/10.13189/ujer.2020.080937>
- Arifin, M. S. (2021). Pengaruh Penggunaan Media Audio terhadap Kemampuan Listening Siswa Kelas VII di SMP Muhammadiyah 3 Depok. *E-Jurnal Skripsi Program Studi Teknologi Pendidikan*, 10(1), Article 1. <https://journal.student.uny.ac.id/ojs/index.php/fiftp/article/view/17563>
- Arsanti, M. (2018). Pengembangan Bahan Ajar Mata Kuliah Penulisan Kreatif Bermuatan Nilai-Nilai Pendidikan Karakter Religius Bagi Mahasiswa Prodi PBSI, FKIP, UNISULA. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 1(2). <https://doi.org/10.24176/kredo.v1i2.2107>
- Asmayanti, A., Cahyani, I., & Idris, N. S. (2020). Model ADDIE untuk Pengembangan Bahan Ajar Menulis Teks Eksplanasi Berbasis Pengalaman. *Seminar Internasional Riksa Bahasa*, 259–267.
- Asrifah, I., Supriyadi, S., & Salam, S. (2021). Design Of Bipa Teaching Materials Based On Folklore In The Indonesian Language For Foreign Speakers Learning Resources And Media Course. *Jambura Journal of Linguistics and Literature*, 2(2), Article 2. <https://doi.org/10.37905/jjll.v2i2.12270>
- Asyah, J., Susanto, G., & Andajani, K. (2021). Pengembangan Bahan Ajar Berbicara untuk Pelajar BIPA Tingkat Pemula Tinggi. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(4), 586. <https://doi.org/10.17977/jptpp.v6i4.14719>
- Aukerman, M., & Chambers Schuldt, L. (2016). “The Pictures Can Say More Things”: Change Across Time in Young Children’s References to Images and Words During Text Discussion. *Reading Research Quarterly*, 51(3), 267–287. <https://doi.org/10.1002/rrq.138>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Budi Wijaya, I. K. W., & Windayani, N. W. K. (2020). Pemberian Tugas Pra-Pembelajaran untuk Meningkatkan Kesiapan Belajar Siswa. *Jurnal Pendidikan Kimia Indonesia*, 4(1), 1. <https://doi.org/10.23887/jpk.v4i1.23231>
- Budiana, N., Indrowaty, S. A., & Ambarastuti, R. D. (2018). Pengembangan Buku Teks BIPA Berbasis Multikulturalisme bagi Penutur Asing Tingkat Pemula. *Diglossia: Jurnal Kajian Ilmiah Kebahasaan Dan Kesusastraan*, 9(2), 108. <https://doi.org/10.26594/diglossia.v9i2.1141>
- Budiana, N., & Suyitno, I. (2022). Development of Bipa Teaching Materials Writing Explanation Texts Digital Based Using the Approach Contextual for Advanced Levels. *ISCE: Journal of Innovative Studies on Character and Education*, 6(2), Article 2.
- Cahyani, I., & Hadiano, D. (2018). Implementation of Teaching Materials Based on Indonesian Culture in BIPA Learning As One Way to Lift Indonesian Culture in the World. *KnE Social Sciences*, 3(9), 546. <https://doi.org/10.18502/kss.v3i9.2717>
- Defina, D., Rasyid, Y., & Ridwan, S. (2019). Assessment of Students on Bipa Teaching Materials Special Materials of Agriculture. *LITERA*, 18(1), 150–163. <https://doi.org/10.21831/ltr.v18i1.15613>

- Dewi, R. P. (2016). Pengembangan Buku Ajar Pemula Bahasa Indonesia bagi Penutur Asing Berbasis CEFR. *Jurnal Tarbawy*, 3. https://repository.usd.ac.id/8402/1/2947_jurnal%2Bpublikasi%2Bstain%2Brishe.pdf
- Effendi, M. S., Rokhyati, U., Rachman, U. A.-M., Rakhmawati, A. D., & Pertiwi, D. (2017). A Study on Grammar Teaching at an English Education Department in an EFL Context. *International Journal on Studies in English Language and Literature*, 5(1), 42–46.
- Fajri, A. (2022). Virtual Learning Media Design Based on Game Unity 5. *Jurnal Teknik Elektro Dan Sains*, 9(2), Article 2. <https://doi.org/10.32832/juteks.v9i2.13502>
- Fatahillah, A. (2020). Pengembangan Bahan Ajar BIPA Tingkat Pemula (Beginner) di Songserm Wittaya Mulnithi Kuthao Hadyai Thailand. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 15(32). <http://riset.unisma.ac.id/index.php/jp3/article/view/8060>
- Febrianti, L. Y., Devina, & Ningsih, R. Y. (2021). BIPA for Business Communication Learning Model Development through MOOC. *IOP Conference Series: Earth and Environmental Science*, 704(1), 012033. <https://doi.org/10.1088/1755-1315/704/1/012033>
- Hadibrata, H. (2023). *UNESCO proposes Bahasa Indonesia as official UN language*. Antara News. <https://en.antaranews.com/news/285648/unesco-proposes-bahasa-indonesia-as-official-un-language>
- Haryati, G., Andayani, A., & Anindyarin, A. (2019). The complexity of cultural outcomes as Indonesian language teaching material for foreign speakers (BIPA). *International Journal of English Literature and Social Sciences*, 4(6), 1979–1984. <https://doi.org/10.22161/ijels.46.55>
- Hussain, S., & Khan, H. K. (2022). The Role of Images in the Teaching and Learning of English: Practices, Issues, and Possibilities. *Pakistan Languages and Humanities Review*, 6(IV). [https://doi.org/10.47205/plhr.2022\(6-IV\)31](https://doi.org/10.47205/plhr.2022(6-IV)31)
- Ilmiah, H. I., Ghazali, A. S., Nurchasanah, N., & Andajani, K. (2021). Bahan Ajar Daring Tata Bahasa bagi Pelajar BIPA 2. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(6), 874. <https://doi.org/10.17977/jptpp.v6i6.14874>
- Ion, G., Sánchez Martí, A., & Agud Morell, I. (2019). Giving or receiving feedback: Which is more beneficial to students' learning? *Assessment & Evaluation in Higher Education*, 44(1), 124–138. <https://doi.org/10.1080/02602938.2018.1484881>
- Iskandar, I., Patak, A. A., & Azis, A. (2020). The Development Of Culturally-Embedded Materials In The Teaching Of Indonesian For Foreign Speakers (BIPA) At Universitas Negeri Makassar. *Proceeding of International Conference on Science and Advanced Technology*, 0, Article 0. <https://ojs.unm.ac.id/icsat/article/view/17574>
- Jones, C. (2022). Authenticity in language teaching materials. In *The Routledge Handbook of Materials Development for Language Teaching*. Routledge.
- Kardisaputra, O. (2002). Penelitian Tentang Manfaat Tujuan Pembelajaran Khusus dalam Proses Belajar-Mengajar. *EDUCARE*. <https://jurnal.fkip.unla.ac.id/index.php/educare/article/view/9>
- Kurnia, T. D., Lati, C., Fauziah, H., & Trihanton, A. (2019). Model Addie untuk Pengembangan Bahan Ajar Berbasis Kemampuan Pemecahan Masalah Berbantuan 3d Pageflip. *Prosiding Seminar Nasional Pendidikan Matematika (SNPM)*, 1(1), Article 1.
- Kusumam, A., Mukhidin, M., & Hasan, B. (2016). Pengembangan Bahan Ajar Mata Pelajaran Dasar dan Pengukuran Listrik untuk Sekolah Menengah Kejuruan. *Jurnal Pendidikan Teknologi dan Kejuruan*, 23(1), Article 1. <https://doi.org/10.21831/jptk.v23i1.9352>
- Lowe, R. J., & Pinner, R. (2016). Finding the connections between native-speakerism and authenticity. *Applied Linguistics Review*, 7(1), 27–52. <https://doi.org/10.1515/applirev-2016-0002>
- Mariono, A., Bachri, B. S., Kristanto, A., Dewi, U., Sumarno, A., Kholidya, C. F., & Pradana, H. D. (2021). Online Learning in Digital Innovations. *Journal of Education Technology*, 5(4), 547. <https://doi.org/10.23887/jet.v5i4.40115>
- Maruti, E. S., Cahyono, B. E. H., & Yuhanna, W. L. (2021). Sistem Hiponimi Hewan dalam Bahasa Jawa: Kajian Semantik. *Ranah: Jurnal Kajian Bahasa*, 10(2), 229. <https://doi.org/10.26499/rnh.v10i2.4038>

- Marwiah, M., & Pahar, U. (2021). Teaching Material Development Literature and Culture-Based for Foreign Speakers Indonesia. *Prosiding Seminar Nasional Dan Internasional HISKI*, 0, Article 0.
- Maulana, A., Mulyaningsih, I., & Itaristanti, I. (2022). Pengembangan media pembelajaran BIPA tingkat dasar berbasis web. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 4(2), Article 2. <https://doi.org/10.26499/jbipa.v4i2.4738>
- Mintowati, M., Panich, P., Andriyanto, O. D., Septiana, H., & Tandra, H. Y. (2021). Problematics Of BIPA Teachers At Unesa Indonesia And Walailak University Thailand. *International Conference of Humanities and Social Science (Ichss)*, 492–500. <https://doi.org/10.1234/ichss.v1i1.56>
- Mohamadkhani, K., Farokhi, E. N., & Farokhi, H. N. (2013). The Effect of Using Audio Files on Improving Listening Comprehension. *International Journal of Learning and Development*, 3(1), 132. <https://doi.org/10.5296/ijld.v3i1.3187>
- Muzaki, H. (2021). Pengembangan Bahan Ajar BIPA Tingkat 3 Berbasis Budaya Lokal Malang. *Jurnal Ilmiah SEMANTIKA*, 2(02), 1–9. <https://doi.org/10.46772/semantika.v2i02.379>
- Nirmalasari, Y. (2022). Pengembangan Bahan Ajar Menyimak Berbasis Kopi bagi Pemelajar BIPA Tingkat Pemula. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)*, 6(1), Article 1. <https://doi.org/10.33479/klausa.v6i1.564>
- Nuraeni, E. (2016). Pengembangan Bahan Ajar Membaca Bahasa Indonesia bagi Penutur Asing (BIPA) Berbasis Budaya Indonesia Tingkat Menengah di Indonesian Studies Program (ISP) MCE. *Nosi*, 4(2), 90–101.
- Nurlina, L., & Israhayu, E. S. (2016). BIPA Learning Material Development for Empowering Thailand Students' Writing Competence. *Educare*, 7(1), 57–66.
- Pramitasari, A. (2019). Pengembangan Materi Ajar Bipa Bermuatan Kearifan Budaya Lokal Kota Pekalongan. *NATIONAL SEMINAR OF PBI (English Language Education)*, 49–53.
- Pranandari, N. (2019). *Pengembangan Bahan Ajar Berbicara Bahasa Indonesia bagi Penutur Asing Tingkat Pemula Tinggi*. 7(2). <http://jim.unisma.ac.id/index.php/NOSI/article/viewFile/4616/13973>
- Prihatiningtyas, S., & Tijanuddarori, M. W. (2021). Media Interaktif E-Modul Biologi Materi Virus sebagai Pendukung Pembelajaran Daring di MAN 3 Jombang. *JoEMS (Journal of Education and Management Studies)*, 4(3), Article 3.
- Puspita, Z. G. B., Susanto, G., & Andajani, K. (2021). Pengembangan Bahan Ajar Membaca untuk Pelajar BIPA Tingkat Pemula. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(5), Article 5. <https://doi.org/10.17977/jptpp.v6i5.14851>
- Putri, N. V. W., Munir, A., & Anam, S. (2021). Students' perceptions of teacher feedback in EFL English class and their self-regulated learning after receiving feedback. *Journal on English as a Foreign Language*, 11(1), 42–60. <https://doi.org/10.23971/jefl.v11i1.2237>
- Rahmawati, L. E., Sulistyono, Y., Hasanah, S. K., & Sulistyowati, A. D. (2017). *Relevansi Penyajian Ilustrasi Dalam Bahan Ajar BIPA A1 Ditinjau Dari Karakteristik Pembelajaran*. 207–219. <http://publikasiilmiah.ums.ac.id/handle/11617/9658>
- Ramadhani, R. P., Hs, W., & Harsiati, T. (2016). Pengembangan Bahan Ajar Keterampilan Berbicara Bahasa Indonesia Bagi Penutur Asing Tingkat Pemula. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(3), 326–337. <https://doi.org/10.17977/JP.V1I3.6155>
- Regulation of the Minister of Education and Culture Number 27 of. (2017). *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 27 Tahun 2017*. <https://peraturanpedia.id/peraturan-menteri-pendidikan-dan-kebudayaan-nomor-27-tahun-2017/>
- Rofi'uddin, A., Susanto, G., Muzaki, H., Widyartono, D., & Panich, P. (2021). Pengembangan Bahan Ajar Bipa Daring Tingkat Pemula Rendah. *Ranah: Jurnal Kajian Bahasa*, 10(1), 153–169. <https://doi.org/10.26499/rnh.v10i1.3376>
- Rofi'uddin, A., Susanto, G., Widyartono, D., Muzaki, H., & Panich, P. (2022). Development of BIPA Online Teaching Material for Beginner High Level Learners. *International Journal of Mechanical Engineering*, 6.

- Rohmah, M. A., & Pramesti, A. D. (2019). Implementasi Penguatan Pendidikan Karakter Melalui Kegiatan Pra-pembelajaran IPA di SMPN 12 Semarang. *Seminar Nasional Sains & Entrepreneurship*, 1(1), Article 1. <https://conference.upgris.ac.id/index.php/snse/article/view/161>
- Romansyah, K. (2016). Pedoman Pemilihan dan Penyajian Bahan Ajar Mata Pelajaran Bahasa dan Sastra Indonesia. *LOGIKA Jurnal Ilmiah Lemlit Unswagati Cirebon*, 17(2), Article 2.
- Saddhono, K., & Erwinsyah, H. (2018). Folklore As Local Wisdom for Teaching Materials in BIPA Program (Indonesian for Foreign Speakers). *KnE Social Sciences*, 3(10), 444. <https://doi.org/10.18502/kss.v3i10.2926>
- Scheffler, P., & Cinciala, M. (2011). Explicit grammar rules and L2 acquisition. *ELT Journal*, 65(1), 13–23. <https://doi.org/10.1093/elt/ccq019>
- Shanmugavelu, G., Ariffin, K., Vadivelu, M., Mahayudin, Z., & R K Sundaram, M. A. (2020). Questioning Techniques and Teachers' Role in the Classroom. *Shanlax International Journal of Education*, 8(4), 45–49. <https://doi.org/10.34293/education.v8i4.3260>
- Shofia, N. K., & Suyitno, I. (2020). Problematika Belajar Bahasa Indonesia Mahasiswa Asing. *BASINDO : jurnal kajian bahasa, sastra Indonesia, dan pembelajarannya*, 4(2), Article 2. <https://doi.org/10.17977/um007v4i22020p204-214>
- Sriwulandari, Y. A., & Ramadhani, A. A. (2018). Pengembangan Bahan Ajar BIPA Darmasiswa. *Jurnal Ilmiah Ilmu Pendidikan (2614-8854)*, 1, 90–93.
- Suharsono, D., Kamal, M., & Wicaksono, J. (2023). BIPA-Based Educational Tourism Model Development. *Proceedings of the 3rd International Conference on Social Science, Humanity and Public Health, ICoSHIP 2022, 05-06 November 2022, Banyuwangi, East Java, Indonesia*. Proceedings of the 3rd International Conference on Social Science, Humanity and Public Health, ICoSHIP 2022, 05-06 November 2022, Banyuwangi, East Java, Indonesia, Banyuwangi, Indonesia. <https://doi.org/10.4108/eai.5-11-2022.2326522>
- Supriadi, R., & Nurmala, M. (2022). The use of online learning videos in BIPA program for Arabic speakers. *Jurnal Bahasa Indonesia Bagi Penutur Asing (JBIPA)*, 4(1), Article 1. <https://doi.org/10.26499/jbipa.v4i1.5343>
- Susilowati, N. E., Luciandika, A., Ariani, D., & Martutik, M. (2021). Developing an Audiobook for Listening Courseware. *International Journal of Emerging Technologies in Learning (IJET)*, 16(07), 45. <https://doi.org/10.3991/ijet.v16i07.21199>
- Sutarsih. (2013). Pemilihan Kata Bahasa Indonesia Sebagai Sarana Penguasaan Bahan Ajar. *Seminar Nasional Pendidikan Bahasa Indonesia*, 312–323. <http://publikasiilmiah.ums.ac.id/handle/11617/3330>
- Utami, D. A. (2020). Pengembangan Bahan Ajar Berbasis Modul Interaktif Bagi Pemelejar BIPA Tingkat A1. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 3(2), 277–294. <https://doi.org/10.24176/kredo.v3i2.4747>
- Vattøy, K.-D., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, 85, 260–268. <https://doi.org/10.1016/j.tate.2019.06.024>
- Violensia, I., Susanto, G., & Andajani, K. (2021). Bahan Ajar Keterampilan Berbicara Tingkat Menengah untuk Pembelajaran BIPA Daring. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 6(7), Article 7. <https://doi.org/10.17977/jptpp.v6i7.14925>
- Wardhana, D. E. C. (2021). Indonesian as the Language of ASEAN During the New Life Behavior Change 2021. *Journal of Social Work and Science Education*, 1(3), 266–280. <https://doi.org/10.52690/jswse.v1i3.114>
- Widowati, C. T., & Muzaki, H. (2023). Problematika Pembelajaran BIPA Daring Pada Masa Pandemi. *ESTETIKA: JURNAL PENDIDIKAN BAHASA DAN SASTRA INDONESIA*, 4(2), Article 2. <https://doi.org/10.36379/estetika.v4i2.341>

- Wong, D. J. (2023, June 20). *Bahasa Indonesia May Soon Become an Official Language of the United Nations*. Mashable SEA. <https://sea.mashable.com/life/24361/bahasa-indonesia-may-soon-become-an-official-language-of-the-united-nations>
- Yulianeta, Y., Yaacob, A., & Lubis, A. H. (2022). The Development of Web-Based Teaching Materials Integrated with Indonesian Folklore for Indonesian Language for Foreign Speakers Students. *International Journal of Language Education*, 6(1), Article 1. <https://doi.org/10.26858/ijole.v6i1.22957>
- Zein, I. A., Susanto, G., & Andajani, K. (2021). Pengembangan Bahan Ajar Menulis untuk Pelajar BIPA Tingkat Pemula. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(11), 1550. <https://doi.org/10.17977/jptpp.v5i11.14153>
- Zulfadilla, I., Wardhani, F. P., Fiamanillah, Islamiyah, H. Y., Pajriansyah, & Mukhlis, M. (2022). Analisis Kelayakan Penyajian Buku Teks Bahasa Indonesia Kelas XI Kurikulum 2013 Edisi Revisi 2017. *Sajak: Jurnal Penelitian Dan Pengabdian Sastra, Bahasa, Dan Pendidikan*, 1(1), Article 1. <https://doi.org/10.25299/s.v1i1.8828>