

The Characteristics of Indonesian Language Digital Teaching Materials for Foreign Speakers with Culinary Content for Foreign Workers

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Abstract

Teaching materials provided by the government for learning to foreign workers (tenaga kerja asing/TKA) are still limited, so it is necessary to have the characteristics of teaching materials that are adapted to the competencies needed by TKA. This research provided benefits for the scientific field of the Indonesian Language for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA), mainly BIPA learning theory especially for foreign workers, and could be a reference for other researchers to develop BIPA teaching materials for TKA. This study aimed to produce the characteristics of BIPA level A2 teaching materials in terms of listening skills with Indonesian culinary content aimed at foreign workers. This study used a Research and Development (R&D) research design. The characteristics of the teaching materials were compiled based on needs analysis data that had been conducted on nineteen foreign workers in four different companies. The characteristics of these teaching materials consisted of aspects of material/content, presentation, language, graphics, and Lectora applications. In the material/content aspect, there was the principle of completeness, the principle of conformity, the principle of convenience, and the principle of adequacy. In the presentation aspect, there were attractive, creative, and innovative principles, as well as systematic principles. The linguistic aspect included the principle of convenience, the principle of attractiveness, the principle of communication, and the principle of conformity. The graphic aspect included attractive, creative, and innovative principles. The aspect of the Lectora application included the principle of practicality and the principle of novelty.

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INTRODUCTION

Ease of access to various kinds of professions in the ASEAN region was one of the consequences of the AEC (ASEAN Economic Community) agreement in the form of free services, free investment, and the use of skilled foreign workers (Warsono, 2017). The impact of the flow of skilled workers agreed upon by ASEAN countries resulted in a large number of foreign workers working in Indonesia for companies invested by outsiders. There were also many foreign workers needed by companies in Indonesia, especially foreign companies operating in Indonesia. Foreign citizens who came to Indonesia certainly need to study Indonesian, from the language to the culture (Habibi, 2022). Indonesian was studied for various purposes, it could be a means of communication when traveling, education, economy, or culture (Widianto, 2016). The diverse needs of BIPA students demanded good management of the BIPA program (Wati, 2018).

Foreign speakers learned Indonesian for both academic and practical purposes (Siroj, 2015), in accordance with the purpose of learning Indonesian which was to improve students' ability to communicate in Indonesian, both orally and in writing (Zulaeha, 2013). General foreign speakers who studied Indonesian had UKBI (Uji Kemahiran Bahasa Indonesia) standards at the secondary level or with a score of 405-480, while foreign speakers who worked in social fields that required a lot of communication with the general public such as research, education and medical must have had UKBI standards at the intermediate level (Harimansyah, 2022). Foreign speakers were expected to be able to understand and used Indonesian properly so they could communicate effectively (Nugroho, 2019). Therefore, the Indonesian government created Government Regulation of the Republic of Indonesia number 34 of 2021 which regulated the use of foreign workers in Indonesia who were required to obtain Indonesian language education and training facilities. This was the realm of BIPA activists to design the learning needed by foreign workers.

There were several provinces that had received foreign nationals and Central Java was one of the provinces in which many foreign nationals had arrived intending to become foreign workers (TKA). Through the local government, it had stipulated regulations regarding work requirements for obtaining a permit to employ foreign workers (Izin Mempekerjakan Tenaga Kerja Asing/IMTA). Based on Presidential Decree Number 63 of 2019, it was stated that Indonesian must be used in national and international forums held in Indonesia, so it was necessary to provide the Indonesian language to foreign workers working in Indonesia. Until now, based on data available at the Ministry of Manpower, in April 2023 a total of 7,383 foreign workers came to Indonesia. In total, in January-April 2023, 35,049 foreign workers had been recorded as coming to Indonesia.

The growing interest of foreign speakers in learning Indonesian was not matched by teaching materials that suited their needs (Prasetyo, 2015). The teaching materials used in BIPA learning had been grouped based on the level of the learners, but it was more in-depth if the teaching materials in BIPA learning were grouped based on the background and needs of BIPA students such as for school children, the general public, and workers. Facts on the ground, the teaching materials that the Indonesian government provided for BIPA learning were only for school children and the general public at each level, there were no special teaching materials provided for foreign workers. For entry-level foreign workers, they needed teaching materials that could meet and support their study and work needs. Fulfillment of BIPA learning needs for foreign workers must be adjusted to the background and more specific needs of foreign workers. Until now, BIPA interactive learning materials had not been developed optimally in Indonesia (Ulumuddin, 2014). The observation results showed that an increase in the quantity of BIPA participants was not accompanied by an increase in teaching materials and learning media that could support the smooth implementation of the program. The implementation of the program experienced several obstacles. One of them was

the lack of teaching materials including textbooks and audio-visual media that could support the smooth teaching and learning process (Adnyani, 2014).

Teaching materials provided by the government for learning to foreign speakers were still limited. Improving and developing the quality of teaching materials became a challenge for BIPA teachers and activists (Syaifudin, 2017). The process of developing teaching materials needed to pay attention to the needs and characteristics of the students (Arsanti, 2022). Based on this, it was necessary to have teaching materials that were adapted to the competencies needed by foreign workers because teaching materials played an important role in the learning process (Hasanudin, 2021). Teaching materials that were in accordance with the needs and characteristics of foreign workers could prevent errors in communication that occurred due to cultural clashes (Diner, 2022). Several previous studies that had been carried out related to the development of BIPA learning tools carried out by BIPA activists with various types of development objects such as curricula, teaching materials, learning media, learning strategies, and evaluation. Such as research on the development of BIPA teaching materials with Javanese culture for the public (Prasetiyo, 2015), a research entitled the development of Indonesian speaking skills teaching materials for beginner-level foreign speakers (Ramadhani, 2016), research on the development of BIPA level A1 teaching materials with Central Java multicultural content for students in the Collaborative Education Unit (Satuan Pendidikan Kerja Sama) (Dewi, 2020), and research on the development of BIPA teaching materials: reading for beginners with East Javanese culture (Proklawati, 2021).

Based on the research that had been conducted to date, there had been no research that had developed Indonesian language teaching materials for foreign speakers (BIPA) for foreign workers. It was evidenced by the absence of special teaching materials provided by the Ministry of Education and Culture and Research and Technology for foreign workers. Teaching

materials used in BIPA learning for foreign workers used BIPA teaching materials for the public provided by the Ministry of Education and Culture and Research and Technology on its official website, did not meet the background and needs of foreign workers (Putri, 2017). So it was necessary to improve the quality of learning which could be supported by learning materials that were developed according to the needs of foreign workers (Zulaeha, 2021).

BIPA learning for foreign workers was regulated in Article 26 of the Presidential Regulation of the Republic of Indonesia Number 20 of 2018 which stated that every TKA employer was obliged to facilitate Indonesian language education and training for TKA. So that effective and efficient learning was needed for foreign workers. This could be realized by using teaching materials that were adapted to BIPA learning needs. So that the material provided could be applied in everyday life. BIPA learning consisted of several language skills materials including listening, writing, reading, and speaking skills. The ability to listen to a foreign language affected speaking ability (Zeng, 2014). In practice, listening skills were comprehensive receptive language skills that led to productive skills such as writing and speaking (Isnaini, 2016), so this research presented the concept of developing specific BIPA teaching materials for foreign workers in the aspect of listening skills.

There were still problems that occurred in listening learning that affected students' listening abilities. There was a need for listening learning innovations using advanced teaching methods to be able to improve listening skills (Guo, 2022). BIPA learning in listening skills required learning materials that fit the criteria because listening skills were one of the four language skills that must be mastered by foreign students who wanted to learn Indonesian, in this case, foreign workers (Nurlina, 2017). In listening skills, the learners were able to capture the message conveyed by the speech partner.

The increase in BIPA enthusiasts required BIPA education management institutions to make teaching materials and carried out learning according to needs (Wijayanti, 2015). So far, in

general, listening skills in BIPA learning still used artificial language. The advantage of artificial language was that it could set the tempo, but it was irrelevant to the situation on the field. The language that needed to be introduced to foreign workers was the language they encountered in their daily lives which was adapted to content that suited the needs of foreign workers such as Indonesian culinary.

Local culture could be used in Indonesian language teaching materials for foreign speakers to felt like they were living in their own country (Hermoyo, 2017). One way of realizing local culture was through selected Indonesian culinary content because within the scope of competency standards for graduates of BIPA courses and training, the beginner level, namely BIPA 1 and BIPA 2, contained fulfillment of daily needs that could be realized through culinary arts. Local Indonesian cuisine was traditional food from regions in Indonesia that were considered capable of becoming regional icons. Local cuisine was appointed for the reason of its uniqueness and thick culture contained in the process of making it to the process of eating food (Primasari, 2012).

Providing material with Indonesian culinary content could be an arena for promoting Indonesian food to foreign nationals, especially foreign workers who came to Indonesia. Providing material with Indonesian culinary content through listening skills could provide examples to foreign workers through texts or recordings developed by researchers. By giving this content, it could help foreign workers in fulfilling their daily needs by understanding and expressing feelings in a simple way and expressing the fulfillment of their daily needs.

METHODOLOGY

The research conducted was research and development (R&D) with the research steps proposed by Sugiyono. There were ten research steps proposed by Sugiyono, but this study used research steps that were modified into three research steps. This research focused on discussing the characteristics of digital teaching materials before the next research step was

carried out, namely the development of teaching materials. The steps of this research included: (1) Analysis of Potential and Problems, (2) Data Collection, (3) and prototype design of teaching materials product. The data used in this study was data in the form of the need for foreign workers for teaching materials at level A2 in the aspect of listening skills. The data sources in this study came from nineteen foreign workers who were studying BIPA. The techniques used in data collection were using literature study techniques, questionnaires, and interviews which were analyzed using descriptive data analysis techniques.

RESULTS AND DISCUSSION

This study produced the characteristics of teaching materials for BIPA level A2 listening skills with Indonesian culinary content. The characteristics of these teaching materials were obtained from an analysis of the needs of teaching materials for foreign students and BIPA teachers. The research results were described below.

Characteristics Teaching Materials for Listening to BIPA Level A2 Skills with Indonesian Culinary Content for Foreign Workers with the Lectora application

Teaching material for listening skills at BIPA level A2 with Indonesian culinary content for foreign workers with the Lectora application was a new form of teaching material in their packaging. This teaching material made BIPA learning easier with technological developments in the current digital era. The existence of Indonesian culinary content in teaching materials could also add its own uniqueness to its use. This would add insight into students about culinary in Indonesia. Listening skills in BIPA teaching materials were the earliest learning based on BIPA competency standards because listening was done before speaking, reading, and writing.

The need for teaching materials for BIPA level A1 listening skills with Indonesian culinary content with the Lectora application was obtained through observations on BIPA learning for TKA, interviews with BIPA teachers, and

filling out a needs questionnaire by TKA learning BIPA. The results of observations, interviews, and filling out the questionnaire were used as references in the preparation of this teaching material. The following was the description of the results of observations on BIPA learning for TKA, interviews with BIPA teachers, and filling out the needs questionnaire by TKA learning BIPA.

The results of observations at the company, filling out the needs questionnaire by foreign students and interviews conducted with BIPA teachers at the company, were used as one of the reference materials in preparing teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers. The data was obtained from observations at the Menara Bahasa language training institute, filling out a needs questionnaire by 19 TKA who were studying BIPA. There were 16 students from PT Mas Arya, 1 student from PT Pro DMC, 1 student from PT Global Expo Hub, and 1 student from PT Sukses Inti Garmino. Interviews were done with 5 BIPA teacher sources.

Based on the results of observations at the Menara Language training institute, the teaching materials used in learning were specially designed teaching materials according to the program taken by the training participants. There were two textbooks used in beginner-level BIPA learning at the Menara Bahasa, namely KOMBISPA 1 and special teaching materials for TKA.

Teaching materials were designed according to the program taken, according to the needs of students and BIPA competency standards according to the level. There was a learning program of 10-20 hours of BIPA training. Learning with a 10-hour program could be carried out once a week while learning with a 20-hour program could be carried out twice a week.

In order to achieve teaching materials according to the required criteria, it was necessary to formulate principles of preparation for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with a Lectora application that was in accordance with the results of data analysis of the

needs of BIPA students. These aspects included: 1) material/content, 2) presentation aspect, 3) linguistic aspects 4) graphic aspect, and 5) Lectora application aspect. The following described the principles of preparation teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers using the Lectora application.

1) Aspect of Material/Content

Based on the results of the analysis of the needs for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the material/content aspect produced the following product development principles.

a. The Principle of Completeness

The principle of completeness must be considered in the development of BIPA teaching materials. BIPA teaching materials, especially for foreign workers, must be equipped with complete material on the information needed to communicate daily needs. This teaching material was arranged with information about Indonesian cuisine which was grouped into five units covering Indonesian food, Indonesian drinks, Indonesian fruits, Indonesian vegetables, and Indonesian snacks. The material for each unit was presented in full, starting from pre-activity, pictures with explanations, text, clear audio recordings, examples, and exercises.

b. The Principle of Conformity

The material given needed to follow BIPA competency standards which were customized to the needs of foreign workers. This was in accordance with the BIPA competency standard in Regulation of the Minister of Education and Culture Number 27 of 2017. The characteristics of BIPA students at level A2 were based on this reference being able to express feelings simply, describe the surrounding environment, and communicate daily and routine needs. Communicating daily needs could be provided through the need for food needed by foreign workers.

c. The Principle of Convenience

Teaching materials for A2 level BIPA students who were classified as beginner levels need to be given in a simple form in accordance

with the Regulation of the Minister of Education and Culture Number 27 of 2017 where the expressions given were still simple. Therefore, the provision of text and instructions needed to be considered. In addition, the provision of practice questions was accompanied by examples, so that BIPA students could see examples of answering the questions first.

d. The Principle of Adequacy

The developed BIPA teaching materials needed to pay attention to the principle of adequacy. The principle of adequacy which was meant to be related to the material being developed could help BIPA students to find out information about Indonesian cuisine. The material contained in this teaching material was easy enough for A2 level BIPA students to understand because it used simple sentences.

2) Aspect of Presentation

Based on the results of the analysis of the needs for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the presentation aspect produced the following product development principles.

a. The Principle of Attractive, creative, and innovative

Based on the results of the needs analysis on the needs questionnaire and interviews for BIPA level A2 listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application, the presentation of material on the A2 level BIPA listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application needed to contain attractive, creative, and innovative principle. Attractive related to the presentation of interesting material, including the provision of images in accordance with the theme, writing, and layout of the application. Creativity related to the layout of images, instructions, text, and conversation topics provided in the application. Innovative was related to the novelty given in the preparation of the teaching materials.

b. The Principle of Systematic

Based on the results of the needs analysis on the needs questionnaire and interviews on

BIPA level A2 listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application, the systematic principle was the presentation of material on A2 level BIPA listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application in each unit started from learning objectives, pre-activity, exercises, assignments, and Indonesian insights. In addition, the assignments given were also systematic from easy assignments to difficult assignments.

3) Aspect of Language

Based on the results of the analysis of the needs for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the linguistic aspect produced the following product development principles.

a. The Principle of Convenience

Based on the results of the needs analysis on the needs questionnaire and interviews for teaching materials for listening skills BIPA level A2 with Indonesian culinary content for foreign workers with the Lectora application, the linguistic principles in teaching materials for listening skills for BIPA level A2 with Indonesian culinary content for foreign workers with the Lectora application in question were the use of simple language so that it was easily understood by BIPA students, considering that level A2 was still classified as a beginner level, language that was simple and easy to understand was appropriate.

b. The Principle of Attraction

Based on the results of the needs analysis on the needs questionnaire and interviewing teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the principle of attractiveness related to the idea of making interesting texts and presenting material. The material presented was interesting material and contained the necessary knowledge for BIPA students, especially foreign workers. The text was made interesting by alluding to topics relevant to foreign workers supported by pictures.

c. The Principle of Communicative

Based on the results of the needs analysis on the needs questionnaire and interviews for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the communicative principle referred to was related to the language used in making listening materials. The listening material was made as simple as possible with language that was often encountered in everyday life.

d. The Principle of Conformity

Based on the results of the needs analysis on the needs questionnaire and interviews for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the principle of conformity related to simple sentences, dialogue pronunciation, type of voice, articulation, and intonation of voice. In this teaching material, the sentences given were in the form of simple sentences according to level A2. The type of sound that was pronounced would be differentiated so that it made it easier for the learners during the listening process. Articulation and type of voice would also be adjusted to make the listening process easier.

4) Aspect of Graphic

Based on the results of the analysis of the needs for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the graphic aspect produced the following product development principles.

a. Attractive, Creative, and Innovative Principles

Based on the results of the needs analysis on the needs questionnaire and interviews of BIPA level A2 listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application, the graphic aspects of the A2 level BIPA listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora

application needed to contain principles attractive, creative, and innovative. Attractive related to the design of application presentation and presentation of images. While creative and innovative principles related to the form of writing, the size of the letters, tables, and layouts in the application.

5) Aspect of Lectora Application

Based on the results of the analysis of the needs for teaching materials for BIPA level A2 listening skills with Indonesian culinary content for foreign workers with the Lectora application, the aspects of the Lectora application produced the following product development principles.

a. The Principle of Practicality

Based on the results of the needs analysis on the needs questionnaire and interviews for BIPA level A2 listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application, the principle of practicality was the practicality of BIPA learners in using these teaching materials. With the form of an application that could be installed on a smartphone, its use could be done anywhere and anytime.

b. The Principle of Novelty

Based on the results of the needs analysis on the needs questionnaire and interviews for BIPA level A2 listening skills teaching materials with Indonesian culinary content for foreign workers with the Lectora application, the principle of novelty was a new form of a BIPA teaching material which was usually in the form of a book and in this study the material was developed teach in a new form, namely an application that could be accessed via a smartphone.

The following table summarized the characteristics of BIPA level A2 digital teaching materials in terms of listening skills with Indonesian culinary content.

Aspect of Material/Content	The Principle of Completeness The Principle of Conformity The Principle of Convenience The Principle of Adequacy
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Aspect of Presentation	The Principle of Attractive, creative, and innovative The Principle of Systematic
Aspect of Language	The Principle of Convenience The Principle of Attraction The Principle of Communicative The Principle of Conformity
Aspect of Graphic	Attractive, Creative, and Innovative Principles
Aspect of Lectora Application	The Principle of Practicality b. The Principle of Novelty

CONCLUSION

Based on the results and discussion that had been presented in this study, it could be concluded that the characteristics of Indonesian Language teaching materials for Foreign Speakers (BIPA) level A2 aspects of listening skills with Indonesian culinary content intended for foreign workers consisted of aspects of material/content, presentation, language, graphics, and Lectora applications. In the material/content aspect, there was the principle of completeness, the principle of conformity, the principle of convenience, and the principle of adequacy. In the presentation aspect, there were attractive, creative, and innovative principles, as well as systematic principles. The linguistic aspects included the principle of convenience, the principle of attractiveness, the principle of communicative, and the principle of conformity. The graphic aspect included attractive, creative, and innovative principles. The aspect of the Lectora application included the principle of practicality and the principle of novelty.

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