



THE CONCEPT OF TRI HITA KARANA IN TEACHING MATERIALS FOR LEARNING BIPA TOURISM DESTINATIONS

I Wayan Numertayasa^{1*}, Bambang Prastio², Ahsani Maulidina³, Pande Agusadiwijaya⁴

Institut Teknologi dan Pendidikan Markandeya Bali^{1,4}, Universitas Negeri Malang^{2,3}

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ABSTRACT

Nowadays, BIPA is increasingly in demand to be studied for various reasons or interests. One of the reasons for the increasing number of speakers Indonesian is for tourism purposes. The purpose of this study is to determine (1) the needs of BIPA students and teachers for tourism purposes for teaching materials; (2) the development of BIPA teaching materials for tourism purposes based on the Tri Hita Karana concept; and (3) the effectiveness of BIPA teaching materials for tourism purposes based on the Tri Hita Karana concept. To achieve the goal, this research uses development research with these development steps, namely first, Research and information collecting. Second, planning. Third, develop a preliminary form of the product. Fourth, preliminary field testing. Fifth, main product revision. The result of this research is that the needs of BIPA students and teachers for tourism purposes require teaching materials developed based on cultural concepts, namely the Tri Hita Karana concept. Furthermore, BIPA material for tourism purposes based on the Tri Hita Karana concept is effectively used in learning.

INTRODUCTION

Indonesian being studied a lot and starting to be used by various speakers of different languages, BI has become a popular course to take (Solikhah & Budiharso, 2020).

* Corresponding author.

E-mail addresses: numertayasawayan@gmail.com (I Wayan Numertayasa)*.

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In addition, the issue that is currently hotly discussed about the Indonesian language, namely the potential of the Indonesian language (BI) to become an ASEAN (Association of Southeast Asian Nations) language. Four reasons support Indonesian has the potential to become an ASEAN Language (1) it has been widely studied in many countries, (2) it is easy to master, the pace of development is fantastic (3), and (4) as Indonesian vocabulary is also in the languages of ASEAN countries (Hadibrata, 2015). As an effort to realize Indonesian Language into an ASEAN Language, learning Indonesian for Foreign Speakers (BIPA) has an important role.

BIPA is Indonesian learning intended for foreign learners who do not use Indonesian as their daily speech-language (Kusmiatun, 2016). The tendency of foreigners to study Indonesian in Indonesia to participate in short-term learning programs, where learning is carried out for 2 to 3 months (Suyitno et al., 2019). The short-term programs that are followed are the Critical Language Scholarship (CLS), the Indonesian Flagship Languages Initiative (IFLI), the In-Country Program, the Sakura program, and the Aminef program. As for further explanations of the program according to Pratiwi et al., (2022) namely (1), IFLI, (2) CLS is an intensive overseas language and culture deepening program for American students enrolled in United State of America colleges and universities. The program consists of intensive language teaching and structured cultural enrichment experiences designed to improve language acquisition quickly, (2) The Sakura Program is an Indonesian language and culture learning program for Japanese students. The Aminef program is an Indonesian learning scholarship program organized by AMINEF (American-Indonesian Exchange Foundation). These learning programs focus on mastering Indonesian for communication purposes, both for daily communication purposes and communication in their work environment.

Topics about BIPA learning for cultural tourism purposes are still relatively rarely discussed, even though one of the reasons BIPA is increasingly being studied is that many foreign speakers want to master Indonesian for tourism purposes (Mediyawati et al., 2019). Another fact, according to Kusmiatun (2021) topics related to tourism is very much liked by foreign students during the learning process. In addition to other things to consider, many studies on foreign language learning in the context of tourism such as Xamaní (2015) state that foreign speakers mastering Language in tourist places will increase the number of visitors and prevent the occurrence of various conflicts. Based on this, of course, BIPA studies

that focus on functional languages and efforts to support the world of Indonesian tourism need to be discussed.

The difference between BIPA learning and Indonesian learning for native speakers lies in the characteristics and pedagogic norms that are different from Indonesian learning for native speakers. One of these differences occurs because (a) BIPA students in general already have an unequivocal range and target of learning outcomes, (b) judging from their level of education, in general, BIPA students are educated people, (c) BIPA students have a distinctive learning style and are sometimes dominated by cultural backgrounds, (d) most BIPA students have a high interest and motivation towards Indonesian, (e) BIPA students have different scientific backgrounds, and (f) due to differences in language systems, BIPA students face many difficulties, especially in pronunciation and writing problems (Suyitno, 2014). Based on the pedagogical aspects of BIPA learning outlined, this research considers developing teaching materials that can be used for communicative purposes and can be directly utilized by them in getting to know the Indonesian language and culture (Pratiwi et al., 2022).

Furthermore, the characteristics of BIPA students who generally have the reach and target of learning outcomes are expressly a study in this study. In this regard, the availability of BIPA teaching materials is still limited and there is also no BIPA reference book for active communication even though it is urgently needed by learners is the main obstacle so it is a strong reason to raise this research. There is a need to update teaching materials that are more qualified, modern, and communicative. Good teaching materials and second language learning can help students understand communicative competence (Suyitno et al., 2019), but the material does not sideline learning related to governance language

In addition, BIPA not only offers Indonesian language learning but as a place for cultural diplomacy, so it needs an integrated learning concept through a textbook so that foreign learners indirectly introduce local wisdom typical of the region (Sari & Cahyani, 2020). Similarly, learning a foreign language will not be separated from the culture and local wisdom of the target language (Rofi'uddin et al., 2021). All communication, activities, and tourism will give rise to many references as material for making BIPA teaching materials. Based on this, it is expected to be able to answer the needs of learners who demand to be able to communicate actively while introducing local wisdom that exists in certain regions

in Indonesia.

One of the regions in Indonesia that is rich in local wisdom that can be utilized for its cultural tourism sector, namely the province of Bali, is a tourism destination for local and foreign people from various parts of the world (Raya, 2022). Furthermore, Bali is not only known for its natural tourism but also its diverse local wisdom (Mayuzumi, 2022). In the context of the use of Balinese local wisdom as BIPA teaching material, as far as researchers' observations have not been found, there are still no researchers who focus on the Tri Hita Karana concept in learning BIPA tourism destinations. Of course, based on this, it will fill in the gaps in existing research. Previous researchers only focused on values that could be introduced such as (Bagus Artha Adnyana & Sadia, 2018).

Related to cultural diplomacy in BIPA learning, this research tries to develop BIPA learning teaching materials for communicative purposes based on the Tri Hita Karana concept, which is one of the values of local wisdom of the Balinese people about the concept of life (Kertih & Widiana, 2022). The concept is also firmly held by the Balinese Hindu community. Of course, this is one of the important local wisdom to be discussed in learning BIPA for tourism purposes. The concept is related to the relationship with god that is represented through certain rituals (Kertih & Widiana, 2022). The purpose of this study (1) is about the needs of BIPA students and teachers for tourism purposes for teaching materials; (2) development of BIPA teaching materials for tourism purposes based on the Tri Hita Karana concept; and (3) the effectiveness of BIPA teaching materials for tourism purposes based on the Tri Hita Karana concept.

LITERATURE REVIEW

Teaching materials are components of learning that can be in the form of textbooks, packages from schools, or something made by the teacher himself, which is used as a basis for providing input for students in the classroom (Rusiecki, 1986). For inexperienced teachers, teaching materials function as teaching exercises because teachers must provide ideas on how to teach them, how the learning format is, what methods are used, how the evaluation model is, and so on. Indonesian taught foreign students to support their communication skills in everyday life. Foreign students who will study at the Department of Education Indonesian taught Indonesian to support their ability to receive knowledge, and students who take other majors must also be trained to

read Indonesian references to support their abilities when making a thesis or final report. Many BIPA institutions develop teaching materials according to the needs of foreign students and introduce culture by visiting historical sites or places. This is already very good to implement because it brings foreign students closer to the Indonesian culture.

The learning of a foreign language for a specific purpose has been widely discussed by experts and in recent years is growing. Learning foreign languages for certain purposes is considered to save time in understanding the target language (Mediyawati et al., 2019), this is because students are only given knowledge of the use of language in certain contexts. For example, foreign language learning for tourism purposes, in the context of this study Indonesian language learning. Foreign language learning the purpose of tourism is language learning that emphasizes communicative language acquisition which can later be used by foreign students during activities and visits to tourist destinations (Ho, 2020). Similarly, Xamaní (2015) states that such learning programs should emphasize students be active in communicating orally. and write about various activities during tourism.

The selection of language learning materials for communicative purposes should take into account the needs of students in learning the language. Several principles must be considered in choosing language teaching materials, namely (1) the selected teaching materials must be useful for the use of language, (2) materials that can arouse students' interest in learning, (3) teaching materials that can arouse students' interest in learning. ' cognitive processes, (4) material makes learners focus on meaning not on the form of language, and (5) material can be practiced in real communication (B. Tomlinson, 2016). In learning a language, foreign learners need challenges to awaken their motivation and passion for learning (C. A. Tomlinson, 2003).

Planning teaching materials must Indonesian consider the principle of meaningfulness for foreign students in communicating in a society. The selection of languages for teaching materials takes into account the academic communication needs of learners. To develop cultural understanding, the theme of Indonesian culture needed by foreign learners is considered in the selection of teaching materials (Suyitno et al., 2019). For this reason, to develop BIPA learning teaching materials for tourism purposes can be developed with a cultural theme. The concept of Tri Hita Karana is a cultural concept of the Balinese people, which is following the growing tourism in Bali. Thus, BIPA learning teaching materials for tourism purposes can be developed with the

concept of Tri Hita Karana.

Tri Hita Karana comes from the word "Tri" which means three, "Hita" which means happiness, and "Karana" which means cause. Thus Tri Hita Karana means "Three causes of the creation of happiness". Tri Hita Karana has a concept that can preserve cultural and environmental diversity through globalization and homogenization. The nature of the teachings of Tri Hita Karana emphasizes the three human relationships in life in this world. The concept of Tri Hita Karana appears closely related to the existence of social life in Bali (Permajaya, 2018). Atmadja & Atmaja, (2008, p. 249) states that Tri Hita Karana is the Ideology of Balinese society. Balinese people believe that Tri Hita Karana is true and good because it is empirically tested and legitimized by Hinduism. THK contains values, namely goal values and instrumental values. Goal value refers to the idea of realizing social, ecological, and theological harmony as the foundation for achieving well-being or happiness. Instrumental values in the form of families, dadi, traditional villages, subak, and others with various technologies, tools, and ways to realize the goals of THK. The belief that THK is good and true, as well as the values it contains, cannot be separated from normative knowledge and principles, among others, sourced to Hinduism. This whole is internalized through institutionalized education in every Balinese. This shapes the Balinese attitude in living in Pawongan, Palemahan, and Parhyangan showing speech and action that leads to social harmony, ecological harmony, and theological harmony.

Cultural themes that can be chosen as BIPA teaching materials include (a) daily conversations: greetings, manners in acquaintance, cooperation culture, informal/daily conversations, (b) social activities: local or traditional transportation, traditional food, traditional games, (c) academic conversations: education, correspondence, writing papers, and (d) cultural understanding: traditional ceremonies, traditional houses, traditional clothing, folk crafts, traditional songs, traditional dances, batik crafts, puppet performance arts. Cultural material is presented in the form of themes and dialogues as well as reading topics. In addition, the material is used as a topic in language practice and assignments (Suyitno et al., 2019). Referring to this view, the development of BIPA teaching materials for tourism purposes in this study uses the Tri Hita Karana concept with the theme of social activities and cultural understanding.

METHOD

This research is development research, namely Research & Design (R&D) to develop BIPA textbooks for active communication at the beginner level, where the textbooks to be made are based on the results of the analysis of learner needs and local wisdom. Researchers adopt the research flow and use qualitative and quantitative approaches. The data obtained from the instrument are analyzed numerically and descriptively.

In this study, the development was limited to the fifth stage of the Borg and Gall model development research. The five development steps are first, Research and information collecting. At this stage, information collection is carried out to conduct a needs analysis. The activities carried out at this time are conducting literature studies and field surveys. Field surveys involved BIPA teachers and students. The survey was conducted related to his understanding of BIPA learning teaching courses for communicative purposes. Second, planning. At this stage, a research plan is prepared which includes: formulating skills and expertise related to the problem, determining the goals to be achieved at each stage, and designing or research steps. At this stage, the selection of materials to be taught in BIPA learning is also carried out. Third, develop a preliminary form of the product. At this stage, the development of the initial form of BIPA teaching materials begins. Included in this step is the preparation of supporting components. Until this stage, initial teaching materials were obtained which were BIPA Teaching Materials for Special Communication Purposes based on the Tri Hita Karana concept. The resulting teaching material is then carried out by validation tests. The validation test in this study was carried out by teaching material experts. Fourth, preliminary field testing. At this stage, initial field trials are carried out on a limited scale. This trial is preceded by conducting discussions and training with teachers who will practice the material that has been developed. The results of this initial product trial are in the form of qualitative data for the improvement of the initial product. Fifth, main product revision. At this stage, improvements are made to the initial teaching material produced based on the results of initial trials.

There are three types of data in this study. The data are (1) data on the needs of BIPA teachers and students for BIPA teaching materials for tourism needs, (2) validation of BIPA teaching materials for tourism needs with the Tri Hita Karana

concept, and (3) Effectiveness of BIPA teaching materials for tourism needs with the Tri Hita Karana concept. Based on this, the data collection technique of this study consists of interviews, questionnaires, and tests. Interviews are used to collect data on the needs of BIPA teachers and students for BIPA teaching materials for tourism needs. The questionnaire was used to collect data on the validation of BIPA teaching materials for tourism needs with the Tri Hita Karana concept. Then the test is used to collect data on the effectiveness of BIPA teaching materials for tourism needs with the concept of Tri Hita Karana.

This study used two data analysis techniques, namely qualitative descriptive analysis techniques and descriptive statistical analysis techniques. Qualitative descriptive analysis techniques are used to process interview data. Descriptive statistical analysis techniques are used to process closed questionnaire data and the effectiveness of teaching materials through test instruments.

RESULT AND DISCUSSIONS

The Needs of Students and BIPA Teachers for tourism Destinations for Teaching Materials

The first step of this research is Research and information collecting. At this stage, information collection is carried out to conduct a needs analysis. The activities carried out at this time are conducting literature studies and interviews. Interviews involved BIPA teachers and students. Interviews were conducted related to his understanding of BIPA learning courses for communicative purposes. The research conducted interviews with BIPA lecturers at the Ganesha University of Education. The interview results show that BIPA students for tourism purposes need teaching materials that contain Balinese cultural values so that it is easier to understand tourism in Bali. Thus the concept that can be used in teaching materials for BIPA students with tourism purposes is the concept of "Tri Hita Karana". The findings of this study show that understanding cultural values are an important instrument in learning languages, especially second languages. If it is connected with BIPA learning, a BIPA learner, at a minimum, will interact with the Indonesian people. Therefore, they must understand the cultural characteristics of each region in Indonesia. Furthermore, if they want to live and settle in Indonesia, if they have understood the local culture where they will live, BIPA learners will find it easier to

communicate and interact (Arwansyah et al., 2017). Furthermore, the results of this study show that learning a language is learning and studying culture. In this case, the concept of Tri Hita Karana represents the value of Balinese culture. This is in line with the view that learning and studying language is essentially studying and studying culture. In this case, language is a source of culture, while language is a cultural practice (Suyitno, 2017).

Development of BIPA Teaching Materials for Tourism Purposes Based on the Tri Hita Karana Concept

Furthermore, the result of this research is the development of an initial product in the form of BIPA teaching materials for tourism purposes using the Tri Hita Karana concept. This teaching material consists of (1) material titles and key concepts; (2) instructions for the use of teaching materials; (3) content framework (4) learning objectives; (5) presentation of materials; (6) duties and exercises; (7) a summary of the material; (8) supporting sources. The concept of Tri Hita Karana is stated in the presentation of the material as follows.

First, the text about temples in Bali. This material is related to the concept of Parhyangan, namely the belief of the Balinese Hindu community in the existence of god.

BESAKIH TEMPLE



Besakih Temple Photo

Source: <https://tempatwisatadibali.info/pura-agung-besakih-karangasem-bali/>

Besakih Temple is located in Besakih Village, Rendang District, Karangasem Regency, Bali Province. The temple is located on the southwestern slope of Mount Agung, the highest mountain in Bali. The location of Besakih Temple was deliberately chosen in a village that is considered sacred because of

its high location, called Hulundang Basukih. The name later became the name of Besakih Village. The name Besakih is taken from Sanskrit, which is *wasuki*. In Old Javanese, the Old Javanese language is *basuki* which means congratulations. Besakih Temple is a place of worship for Hindus. Its strategic location with natural scenery makes this place also a tourist attraction...

Second, texts are presented about traditional activities carried out by the Balinese Hindu Community such as *ngaben*, weddings, and *Kesanga*. This material is the concept of *Pawongan*, which is a harmonious relationship between humans and humans.

NGABEN



Photo of Ngaben Ceremony,

Source: https://www.adira.co.id/sahabatlokal/article_short/metalink/tradisi-ngaben

The Ngaben ceremony itself is a procession of burning corpses or cremation for Balinese Hindus. The ritual of burning the corpse is intended as a symbol to purify the spirit of the deceased...

Thirdly, a text description of natural tourism in Bali is presented, in this case, a text about Mount Agung, Lake Beratan, and Kuta Beach is presented. This material is related to the concept of *Palemahan*, which is the harmonious relationship between humans and the environment.

BERATAN LAKE



Source: <https://www.ensiklopediaindonesia.com/2083/danau-beratan-bedugul-bali-pesona-kecantikan-danau-dan-pura/>

Bedugul Lake, located at 1,239 meters above sea level, this lake is known for the temple building on the edge of the lake, named, Pura Ulun Lake Beratan, this uniqueness then becomes an attraction for foreign and domestic tourists who feel they must visit this tourist attraction when on vacation to Bali. Nature Tourism combined with ethnic buildings can be an experience in itself when watching it firsthand, not to mention the environment which is overgrown with flowers and trees, making the scenery even more beautiful, no wonder this area is often the object of photography lovers and is even not infrequently used as a location for pre-wedding photos. Because of its uniqueness, this tourist attraction became a symbol of fifty thousand denominations...

Effectiveness of BIPA Teaching Materials for tourism Destinations Based on the Tri Hita Karana Concept

The results of the assessment of BIPA teaching materials for tourism purposes using the Tri Hita Karana concept are relatively good. This can be seen from the expert assessment is (1) the results of the expert assessment show that the presentation of the results of the assessment of teaching materials per aspect (presentation of material, content/material, language and readability, and graphics) is following the needs of students and teachers. The average score obtained in the good category is

with a score of 66.5. More detailed assessment results are as follows. (2) The results of the teacher assessment show that the presentation of the results of the assessment of draft teaching materials per aspect (presentation of material, content/material, language and readability, and graphics) following the needs of students and teachers meet the very good category, namely with a score of 95. BIPA teaching materials for tourism purposes using the Tri Hita Karana concept are effectively applied in BIPA learning for tourism purposes. This effectiveness can be seen from the ability of students with a target with a percentage of completion reaching 82.76%.

The development of BIPA teaching materials for tourism purposes using the Tri Hita Karana concept is aimed at facilitating the achievement of BIPA students' Indonesian skills. To determine the level of student's ability to take part in BIPA learning, a learning trial was carried out using BIPA teaching materials for tourism purposes using the Tri Hita Karana concept. Then a test is carried out for each student to participate in learning activities. Learning outcomes can be used to measure the extent of the effectiveness of teaching materials. From this learning, it is known that as many as 24 out of 29 students have achieved abilities following the target with a percentage of completion reaching 82.76%. A total of two students got the excellent category. There were 22 students in the good category, one student in enough category, and the rest in the less category. The average class score of 90.63 indicates that the average ability of BIPA students is in a good category. Based on these results, it can be concluded that the teaching materials developed are effectively used in facilitating the achievement of BIPA students' abilities for tourism purposes.

The results of the study above show that BIPA teaching materials for tourism purposes using the Tri Hita Karana concept are effectively used to achieve BIPA learning achievement targets. BIPA learning pedagogical norms need to incorporate cultural aspects into BIPA learning programs and convey them to foreign learners. Such pedagogical norms involve the study of cultural norms and the actual use of language and their implementation on pedagogical goals (Suyitno, 2017). The results of the study also show that BIPA students need to be taught an understanding of a local culture so that an understanding of Indonesian is achieved faster. This is in line with Seelye's (1984) view that BIPA should not only be introduced and taught to universal culture but also need to be considered local culture (Seelye, 1984). In addition, the results of this study also show that teaching materials based on the Tri Hita Karana concept can help BIPA students achieve the target of achieving Indonesian

learning competencies. This finding corroborates the results of research by Bagus et al., (2021) which states that the application of the Tri Hita Karana concept and the active learning methods used are very feasible to support BIPA learning.

CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the needs of BIPA students and teachers for tourism purposes require teaching materials developed based on cultural concepts, namely the *Tri Hita Karana* concept. The development of BIPA teaching materials for tourism purposes based on the *Tri Hita Karana* concept consists of (a) material titles and key concepts; (b) instructions for use of teaching materials; (c) the content framework of (d) learning objectives; (e) presentation of the material; (f) duties and exercises; (g) a summary of the material; (h) supporting sources. Furthermore, BIPA teaching materials for tourism purposes based on the *Tri Hita Karana* concept are effectively used in learning. This effectiveness can be seen from the ability of students with a target with a percentage of completion reaching 82.76%.

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