



# The Development of Indonesian-Japanese Folklore Enrichment Book as A Cross-Cultural Understanding for BIPA Students

Y. Yulianeta\*, H. Halimah, Moriyama, Dewi P. Amandangi, Fani Fajrini Darma

Dalel

*Faculty of Language and Literature Education, Universitas Pendidikan Indonesia*

*\*Corresponding author. Email: yaneta@upi.edu*

## ABSTRACT

Indonesian for foreign speakers, or BIPA, uses folklore content from the place of origin of BIPA students as an effort of cross-cultural understanding and to minimize cultural shock. Using the concept of comparative literature, several Indonesian-Japanese folklore texts were compiled into an enrichment book. The purpose of this research is to describe the development of the enrichment book using the DDD-E method and the results of expert validation. The data collection method to get the expert validation is a questionnaire. The data were analyzed using qualitative descriptive and quantitative descriptive techniques. The results showed that the enrichment book of Indonesian-Japanese folklore texts had been developed following the DDD-E Model, which included four steps, namely: 1) Decide, 2) Design, 3) Develop, 4) Evaluate. The development has done all four stages of the DDD-E model. The validation results show that literature experts assessed it as excellent, BIPA learning experts assessed it as good, and learning media experts assessed it as excellent. Qualitatively, there are several inputs given by the experts. On average, the experts validated this enrichment book product as excellent. Several sections of this book explain the culture of Indonesia and Japan which are also contained in the folklore texts. This is expected to foster understanding in BIPA students on the similarities and differences in culture of the two countries. The electronic book is also expected to make it easier for students to carry out independent learning.

**Keywords:** *BIPA, Cross-cultural understanding, Enrichment book development, Japanese BIPA.*

## 1. INTRODUCTION

BIPA or Indonesian for foreign speakers, is a form of introducing and learning Indonesian to speakers of other languages. In BIPA, students not only learn the language but also the cultural forms of Indonesian society (Saddhono & Erwinsyah, 2018; Suyitno, Susanto, Kamal, & Fawzi, 2019). Folklore texts as a form of intangible culture are one of the BIPA learning materials. Folklore text is one of the teaching materials in BIPA learning at the middle or intermediate level. At this level, the students are expected to be able to identify sentences or collections of sentences that contain moral messages in fairy tales or folklore and compare Indonesian fairy tales and folklore similar to the ones in their country. This is in accordance with the Graduate Competency Standards in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27 of

2017. The Ministry of Education and Culture has provided folklore texts in teaching materials. However, the number of folklore texts contained in the intermediate-level BIPA teaching materials is still very limited. The information contained in the texts has also not been thoroughly reviewed. Cultural information contained in the current student's textbook is also still limited in number. Upon further investigation, Indonesian folklore texts have a very large number. The values contained in Indonesia folklore texts are also diverse, such as cultural values, tourism values, social values, local wisdom values, and so on.

The limitations of learning materials both in quantity and quality for BIPA learning require special attention. Therefore, the provision of teaching materials and enrichment materials is urgently needed at this time. In compiling learning materials, teaching foreign languages,

in this case, Indonesian, cannot be separated from the socio-cultural development of the Indonesian society (Kusmiatun, 2018; Ruskhan, 2007; Saddhono & Erwinsyah, 2018). The presentation of socio-cultural aspects is important. Furthermore, BIPA teaching must be accompanied by the provision of Indonesian cultural information to form a complete knowledge (Amandangi, Yulianeta, & Mulyati, 2020; Yulianeta, Yaacob, & Lubis, 2022). This is in line with Sinaga's opinion in Sunendar, Cahyani, and Mulyadi (2014) which states that learning by prioritizing culture-based education (folklore culture) needs to be developed in schools because it is considered to be able to motivate learners to learn more actively.

Cultural strategies are indispensable in supporting the success of the BIPA Program, one of these is bridging the cross-cultural understanding in BIPA learning through literary studies. Literature, including folklore, can be a strong bridge in supporting cross-cultural understanding (Armstrong, 2015; Chapelle, 2016; Danandjaja, 2007). Knowledge about the culture of the student's country of origin can also help. In addition to helping with cultural adaptation, knowledge of Indonesian culture will also be more recognized in the international arena as a result (Yulianeta, Halimah, Amandangi, & Sundusiah, 2020).

Apart from textbooks, enrichment books have the potential to allow students to learn independently. Enrichment materials can support the learning process flexibly. In formal conditions, teachers can use enrichment materials as a complement to teaching materials or as independent and group assignments. While in non-formal conditions, teachers and students can study enrichment materials independently to meet their needs for information related to folklore texts. They can also be used as a complementary supplement to literacy, especially Indonesian cultural literacy. Enrichment materials can overcome time constraints because students can continue learning after completing their specified learning activities. In addition, enrichment materials can overcome the differences in the characteristics of students, because students who can learn quickly do not need to wait for other students. Likewise, students who need more time can do so without disturbing the activities of other students. Therefore, the concept of independence in learning can be formed optimally.

This is also reinforced by the results of previous studies regarding Japanese BIPA students' interest in folklore texts. Yulianeta, Halimah, Moriyama, Shinta, and Amandangi's research (2021) revealed that Japanese BIPA students have an interest in Indonesian-Japanese folklore text material. They also expressed interest in learning Indonesian culture through folklore texts. The students agree to the preparation of BIPA teaching materials with folklore text material. Indonesian folklore texts that can be used as content are folklore texts that have similar motifs or messages because the students

already have basic knowledge through native Japanese folklore texts.

Based on above description, two problems are formulated: What is the process of designing and developing an enrichment book for Indonesian-Japanese folklore texts? What are the experts' assessments regarding the enrichment materials of Indonesian-Japanese folklore texts?

## 2. LITERATURE REVIEW

### *Folklore Enrichment Book for Cross-Cultural Understanding*

In developing learning materials, there are several principles to consider. Tomlinson (2008) provides the following principles in the development of enrichment materials.

- a. The materials must have an impact. The impact can be seen if the material has a real effect on students. This can be assessed when students have more curiosity, interest, and attention to the materials. The following is several points to consider so that enrichment materials can have an impact.
  - 1) Novelty. For example, the selection of unique topics, illustrations, and activities attached to the enrichment materials.
  - 2) Diversity. For example, some unexpected or unusual activities in the learning process, various types of texts taken from various types of sources, and a number of different instruction deliveries such as the use of audio, visual, and audiovisual media
  - 3) Presentation. For example, the selection of colors, interesting pictures, and photos.
  - 4) Interesting content. For example, the chosen topic offers the possibility to learn something new such as stories, universal themes, and local references.
  - 5) Challenge. For example, tasks that challenge students to think more.
- b. Enrichment materials must help students to feel comfortable. Several studies on the development of enrichment materials have found that teachers have a responsibility to help students feel comfortable. On the other hand, enrichment materials are also expected to help students in various ways, even without the help of the teacher.
- c. Enrichment materials must help students to develop self-confidence. Students who are relaxed and confident can learn faster through activities that can push their limits with stimulating and problem-laden tasks but ones that they can finish. The activities must be able to encourage students to use and develop extralinguistic skills, such as those involving imagination, being creative or being analytical.

In order to develop an enrichment book in accordance with the above points in mind, the main value in the enrichment materials must be prioritized. In this case, folklore texts originating from Indonesia and Japan which are expected to be able to provide a stimulus for students in learning Indonesian. In terms of teaching foreign languages and cultures, the teaching of literary text analysis is expected to have been carried out since the beginning of learning to read foreign languages, with the intention of better understanding the language and cultural context contained in the analyzed literary texts (Busri, Irawati, & Nawawi, 2016; Irawati & Busri, 2017). Indonesian literary texts can be used as authentic documents to realize the objectives of language and culture learning. The Indonesian literary texts can be in various genres from various Indonesian writers.

The use of literary texts in BIPA is not a foreign concept for some people, especially teachers who are engaged in the world of literature. However, in practice it is often marginalized because some people think that analyzing literary texts in foreign language learning is too complicated, especially for novice learners. The use of literary texts in foreign language learning seems to still be limited. Visuvalingam (as cited in Irawati & Busri, 2017) states that a language learning without literary texts is an imperfect learning.

Understanding a foreign culture through cross-cultural understanding does not mean getting used to living with that culture, but rather getting to know and understand one's own culture. In this cross-cultural process, culture itself serves as a reference point of view (Busri et al., 2016). Therefore, one can have a third culture perspective, which can also act as a psychological bridge between one's own culture and foreign cultures, namely: (1) having cultural sensitivity; (2) not being judgmental; tolerant of uncertainty and anomalies; (4) understanding the perception of others; and (5) showing empathy and respect (Gudykunst & Kim in Alwasilah, 2004, p. 14).

### 3. METHOD

The development model used in this research is the DDD-E model by Tegeh, Jampel, and Pudjawan (2014). This model consists of Decide, Design, Develop, and Evaluate stages. This paper is a follow-up study from previous research on comparative literary studies of Indonesian and Japanese folklore texts. It is necessary to have an assessment or validation carried out by three experts at the Evaluate stage or before the enrichment material is ready to be used. In addition to the initial assessment, the advice given by the experts can then be used for product improvement to make it more feasible and acceptable to BIPA students.

The feasibility test of enrichment materials consists of content, language, presentation, and graphic aspects.

**Table 1.** Feasibility criteria of enrichment materials for Indonesian-Japanese folklore texts

Scale (%)	Feasibility Criteria
85-100	Feasible with an excellent predicate
65-84	Feasible with a good predicate
45-64	Feasible with an adequate predicate
0-44	Not feasible

(Modification: The Center for Curriculum and Books, 2018)

All of these aspects were adapted from the National Education Standards Agency, then adjusted to the needs of the assessment in accordance with the criteria of enrichment materials for Indonesian-Japanese folklore texts used in BIPA learning. The instrument of the feasibility test was in the form of a questionnaire with a Likert scale consisting of five (5) choices. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Literature learning experts, BIPA learning experts, and learning media experts will provide validation on the five aforementioned aspects.

Quantitative data processing is used to determine the level of product feasibility. The enrichment material as a product in this study has several aspects. The feasibility test data is processed in each aspect of the test and then the overall data is calculated to obtain the general feasibility. The results of the feasibility test are presented in the form of a percentage. Equation (1) is used to calculate the result (Arikunto, 2009).

$$y = \frac{\sum x}{\sum x_{maks}} \times 100\% \quad (1)$$

Note.

- y = Percentage of feasibility test scores
- $\sum x$  = Total score obtained in each aspect
- $\sum x_{maks}$  = Total maximum score on each aspect

The general feasibility of the product is calculated using the above equation by substituting  $\sum x$  with the total test score based on the assessment provided by the experts and substituting  $\sum x_{maks}$  with the total maximum score obtained from all aspects. Table 1 shows the feasibility criteria based on the calculation of the frequency distribution of scores that may be obtained.

## 4. RESULTS AND DISCUSSION

### 4.1. Research Procedure and Description of Research Results

This section covers two things: the design and development of the enrichment book and the validation results using the DDD-E development method. First, the development design is focused on the main processes or stages to produce a development product. This main stage is closely related to the development model used in research and development. In this paper, the DDD-E

model is used so the development design refers to the stages of the DDD-E model.

#### 4.1.1. Decide

At the Decide stage, the researcher determines user needs such as learning objectives, theme or scope of discussion, prerequisite capabilities, and available resources. First, there are many factors that can influence the achievement of maximum learning objectives. Based on the researcher's observation of an intermediate-level BIPA class in Japan, one of the factors can be reviewed based on the characteristics of BIPA students, who tend to be active and independent. Therefore, with the enrichment of Indonesian-Japanese folklore texts, BIPA students are expected to be able to learn more freely but still meaningfully. Second, the theme or multimedia scope. This enrichment material uses the theme of Indonesian-Japanese folklore texts. The reason for using this material is that it is quite interesting for BIPA students. Cultural content is included as a means to improve the cultural literacy of BIPA students. Third, the prerequisite skills and available resources. Based on observations, most BIPA students already have basic knowledge of folklore texts, both Indonesian folklore and folklore originating from Japan.

The Decide stage is the initial stage or the first step in the DDD-E model. At this stage, several main things have been carried out, such as 1) determining user needs, 2) determining the scope of discussion, and 3) determining the prerequisite capabilities and available resources. This stage is fulfilled through literature study activities and observations in intermediate BIPA classes that are currently running at universities in Japan. At the end of this stage, internal evaluation is carried out to find shortcomings and to immediately make the necessary revisions.

#### 4.1.2. Design

The Design stage is focused on making an outline of the enrichment book, namely the cover, the beginning, the contents, and the end of the book. This outline was compiled based on the Guidelines for Compiling Enrichment Books adapted from the Ministry of Education and Culture Number 8 of 2016 and the Center for Curriculum and Books (2018). At this stage, the researcher also collects folklore texts from previous comparative literary studies which will then be used in the next development process.

The second stage of the DDD-E model is Design. In this stage, an outline of the enrichment book has been made, namely the cover, the beginning, the contents, and the end of the book. This outline was compiled based on the Guidelines for Compiling Enrichment Books adapted from the Ministry of Education and Culture Number 8 of 2016 and the Center for Curriculum and Books (2018).

**Table 2.** Indonesian-Japanese folklore

Indonesian Folklore	Japanese Folklore
<i>Timun Mas</i>	<i>Momotaro</i>
<i>Si Kelingking</i>	<i>Issun Boshi, the Inch-high Samurai</i>
<i>Ni Anteh</i>	<i>The Bamboo Cutter's Tale</i>

This guide is considered appropriate as the basis for developing an enrichment book. At this stage, the researcher also collects folklore texts from previous comparative literary studies to be included in the next development process.

#### 4.1.3. Develop

In the Develop stage, all the outlines that have been prepared previously are compiled in the form of a book. The folklore texts that used are from comparative literary studies that have been carried out by various researchers. Previous research was conducted by Yulianeta et al. (2021), entitled 'A Comparative Literature Study on Indonesian and Japanese Folklore as BIPA Teaching Materials'. The included texts are shown in Table 2.

These six texts were selected based on their popularity. Yulianeta et al. (2021) stated that intermediate-level Japanese BIPA students have known the three Japanese folklore texts '*Momotaro*', '*Issun Boshi, the Inch-high Samurai*', and '*The Bamboo Cutter's Tale*'. They also know some Indonesian folklore texts such as '*Timun Mas*'. In addition, there are various cultural values expressed and implied in the six texts. The selected folklore texts are considered to represent the cultural state of the country of origin. All these stories are included in the enrichment book and are accompanied by several additional sections, such as vocabularies for words that are considered difficult and exercises that can be done by BIPA students as basic evaluation materials in understanding folklore texts. The evaluation questions include a true-false answer system, making sentences, and making long answers to evaluate understanding. Students are also asked to make conclusions about the similarities and differences between two stories that they have read. In addition, a space is provided to write down some parts of the cultural understanding found within the texts and the culture in the student's neighborhood (Japan).

The third stage is Develop. At this stage, the entire framework created in the previous stage has been filled in or completed in accordance with the development provisions. The outline of the book from the cover, content, language, and graphics are compiled in their entirety. This stage is considered to be the core stage because it includes developing a prototype. Searching and gathering various relevant sources, making the required illustrations, charts and graphs, typing, editing, and arranging the layout of textbooks are part of the activities of the development stage. Not only the folklore

texts, but also the overall evaluation of the enrichment book as an independent learning material for BIPA students. In this process, the development is completed in an electronic form or e-book so that it can be disseminated via the internet. The development process ends when the book can be accessed by many people.

#### 4.1.4. Evaluate

After the enrichment book of Indonesian-Japanese folklore texts was compiled, the next stage was the evaluation stage carried out by experts. Experts who have the authority to judge include a literary learning expert, a BIPA learning expert, and also a learning media expert. The purpose of this stage is to provide an assessment as a parameter of product feasibility and also to acquire expert opinions for improvements before the developed product is ready for widespread use. The results of the expert assessment are described in Table 3, Table 4, Table 5, and Table 6.

##### Content Aspect

Based on the data in Table 3, the content feasibility can be calculated as follows.

$$\frac{22,5}{25} \times 100\% = 90\%$$

##### Presentation Aspect

Based on the data in Table 4, the presentation feasibility can be calculated as follows.

$$\frac{14}{15} \times 100\% = 93,33\%$$

##### Language Aspect

Based on the data in Table 5, the language feasibility can be calculated as follows.

$$\frac{17}{20} \times 100\% = 85\%$$

##### Graphic Aspects

Based on the data in Table 6, the graphic feasibility can be calculated as follows.

$$\frac{23}{25} \times 100\% = 92\%$$

The last stage of the DDD-E is Evaluate. This stage is a validation stage carried out by content (literary) experts, BIPA learning experts, and learning media experts. The assessment uses a Likert scale of 1 to 5. This validation is intended to obtain an assessment from experts on the feasibility of the product. In addition, the validation is carried out to solicit suggestions for product improvements to be better and more widely accepted.

Based on the calculation, the content feasibility is 90%. By converting it to a conversion table with a level of achievement on a scale of 85%-100%, the content is validated as feasible with an excellent predicate. Therefore, the book is revised only as necessary. The feasibility of the presentation aspect is 93.33%, which means it is feasible with an excellent predicate. The feasibility of the language aspect is 85%, which means it is feasible with an excellent predicate. Finally, the feasibility of the graphic aspect of is 92%, which means it is feasible with an excellent predicate. Quantitatively, the overall average assessment of the enrichment book is feasible with an excellent predicate. While qualitatively, there are still some parts of the enrichment book that need to be improved. This is based on the input given by the experts to improve product quality.

**Table 3.** Content feasibility score

No.	Criteria	Average Score
1	The suitability of the material with educational goals	5
2	The originality and authenticity of the content	4
3	The suitability of the content with the enrichment needs	4,5
4	The benefits of the content	5
5	The suitability of the content with the characteristics of the Enrichment Material	4
Total		22,5

**Table 4.** Presentation feasibility score

No.	Criteria	Average Score
1	Order of presentation	5
2	Interaction (Stimulation and response)	4
3	Completeness of information	5
Total		14

**Table 5.** Language feasibility score

No.	Criteria	Average Score
1	The suitability of language with the students' cognition level	4
2	The aesthetics of the language	4
3	Legibility	4
4	Good and correct language rules	5
Total		17

**Table 6.** Graphic feasibility score

No.	Criteria	Average Score
1	Connectivity	5
2	E-Book cover design	5
3	E-Book content design	4
4	Typography	5
5	Content illustration	4
Total		23

## 4.2. Cross-Cultural Understanding Process towards Indonesian-Japanese Folklore Enrichment Book

The process of cross-cultural understanding in this enrichment book is contained in the evaluation section which looks at the users' level of understanding on cultural elements in folklore. Koentjaraningrat (1985, p. 203) defined the cultural elements, namely (1) the religious system; (2) social systems and organizations; and (3) livelihood system. There are six folklore texts in total: three from Indonesia and three from Japan. The three texts from each country were paired up. The first pair is "Timun Mas" and "Momotaro". In the evaluation section, students were tasked to distinguish between the cultural elements of "belief" and "family" or social organization. Next, "Si Kelingking" and "Issun Boshi", students were tasked to identify the differences in the cultural elements of "profession." Lastly, "Ni Anteh" and "The Bamboo's Cutter", the students were tasked to explain the differences in the cultural elements of "female figure." This identification and understanding process is in accordance with the function of cross-cultural communication presented by Samovar, Porter, and McDaniel (2010). They state that the function of communication in cross- and inter-cultural communication are as follows: (1) gain broad knowledge about the communicant, which covers the entire socio-cultural background; (2) meet the needs of each individual; (3) form personal identity; and (4) influence the attitudes and actions of others.

Brown (1986) argues that an openness to different cultural and linguistic patterns can facilitate second language learning. He observes that learning a second language is often learning a second culture. Brown also states that there are four stages of cultural adjustment that people go through when adapting and learning about a new culture: the euphoric or honeymoon stage; culture shock stage; cultural stress stage; and recovery stage. Schumann (as cited in Brown, 1980) has hypothesized that the greater the social distance between two cultures, the greater the difficulty to learn a new language; the less social distance, the less difficulty to learn. He summarizes his views: "The extent to which a learner acculturates to the target language group will control the extent to which he acquires a second language". This theory is often known as the acculturation theory (Citron, 1995).

In regards to the acculturation theory, an enrichment book for Indonesian-Japanese folklore texts acts as a learning tool that can be used by students as a source of language and cultural information. The Indonesian-Japanese folklore used in this enrichment book have similarities in storylines, but have differences in the cultural content. This enrichment book can be used independently by BIPA students to deepen their

understanding of Indonesian culture by comparing their own culture in Japan. It is hoped that the students can have sufficient knowledge in cultural understanding and feel closer to Indonesian culture.

## 5. CONCLUSION

The results showed that the Indonesian-Japanese folklore text enrichment book had been developed following the DDD-E model which included four steps, namely: 1) Decide, 2) Design, 3) Develop, 4) Evaluate. The validation results of the enrichment book by experts are carried out by taking into account aspects of book development and there are several inputs given by experts. The average results of validation by experts on this enrichment book are considered feasible for use with an excellent predicate.

The next process involves product testing on a limited basis by teachers and intermediate-level BIPA students, both in Indonesia and in Japan. This needs to be done to find out the level of product effectiveness and how users respond to the product. The product can still be improved over time and completed by adding more materials to enrich the contents of the book.

## REFERENCES

- Alwasilah, A. C. (2004). Cross-cultural understanding dalam kurikulum pendidikan bahasa Inggris: Suatu telaah sosiolinguistik edukasional [Cross-cultural understanding in English education curriculum: A view on educational sociolinguistic]. *Makalah*. Jakarta: IKIP Muhammadiyah.
- Amandangi, D. P., Yulianeta, & Mulyati, Y. (2020). Cerita rakyat sebagai bahan pengayaan literasi budaya bagi pemelajar BIPA tingkat menengah [Folklore as literacy enrichment material for intermediate-level BIPA students]. *Jurnal Pendidikan Bahasa dan Sastra*, 20(2), 157-166. [https://doi.org/10.17509/bs\\_jpbsp.v20i2.33056](https://doi.org/10.17509/bs_jpbsp.v20i2.33056).
- Arikunto, S. (2009). *Dasar-dasar evaluasi pendidikan [The foundation of education evaluation]*. Jakarta: Bumi Aksara.
- Armstrong, M. (2015). Using literature in an EFL context to teach language and culture. *The Journal of Literature in Language Teaching*, 4(2), 7-24.
- Brown, H. D. (1980). The optimal distance model of second language acquisition. *TESOL Quarterly*, 14, 157-64.
- Brown, H. D. (1986). *Learning a second culture. Culture bound: Bridging the cultural gap in language teaching*. Ed. Joyce Merrill Valdes. New York: Cambridge UP: 33-48.

- Busri, H., Irawati, R. P., & Nawawi, M. (2016). Pemanfaatan cross-cultural understanding (pemahaman lintas budaya) dalam bahan ajar nusuh adabiyah (analisis teks sastra) [The utilization of cross-cultural understanding in nusuh adabiyah teaching materials (analysis of literary texts)]. *Jurnal Penelitian Pendidikan*, 33(1), 35-58.
- Center for Curriculum and Books. (2018). *Pedoman penulisan buku nonteks [Guidelines for writing non-text books]*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Chapelle, C. A. (2016). *Teaching culture in introductory foreign language textbooks*. UK: Macmillan Publishers.
- Citron, J. L. (1995). Can cross-cultural understanding aid second language acquisition? Toward a theory of ethno-lingual relativity. *Hispania*, 105-113.
- Danandjaja, J. (2007). *Folklor Indonesia: Ilmu gosip, dongeng, dan lain lain [Indonesian Folklore: Gossips, fairy tales, and more] (5th ed.)*. PT Pustaka Utama Grafiti.
- Irawati, R. P., & Busri, H. (2017). Pemanfaatan cross cultural understanding (Pemahaman lintas budaya) dalam bahan ajar nusuh adabiyah (analisis teks sastra) [The utilization of cross-cultural understanding in nusuh adabiyah teaching materials (analysis of literary texts)]. *E-Journal Unsoed*. Retrieved from <http://jos.unsoed.ac.id/index.php/jli/article/view/336>
- Koentjaraningrat. (1985). *Pengantar ilmu antropologi [Introduction to anthropology]*. Jakarta: Aksara Baru.
- Kusmiatun, A. (2018). Cerita rakyat Indonesia sebagai materi pembelajaran BIPA: Mengusung masa lalu untuk pembelajaran BIPA masa depan [Indonesian folklore as BIPA learning material: Carrying the past for future BIPA learning]. *Diksi*, 26(1), 24-28.
- Ruskhan, A. G. (2007, November). Pemanfaatan Keberagaman Budaya Indonesia dalam Pengajaran Bahasa Indonesia bagi Penutur Asing (BIPA) [The utilization of Indonesian cultural diversity in Indonesian for foreign speakers (BIPA)]. In *Seminar Pengajaran Bahasa Indonesia Pertemuan Asosiasi Jepang-Indonesia in Nanzan Gakuen Training Center, Nagoya, Jepang* (Vol. 10, No. 11).
- Saddhono, K., & Erwinsyah, H. (2018). Folklore as local wisdom for teaching materials in BIPA program (Indonesian for foreign speakers). *KnE Social Sciences*, 444-454. <https://doi.org/10.18502/kss.v3i10.2926>
- Samovar, L. A., Mc Daniel, E. R., & Porter, R. E. (2010). *Intercultural communication: A reader* (9th ed.). Belmont: Wadsworth.
- Sunendar, D., Cahyani, D., & Mulyadi, Y. (2014). Implementasi metode *écriture créative* berbasis budaya lokal untuk meningkatkan keterampilan menulis bahasa Perancis level B1 DELF [The implementation of the *écriture créative* method based on local culture to improve French writing skills level B1 DELF]. *Jurnal Pendidikan Bahasa dan Sastra*, 14(2), 230-241. DOI: [https://doi.org/10.17509/bs\\_jbpsp.v14i2.721](https://doi.org/10.17509/bs_jbpsp.v14i2.721)
- Suyitno, I., Susanto, G., Kamal, M., & Fawzi, A. (2019). The cultural and academic background of BIPA learners for developing Indonesian learning materials. *Pertanika Journal of Social Sciences and Humanities*, 27, 173-186.
- Tegeh, I. M., Jampel, I N., & Pudjawan K. (2014). *Model penelitian pengembangan [Development research model]*. Yogyakarta: Graha Ilmu.
- Tomlinson, B. (2008). *English language learning materials: A critical review*. London: Continuum International Publishing Group.
- Yulianeta, Halimah, Amandangi, D. P., & Sundusiah, S. (2020, December). BIPA students' responses towards web-based Indonesian folklore enrichment materials. In *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)* (pp. 817-822). Atlantis Press.
- Yulianeta, Halimah, Moriyama, M., Shinta, P., & Amandangi, D. P. (2021, January). BIPA students' interest in folklore texts. In *Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)* (pp. 744-749). Atlantis Press.
- Yulianeta, 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), 46-62. Doi: <https://doi.org/10.26858/ijole.v6i1.2295>.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

