



DEVELOPMENT OF BIPA TEACHING MATERIALS WRITING EXPLANATION TEXTS DIGITALLY BASED USING THE APPROACH CONTEXTUAL FOR ADVANCED LEVELS

Nia Budiana^{1*}, Imam Suyitno²
Brawijaya University¹, Malang State University²

ARTICLE INFO

Article history:

Received: 02-12-2022

Accepted: 09-12-2022

Published: 18-12-2022

Keyword: development of teaching materials, writing explanatory texts, digital-based BIPA

ABSTRACT

Covid-19 pandemic has changed BIPA learning. The number of foreign students studying BIPA is increasing because learning can be accessed easily and flexibly with the help of digital technology. A large number of BIPA learners is not sufficient with sufficient BIPA learning materials. The government has provided BIPA textbooks which were published in 2016 and have not been packaged in an attractive digital display. The book contains teaching materials for reading explanatory texts whose themes are no longer relevant when applied to the current era. Learners' understanding of the social context and society in which they live is very important to assist their understanding in reading activities. This study aims to develop teaching materials for reading explanatory texts through a contextual approach so that learners can find the social context behind reading and understand what they read. This explanatory text-writing teaching material needs to be packaged using technology assistance, namely using a wake let platform to make it easier for BIPA students to access learning materials at any time. The research method used in this study is the Borg and Gall R&D model which has been adapted to the need to produce quality teaching materials.

INTRODUCTION

The teaching of Indonesian for foreign speakers (BIPA) has been carried out in various regions of the world and currently, at least 428 institutions are implementing the Indonesian Language for Foreign Speakers (BIPA) program.

* Corresponding author.

E-mail addresses: nia_budiana@ub.ac.id (Nia Budiana)*, imam.suyitno.fs@um.ac.id (Imam Suyitno)

ISSN : 2523-613X (Online) - ISCE : Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

BIPA students total 142,484 people spread across the Americas and Europe, Southeast Asia, and Asia Pacific (Language Agency: 2022). This figure shows that foreigners' interest in Indonesia in general and the Indonesian language and culture, in particular, is very large. The interest of foreign students has increased during the pandemic because students can learn Indonesian more flexibly with the help of technology (Mayani, 2022).

BIPA learners are generally adults. What is meant by adults here are those aged 17 years and over? Sugino in Suyitno (2008) explains that several characteristics must be considered in selecting BIPA material, namely: (1)

BIPA learners are adults who already have quite a lot of knowledge and insight, so their needs vary. Therefore, the actual topics they want to study are general topics such as environmental issues, human relations, world events, and so on. (2) BIPA students like to express themselves, present something, and express opinions so assignments outside class or making simple projects will be very interesting.

During the pandemic, the world of learning seemed to be forced to change. BIPA learning is starting to move from offline to online. Teaching materials that are usually used offline are ultimately ineffective if they are used online. Teachers need to innovate digital-based teaching materials to suit the needs of BIPA learners. One of them is by utilizing an innovative platform that can be accessed for free, making it easier for teachers and students in the learning process. Material on explanatory text in the BIPA textbook 'My best friend Indonesia' for the advanced level is the theme of natural phenomena in Indonesia. discussed natural phenomena is about the haze that occurred in 2016 and occurred in Riau, while BIPA students were not yet in Indonesia that year so this became an obstacle for BIPA students to construct knowledge that would be realized in understanding reading explanatory texts. Success in reading (understanding the contents of the text)) depends on several things, including the reading context (Samah & Jusoff, 2008). Many factors affect a person's reading ability, namely the reader himself and the existence of the text. Both influence each other so both must be equally considered when training learners to read and when developing reading teaching materials. Therefore, a contextual approach is needed for the development of explanatory text teaching materials.

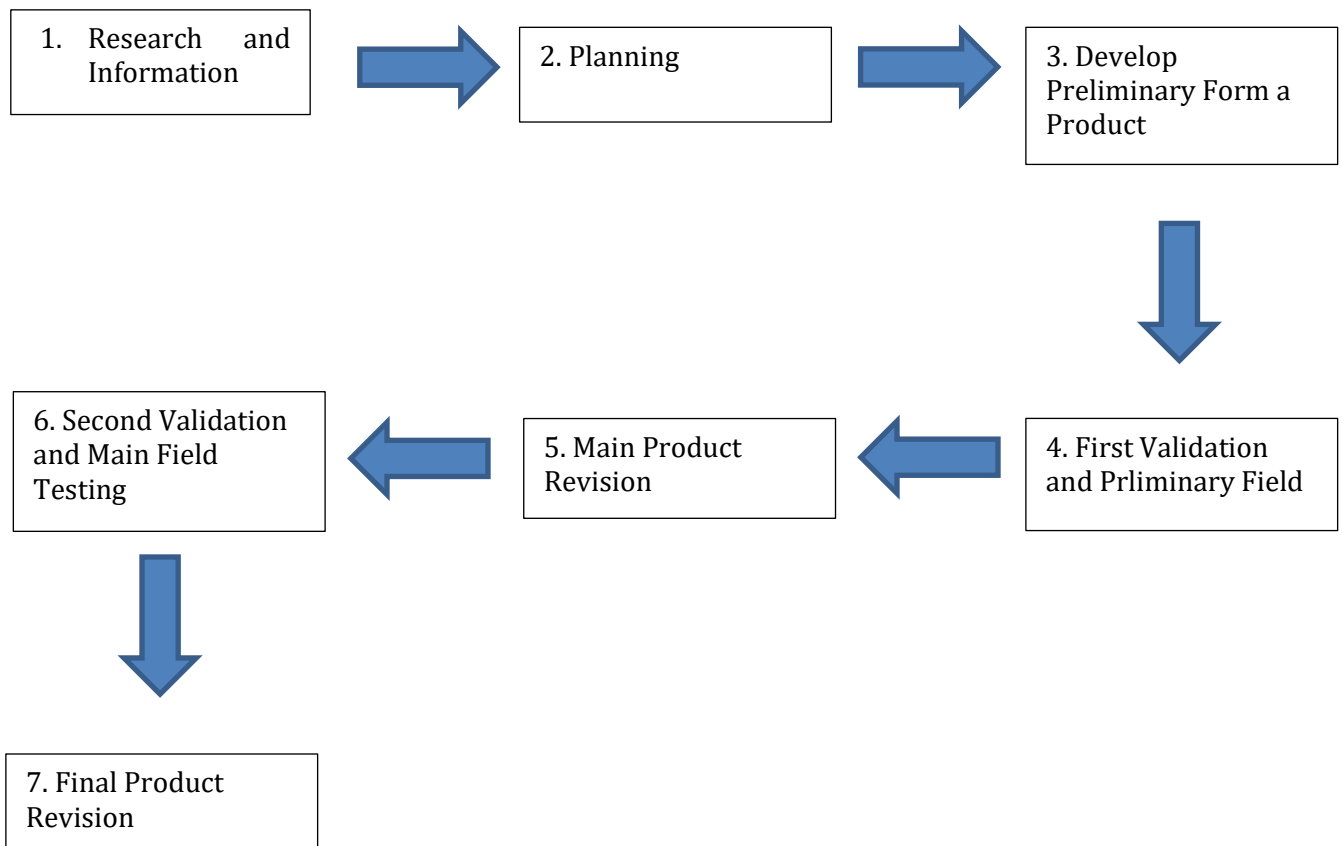
Research on textbooks has also been conducted by Pangesti (2018) entitled Development of Cross-Cultural Based Bipa Teaching Materials Through a Communicative Contextual Approach. This research developed cross-cultural-based

BIPA teaching materials by focusing on Malang's local culture through a contextual-communicative approach. The results of this research are in the form of beginner-level cross-cultural-based BIPA teaching materials that use a contextual-communicative approach. In this case, the culture used as a reference is the local culture of Malang while in this study the approach used is contextual and the cultural reference is Indonesian culture. In addition, this teaching material for reading explanatory texts is specifically for advanced-level BIPA students (C1) so that the text content is more complex.

Based on the problems raised, it is necessary to develop teaching materials that can attract students' interest in learning them and make it easier for students to learn. The teaching material model developed will follow the principles of preparation, characteristics, and rules for making teaching materials. This is done so that teaching materials are designed following the development of learners, abilities, interests, and needs so that students are interested in reading. The development of teaching materials that are relevant to teaching materials and following the needs of learners will create active, innovative, effective, and fun learning so that the expected learning objectives can be achieved optimally and satisfactorily.

METHOD

The method used in this study is the research and development method or what is often known as research and development (R&D) with the Borg & Gall model. This research does not use all the steps of the Borg and Gall model development chart. The researcher only adapted a portion of the research and development cycle or chart of the Borg and Gall model including the seven research steps used by the researcher. the research procedure of the Borg and Gall model chosen and used by researchers is as follows:



The data in this study were obtained from development data and implementation data for the development of teaching materials for reading explanatory texts through a contextual approach using the wake let. platform The description of the data is as follows. Data on the development of teaching materials for reading explanatory texts through a contextual approach were obtained from four types of data mining carried out by researchers, namely (1) interviews with BIPA teachers, (2) direct observation, and (3) expert validation questionnaires. (4) advanced-level BIPA student response questionnaires. Primary data sources were obtained from (1) BIPA teachers, (2) material or content experts, (3) language experts (4) media experts, (5) expert practitioners, and (6) BIPA students. While secondary data is obtained from the results of research conducted previously which can be searched for relevance to the research that will be carried out by researchers and documentation in the form of pictures as a complement to the research process.

Data on the results of the implementation of the use of teaching materials to read explanatory texts through a contextual approach were obtained from student learning outcomes. The data source for the results of the implementation in the

research was obtained from learning evaluations and documentation in the form of pictures. The data collection instrument for research and product development of teaching materials is carried out for two data, namely, development process data and implementation data. Through this development, it is hoped that the resulting product will be feasible to implement. The description of the use of the instrument is as follows:

The instruments used for research and information collection were in the form of observation sheets and interview guides, the instruments used in validation I and initial field trials were questionnaires, and the instruments used in validation II and field trials were questionnaires.

The instrument used when implementing teaching materials is reading explanatory texts through a contextual approach in the form of a test instrument. This test consists of multiple-choice questions and complementary questions.

The data collection technique used in the process of developing teaching materials is reading explanatory texts through a contextual approach in the form of unstructured interviews, observation, questionnaires, and documentation. In the research on developing teaching materials for reading explanatory texts through this contextual approach, the researchers used tests and documentation. Researchers conducted this research to produce, validate and test the developed teaching materials.

The data analysis technique used in product development in this study is a qualitative descriptive approach that is carried out in stages based on the seven Borg and Gall development models that have been modified by the researcher. The data from the results of the questionnaire by content suitability material experts, linguists, media experts, expert practitioners, and learners are then analyzed in detail and thoroughly by calculating the results of the numbers obtained from the results of the Likert scale as follows:

Category	Score
Very good quality	4
Good quality	3
Fairly good quality	2
Poor quality	1

Table 1 Likert Scale (Ridwan 2010: 39)

The criteria on the Likert scale are used with the following considerations:

- 1) Score 4: Very good quality, easy to use and understand, no need for improvement.
- 2) Score 3: Good quality, easy to use and understand, needs improvement.
- 3) Score 2: Fairly good quality, difficult to use and understand, needs improvement.
- 4) Score 1: Poor quality, not suitable for use and understanding, needs improvement.

The results of the assessment on the questionnaire sheet from the expert validator and student questionnaire will then be analyzed and calculated using the following formula:

$$P = \frac{X1}{X2} \times 100\%$$

Information :

P : Percentage

X1 : Total scoring score

X2 : Total maximum score

Based on the calculation of the validation sheet analysis on development data, the feasibility level of teaching materials for reading explanatory texts will be obtained through a contextual approach using score interpretation as follows:

Percentage	Category
0% - 20%	Not worth it/good
21%- 40%	Less decent/good
41%- 60%	Decent/good enough
61%- 80%	Decent/good
81%- 100%	Very decent/good

Table 2 Score Interpretation (Ridwan, 2010)

RESULT AND DISCUSSIONS

Information gathering was carried out as the first step in this research. Information was obtained through observation and interviews with BIPA teachers at Brawijaya University. The results of the observation found that teaching materials for reading explanatory texts for BIPA students used "My best friend Indonesia" on page 126 in 2016 with the theme of forest fires. This shows that teaching materials are no

longer contextual because the material contained in textbooks does not occur in the surrounding environment, according to the results of interviews with BIPA level C1 instructors it was found that students were less enthusiastic in the learning process because they did not understand the context of reading explanatory texts, p. This is because the explanatory text is not contextual so students have difficulty constructing the meaning of the reading.

Planning

Teaching materials for reading explanatory texts using a contextual approach were obtained with careful planning at each stage. This study describes each stage in the development of teaching materials so that the level of feasibility in each aspect can be determined, namely aspects of material, language, and graphics. This research will also describe the results of limited trials and wide trials conducted on BIPA program participants at Brawijaya University. In general, in this study an analysis of the needs of the learner was carried out, then the preparation of the material used contextual strategies and the selection of validators.

The validator selection is adjusted to expertise in (1) Language, (2) Material, (3) Graphics, as well as the assessment of BIPA practitioners and students. The linguistic expert validator is Dany Ardhan, M.Hum, material expert validator namely Putri Kumala Dewi, M.Pd. and the media validator namely Vanda Hadinanta, M.Pd. besides that validation was also carried out by practitioners, namely Macchrus Abadi. Limited trials will be carried out on three BIPA students at Brawijaya University while broad trials will be carried out on 8 BIPA students at Brawijaya University.

Product Draft Development

The product development stage in this study includes namely the design of the initial product draft which is guided by the suitability of language, content, and graphics with the learning objectives to be achieved. The product to be used is teaching materials using the wake let platform so that students can more easily access the material and are supported by visualization which will facilitate understanding. Then the draft is validated by several experts according to their fields, namely language, matrix, and graphics validators. In addition, the product is also validated by practitioners. The initial product that has been made, namely teaching materials for reading explanatory texts using a contextual approach, was then tested in a limited

way on three C1 level BIPA students at Brawijaya University. After limited trials, the revised product draft was then re-validated by several experts who had validated it in stage 1, and practitioners,

Validation 1

Validation 1 language aspect

Validation 1 from the linguistic aspect was validated by Mr. Dany Ardhian, M. Hum. Nine aspects were validated, namely: (1) Sentences used to represent the contents of the message or information to be conveyed while still following Indonesian grammar, (2) Sentences used were simple and to the point, (3) Terms used were following Big Indonesian Dictionary, (4) Messages or information delivered in interesting and common language in Indonesian written communication, (5) The language used evokes pleasure when students read it and encourage them to study the material thoroughly, (6) Language The method used can stimulate students to ask further questions, and seek answers independently from textbooks or other sources of information. (7) The language used is following the level of emotional maturity of students, (8) The sentence structure used to convey messages refers to good and correct Indonesian grammar rules, and (9) The spelling used refers to Indonesian spelling guidelines. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	24
2	Number of Assessment Aspects	32
Percentage		75%

Table 3 of Validation Analysis Result 1 Linguists

In the table above it can be seen that teaching materials for reading explanatory texts with a contextual approach to BIPA students for C1 level students can be said to be feasible because the final result of the validator is at 75% which means it is feasible. However, there are some notes for improvement from the language validator namely:

- 1) Problem number 1

a) "Look at this picture" is an imperative sentence that must be marked with an exclamation mark (!), not a comma (.). (b) The word link should be replaced by its equivalent, namely link. So, according to EYD, the correct writing is "Look at this picture! Why do you think the person in the picture is wearing a mask? Write your answer in the following link!

2) Problem number 2

a) Adverbs (whether conjunctions or prepositions) are in front of the subject. So, the correction, "Surely, you..., not you of course, (b) in front of "next" is a period (.), not a comma because it is a sentence, not a clause, (c) is replaced is because is and is a definitive verb sentence. So it is not correct to use "is", the correct "is", (d) covid-19 --> c uses capital letters because it refers to the name, (e) in front of "then" is a comma (,) because it refers to coordinative equivalent compound sentences, (f) the conjunction "then" should be replaced then. The two conjunctions have different functions. Then is used for conjunctions between sentences, whereas then is used for between clauses. Judging from the structure of the sentence, the conjunction needed is between clauses so it is more appropriate to use "then", (g) "and" conjunctions are replaced by "and" because they are preceded by last. Semantically, the coordinating conjunctions in this sentence construction refer to the process description, not the combination description.

In validation, the most important errors were in the field of spelling and grammar. Teaching material products need to be revised following the suggestions of the validator, namely by changing the order of words and sentences as follows.

- 1) Surely, you have heard of Covid-19. The following is a text about Covid-19 which can increase your knowledge about the coronavirus. Read the explanatory text then understand its structure and write down the difficult words you encounter!
- 2) Write an explanatory text on the topic "Lectures in Indonesia during the Covid-19 pandemic" using the explanatory text structure described previously!

Validation 1 material aspect

Validation 1 from the linguistic aspect was validated by Mrs. Putri Kumala Sari, M.Pd. Eight aspects were validated, namely: (1) The material presented was following the basic concepts and procedures for writing explanatory texts, (2)) The material presented is actual and contextual, (3) The material presented is easy for students to understand,

(4) The material is coherent, systematic, and efficient, (5) Clarity of discussion descriptions, examples, and exercises, (6) Material presented adds to the learner's knowledge of the social context that occurs around him, (7) The exercises provided stimulate students to think critically and understand the social context around them. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	26
2	Number of Assessment Aspects	32
Percentage		81%

Table 4 Validation Results 1 Material Expert

In the table above, it can be seen that the overall score is 81%, which means that in terms of material, this teaching material product meets the eligibility standard. However, several revisions need to be made related to the low score, namely as follows:

- 1) The procedure for reading explanations needs to begin with media that stimulate ideas. For example videos, songs, etc. It is necessary to add a module about explanatory text and learning objectives for reading explanations following CPL KD writing level C1.
- 2) Learning materials need to be made more coherent and systematic by providing exercises after the initial reading.
- 3) Examples of exercises or readings need to be added so that students are more motivated to understand the surrounding environment and can think critically about the social context around them.
- 4) The clarity of description of the discussion needs to be detailed, especially in the grammar section.

Validation 1 graphic expert

Validation 1 from the graphical aspect was \ validated by Mr. Vanda Hardinanta, M.Pd. The aspects that were validated were seven aspects, namely: (1) the Design of teaching materials following the basic competencies being taught, (2) the Design of teaching materials according to the basic competencies being taught, (3) The design of teaching materials is interesting to look at and stimulates learner's interest in learning,

(4) The design of teaching materials contains contextual examples of the social environment, (5) The choice of colors in the design of teaching materials is following the level of development students, (6) The selection of fonts and types of letters in teaching materials can be read clearly, (7) The design of teaching materials is presented with appropriate color gradations between parts. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	24
2	Number of Assessment Aspects	28
Percentage		85%

Table 5 Validation Results 1 Graphic Expert

In the table above it can be seen that the overall score is 85%, which means that from a graphical point of view this teaching material product meets the eligibility standard. However, some things need to be revised, namely as follows:

- 1) The selection of the background must be made more contrasting than the writing so that the writing can be read more clearly.
- 2) The writing font is made more varied between parts because this will keep students from getting bored.
- 3) It is necessary to pay attention to the color gradations in each section, it would be better if teaching materials had one color theme, for example, ear tones, warm colors, and bright colors.

Validation 1 practitioner

Validation 1 from practitioners was obtained on March 18 2022 and validated by Mr. Machrus Abadi M.Pd. The validated aspects were 13 aspects which were a series of three aspects, namely (1) language aspects, (2) material aspects, and (3) graphical aspects. In this practitioner's questionnaire, all aspects are discussed globally, so that practitioners can see this teaching material product comprehensively. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	40
2	Number of Assessment Aspects	52
Percentage		77%

Table 6 Validation Result 1 Learning Practitioner

It can be seen that the overall score is 77%, which means that from a practical point of view this teaching material product meets the eligibility standard. However, some things need to be revised, namely as follows: (1) it is necessary to be given material about the stages in writing, and (2) the illustrations need to be more concrete so that students can better understand them.

Limited trial

A limited trial was conducted for three C1 level BIPA students at Brawijaya University who came from Timor Leste and Myanmar. This trial was carried out by distributing questionnaires to students. The questionnaire has the same aspects as the aspects of practitioners. The results of this limited trial can be seen in the following table:

DESCRIPTION	LEARNER		
	TT1	TT2	MY1
The total score of the trial results	46	48	48
Number of assessment aspects	52	52	52
Aspect percentage	88	92	92
Average	91%		

Limited 7 Trial Table

In a limited trial conducted on three students, it can be seen that the teaching material product is suitable for use according to the students. Suggestions from students are that this teaching material can be updated to keep up with the times. Learners are very happy with this teaching material product because it can add knowledge about the social context around them.

Product revision I

The results of the limited trial were analyzed and then revised based on

suggestions from level C1 BIPA students. Some suggestions from students, namely not too much practice but more pictures. After trial 1, the researchers tried to improve all the suggestions given by C1 level BIPA students at Brawijaya University. The researcher gave exercises that were easier at the beginning in the form of matching right and wrong, then at the end, the researcher added a reward which was presented in the form of an avatar image.

Validation 2

Validation of 2 aspects of language

Validation 2 from the linguistic aspect was validated by Mr. Dany Ardhian, M.Hum. Nine aspects were validated, namely: (1) Sentences used to represent the contents of the message or information to be conveyed while still following Indonesian grammar, (2) Sentences used were simple and to the point, (3) Terms used were following Big Indonesian Dictionary, (4) Messages or information delivered in interesting and common language in Indonesian written communication, (5) The language used evokes pleasure when students read it and encourage them to study the material thoroughly, (6) Language which is used can stimulate students to question something further, and seek answers independently from textbooks or other sources of information, (7) The language used is following the level of emotional maturity of students, (8) The sentence structure used to convey messages refers to good and correct Indonesian grammar rules, (9) The spelling used refers to the Indonesian spelling guidelines. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	28
2	Number of Assessment Aspects	32
Percentage		87%

Table 8 Validation Analysis Result of 2 Linguists

In the table above it can be seen that teaching materials for reading explanatory texts with a contextual approach to BIPA students for C1 level students can be said to be feasible because the final result of the validator, namely at a value of 87% means it is very feasible. The revisions made in stage 1 were carried out optimally so that in validation 2 these aspects of improvement could be fulfilled. Suggestions from the validator only exist

on two assessment indicators, namely: (1) Causative conjunctions are arranged taking into account the linguistic context, for example: because, therefore, because, etc. (2) imperative sentences are raised in each question command contained in each part of the teaching material.

Validation of 2 material aspects

Validation 2 from the linguistic aspect was validated by Mrs. Putri Kumala Sari, M.Pd. Eight aspects were validated, namely: (1) The material presented was following the basic concepts and procedures for writing explanatory texts, (2)) The material presented is actual and contextual, (3) The material presented is easy for students to understand, (4) The material is coherent, systematic, and efficient, (5) Clarity of discussion descriptions, examples, and exercises, (6) Material presented adds to the learner's knowledge of the social context that occurs around him, (7) The exercises provided stimulate students to think critically and understand the social context around them. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	30
2	Number of Assessment Aspects	32
Percentage		93%

Table 9 Validation Results of 2 Material Expert

In the table above, it can be seen that the overall score is 93%, which means that in terms of material, this teaching material product meets the eligibility standard. The suggested revision of validation 1 has been carried out so that in validation 2 the material aspects are more detailed and more contextual. The procedure for reading explanations started with the media providing stimulus ideas in the form of a 2-minute video about the corona. Learning materials have been made systematically by providing exercises after the initial reading. In validation 2, scores on all aspects can be said to be good so this teaching material product can be said to be feasible to be tested on a large scale.

Validation of 2 graphic experts

Validation 2 from the graphic aspect was validated by Mr. Vanda Hardinanta, M.Pd.

Seven aspects were validated, namely: (1) the Design of teaching materials following the basic competencies being taught, (2) the Design of teaching materials according to the basic competencies being taught, (3) The design of teaching materials is interesting to look at and stimulates learner's interest in learning, (4) The design of teaching materials contains contextual examples of the social environment, (5) The choice of colors in the design of teaching materials is following the level of development students, (6) The selection of fonts and types of letters in teaching materials can be read clearly, (7) The design of teaching materials is presented with appropriate color gradations between parts. The results of the validation can be seen in the following table.

NO	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	26
2	Number of Assessment Aspects	28
Percentage		92%

Table 10 Validation Results of 2 Graphic Experts

In the table above it can be seen that the overall score is 92%, which means that in terms of graphics this teaching material product meets the eligibility standards. In validation 2, all the revision suggestions given by the validator have been corrected by the researcher so that almost all aspects of the assessment are very good, in this graphical assessment only the color selection aspect needs to be further improved.

Validation of 2 expert practitioners

Validation 2 from practitioners was validated by Mr. Machrus Abadi M.Pd. 13 aspects are validated which are a series of three aspects, namely (1) language aspects, (2) material aspects, and (3) graphic aspects. In this practitioner's questionnaire, all aspects are discussed globally, so that practitioners can see this teaching material product comprehensively. The results of the validation can be seen in the following table.

No	DESCRIPTION	ASPECT ASSESSMENT
1	Total Score of Validation Results	48
2	Number of Assessment Aspects	52
Percentage		92%

Table 11 Validation Results 2 Learning Practitioners

From the table above, it can be seen that the overall score is 92%, which means that from a practical point of view, this teaching material product meets the eligibility standards. In product revision 2, there are no revision suggestions from expert practitioners so that it can be continued in broad trials.

Extensive trials

A limited trial was conducted for three C1 level BIPA students at Brawijaya University who came from Timor Leste and Myanmar. This trial was carried out by distributing questionnaires to students. The questionnaire has the same aspects as the aspects of practitioners. The results of this limited trial can be seen in the following table:

DESCRIPTION	STUDENTS								
	TT 1	TT 2	TT 3	MY 1	MY 1	YM 1	YM 2	YM 3	
Number of validation scores	48	48	46	48	50	48	48	48	48
Sum of all validation scores	52	52	52	52	52	52	52	52	52
Percentage	92	92	88	92	96	92	92	92	92
Average	92%								

Table 12 Extensive Trial Table

In the table above, it can be seen that the results of the wide trial show that the overall score is 92%, which means that from a practical point of view, this teaching material product meets the eligibility standards. The students expressed their interest in this teaching material. According to them, this teaching material is very contextual so that it can stimulate them to think critically and better understand their surroundings.

Final product revision

The final revision of the product in this study was carried out based on suggestions from the language validator, validator materials, graphic validators, expert practitioners, and C1-level BIPA students at Brawijaya University. In general, it can be said that this teaching material product is very feasible to use. This product improvement is the product refinement stage to be implemented in BIPA learning. The improvement in this final revision is the use of color themes that need to be adjusted.

CONCLUSIONS

This research is development research that produces digital teaching material products for reading explanatory texts through a wake let platform with a contextual approach to BIPA learners. This teaching material product has undergone trials and product refinement processes to produce proper and quality products and can be used in BIPA learning.

In the initial product development, a feasibility score was obtained from the validation of linguists at 75%, material experts at 81%, graphics experts at 85%, learning practitioners at 77%, and initial test results at 91%. This percentage increased in stage 2 validation, namely linguists by 87%, material experts by 93%, graphics experts by 92%, learning practitioners by 92%, and initial test results by 92%. In stage 2 it can be seen that there has been an increase in all validated aspects and the results are more than > 80% so it can be said that this teaching material product is very suitable for use in BIPA learning.

REFERÉNCES

- Buduri, D.E. (2018). Pengembangan Bahan Ajar Ipa Integratif Berbasis Pendekatan Kontekstual. *Jurnal Pendidikan dan Pembelajaran Dasar*. 5 (2).
- Childs, R. D., Robinson, P., McGovern, T. M., & Gingrich, G. (2015). The millennial generation. In *Transforming American Governance: Rebooting the Public Square* (pp. 307–321). Taylor and Francis. <https://doi.org/10.1177/2158244017697158>
- Creswell, J.W. (2016). *Research design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Pustaka Belajar. Yogyakarta
- Duer, P. van, Han, H., Hurtubise, L., Plantegenest, G., & AbouHashem, Y. (2020). *The Digital Era of Learning (Novel Educational Strategies and Challenges For Teaching Students in the 21st Century)* (C. S. Keator, Ed.). Nova Science Publishers.

- Fahmi, R. N., Handoko, P., Kurniawan, & Pengembangan, B., Bahasa, P., Pendidikan, K., & Kebudayaan, D. (2020). *BIPA (Bahasa Indonesia bagi Penutur Asing/Indonesian as a Foreign Language) Policy as the Implementation of National Language Politics*.
- Hampel, R., & Stickler, U. (2012). *Developing online language teaching: research-based pedagogies and reflective practices* (H. Reinders, Ed.). Palgrave Macmillan.
- Komalasari, K. (2010). *Pembelajaran Kontekstual*. Refika Aditama. Bandung.
- Majid, A. (2014). *Strategi Pembelajaran*. Remaja Rosdakarya. Bandung
- Maulipaksi. (2018). *Bahasa Indonesia untuk Penutur Asing, Program Diplomasi Lunak Indonesia*. <https://www.kemdikbud.go.id/main/blog/2018/07/bahasa-indonesia-untuk-penutur-asing-program-diplomasi-lunak-indonesia>, diakses 25 Maret 2020.
- Mayani, L.A. (2022). Mewujudkan Identitas Kolektif ASEAN Melalui Bahasa. Seminar Nasional Bahasa Indonesia Sebagai Bahasa ASEAN.
- Pangesti, F dan Arif B.W. (2018). Pengembangan Bahan Ajar BIPA Berbasis Lintas Budaya Melalui Pendekatan Kontekstual Komunikatif. *Jurnal Pendidikan Bahasa*. 7 (2).
- Peterson, M., Yamazaki, K., & Thomas, M. (Eds.). (2021). *Digital Games and Language Learning*. Bloomsbury Publishing Plc.
- Potter, J. (2012). *Digital Media and Learner Identity*. PALGRAVE MACMILLAN.
- Schunk, D.H. (2012). *Learning Theories and Educational Perspective*. terj. Eva Hamdiah & Rahmat Wahya. 2011. "Peningkatan Status Bahasa Indonesia sebagai Bahasa Internasional: Sudah Lebih Mantapkah Perencanaan Bahasanya?" dalam Sugiyono dan Yeyen Maryani (Penyunting), *Perencanaan Bahasa pada Abad ke-21: Kendala dan Tantangan*. Jakarta: Kemdikbud, Badan Pengembangan dan Pembinaan Bahasa.
- Suyitno, I. (2014). Pengembangan bahan ajar Bahasa Indonesia untuk Penutur Asing (BIPA) Berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Journal of the Humanities of Indonesia*, 9(1).