



Design of BIPA Teaching Materials in the Riau Islands Context for Darmasiswa Students

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ABSTRAK

Bahasa Indonesia bagi Penutur Asing (BIPA) adalah Bahasa Indonesia bagi Penutur Asing (BIPA) adalah sebuah program pembelajaran untuk membantu mahasiswa asing belajar berbahasa Indonesia dan membiasakan diri dengan budayanya. Studi ini bertujuan untuk merancang buku pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) dengan menonjolkan budaya dari Kepulauan Riau di sebuah universitas di Batam dengan menggunakan alat bantu audio-visual, khususnya untuk mahasiswa Darmasiswa Republik Indonesia. Tujuan penelitian ini adalah merancang bahan ajar Bahasa Indonesia untuk Penutur Asing (BIPA) yang berfokus pada konteks budaya dan kearifan lokal Kepulauan Riau, khususnya untuk mahasiswa program Darmasiswa. Riset ini menemukan bahwa sangat penting untuk menyertakan sumber daya yang interaktif dan relevan secara budaya dalam pelatihan BIPA, dengan menggunakan metodologi penelitian dan pengembangan (RnD) dengan menggunakan wawancara sebagai instrumennya. Terdapat 6 mahasiswa Darmasiswa yang tertarik belajar bahasa Indonesia yang menjadi subjek penelitian, dalam pengambilan data dilakukan interview dan untuk menganalisa data peneliti mentranskrip data yang telah didapatkan. Hasil penelitian ini memberikan cahaya baru pada proses yang digunakan untuk membuat buku bahan ajar BIPA yang dapat digunakan untuk pembelajaran bagi mahasiswa asing ditingkat Kepulauan Riau. Hal ini menunjukkan membuat buku teks BIPA interaktif dengan komponen audiovisual dan menambahkan bagian interaktif dapat meningkatkan minat dan partisipasi siswa. Pembelajaran BIPA dapat didekatkan dengan tujuan dan tingkat kemampuan para pembelajar dengan mempraktekkan strategi yang efisien untuk mengatasi kekurangan yang telah ditemukan dan mendesain ulang materi pembelajaran untuk meningkatkan interaksi, keragaman, dan relevansi budaya. Implikasi dari penelitian ini adalah penyediaan bahan ajar BIPA yang dirancang dengan konteks Kepulauan Riau dapat memberikan manfaat signifikan bagi pembelajaran bahasa dan budaya Indonesia oleh mahasiswa Darmasiswa.

ABSTRACT

Indonesian for Foreign Speakers (BIPA) is Indonesian for Foreign Speakers (BIPA) is a learning program to help foreign students learn Indonesian and familiarize themselves with its culture. This study aims to design an Indonesian language learning book for Foreign Speakers (BIPA) by highlighting the culture of the Riau Islands at a university in Batam using audio-visual aids, especially for Darmasiswa Republic of Indonesia students. The aim of this research is to design Indonesian language teaching materials for Foreign Speakers (BIPA) that focus on the cultural context and local wisdom of the Riau Islands, especially for Darmasiswa program students. This research found that it is critical to include interactive and culturally relevant resources in BIPA training, using research and development (RnD) methodology using interviews as the instrument. There were 6 Darmasiswa students who were interested in learning Indonesian who were the subjects of the research. In collecting the data, interviews were conducted and to analyze the data the researchers transcribed the data that had been obtained. The results of this research shed new light on the process used to create BIPA teaching material books that can be used for learning for foreign students at the Riau Islands level. This shows that making BIPA textbooks interactive with audiovisual components and adding interactive sections can increase student interest and participation. BIPA learning can be brought closer to the goals and ability levels of students by practicing efficient strategies to overcome discovered deficiencies and redesigning learning materials to increase interaction, diversity and cultural relevance. The implication of this research is that providing BIPA teaching materials designed with the context of the Riau Islands can provide significant benefits for the learning of Indonesian language and culture by Darmasiswa students.

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1. INTRODUCTION

Bahasa Indonesia, or Bahasa Indonesia, is the official language and the main language used in Indonesia. It is also used as a formal language of instruction in educational contexts, especially schools. For Indonesian people, Indonesian is the first and second language. Interestingly, Indonesian also attracts foreign speakers from all over the world. Speakers of other languages learn Indonesian with various aims and objectives. Foreigners aim to master Indonesian so that they are able to communicate and interact using Indonesian (Abbas et al., 2020; Kusmiatun et al., 2017). Therefore, Indonesian language learning is implemented in the Indonesian Language Program for Foreign Speakers (BIPA). The Indonesian Language Program for Foreign Speakers (BIPA) is a program for learning Indonesian as a second language for foreign speakers (Arwansyah et al., 2015; Laksono & Ismiatun, 2018; Leksono & Tiawati, 2019). Stated that Indonesia is experiencing rapid development both in the local and global context. This can be seen from the number of foreign speakers who are interested in learning Indonesian or BIPA.

In recent years, there has been a significant increase in international students' interest in studying Indonesian as a Foreign Language (BIPA). This increasing enthusiasm is especially visible in the Riau Islands, Batam, where the number of international students enrolling at universities in Batam is increasing rapidly. This trend can be attributed to Batam's strategic location, the growth of its multicultural community, and its status as an international business center. As demand for BIPA courses increases, the need for relevant and effective teaching materials tailored to the unique needs and challenges of students becomes increasingly important (Rahmawati & Sulistyono, 2018; Zamzamy, 2021) This research contributes to the development of this material, which aims to improve the quality of BIPA education for Darmasiswa students.

The quality of BIPA teaching materials for Darmasiswa students in Batam still shows deficiencies in identifying BIPA teaching materials. The teaching materials used in class are seen as repetitive and traditional, lacking interactive elements. This is also not in line with the real life context of Indonesian language communication in the actual environment (Nugroho et al., 2021; Tiawati, 2022). As a result, this problem hinders the achievement of BIPA learning objectives which focus on academics, because there is a disassociation between the characteristics of the book's teaching materials and the intended academic BIPA learning objectives. Previous research used the same book as this research as learning material and produced a good learning process. The learning process is also structured according to the contents of the book which includes planning, implementation and evaluation of BIPA learning so that material related to language skills can be conveyed optimally. In addition, previous research also believes that BIPA materials need to be developed for student level because the development of BIPA teaching materials can provide long-term benefits for teachers and students to improve the quality of teaching (Kurniawan et al., 2020; Tanwin & Rosliani, 2019)

The effectiveness of learning depends on the quality of teaching materials, and is needed by students to achieve their learning goals (Kurniawan et al., 2020; Mardasari et al., 2019). In this case, without adequate BIPA books, both students and lecturers become obstacles in the learning process. These limitations can hinder students from achieving their educational goals and hinder their ability to improve their Indonesian language skills. BIPA books that are not well designed can have an impact on students' low motivation in learning Indonesian. On the contrary, it is hoped that well-designed teaching materials and teaching strategies can trigger greater enthusiasm among BIPA students to advance their Indonesian language studies. In addition, disinterest in learning material can result in decreased student involvement in learning. Students will be motivated to learn through learning media and a more enjoyable learning process (Abbas et al., 2020; Tanwin & Rosliani, 2020).

To overcome this problem, the researcher plans to develop and create BIPA Audio Visual learning materials, this is necessary because it is known that there are still few BIPA books for foreigners and it is a good opportunity if there are BIPA books for foreigners, especially for beginners. Combining auditory and visual elements will increase the effectiveness of learning Indonesian for Foreign Speakers (BIPA). Media audio visual itself is a combination of sound and visual components or can be called visual and auditory media (Umi Farinda & Khaerunnisa, 2023). The presence of audio-visual media makes the delivery of teaching materials to students easier, more complete and optimal (Umi Farinda & Khaerunnisa, 2019; Zaenuri & Yuniawan, 2020). An audio visual media platform with Indonesian cultural content as a means of learning BIPA (Indonesian Language for Foreign Speakers) can improve the basic competencies required in BIPA. Audiovisual media platforms also meet the needs of BIPA students in a digital environment so that students can learn independently without being too dependent on BIPA instructors. In addition, the use of audiovisual media to improve student learning not only offers sight and hearing, but also movement, thereby increasing interaction, communication, creativity and collaboration (Satria et al., 2023; Zaenuri & Yuniawan, 2020; Zamzamy, 2020).

In previous research, responses were collected through questionnaires, almost all respondents preferred to use BIPA (Indonesian Language for Foreign Speakers) teaching materials in the form of audiovisual media as the most interesting teaching media. Audiovisual media is considered a medium that can make it easier for them to learn anywhere and anytime. BIPA teaching materials will be designed by researchers to meet students' needs by improving language skills and cultural understanding, preparing them to communicate in the real world, and ensuring other practical applications (Sari & Ansari, 2021; Zamzamy, 2020). Previous research has examined the development of audio-visual BIPA learning materials at the university level. Research has been conducted "Using Video Based on Local Wisdom of Surakarta as a Learning Media for BIPA Students" to utilize local wisdom as a learning medium for BIPA Surakarta students. "Problems of BIPA Teachers at Unesa Indonesia and Walailak University Thailand". This research investigates the problems faced by BIPA teachers at both universities and provides solutions for teaching materials according to the needs of BIPA students as well as creating online learning media (Mintowati et al., 2021; Nugroho et al., 2021). Other research compares the management of Indonesian language learning for foreign speakers (BIPA) at Islamic religious universities (PTKI) in Indonesia and Thailand. This research illustrates a broad view regarding the management of BIPA learning which still requires further research development related to teaching materials.

However, BIPA books are only available from the government. Researchers want to provide information in the cultural context of the Riau Islands, using audio-visual and authentic materials that can be used for students who want to study BIPA in the Riau Islands. The aim of this research is to implement audio-visual BIPA learning materials in high schools and test whether these materials help the BIPA learning process become more fun, interactive, effective and interesting enough so that students can improve their motivation in studying BIPA. This research aims to design and create significant insights and recommendations for improving the BIPA learning process through audio-visual teaching aids at universities in Batam, especially for Darmasiswa Republic of Indonesia students who are registered at these institutions. Apart from that, this book is also a valuable teaching material for promoting Indonesian language and culture in the Riau Islands for Darmasiswa students.

2. METHODS

The research design used in this research is Research and Development (RnD) using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Research and development is an effective way to develop new products because it involves research and experimentation with various ideas and technologies to create a final product that meets desired specifications. In this case, the goal is to create an audiobook that contains all the necessary information about the BIPA material, which requires experimenting with various ideas and technologies. Emphasize that R&D focuses on improvement and innovation to create a product, this model can be applied to this research because the aim of this research is to develop BIPA material in the form of an audio textbook (Mintowati et al., 2021; Nugroho et al., 2021). Therefore, the ADDIE model procedure, first, at the Analysis stage, the causes of problems that arise during learning and pre-planning are identified which obscure or undermine the subject matter being taught. Second, at the Design stage, verification of the desired learning outcomes or objectives is carried out and methods are identified. Next, in the Development stage, learning resources as well as the required materials and strategies are developed and validated. Next, at the Implementation stage, the learning environment and implementation involve the participation of students and teachers. Lastly, the Evaluation stage measures the quality of the product and the learning process (Hidayat & Nizar, 2017; Umi Farinda & Khaerunnisa, 2019).

In this research, Mrs. M&A became a reviewer to identify and provide useful suggestions to help researchers overcome weaknesses in the BIPA material, together with two Darmasiswa students and four international students from one of the private universities in Batam as participants to provide data from the research questions. The researchers selected participants because their diverse experiences and perspectives could provide valuable insight into the challenges and strategies of learning Indonesian. Their valuable feedback and insights will be able to assist researchers in the subject being studied, ensuring rigorous and reliable research. The researchers gathered valuable insights and information regarding the topic under study by conducting in-depth interviews with two experienced teachers and two Darmasiswa students. This type of interview is used to explore and understand the respondent's behavior from their point of view, feelings and point of view and is a more suitable technique for describing a phenomenon in detail (Mashrabovna & Sherzodbekovna, 2020; Rofiuddin et al., 2021). Before conducting the interview, the researcher designed a blueprint that was easier to use and sequenced the questions asked by the interviewer. The blueprint was designed into two sheets, one for the teacher and one for Darmasiswa students. The researchers analyzed the book based on the teaching practices of the team that designed the

material into a book using the ADDIE model, namely analysis, design, development, implementation, and evaluation. The assessment criteria used for material validation and application/technology validation are presented in Table 1.

Table 1. Validity Criteria

Validity Criteria	Validity Level
0% - 20%	Invalid
21% - 40%	Invalid
41% - 60%	Fairly Valid
61% - 80%	Valid
81% - 100%	Very Valid

(Riduwan, 2015)

To analyze the book, the first step taken was to collect all relevant data and information about the ADDIE table for the RnD method for making BIPA books for Darmasiswa students. This involves examining the various components of the ADDIE table, such as analysis, design, development, implementation, and evaluation. Once all the data is collected, they are organized logically and meaningfully. After that, the data is analyzed using various statistical and qualitative techniques, such as frequency analysis, correlation analysis, and content analysis, to identify patterns, trends, and relationships. Finally, the results of the analysis are used to make the right decisions regarding improvements to the ADDIE table and BIPA books for Darmasiswa students. The researchers followed a systematic procedure to analyze the interviews by creating and searching questions from previous research journals for the teacher interviews. They organize data into categories based on research questions and identify common themes and patterns across answers to understand the teaching process. Researchers plan to use the blueprint to interview Darmasiswa teachers and students, selecting questions recorded in the BIPA material development blueprint. It is important to ask relevant questions carefully to maintain accuracy and verify respondents' impressions through interview observations. Inappropriate questions can undermine research. The researcher plans to conduct interviews with BIPA Darmasiswa students to get subjective answers to the need for BIPA 1 teaching materials and find out the need for audio visual teaching materials for BIPA teachers. Descriptive techniques such as data collection, analysis, reduction, interpretation, and triangulation are used to analyze data obtained from interviews.

3. RESULT AND DISCUSSION

Results

The analysis was carried out based on observations made in the BIPA class, specifically Darmasiswa students at one of the private universities in Batam. Darmasiswa students don't seem to really enjoy the learning that is taking place, and the modules used are considered less motivating and interesting for students. Even though students try to continue learning, the existing books are considered monotonous.

Researchers interviewed two BIPA professional teachers and two Darmasiswa students to understand the situation better. The book used is a government-made book entitled "*My Indonesian Friend*" (BIPA 1). This book is considered not up to date so it is not satisfactory even though this book has met the learning objectives because BIPA positions Indonesian as a second language. Apart from that, the results of Mrs. M's interview show that the BIPA books provided by the government still have grammatical gaps or gaps *grammar*. Therefore, he had to look for additional assignments and resources to continue teaching BIPA. This is important to produce recommendations and input that can be used to improve the preparation of BIPA textbooks. The teachers in the class also shared their views on the shortcomings of the book. They argued that the material should be more basic and appropriate to the student's level. Mrs. A also noted that the multilevel design of the BIPA book would increase the effectiveness of the BIPA book because for language learners, the various tasks and exercises in the textbook could help them develop language skills: reading, writing, listening and speaking.

In addition, Students A and B emphasized that the assessment methods used in class were too strict and made students reluctant to study and deepen the material. They also mentioned that it would be more fun if the BIPA books were designed to show more varied and enjoyable exercises. The teacher also suggested that a more interactive and interesting approach was needed so that the learning process was more effective and enjoyable for students. Therefore, to overcome this problem, researchers used audio-visual material. Audio-visual materials are considered an important means of increasing the effectiveness of teaching and learning, which makes learning more interesting, contributing to the depth and style of

learning. Technological advances have allowed teachers to teach in a way that helps learners retain knowledge better through visualization of what has been taught. After carrying out the analysis, the researcher designed a book based on the audio-visual concept. The book designed has 10 chapters as follows. These chapters have several similarities and differences with the 2019 government book which are presented in Table 2.

Table 2. BIPA book chapter

Chapter	UIB BIPA Book	<i>My Indonesian friend</i> (BIPA 1)
1	<i>About myself</i>	<i>Greetings and Greetings</i>
2	<i>Let's play!</i>	<i>Introduction</i>
3	<i>Art</i>	<i>Physical characteristics</i>
4	<i>Happy family</i>	<i>My extended family</i>
5	<i>My daily life</i>	<i>Daily activities</i>
6	<i>Environment</i>	<i>Hobby</i>
7	<i>My dream</i>	<i>Indonesian food</i>
8	<i>Transportation</i>	<i>Communication</i>
9	<i>My Healthy Body</i>	<i>Transportation and Directions</i>
10	<i>Special day</i>	<i>Shopping at the Market</i>

The researchers used “*My Indonesian Friend*” (BIPA 1) as a reference for writing the book. They are able to create comprehensive and informative resources for students who want to learn more about the language. Overall, the influence of BIPA 1 can be seen throughout this new book, making it a valuable tool for those interested in mastering Indonesian. Differences in several parts of the book are presented in Table 3.

Table 3. Comparison table between BIPA books and “*My Indonesian Friend*” (BIPA 1)

BIPA 1 book by Batam International University (UIB)	<i>My Indonesian friend</i> (BIPA 1) by the Government
Themed/thematic	Does not have a theme/non-thematic
Has authentic material from UIB students	-
Provides an overview of the Riau Islands and other famous cultural aspects of Indonesia	Offers insight into Indonesia's famous cultural heritage.
Have more chores and exercise	Have fewer chores and exercise
Has more of an audio-visual aspect	Has less of an audio-visual aspect
Provides a new words section for students to review vocabulary	Provides a cultural insight section

Researchers chose BIPA book topics after conducting a thorough needs analysis and considering the interests and needs of foreign language learners. The topics are chosen to be relevant and useful in real life situations. By including these topics in the book, the researcher plans to make Indonesian language learning more practical and applicable in everyday life. BIPA books integrate audio-visual aspects and communicative language teaching approaches, meeting Student A's emphasis on direct audio engagement for practice. This encourages communication through role plays, discussions and projects, thereby encouraging Indonesian language practice. A flexible assessment system allows for a variety of language proficiency demonstrations. By showing expressions of Indonesian culture, especially the richness of Malay culture in the Riau Islands, this book offers insight into ethnic diversity. It aims to provide a comprehensive learning experience for foreign language learners who are interested in mastering Indonesian and Malay culture simultaneously. The book has been approved to have intellectual property rights.

BIPA books, designed for foreign students, exclusively use Indonesian to achieve learning objectives. This is an audio-visual learning resource that integrates auditory and visual elements for an engaging learning process. Content development involves adapting references, sorting and creatively arranging material to ensure accuracy and relevance. The book includes a variety of activities such as pre-activities, comprehension exercises, discussions, cultural insights, and grammar, carefully structured with pictures and input from experts (Arwansyah et al., 2015; Azharin, 2019). Writing and editing each chapter took a significant amount of time and commitment, resulting in a high-quality and comprehensive resource, enriched by the insights of Ms.M and Ms.A specialists and educators.

Before starting the writing process, the researchers took their time and attention to carefully craft a passage that included a series of important elements, such as pre-activities to engage learners' interest, audio comprehension exercises to improve listening comprehension, challenging question exercises, oral practice sessions, interesting reading material, writing practice, in-depth knowledge of Indonesian culture, and Indonesian grammar. This complex piece was assembled by combining a variety of images, including photos the researchers took themselves as well as photos they found online. The process of writing each chapter took quite a long time and a commitment of almost three days to complete. During the editing process, researchers carefully examine and modify missing information to produce a book that meets specified standards, including smooth flow of content, consistent style, and high-quality writing. The book cover is presented in Figure 1.

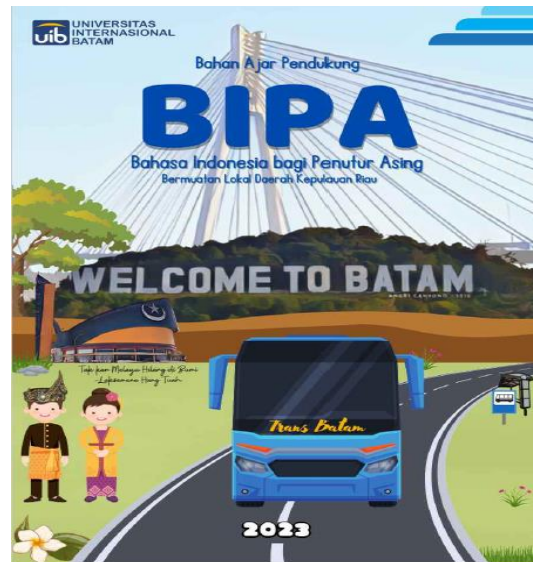


Figure 1. BIPA Audio-Visual textbook cover

During BIPA teaching, interactive modules are used, engaging students with trigger questions, audio responses, dialogues and comprehension activities. Teachers provide individualized support, adapting teaching methods to ensure understanding. Students practice speaking and listening, and participate in discussions, gaining confidence in Indonesian language skills for real-life interactions. After the lecture, researchers interviewed two Darmasiswa students to collect data. The researchers concluded that the BIPA module and instructor assistance were very effective in providing students with a better understanding of Indonesian language learning at Batam University based on the responses given by students. The researchers adapted the evaluation process from two experts (Hakim, 2019; Khasanah et al., 2020a). The graphic results of the BIPA book validation are presented in Figure 2.

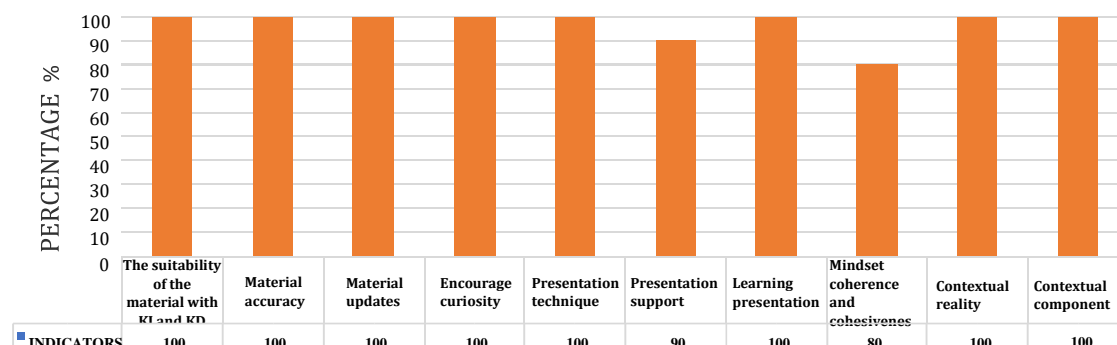


Figure 2. BIPA book validation bar graph

The bar graph illustrates how the background, presentation and components of the BIPA book reach a total proportion of 97%. Four assessment indicators form the elements of feasibility. Because KI and KD are used to write e-book content and follow the relevant curriculum, all assessment indicators obtain very valid percentage values. Remarkable precision is found in the concepts and definitions, data and

facts, graphs, and images the e-book produces. The development process incorporates the cultural background of the Riau Islands into the material. Next is the feasibility aspect presented, which has four assessment indications. This e-book gets a perfect score for support indication and presentation strategy, which is very credible.

Discussion

Student A shows a positive attitude towards learning Indonesian based on the results of its implementation. From Student A's perspective, he can communicate his thoughts and understanding to native speakers more easily. Apart from that, Student A majored in literature because he thought studying Indonesian art and culture would help him understand and learn more about the various ethnic groups in Indonesia. Because Student A has completed BIPA 4, he does not experience difficulties in speaking and understanding BIPA material. According to him, everyone faces challenges during the learning process because this is not their first language. He has learned Indonesian easily and confidently all this time. Student A's lecturers have provided him with sufficient material to enable him to obtain BIPA. Student A said that the material provided by the researcher was suitable for beginners and expressed his enjoyment of the various tasks during implementation.

However, from Student B's point of view, speaking in Indonesian is a bit challenging because of his small vocabulary. However, he showed a positive willingness to learn the language. Apart from his limited vocabulary, he also feels inferior about his origins, making it difficult for him to understand Indonesian culture and art. Because today's technology is more sophisticated than in past generations, Student B stated that there is no shortage of resources. Additionally, Student B mentioned that because everyone learns differently the first time, perhaps explanations in English should be provided during implementation.

Based on the results of Mrs. M's interview, she has been teaching English Education for approximately four years. Then in 2020, he taught two foreign students for the first time as a BIPA instructor and expressed his enthusiasm to continue teaching BIPA. Because the Ministry of Education and Culture's BIPA book doesn't have many practice questions, he also used some random exercises from the internet in addition to material from the Ministry of Education and Culture. Regarding typical BIPA challenges and errors, this research is consistent with the finding that BIPA learners need additional grammar practice to help learners not only speak and listen but also read and write. As BIPA material develops, instructors like Mrs. M rarely find suitable books with lots of exercises. Mrs. A is a teacher who once taught BIPA to Australian students in Australia and now she teaches BIPA at a school in Batam. He admitted that there are many BIPA books that discuss the island of Java, this can be explained because many of these books were published in the Java region. However, it would be better if the cultural touch could be applied to wider areas of Indonesia - parts that foreign readers may already be familiar with, rather than all of Indonesia because cultural elements are an integral part of language learning, especially at BIPA. (Indonesian for Foreign Speakers)([Rahmawati & Sulistyono, 2018](#); [Zaenuri & Yuniawan, 2020](#)).

Apart from that, he admitted that one of the obstacles in teaching BIPA to students is the lack of student enthusiasm, and the solution is to provide them with resourceful material. According to him, a good BIPA book is appropriate to the level and has a core topic. According to Mrs. A, the latest BIPA books still lack the variety needed in teaching, so she has to look for further sources on the internet. There are many additional assignments that must be completed to improve learning because he only uses the BIPA book as a source of inspiration and adapts activities to class needs. Mrs. A also found the same thing, especially the lack of material in the book, because the BIPA book only provided a little material so she had to look for additional material for her students. Therefore, researchers created a book that was appropriate and useful for student learning. To determine the effectiveness of the book, researchers adapted assessments from other researchers, namely ([Fuady & Mutalib, 2017](#); [Khasanah et al., 2020a](#))

Explains its simplicity but is less than optimal, which can cause student disinterest due to monotony. This observation is reflected in the BIPA class intended for Darmasiswa students, where books are provided by the government "*My Indonesian Friend*" fails to engage students and fails to meet current teaching standards([Azharin, 2019](#); [Faiza & Erowati, 2017](#)).The grammatical gaps identified in the BIPA books provided by the government, as pointed out by Mrs.. Therefore, this emphasizes the need to improve BIPA textbooks, in line with educators' calls to design basic and graded books that offer a variety of tasks and exercises to improve language skills ([Suyitno, 2019](#); [Umi Farinda & Khaerunnisa, 2019](#)). Additionally, Ms. BIPA book. information ([Kurniawan et al., 2022](#); [Laksono & Ismiatun, 2023](#)). This testimony underscores the important role of engaging, culturally relevant, and comprehensive materials in promoting effective BIPA education. Further research and the creation of materials that are current, diverse and interesting are very important to facilitate effective BIPA teaching, in line with the level of proficiency and aspirations of students ([Hakim, 2019](#); [Laksono & Ismiatun, 2018](#)).

In addition, student A's response highlights the problem of assessment methods that are too strict and the need for more interesting and varied exercises in the BIPA book. This is in line with teachers' suggestions to take a more interactive approach to foster an effective and enjoyable learning experience because students can be motivated through learning media and materials that are not well designed causing a lack of student engagement. The ultimate goal of BIPA learning is to internationalize Indonesian society while creating an inclusive and attractive environment for foreign learners (Faiza & Erowati, 2017; Fuady & Mutalib, 2017) By addressing identified deficiencies and reshaping teaching materials to be more interactive, varied, and culturally engaging, BIPA learning can achieve its goals more effectively.

The researchers emphasized practical and relevant content for real-life use in the book. This approach is in line with research that emphasizes the importance of real-life relevance in helping students' understanding and acceptance (Kurniasih, 2019; Pasand & Ghasemi, 2020) using a Communicative Language Teaching approach and various activities such as role playing and discussions, this book aims to improve communication skills, as supported by previous research. This institution applies flexible assessment methods to accommodate a variety of learners and recognizes that BIPA learning goes beyond the traditional classroom (Hakim, 2019)(Pasand & Ghasemi, 2020) This book integrates elements of Indonesian culture to introduce ethnic diversity effectively, in line with findings that emphasize the value of cultural immersion in BIPA learning (Khasanah et al., 2020b; Yurianta et al., 2019). In addition, it strategically provides insight into Malay culture in the Riau Islands to facilitate the study of language and culture simultaneously. Overall, the BIPA book aims to offer a comprehensive and practical learning experience in mastering the Indonesian language.

The book's structured pre-activities in the modules provide trigger questions, audio responses, dialogue exercises, and text comprehension assessments. Teachers can actively guide students through these activities, adapting their approaches to accommodate individual learning needs and developmental stages (Šarlah et al., 2020; Supriadi & Nurmala, 2023; Susandi et al., 2021). The interactive sessions in this book provide opportunities for students to engage in speaking and listening practice, encourage class discussions, and encourage the use of Indonesian as a means of expression. They play an important role in fostering effective communication between students and teachers, encouraging active interaction, and familiarizing the use of Indonesian in the classroom (Kurniasih, 2019; Kusmiatun et al., 2017).

Furthermore, the development of Indonesian Audio-Visual textbooks for Foreign Speakers (BIPA) aims to overcome unresolved problems by aligning content with students' needs and interests to facilitate learning (Laksono & Ismiatun, 2018; Tiawati, 2022). It is designed specifically for foreign students, utilizing the Indonesian language to achieve learning objectives effectively. Previous research findings reveal that the audio-visual approach integrates auditory and visual elements, thereby fostering an interactive and enjoyable learning process that is known to capture students' attention. Procurement of various references and textbooks as well as content sorting, analysis, summarization, modification and creative composition further aims to ensure the accuracy, relevance and general description of BIPA. Material should be managed and planned using appropriate methods, including an organized content structure, efficient and efficient teaching methods (Kurniawan et al., 2020; Tiawati, 2022).

The implementation of BIPA teaching involves the use of various modules enriched with interactive learning resources to increase student engagement and productivity (Mardasari et al., 2019; Mashrabovna & Sherzodbekovna, 2020). The use of interactive learning tools in the BIPA module has proven to be effective because students are captivated by the attractiveness of Indonesian culture, thereby fostering enthusiasm for learning BIPA. Additionally, the incorporation of multimedia elements such as videos, audio clips, and virtual tours allows students to immerse themselves in language and culture in ways that traditional methods cannot achieve. By actively participating in activities that simulate real-life scenarios, students can apply their language skills in a practical and meaningful way. Overall, the integration of interactive learning resources has revolutionized BIPA's teaching approach and contributed significantly to students' success and enjoyment in their language learning journey.

The implication of this research is that providing BIPA teaching materials designed with the context of the Riau Islands can provide significant benefits for the learning of Indonesian language and culture by Darmasiswa students. It is hoped that this teaching material will not only enrich students' language knowledge, but also provide an in-depth understanding of local culture, traditions and life of the people of the Riau Islands. Thus, students will be better prepared to interact and participate actively in their social environment during the program. In addition, the results of this research can be a reference for other BIPA teaching material developers who wish to adopt a local context-based approach. More broadly, the implications of this research also include increasing the promotion of Indonesian culture among foreign speakers, as well as strengthening cultural diplomacy through educational programs. Limitations in this research include limited time and resources available for data collection and development of BIPA teaching materials. These factors can influence the depth and variety of material produced, as well as the

involvement of respondents which is limited to only participating Darmasiswa students. In addition, differences in students' cultural backgrounds and language abilities also pose challenges in creating materials that are fully inclusive and effective. Recommendations for further research are to expand the scope of the study by involving more respondents from various international scholarship programs, as well as deepening the analysis regarding the adaptation of teaching materials to cultural differences and individual student needs. It is also recommended to utilize digital technology in developing teaching materials, such as using interactive e-learning platforms, to increase learning accessibility and flexibility. Lastly, collaboration with local experts and BIPA educators is expected to increase the accuracy and relevance of the content of the teaching materials produced.

4. CONCLUSION

Overall, the findings of this research offer a fresh perspective on how BIPA teaching materials for Darmasiswa students at universities in Batam were developed. This book is successful in improving student and teacher learning, and has IPR. This highlights the critical need to update BIPA textbooks to follow contemporary pedagogical guidelines. A targeted approach that combines a variety of activities, interactive teaching methods, and culturally appropriate content is needed to successfully address this issue. The incorporation of interactive modules and the development of BIPA Audio-Visual textbooks demonstrate the ability to arouse student interest and increase their engagement. Considering these findings, conducting ongoing research, and creating engaging, diverse, and up-to-date resources are essential for BIPA teaching to be effective. Through implementing effective measures to address identified deficiencies and redesigning teaching resources to increase interactivity, diversity, and cultural relevance, BIPA learning can be brought closer to the goals and proficiency levels of learners.

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