



# Bridging BIPA Teacher Candidates in Surabaya with Culture-Based Supporting Book

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**Abstract.** This article describes the development of BIPA teaching book based on Surabaya culture. The development is carried out due to the lack of availability of supporting books for BIPA teachers. The research design is Educational Research and Development (R&D). The book is designed to provide insight into how to teach Indonesian to foreign speakers. This book is implemented for 30 undergraduate students, batch 2020, from the Indonesian Language and Literature Education program, Universitas Negeri Surabaya, which programmed the BIPA course. The findings show prospective BIPA teachers need the concrete insights provided in the supporting books to understand the competencies needed to teach Indonesian to foreign speakers, especially in Surabaya. The findings of the study have a number of implications, one of which is that it is likely that native speakers of other languages will be interested in studying Indonesian at the Universitas Negeri Surabaya. As a result, a BIPA course will be offered to train those interested in teaching BIPA.

**Keywords:** BIPA Teacher, Book Development, Surabaya Culture-based Supporting Book.

## 1 Introduction

Foreign speakers increasingly demand the Indonesian language, so there are job opportunities for prospective Indonesian language teachers. PBSI Study Program students are prospective BIPA teachers in the future [1]. Department of Indonesian Language and Literature (PBSI), Faculty of Language and Arts, Universitas Negeri Surabaya, holds a BIPA 1 course to provide fourth-semester students with the competence to become BIPA teachers. Indonesian learning given to native Indonesian speakers (natives) is not the same as BIPA learning. Many aspects must be considered in BIPA learning, both internal and external aspects.

Indonesian language learning for natives is more directed at planting nationalism. Indonesian is the identity and pride of the Indonesian people. Indigenous learners already know Indonesian practically but must also master it as a form of knowledge (theoretical). Meanwhile, BIPA refers to its functional aspects [2]. In developing BIPA learning, it is necessary to understand the needs of students adequately. Understanding the characteristics of BIPA students is the starting point in preparing

and implementing BIPA learning. PPSDK said that BIPA learners abroad face obstacles in reaching learning purposes [3]. In general, BIPA students are adult international students who have different cultural backgrounds from the culture of the language being studied.

The aforementioned attributes exhibited by students have significant consequences for the specificities surrounding the selection of instructional materials and the manner in which they are presented within the context of BIPA (Bahasa Indonesia untuk Penutur Asing) learning. It is important to differentiate the characteristics of BIPA learning from Indonesian language learning for Indonesian students due to the following reasons: Firstly, BIPA does not involve the integration of students into their surrounding environment. Secondly, BIPA is typically acquired during adulthood or after individuals have attained proficiency in the linguistic structures of their first language. Lastly, BIPA is typically acquired through external means, rather than being an inherent part of the educational system itself [4].

Concerning BIPA learning, several characteristics must be considered. First, BIPA students already have enough knowledge and insight, so their needs are also the needs of adults, no longer the needs of children. Second, foreigners like to express themselves, present things, and express opinions, so assignments outside the classroom will be interesting. Third, to accommodate different interests and needs, it is necessary to prepare varied materials [5]. BIPA learning is usually done to bridge specific goals. They study Indonesian for various purposes and objectives [6]. BIPA learners aim to learn BIPA, although some cultivate Indonesian as a science. International students studying BIPA aim to facilitate the Indonesian language and closely understand Indonesian culture[7]. They need fluency in Indonesian because (a) they take a program about Indonesia at their home university, (b) they will conduct research in Indonesia, (c) they will work in Indonesia, (d) they will research Indonesian language problems, and (e) they will stay in Indonesia for a long time.

The description of the BIPA learning objectives has implications for preparing learning materials in accordance with these objectives. Thus, this BIPA learning material is closely related to meeting international students' needs. The above is in line with the opinion of Mackey and Mountford, who explain that three needs encourage someone to learn a language: (1) the need for work, (2) the need for vocational training programs, and (3) the need to learn [8].

The language learning resources and methods are customized to align with the specific objectives and requirements of individuals who are non-native speakers [9]. According to Hoed (year), the primary objectives of the BIPA program encompass three main components: (1) attending lectures at Indonesian universities, (2) engaging in reading activities involving books and newspapers for research purposes, and (3) actively participating in oral communication within the context of ordinary life in Indonesia [10]. Each of these three objectives can be further subdivided into multiple specific goals. To illustrate, the pursuit of higher education in Indonesia necessitates proficiency in the Indonesian language, commensurate with the specific academic discipline being pursued. Similarly, the appropriateness of research methods is contingent upon other factors such as the specific field of study, the geographical location of the research, the characteristics of the research participants, and other relevant considerations.

Specialization is also required to learn spoken Indonesian to communicate with the population, such as formal or informal communication. Based on these learning needs

and objectives, BIPA materials are selected and arranged according to the needs or relevant to achieving the objectives. Based on its objectives, BIPA learning can be categorized into: 1) general BIPA (general BIPA) which aims to teach Indonesian for daily communication; (2) academic BIPA (academic BIPA) aimed at academic Indonesian; (3) BIPA for recreational purposes intended for those who will travel to Indonesia; and (4) BIPA for specific purposes (BIPA for specific purposes) which is intended to teach the Indonesian language for certain purposes, such as orientation to special jobs or others [2]. Furthermore, based on the period of the study program, BIPA is divided into: (1) short learning periods which usually range from 2 weeks to 2 months; and (2) regular BIPA learning, which is usually carried out in a fairly adequate period of time (about 4 months/one semester/two semesters).

The attainment of the aforementioned purposes and objectives of BIPA learning is influenced by three key components, namely the learners, the learning materials, and the learning method [11]. It is vital to furnish potential BIPA instructors with the aforementioned components. The execution of the learning process is intricately linked to the methodologies or approaches employed in disseminating educational content. The impact of learning techniques on student acceptance of learning activities and learning effectiveness is significant. The selection of learning strategies by educators is contingent upon the instructional approach employed, whereas the execution of those strategies may involve a diverse range of pedagogical techniques. When implementing the learning approach, the instructor has the discretion to select the strategy that they consider appropriate for the approach.

Each teacher uses techniques that may differ from other teachers. In the context of teaching, according to Gagne, strategy is a person's internal ability to think, solve problems, and make decisions [12]. This means that the learning process causes students to think uniquely so they can analyse and solve problems in making decisions. Hamalik defines learning strategy is a general pattern to realize the teaching and learning process [13]. Operationally, learning strategies are procedures and methods teachers take to provide convenience for students to carry out active learning activities to achieve learning objectives.

The BIPA learning strategy has 4 main components: the sequence of activities, methods, media, and time [14]. The components of the sequence of activities include a) the initial part (brief explanation of the material, relevance to previous experience, and learning objectives), b) the presentation part (description, examples, exercises), and c) the closing part (test, feedback, follow-up). The term "method" in the context of language acquisition can be seen as a comprehensive framework designed to systematically provide language instruction on a consistent basis. According to Ade, the strategy refers to a strategic approach employed to effectively execute pre-planned operations, hence maximizing the achievement of predetermined objectives [15]. This aligns with Anitah's assertion that the learning method refers to the approach employed in the execution of the learning process [16]. In addition, Slamet asserts that the learning technique refers to a pedagogical approach employed in education to effectively execute pre-designed plans through tangible and experiential activities, with the ultimate aim of attaining specific learning outcomes [17]. Mulyana argues that using the right method helps the effectiveness and efficiency of learning [18].

Various methods are beneficial for students in achieving learning objectives. Learning methods must be selected and developed to increase student activity and creativity. The selection of methods in learning activities should pay attention to

several factors, namely: (1) students, (2) objectives, (3) situations, (4) facilities, (5) teachers (with different professional abilities). Learning material is essential in all learning processes, including the BIPA learning process. As Ade [15] stated, the subject matter is the core of the learning process. This means that learning material plays a significant role because one of the main objectives of learning is to master the subject matter. It can mean that the learning process does not run without learning materials.

Suyitno [19] mentions six criteria that can be used as a guide in selecting BIPA learning materials. The six criteria are 1) relevant to the learning objectives to be achieved, both aspectual and global, 2) BIPA learning materials must be in accordance with the level of students' abilities in receiving and processing them, 3) BIPA learning materials must be able to develop and generate student motivation, relevant to experience, and actual, 4) BIPA learning materials must require active student involvement, both by thinking on their own and by carrying out various activities, 5) BIPA learning materials must be in accordance with the didactic procedures (methods/techniques) applied, and 6) BIPA learning materials as far as possible are taken from linguistic facts and real use of the Indonesian language.

The focus of BIPA learning materials is directed towards the provision of language instruction and related materials to learners. The content encompasses all aspects pertaining to language, linguistic abilities, and cultural elements. Linguistic material encompasses a range of instructional resources that pertain to many facets of language knowledge, such as vocabulary, sentence structures, word formations, expressions, pronunciation, intonation, and other related characteristics. Language skills encompass the abilities to comprehend auditory information, articulate thoughts and ideas verbally, interpret written text, and produce written content.

On the other hand, culture is material that supports understanding the context of language because language and culture are closely related [2], making BIPA students easier to understand Indonesia [20]. Therefore, learning materials with culture-based language materials are needed so prospective BIPA teachers have the ideal competence to teach Indonesian to foreign speakers. However, those learning materials are not sufficient. Even, culture-based learning materials for BIPA students are still scarce [21]. It is necessary to start with preparing the competence of prospective BIPA teachers to provide comprehensive learning for BIPA students. This can be done by providing culture-based supporting book for prospective BIPA teachers.

## 2 Methods

This study uses an Educational Research and Development (R&D) design, which is a research method used to produce certain products and test the effectiveness of these products. Borg & Gall [22] do the development with 10 steps: 1) preliminary research to collect information through literature review and field observations; 2) planning the activities: determine the objectives learning of BIPA I, prepare RPS for BIPA I course, arrange the work order for the preparation of BIPA I course, determine the material, and arrange the work order of preparation; 3) develop the form of the initial product, namely compiling BIPA I teaching materials that contain according to the RPS; 4) initial field tests, prototypes of BIPA I teaching materials were consulted

with BIPA teaching experts, learning practitioners about the attractiveness, readability and suitability of material content, format, and appearance; 5) the main product revisions carried out were: reviewing input from BIPA teaching experts and rebuilding the prototype of BIPA I teaching materials based on the results of the initial field test; 6) The main field test of the prototype of BIPA I teaching materials with a limited scale, the research subjects of the fourth semester PBSI students who programmed the BIPA I course with the aim of knowing the suitability and feasibility of the product with student needs; 7) revision of BIPA I teaching materials based on the results of a limited field test; 8) BIPA I teaching materials are practiced in the field on a small scale, namely in fourth semester PBSI students who program BIPA I courses; 9) finishing the product of BIPA I teaching materials based on the operational results of the field test; and 10) disseminate the results of research on the effectiveness and efficiency of BIPA I teaching materials in an effort to make it easier for PBSI students to learn about BIPA teaching.

The findings described include the process of developing BIPA I teaching materials and the quality assessment from BIPA teaching experts, learning practitioners about the attractiveness, readability, and suitability of material content, format, and appearance. The content, linguistic, and graphic accuracy tests are arranged as a scale questionnaire. The type of scale used is the Likert Scale. Each component in the questionnaire has a score on a scale ranging from 1 to 5. Scale 1 means very bad/strongly disagree, scale 2 is bad/disagree, scale 3 is moderate, scale 4 is good/agree, and scale 5 is very good/strongly agree. Interpretation of score percentages is set: 1) 0%—20% very poor, 2) 21%—40% less, 3) 41%-60% enough, 4) 61%-80% good, and 5) 81%—100% very good.

### **3 Results and Discussion**

The development of supporting books for BIPA teachers is carried out to streamline learning so that students of the Indonesian Language and Literature Education study program, Faculty of Language and Arts, Universitas Negeri Surabaya, have the competence to become BIPA teachers. It was motivated by the increasing interest of foreigners to learn Indonesian in Surabaya. It has implications for job opportunities to become BIPA teachers in the future. Therefore, a BIPA I course was held for fourth-semester students. To facilitate these courses, a Surabaya culture-based supporting book is developed for students who program that course. The development of a supporting book is implemented by insight into Surabaya culture because it is oriented to be used by prospective BIPA teachers in Surabaya.

#### **3.1 The Process of Surabaya Culture-Based Supporting Book Development for BIPA Teachers**

The development of Surabaya culture-based supporting books BIPA teachers begins with collecting initial information related to the preparation of ideal teaching materials. Based on the initial information collection, it is decided that the development of supporting books for the implementation of Surabaya culture is oriented to be used by prospective BIPA teachers in Surabaya, namely students who programmed the BIPA I course in the Indonesian Language and Literature Study Program, Faculty of Lan-

guage and Arts, Universitas Negeri Surabaya. The main objective of developing this supporting book is to provide students with the flexibility to study independently with adequate supporting books, which is the core of the learning process [15]. The preparation of supporting books is also adjusted to the RPS for the program.

There are eleven chapters of representative material included in the supporting books: 1) BIPA information, 2) cross-cultural understanding, 3) East Javanese culture that can be used in BIPA learning, 4) teaching BIPA at home and abroad, 5) BIPA standardization, 6) class characteristics and BIPA students, 7) text-based approach in BIPA learning, 8) BIPA learning methods, 9) BIPA learning media, 10) assessment in BIPA learning, and 11) problems in BIPA learning. At the end of each chapter, a set of essay questions is presented to measure the level of students' understanding of the material that has been given.

Information about BIPA is provided in Chapter 1 to provide basic insight into BIPA. In Chapter 1, information is presented on the background of Indonesian as a foreign language, the development of Indonesian as a foreign language, the learning system of Indonesian as a foreign language, the role of Indonesian as a foreign language, and the advantages and disadvantages of Indonesian as a foreign language. Basic information related to Indonesian as a foreign language. In addition, students are also given information about general knowledge related to BIPA, the objectives of BIPA learning, and the role of Indonesian as a foreign language. In addition, by knowing the advantages and disadvantages of Indonesian as a foreign language, prospective BIPA teachers can discover concrete experiences in the field.

After the information about BIPA, information about cross-cultural is presented. In practice, prospective BIPA teachers will face foreign speakers with different cultures. This cross-cultural understanding is a mandatory provision that prospective BIPA teachers must master. A BIPA teacher not only understands the language, but also has to understand the culture that exists in each country occupied by the foreign student. For example, there are BIPA students from China, BIPA teachers must know what the culture in China is like, its customs, habits, norms, language and ways of communicating. Understanding and knowledge of cross-cultural is an inseparable part of foreign language learning, namely BIPA learning. Cross-cultural understanding needs to be given to BIPA teachers. In detail, the material on the relationship between culture and language, strategies for cross-cultural learning, and efforts to develop cross-cultural competencies in the context of language learning are presented.

The material about East Javanese culture is the main topic in this supporting book. As previously explained, in teaching Indonesian to foreign speakers, an insight into the culture in the area where the foreign speaker learns Indonesian must also be taught because language and culture are closely related [2]. In this chapter, students are given material about the nature of culture, the definition of culture, the role of local culture in BIPA learning, and East Javanese culture in BIPA learning. The existence of local East Java culture can be used as BIPA learning material. Because not all BIPA textbooks contain aspects of East Javanese culture. Cultural aspects of East Java need to be conveyed in BIPA learning because East Javanese culture is very diverse. Especially for universities that program BIPA courses and are located in the East Java region. From this cultural study, it will provide an understanding that the very diverse culture of Indonesia is divided into various regions of the language-speaking community. East Java cultural materials that can be taught in BIPA learning are customs, traditions, songs, dances, historical places, and others.

An understanding of the differences in teaching BIPA at home and abroad is also presented. In this chapter, students are given concrete illustrations in the form of experiences in preparing to become BIPA teachers at home and abroad. The material taught when teaching BIPA at home and abroad is certainly different. Domestically, the material taught is oriented to everyday local culture. For example, in daily activities, namely the sequence of activities in the morning, teaching materials must be equipped with a concrete picture of the existing situation. For example, when illustrating the activity of taking a bath, a picture of a bathroom in Indonesia should be given: there is a bath, no shower, and so on. When teaching BIPA abroad, the teacher acts as an ambassador for language and culture. The culture that is implemented in learning is general.

The material presented in chapter five is BIPA standardization. BIPA teachers develop learning curricula based on established guidelines. BIPA is an Indonesian language learning program in which there are students who are not native Indonesians. They learn Indonesian of course, have a variety of purposes. These destinations include tourism, business, political and so on. However, in the BIPA class, all these goals become one, learning the Indonesian language and culture, so that inevitably students will receive the same material as other students in the class that are adjusted to the level of ability of these students. In curriculum development, BIPA teachers must understand several things, namely 1) the purpose of BIPA standardization, 2) the meaning of CEFR, 3) CEFR assessment standards, 4) the role of PPSDK, and 5) indicators of achievement of BIPA teachers and students in accordance with BIPA standardization.

In chapter six, students are given knowledge about class characteristics and BIPA learners. Different cultural backgrounds between teachers and students have implications for different learning systems. Therefore, BIPA teachers must understand the characteristics of BIPA classes, the characteristics of BIPA learners, the abilities of each level of BIPA learners, and the different methods used in BIPA classes. These materials are presented theoretically and practically so that students can apply them when teaching in BIPA classes. After understanding the characteristics of the class and BIPA students, prospective teachers are also provided with insight into the text-based approach in BIPA learning. The text-based approach in BIPA learning can optimize the teaching-learning process for foreign students because of the concrete print media as materials that can be used as references, references, and learning resources. The existence of this learning text makes it easier for foreign speakers to read, listen, and learn to write with this textbook-based approach. Therefore, prospective BIPA teachers are given practical insight about the formation of BIPA learning class activities, class activities in text-based learning, types of BIPA learning texts, and types of texts that are appropriate to the BIPA level.

The BIPA learning method is given in chapter eight. BIPA teachers must understand the various teaching methods of the four language skills. Every learning has a certain method that is suitable for use. By choosing the right method, BIPA learning will run effectively and efficiently. The methods presented in this chapter are varied and applicable, including speaking and listening learning methods and how to apply BIPA learning methods. After understanding the various methods, prospective BIPA teachers are also given knowledge about various BIPA learning media that can be used to deliver material. The application of the media should be determined precisely. This is intended so that BIPA learners are able to absorb the material well and at the

same time improve their Indonesian language skills. The applicable material presented is a variety of listening and speaking learning media in BIPA.

The part that becomes the main indicator of success in learning is the assessment. In order to determine the appropriate assessment method, the knowledge of assessment in BIPA learning is described in chapter ten. The selection of the right assessment method has implications for monitoring the actual performance of learners. The material provided includes 1) understanding of assessment in learning, 2) types of assessment in BIPA learning, 3) the benefits of assessment in BIPA learning, and 4) linguistic assessment in BIPA learning. At the end, chapter eleven to be precise, prospective BIPA teachers are given an empirical description of the problems in BIPA learning. With this insight, it is hoped that prospective BIPA teachers will be able to overcome the obstacles that hinder BIPA learning activities.

### 3.2 The Quality of Surabaya Culture-Based Supporting Book for BIPA Teachers

The eleven materials in the supporting book are considered comprehensive because they provide complete insight into the aspects needed in BIPA learning. The initial product is then tested for material accuracy, language, and graphics quality. The product is tested on thirty fourth-semester students who programmed the BIPA I course. Implementation is carried out to determine the effectiveness of the supporting book.

**Content Accuracy Quality.** The quality of content accuracy is validated by two experts in the field of BIPA. The components of content accuracy that are validated include 1) the material included in the Surabaya culture-based supporting book covering the preparation process to the assessment in BIPA learning, 2) the material presented can be applied by students independently, and 3) the material presented can be applied to date.

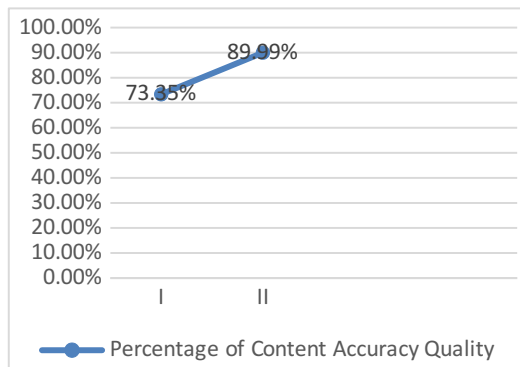


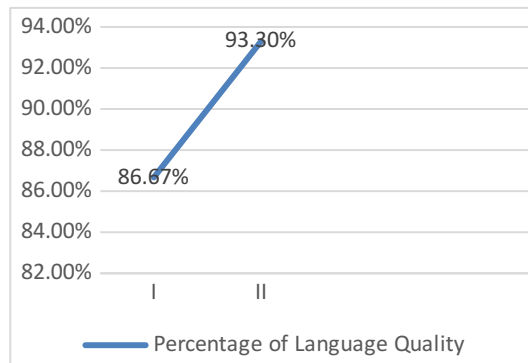
Fig. 1. The results of content accuracy validation I and II.

The score obtained from the first expert is 10, the percentage is 66.67%, and the second expert is 12 with a percentage of 80%. The average percentage is 73.35% which has a good interpretation. Low scores are obtained in the first component. The input given by the two experts is to add concrete illustrations presented in the support-



ing books so that students get a comprehensive understanding. After revisions are made with the addition of concrete illustrations so that the main product is obtained, the score is 13 with a percentage of 86.67% from the first expert and 14 with a percentage of 93.3% from the second expert. The average obtained for the quality of content accuracy is 89.985% which has a very good interpretation. Based on the content accuracy test, it was stated that the material presented in the Surabaya culture-based supporting book give a concrete view of BIPA learning to prospective teachers.

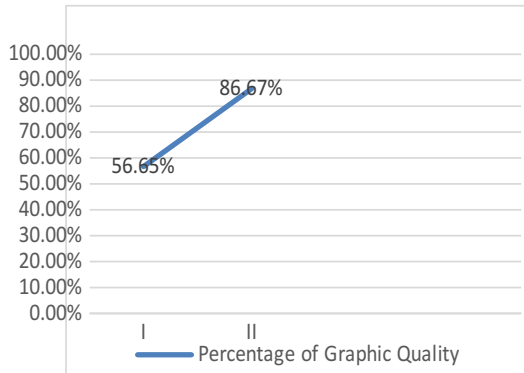
**Language Quality.** Only one linguist validates the language quality because the researchers are also a practitioner in the linguistic field. The validated linguistic components include 1) the grammar used is easy to understand by students, 2) the grammar used is in accordance with PUEBI, and 3) the systematic writing of Surabaya culture-based supporting books in accordance with the rules of writing textbooks.



**Fig. 2.** The results of language validation I and II.

The score obtained from linguists was 13 with a percentage of 86.67% which interpreted very well. Improvements that must be made are the editing of the standard words. After the editing, a score of 14 is obtained with a percentage of 93.3% with a very good interpretation. Based on these results, it is stated that prospective teachers easily understand the linguistic quality of Surabaya culture-based supporting book.

**Graphic Quality.** The quality of the graphics is validated by two graphic experts. The components of graphic feasibility include 1) cover appearance, 2) readability aspects, and 3) physical quality of supporting book.



**Fig. 3.** The results of graphic validation I and II.

In the initial product assessment, the score obtained from the first expert was 9 with a percentage of 60%, and from the second expert was 8 with a percentage of 53.3%. The average percentage obtained is 56.65%, which has a sufficient interpretation. Components that must be revised include cover and readability aspects. After revision, in the main test, a score of 13 is obtained with 86.67% from the first expert and 13 with 86.67% from the second expert. The mean obtained is 86.67%, which has a very good interpretation. Based on these results, it is stated that the graphic quality of the Surabaya culture-based supporting book has attractive covers, is legible, and has good physical appearance.

#### 4 Conclusion

The development of a supporting book is carried out to streamline learning so that students of the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts, Universitas Negeri Surabaya, have the ideal competence to become BIPA teachers. There are eleven chapters of representative material included in the supporting book: 1) BIPA information, 2) cross-cultural understanding, 3) East Javanese culture that can be used in BIPA learning, 4) teaching BIPA at home and abroad, 5) BIPA standardization, 6) class characteristics and BIPA students, 7) text-based approach in BIPA learning, 8) BIPA learning methods, 9) BIPA learning media, 10) assessment in BIPA learning, and 11) problems in BIPA learning. At the end of each chapter, a set of essay questions is presented to measure the level of students' understanding of the material that has been given.

The quality assessed included accuracy of content, language, and graphics. The average obtained for the quality of content accuracy is 89.985% which has a very good interpretation. Based on the content accuracy test, it is stated that the material presented in the Surabaya culture-based supporting book gives prospective teachers a concrete view of BIPA learning. The quality of language has very good interpretation with 93.3% percentage. Based on this percentage, it is stated that prospective teachers easily understand the linguistic quality of Surabaya culture-based supporting book.

The mean obtained for the quality of the graphics is 86.67% which has a very good interpretation. Based on this result, it is stated that the graphic quality of the Surabaya

culture-based supporting book has attractive covers, is clearly legible, and has good physical appearance.

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