

Conference Paper

## Kresno Website: Development of BIPA Speaking Materials for Intermediate Level

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### ABSTRACT

This study aims to develop a media website *kresno.id*, for learning the speaking skills of BIPA students at Brawijaya University. The development of the *Kresno.id* website is based on learning to speak, which is still limited to textbooks as teaching materials and WhatsApp as a medium for practicing speaking online. However, the ability to speak has a vital role in the success of learning. In addition, the *Kresno.id* website media combines cultural elements. This research is a development research using the adapted Borg and Gall model. The resulting product is a *Kresno.id* website, which includes general website information, instructions for use, reasons for choosing the *Kresno* website, materials, dictionaries, speaking exercises, text-related information, video viewing, developer addresses, developer social media, and contacts. The data in this study were obtained from interviews with BIPA teachers, validation test results, and product trial results. The results of this study show (1) media expert validation gets a percentage of 99.16% with a perfect category, (2) material expert validation gets a percentage of 91% with a perfect category, and (3) linguist validation gets 96.15% with a perfect category. Good, (4) the final validation of expert practitioners obtained 85.66% in the perfect category. Based on the validation of the *kresno.id* website, it can be tested in a limited and Broadway. The results of the wide trial show an average percentage of 88.36% with a perfect category. Implementing the *Kresno.id* website yielded an average score of 92 during the extensive trial.

*Keywords: Kresno.id, speaking skills, BIPA*

### Introduction

Indonesian for Foreign Speakers (hereafter referred to as BIPA) is currently in increasing demand. It is recorded that Indonesian is taught in 46 countries (Kemendikbud, 2020). In addition, at least 45 institutions consist of universities and institutions that teach Indonesian in Indonesia (Saddhono, 2016). Various factors, including the economy, cause the background of this. According to Budiana et al. (2018), economic actors and investors in their activities must use Indonesian. Apart from the economy, foreigners also learn Indonesian because of the richness of Indonesian culture.

BIPA learning has instructional and conditional aspects. One of the instructional aspects is learning media. Muliastuti (2017) states that learning media is vital in teaching BIPA. Munadi (2013) states that learning media devices are a learning resource. Through this device, BIPA learners can be facilitated in learning Indonesian to achieve BIPA learning objectives. According to Dewi and Budiana (2018), learning media has functions, one of which is to streamline the delivery of material that takes much time if explained orally. From this opinion, the vital role of learning media in learning BIPA can be seen. The focus of this research rests on C1-level BIPA learners. This is due to the limitations of respondents during the pandemic.

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BIPA learning, usually carried out conventionally in the classroom, was forced to stop due to the COVID-19 pandemic. As a result, many BIPA learning institutions were forced to close. BIPA learners were also forced to be unable to carry out BIPA learning. Some BIPA institutions carry out online learning. Nevertheless, there are some obstacles felt by BIPA learners. Among the obstacles are the obstacles in basic speaking skills.

Speaking ability has a vital role in the language learning process. Speaking skills and listening skills become the determinants of the failure or success of learning (Suyitno, 2017). According to Manurung (2015), the success of speaking ability can be seen in learners who can use language to express ideas, feelings, and thoughts through dialogue or monologue. For speaking learning to be effective, according to Bao (2013), learning materials should include characteristics in the text and provide opportunities for students to do activities. This allows the skills to be used when learners work together.

Cultural aspects in BIPA learning have an essential role. According to Zuchdi and Nurhadi (2019), students will find it easier to understand Indonesian by understanding culture. In foreign language learning, integrating culture and target language is one of the approaches to teaching foreign languages. Multiculturalism is vital for learners to face the reality of diversity in society (Budiana et al., 2018). There are four elements in foreign language learning that are interconnected, namely, 1) language learning, 2) language awareness, 3) cultural awareness, and 4) cultural experience. With the enormous cultural wealth, Indonesian language learning should be integrated with culture to make learning Indonesian easier. However, according to Zuchdi and Nurhadi (2019), Indonesian language learning for foreign speakers still needs to be fully culture-based.

Seeing the current condition, there is no online media to learn speaking for C1 BIPA learners. Some existing BIPA learning websites only teach language skills other than speaking. Website selection also has the advantage of being accessible on all operating systems. In addition, there are not many culture-based media in BIPA learning. This is in line with the opinion of Zuchdi and Nurhadi (2019), who mentioned that there are still not many learning media that are fully culture-based. Therefore, researchers offer the KRESNO (*Keterampilan Berbicara Bahasa Indonesia*) website as a solution to solve the problem.

Research related to speaking learning media has been conducted by Violensia (2017) with the title "*Pengembangan Media Pembelajaran Dadu Bergambar Untuk Keterampilan Berbicara Mahasiswa BIPA Tingkat Menengah Program Darmasiswa di UPT BIPA Universitas Muhammadiyah Malang*". The result of this paper is pictorial dice used for learning media in one of the language skills, namely speaking.

Based on this explanation, if this problem is not resolved immediately, BIPA learning will be increasingly difficult in learning speaking skills. The impact is that the ability to speak Indonesian by foreign speakers will be poor. This research aims to describe the Kresno.id website development for BIPA C1 learners. This research will also describe the feasibility of the content, language and content aspects of the Kresno.id website. This learning media is expected to be utilised for learning speaking skills for BIPA learners to facilitate BIPA learners when learning to speak Indonesian.

## Methods

The research to be developed will implement the development research model developed by Borg and Gall. The model selection in this study is based on the suitability of this model in developing a new product. The procedure in this study only uses the stages of (1) research and data collection, (2) planning, (3) product draft development, (4) first trial, (5) revision of trial results, (6) broad trial, (7) final product revision. The selection of stages in this study was adjusted to the researcher's needs. This is in line with the opinion of Borg et al. (2003), which states that students may only be able to complete part of the development due to financial and personnel limitations.

Data and sources of research data in this study were obtained in three types:

1. The results of interview activities with BIPA C1 teachers and learners
2. The results of product validation tests by each expert, namely linguists, material experts, media experts, and expert practitioners
3. The results of product trials by BIPA learners

Product trials by BIPA learners were conducted twice, namely in limited and broad trials. The number of participants in the limited and broad trials adjusted to the number of BIPA C1 learners at Brawijaya University.

The instruments used in this study consisted of two forms, namely interview guidelines and questionnaires. The product is tested by assessing the score range 1-4 in the questionnaire that has been distributed. This study will divide the questionnaire into validators: linguists, material experts, media experts, and expert practitioners. In addition, to find out the response of BIPA students, questionnaires were also distributed to BIPA students. The following is the formula for getting the average score. Three learners who participated in the limited trial in this study were obtained

$$\underline{X} = \frac{\sum x}{N} \quad (1)$$

After the average score is obtained, the score is then converted to a qualitative value based on the table that has been compiled. Furthermore, the value is converted to a scale of 100 to determine the percentage of product feasibility.

## Results and Discussion

This discussion will present the stages in developing the Kresno.id website.

### *Research and data collection*

In this initial step, literature studies and interviews were conducted to discover the problems experienced when learning to speak for BIPA C1 students. The literature study results and interviews were considered in developing the Kresno.id website. The interviews were conducted with BIPA C1 learners and BIPA Level C1 teachers.

Researchers also collected information on the PPSDK Sahabatku Indonesia book at the literature study stage. This book found that learning speaking skills still needed to be expanded to making conversations. The assigned exercises still need to be improved because they have yet to make the learners practice speaking with complex sentences independently.

Apart from the PPSDK book, researchers also collected information from journal sources. Collecting information from journals found that BIPA learning still focuses on reading practices and answering questions, so the experience gained is not optimal (Suyitno et al., 2021). This causes BIPA learners' speaking skills to be lacking when communicating directly. In addition, BIPA learners also want to gain cultural experience.

Interviews conducted with BIPA learners show that the Sahabatku Indonesia book needs to be revised. BIPA learners think that the book cannot attract enthusiasm for learning. BIPA learners need materials that can be accessed on each device. BIPA learners also need learning videos that can be accessed at any time. Interviews were also conducted with BIPA teachers at the C1 level. According to the BIPA teachers, the speaking skills of BIPA learners differ for each learner. Regarding the media in learning speaking skills, the media used is still in the form of media commonly used during online classes. There is a need for a media platform that provides independent learning for speaking practice.

### *Planning*

At this stage, the researcher formulates the website development and research steps. The stages or steps intended include 1) formulating ideas or ideas and the purpose of developing

learning media devices in the form of websites for learning to speak BIPA C1, (2) selecting and determining expert validators and practitioners, and (3) determining website developers.

The stage of formulating the idea begins with analyzing the needs of BIPA learners. According to BIPA learners, textbooks need to be more interesting for BIPA learning and are less supportive for BIPA learners who do not like to read. Speaking lessons rely on texts and listening materials, which are difficult for BIPA learners to access quickly. From this analysis, the BIPA C1 textbook has shortcomings. Namely, it is less exciting and less representative of the needs of students, especially those who do not like to read. BIPA learners need learning media that are interesting and can accommodate online learning. The required speaking media is undoubtedly accompanied by examples of sentence pronunciation. Therefore, the website media that will be created is equipped with the features needed.

The purpose of developing the Kresno website as a learning media is to provide a unique website for speaking skills, which includes many aspects. The aspects in question are (1) material, (2) speaking skill exercises, (3) self-assessment, (4) teacher assessment, and (5) rewards in the form of trophies. BIPA learners will practice speaking complex sentences about explanatory texts through this website. This website will contain explanatory text material in the form of video and text. There is also a feature to record speaking practice videos that have been provided with examples of the pronunciation of each sentence. At the end of each recording, there is a student self-assessment feature. It aims to see their ability when doing speaking practice so that learners can improve the learning process.

Selected validators will test this website. In this research, there are three validators and one expert practitioner. The three validators include the language expert validator, media expert validator, and material expert validator. Expert practitioners of BIPA learning will carry out expert practitioner validation. The selection of this validator is based on the scientific field of each expert.

This website development will involve third parties in website development. Cooperation with third parties includes domain selection and website creation. In addition, researchers and developers also discussed the form of website display. The form of cooperation with third parties is joint venture cooperation. According to Lin (2017), joint venture effectively transfers and integrates knowledge, minimizes fraud with partners, and create long-term relationships.

### ***Product draft development***

In the product development stage, there are two stages, namely (1) creating initial products and (2) compiling evaluation tools in the form of learning media product assessments.

### ***Initial product creation***

At this stage, researchers and developers create learning media in the form of websites by adjusting the drafts that have previously been made. Kresno learning media for speaking skills contains (1) general website information, (2) instructions for use, (3) reasons for choosing the Kresno website, (4) materials, (5) dictionary, (6) speaking exercises, (7) text-related information, (8) video simulations, (9) developer's address, (10) developer's social media, and (11) contact. There is a feature to record the speaking exercise in the speaking exercise. There is also a self-assessment feature in the speaking exercise. The self-assessment feature is helpful to evaluate the recording results independently.

The theme chosen for this website is Javanese culture. This theme is selected based on the location where BIPA learners live, Java Island. Three Javanese cultures will be used as the main topic in the text, namely Wayang stage language, Reyog Ponorogo, and Javanese script. The text's selection of the main topics is based on several reasons. The text related to the selection of the puppet stage language is based on the puppet stage language, which is different from the daily Javanese language. The selection of Reyog Ponorogo as a topic in the text is based on the many Reyog studios in the East Java region. Reyog is also an icon at Brawijaya University. The selection of Javanese script as the topic of the text is based on the fact that in Java, there is a letter or script

used to write texts in the past. Later, this explanatory text will be used as speaking practice material.

The Kresno.id website has four main menus: home, usage, class, and contact. The appearance of this menu can be different between teacher accounts and student accounts. The homepage on student accounts contains the website's name, "Kresno.id". The homepage display is as Figure 1.

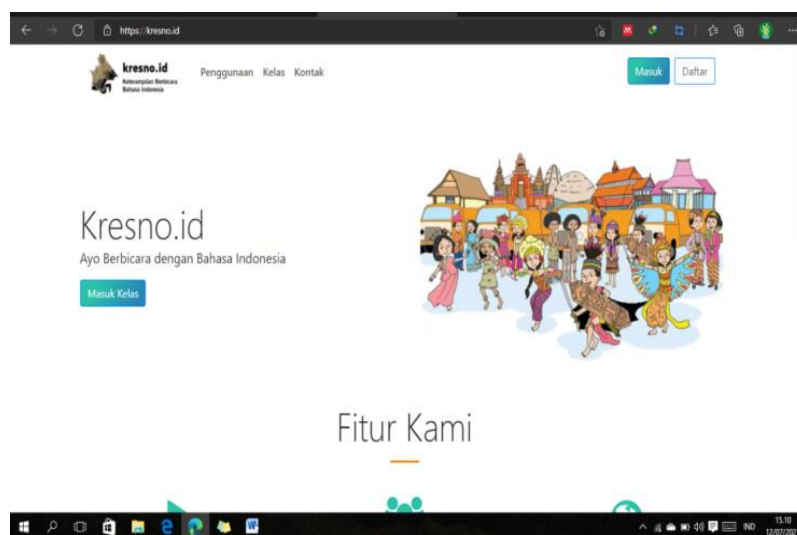


Figure 1. Homepage

On this home page is a Kresno.id logo, which includes its acronym, Indonesian Speaking Skills. In addition to the appearance, the home menu has "Fitur kami" in the form of website advantages and information related to the Kresno. id website. In addition to the home menu, this website has a usage, class, and contact menu. The instructions for use page contains instructions for using the website. The instructions for use consist of two, namely instructions for use via devices and devices. Both of these instructions use Indonesian.

The following menu, "Kelas", has a display in the form of sixteen boxes with details of one box containing material and fifteen other boxes containing exercise features. These exercise features are named Rounds 1 to 15. This menu contains materials and speaking exercises. The material is in the material sub-menu. The speaking exercises are in the sub-menu of rounds 1 to round 15. There is an explanation text in each round 1, round 6, and round 11. It is from this text that the practice sentences are taken. Act 1, Act 6, and Act 11 also contain text information and vocabulary dictionaries. There is a "Rekam Video Anda" feature and self-assessment in all rounds. This video recording feature is what BIPA learners use to practice speaking skills.

#### *Preparation of assessment tools*

This stage consists of preparing an assessment tool for validating the development of the Kresno.id website. This assessment tool is a questionnaire that will be distributed to validators and BIPA learners. The number of indicators for each validation is different, adjusted to the type of validation. The device for validators consists of four validation types: language, media, material, and expert practitioners. Later, the contents of the questionnaire adjust to each type of validation.

#### *Initial trial*

This stage consists of (1) expert validation, (2) user trials, and (3) data analysis. In the initial trial stage, two BIPA learners were involved.

#### *Media expert validation results*

Media experts assess the first stage validation test by paying attention to the indicators that have been compiled. The indicators in question include 22 indicators, including the suitability of

the visual appearance of the website with the content of the material, culture in the display of website media, unity of cultural themes within the website, good and harmonious nuances in the visual layout of the website, illustrations and titles on the website, have good contrast, the center of view of the title display, and several things related to the media. To determine the validation results it is calculated using the following formula.

$$\underline{X} = \frac{\sum x}{N}$$

$$\underline{X} = \frac{119}{30} = 3,97 \quad (2)$$

Furthermore, the score is converted into a percentage to determine the percentage of feasibility. The conversion process uses the following percentage formula.

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% \quad (3)$$

$$P = \frac{119}{120} \times 100\%$$

$$P = 99,16$$

When viewed from the product feasibility interval for media, the above percentage is categorized as very good. Although almost perfect, some suggestions and comments must be corrected for website improvement.

#### *Material expert validation results*

In material expert validation, material experts consider the indicators that have been compiled to assess the product. The intended indicators totaled 25 items. After getting an assessment, the assessment results are processed with the following formula.

$$\underline{X} = \frac{\sum x}{N}$$

$$\underline{X} = \frac{91}{25} = 3,64 \quad (4)$$

After the qualitative value is obtained, the value is converted into a percentage. The calculation is presented below.

$$P = \frac{91}{100} \times 100\% \quad (5)$$

$$P = 91\%$$

If converted into the product feasibility interval for the material, the value above is classified as very good. However, the material expert has some notes for improvement.

#### *Results of Language Expert Validation*

Linguists carried out the first stage of the validation test by considering the indicators that had been compiled. The indicators compiled were thirteen. After getting the assessment score, it is then processed, and the results are as follows.

$$\underline{X} = \frac{\sum x}{N}$$

$$\underline{X} = \frac{50}{13} = 3,84 \quad (6)$$

Furthermore, the value is converted into a percentage. The calculation is as follows.

$$P = \frac{50}{52} \times 100\%$$

$$P = 96,15\% \quad (7)$$

If the value above is converted into the interval of product feasibility of linguists, it is classified as very good. However, there are several opinions of material experts to be corrected.

#### *Expert practitioner validation results*

Expert practitioner validation in the first stage of the validation test is based on a combination of questionnaires for material experts, media experts, and linguists. Overall, there are 68 indicators tested by expert practitioners. The validation results are calculated using the following formula.

$$\underline{X} = \frac{\sum x}{N}$$

$$\underline{X} = \frac{173}{68} = 2,54 \quad (8)$$

If the value above is converted in the product feasibility table, it is categorized as good with a grade of B. The calculation in percent form is as follows.

$$P = \frac{173}{272} \times 100\%$$

$$P = 63,60\% \quad (9)$$

If the value above is converted into the interval of product feasibility of *the* Practitioner, it is classified as good. To reach the level above, some aspects need to be improved.

#### *Results of the limited trial*

The first stage of the small-scale trial was conducted with two C1 BIPA learners at Brawijaya University. Both learners came from Timor Leste. The questionnaires were filled in through Google Forms to make it easier for the C1 level BIPA learners to fill in the questionnaires. The results of the pilot test are as follows.

User 1	User 2
$\underline{X} = \frac{\sum x}{N} = \frac{271}{68}$	$\underline{X} = \frac{\sum x}{N} = \frac{255}{68} = 3,75$

$$(10)$$

When viewed in the product feasibility table, the scores of 3.98 and 3.75 are in the A range with a very good category. This score is then transferred in the form of percentages to determine the percentage of the product. The percentage of the product is calculated using the following formula.



user 1

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% = \frac{271}{272} \times 100\% = 99,63\% \quad (11)$$

User 2

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% = \frac{255}{272} \times 100\% = 93,76\% \quad (12)$$

$$\text{average} = \frac{\text{total score}}{\text{total data}} = \frac{99,63\%+93,76\%}{2} = \frac{193,39}{2} = 96,67\%$$

Referring to the product interval table by practitioners, the average score of 96.67% is in a very good interval. The suggestions and comments from the BIPA learners include the uploading process that takes too long.

### **Initial product revision**

In the initial revision, researchers improved the website according to the validator's input. The revision was related to several displays that still needed to be added. The appropriate appearance was maintained. The missing displays were the title font that had yet to become the center of view, the usage menu, the name of the exercise menu, and the addition of items in each exercise, including the video simulation.

The usage menu was revised in the form of adding submenus. The submenus are made based on the tools that BIPA learners will use. In addition, there is also the addition of translation to English to make it easier for learners if they need clarification in understanding words or sentences in Indonesian. English text display was also added under the Indonesian text.

On the class menu, revisions were made by changing the name "*kelas*" to "*Latihan*". This is because the class name confuses readers, especially expert practitioners. In the "*Kelas*" menu, the name used for each stage of the speaking exercise is "*Babak*". The name of the round consists of round 1 to round 15. After being revised, the name "*Babak*" was changed to "*Latihan*".

### **Extensive trial**

Researchers conducted activities like expert practitioner validation and extensive learner trials in the second field test stage. Expert validation in the second trial was only conducted on expert practitioners because other practitioners' validation results were very good.

### **Results of the expert practitioner phase ii validation trial**

After getting suggestions and comments related to product I, the researcher revised product I. The results of stage II validation are calculated using the following formula.

$$\underline{X} = \frac{\sum x}{N} \quad (13)$$

$$\underline{X} = \frac{233}{68} = 3,43$$

The next step is to convert the qualitative values into percentages. The calculation into percent is as follows.



$$P = \frac{233}{272} \times 100\% \quad (14)$$

$$P = 85,66\%$$

When referring to the product feasibility interval criteria table, the above percentage of 85.66% is included in the scope of very good.

### **Extensive trial results**

The pilot test was conducted with three BIPA C1 learners. Of the limited trial participants, two were from Timor Leste and one was from the United States. In this extensive trial, there were 68 indicators tested in the product feasibility questionnaire. The test produced results that were calculated using quantitative formulas and obtained the following results.

$$\begin{array}{l} \text{User 1} \\ \underline{X} = \frac{\sum x}{N} = \frac{272}{68} = 4,00 \end{array} \qquad \begin{array}{l} \text{User 2} \\ \underline{X} = \frac{\sum x}{N} = \frac{204}{68} = 3,00 \end{array}$$

$$\begin{array}{l} \text{User 3} \\ \underline{X} = \frac{\sum x}{N} = \frac{245}{68} = 3,60 \end{array} \quad (15)$$

$$\text{Average} = \frac{\text{total score}}{\text{total data}} = \frac{10,60}{3} = 3,53$$

To obtain the percentage of product feasibility, the scores obtained through the questionnaire were then calculated using the following formula.

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% \quad (16)$$

Table 1. Extensive trial score

No	User	Result	Category
1.	User 1	$\frac{272}{272} \times 100\% = 100\%$	Very Good
2.	User 2	$\frac{204}{272} \times 100\% = 75\%$	Good
3.	User 3	$\frac{245}{272} \times 100\% = 90,07\%$	Very Good

$$\text{Average} = \frac{\text{Total Score}}{\text{Total highest score}} = \frac{100\%+75\%+90,07\%}{3} = \frac{265,07\%}{3} = 88,36\% \quad (17)$$

### **Final product revision**

The final product revision was carried out by making minor improvements to the Kresno.id website. This is because in the wide-scale trial, there was no input related to the appearance or content of the website. The feedback given by the BIPA learners was the sound when recording the learning video. To make improvements, the researcher contacted the website developer to find a solution to the problem.

The results of applying the website in this study are divided into two, namely the results of applying the Kresno.id website for speaking skills of BIPA C1 students on a limited small-scale trial.

### **Results of the implementation of Kresno.id website for speaking skills of BIPA C1 students on limited small-scale trial**

The results of implementing the Kresno.id website for the Speaking Skills of BIPA C1 Students on a Small Scale Trial were obtained from a small-scale trial conducted through the Zoom application. The results of this implementation are used to see the scores obtained by BIPA C1 learners after speaking exercises through the Kresno. id website. This score can be used to see the results of BIPA C1 learners' speaking skills. Each exercise assessment is calculated by considering several assessment criteria that have been compiled in the self-assessment feature in the exercise menu. The formula set by the Kemendikbud (2013) is used to calculate the score.

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% \quad (18)$$

The results are as follows:

Table 2. Students on limited small

No	Name	Total	Score
1	User 1	270	90
2	User 2	240	80
<b>Average</b>			<b>85</b>

In the limited trial, the average score obtained by the BIPA learners was 85. The score when referring to the academic proficiency criteria by Widoyoko (2009) is included in the very good category.

### **Results of the application of the Kresno.id website for speaking skills of BIPA C1 students on a broad trial**

The wide-scale usage stage was carried out through the Zoom application. This trial was attended by three BIPA learners at C1 level. The assessment was calculated using the following formula.

$$P = \frac{\text{Total assesment score}}{\text{Total highest score}} \times 100\% \quad (19)$$

The speaking skill scores were obtained from the self-assessment results in each exercise. The following are the results of speaking skills through the Kresno.id website.

Table 3. Students on a broad trial

No	Name	Total	Score
1	User 1	281	93,67
2	User 2	267	89
3	User 3	280	93,33
<b>Average</b>			<b>92</b>

From the average scores above, it can be concluded that the speaking skills of BIPA learners fall into the excellent category.

### **Conclusion**

This development research has successfully created and described the development of the Kresno.id website. The development of the Kresno website used the Borg and Gall model, which

has been adjusted into seven main stages. The Kresno website has four main menus: the homepage, instructions for use, exercises, and contact. The exercise menu contains 15 speaking exercises. Each exercise has video simulations, text simulations, speaking practice features, and vocabulary dictionaries. The text used is an explanatory text about culture in Java. The instructions for use menu contains how to use it on devices and computers/laptops. In addition, the usage menu is equipped with English. Based on experts in the feasibility aspects of content, language, and content, the Kresno.id website has a very good category for use in the broader space. When the implementation of BIPA, learners produced an average score of 92 during the broad trial.

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