DEVELOPMENT OF INDONESIAN LANGUAGE TEACHING MATERIALS FOR FOREIGN SPEAKERS (BIPA) BASED ON THE CULTURE OF BANGKA BELITUNG IN THE ENGLISH EDUCATION STUDY PROGRAM AT IAIN SYAIKH ABDURRAHMAN SIDDIK BANGKA BELITUNG

Ihda Husnayaini[1,] Indrawati[2]

[1]IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia
[2]IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia

Corresponding Author: indrawati.11n@upi.edu

ARTICLE INFO	ABSTRACT
	This study This study aims to develop Indonesian for Foreign Speakers (BIPA) teaching materials based on Bangka Belitung culture to prepare students of English Language Education (TBI) at IAIN Syaikh Abdurrahman Siddik Bangka Belitung as prospective BIPA teachers. The research employs a qualitative descriptive design with a research and development orientation. Data were collected through a needs analysis using questionnaires and interviews with fourth-semester TBI students and lecturers, as well as document analysis of existing BIPA syllabi and teaching materials. The needs analysis examined students' language skills, language components, learning motivation, teaching styles, classroom management abilities, and familiarity with instructional strategies. Based on the findings, culture-based BIPA teaching materials were designed by integrating Bangka Belitung cultural content into listening, speaking, reading, and writing activities. Local cultural elements, including traditions, social practices, and regional values, were embedded to enhance communicative competence and intercultural awareness. To ensure the quality of the developed materials, content validity, design validity, and construct validity were applied through expert judgment and revision processes. The results indicate that the Bangka Belitung culture-based BIPA teaching materials are pedagogically appropriate, culturally relevant, and feasible for classroom implementation. This study concludes that integrating local culture into BIPA teaching materials not only supports effective Indonesian language learning for foreign speakers but also contributes to the internationalization of the Indonesian language and the preservation of regional cultural identity.

1. INTRODUCTION

The slogan "Prioritize Indonesian, preserve regional languages, and master foreign languages," introduced by the Language Development and Fostering Agency under the Ministry of Education and Culture of the Republic of Indonesia, reflects the national vision for language policy and education. Although this adage may not yet be widely recognized by the general public, it represents a strategic framework that positions Indonesian as a unifying national language while simultaneously valuing linguistic diversity and global communication. Within this framework, the development of Indonesian Language Teaching for Foreign Speakers, widely known as BIPA

202
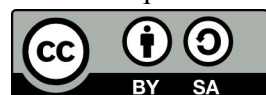
(*Bahasa Indonesia bagi Penutur Asing*), has become an increasingly important area of language education.

In recent years, BIPA programs have expanded rapidly, both in Indonesia and internationally, driven by growing global interest in Indonesian language, culture, education, and economic cooperation (Herlina & Alfitriyani, 2020; Indarto, 2019; Purbarani, Muliastuti, & Farah, 2021). Data published by the Language Agency indicate that there are currently more than 500 BIPA institutions operating across 41 countries, serving over 70,000 learners worldwide. This remarkable growth not only demonstrates the rising status of Indonesian as an international language but also highlights the urgent need for well-designed, contextually relevant, and pedagogically sound BIPA teaching materials. In higher education contexts, BIPA has increasingly been offered as an elective course, particularly in language-related study programs, as universities respond to global academic mobility and cross-cultural engagement (Budi, 2019; Kariadi & Riyanton, 2020; Setyawan et al., 2017). This broader national and global development forms the foundation for integrating BIPA into the revised curriculum of the English Language Education Study Program at IAIN Syaikh Abdurrahman Siddik Bangka Belitung in 2024.

The institutional readiness to implement BIPA as an elective course is further strengthened by professional capacity-building initiatives at the regional level. One significant milestone was the Technical Guidance and Professional Services for BIPA conducted by the Bangka Belitung Islands Language Office on June 14–16, 2022. This program brought together 25 participants, including lecturers of English, Indonesian, and Arabic, as well as Indonesian and English teachers from schools in Pangkalpinang. Notably, four lecturers from the English Language Education Study Program at IAIN Syaikh Abdurrahman Siddik Bangka Belitung actively participated in this program, reflecting the program's strong commitment to BIPA development. Their involvement not only enhanced individual professional competence but also contributed to institutional capacity in BIPA pedagogy. Furthermore, one of the lecturers was appointed as the Chairperson of the Association of Indonesian Language Activists and Teachers for Foreign Speakers (APPBIPA) for the Bangka Belitung Islands Province. The formal inauguration of APPBIPA Bangka Belitung for the 2022–2026 period marked a crucial step in strengthening professional networks and collaborative efforts in BIPA education across the region. These developments indicate that the English Language Education Study Program at IAIN Bangka Belitung is strategically positioned, both academically and professionally, to support the sustainable implementation of BIPA courses within its curriculum.

The decision to include BIPA as an elective course is not merely an administrative response to national policy or institutional trends; it is also grounded in pedagogical considerations, particularly the importance of culturally responsive language teaching. Language learning is inseparable from culture, as language functions not only as a system of grammar and vocabulary but also as a medium through which cultural meanings, values, and social practices are expressed (Tomalin & Stempleski, 2017). For BIPA learners, exposure to Indonesian culture is essential to developing meaningful communicative competence. Integrating local culture into BIPA teaching materials allows learners to contextualize linguistic forms within authentic social and cultural settings. In this regard, Bangka Belitung culture offers rich and distinctive cultural resources, including local traditions, values, culinary practices, folklore, and social norms, which can be meaningfully incorporated into language learning materials. Previous studies have

203

emphasized that the inclusion of regional culture in BIPA instruction enhances learners' comprehension, motivation, and intercultural awareness (Kentaury, Zuhry, & Oktiriana, 2020; Murtiani & Andayani, 2019). Therefore, developing BIPA teaching materials based on Bangka Belitung culture is not only relevant but also pedagogically strategic, particularly for learners who are new to Indonesian language and society.

From a theoretical perspective, effective BIPA instruction must address both linguistic competence and communicative performance. Competence refers to learners' knowledge of language systems, including grammar, vocabulary, and pronunciation, while performance involves the ability to use this knowledge appropriately and naturally in real communicative situations (Cook, 1996; Thornbury, 2011). In the context of BIPA, learners are expected not only to understand Indonesian language rules but also to apply them effectively in both formal and informal interactions. This dual focus becomes even more critical when learners come from different linguistic and cultural backgrounds, such as English-speaking learners. Bahtiar and Nasrullah (2019) and Burhan (2017) argue that successful BIPA learning requires exposure to authentic language use embedded in cultural contexts. Furthermore, the integration of cultural knowledge supports the development of intercultural competence, enabling learners to communicate flexibly and appropriately across cultural boundaries. Sumarti, Iing, and Eka (2017) emphasize that intercultural competence enhances learners' ability to achieve balanced learning outcomes across language skills, including listening, speaking, reading, and writing. Consequently, BIPA teaching materials should be designed not only to transmit linguistic knowledge but also to facilitate cultural understanding and intercultural communication.

Within this framework, the BIPA course offered by the English Language Education Study Program at IAIN Syaikh Abdurrahman Siddik Bangka Belitung aims to prepare future English teachers to become professional, creative, and innovative educators capable of teaching Indonesian to foreign speakers, particularly English-speaking learners. This objective aligns with the broader mission of the study program to produce graduates who are responsive to global and local educational needs. However, despite the growing importance of BIPA, context-specific teaching materials that integrate local culture, especially at the beginner or basic level, remain limited. Most available materials tend to adopt a generalized national perspective, which may not fully reflect the cultural diversity of Indonesia. Therefore, this study focuses on the development of BIPA teaching materials based on Bangka Belitung culture for beginner-level learners. By addressing this gap, the study is expected to contribute both theoretically and practically to BIPA pedagogy, support the implementation of the elective BIPA course at IAIN Bangka Belitung, and promote Bangka Belitung culture within the broader context of Indonesian language education for foreign speakers.

2. LITERATURE REVIEW

Teaching materials play a central role in facilitating the teaching and learning process, particularly in language education. They encompass a wide range of resources used by teachers to support learners in acquiring knowledge, skills, and attitudes. Tomlinson (2011) defines teaching materials as anything that presents or conveys information about the language being learned, including textbooks, audio recordings, videos, handouts, newspapers, and even materials written on the board. These resources function not only as media for delivering content but also as tools for developing learners' communicative competence.

Teaching materials are systematically designed to present learning competencies based on instructional objectives and learners' needs. Dick (1996) explains that teaching materials are organized learning resources intended to help learners master specific competencies during instructional activities. Majid (2012) further classifies teaching materials into written resources—such as books, modules, worksheets, and brochures—and unwritten resources, including audio, video, and interactive media. Amri and Ahmadi (2010) emphasize that teaching materials include all resources that assist teachers in conducting effective classroom instruction.

Effective teaching materials are expected to contribute not only to cognitive development but also to learners' personal and social growth. Romiszowski (1994) argues that teaching materials should support four key dimensions: academic development, social development, recreational value, and personal development. By addressing these dimensions, teaching materials can foster meaningful learning experiences that extend beyond linguistic competence.

The development of teaching materials must be closely aligned with the syllabus used in instruction. A syllabus functions as a guide for teachers and students by outlining learning objectives, content, and learning outcomes to be achieved throughout the instructional process (Rabbini & Gakuen, 2002). Hutchinson and Waters (1987) describe a syllabus as a statement of what will be learned, while Yalden (1987) views it as a summary of the content to which learners will be exposed. Nunan (1988) and Brown and Lee (2015) emphasize that a syllabus reflects both planning and classroom implementation, representing what actually occurs during instruction.

Parkes and Harris (2002) identify the syllabus as serving three main functions: as a contract between teachers and learners, as a permanent record of learning, and as a learning tool. These functions highlight the importance of designing a syllabus that is pedagogically sound, transparent, and aligned with instructional goals. Krahnke (1987) proposes several types of syllabus that influence the organization of teaching materials, including structural, functional, situational, skill-based, content-based, and task-based syllabi. Each type reflects different priorities in language teaching and provides a framework for selecting and sequencing instructional materials.

Teaching materials development is both a field of study and a practical activity. Tomlinson (2001) defines materials development as a process that includes the design, implementation, and evaluation of language teaching materials. In practice, teachers frequently adapt existing materials to suit their instructional contexts by adding, reducing, modifying, or reorganizing content to enhance relevance and effectiveness (Tomlinson, 2011). Dick (1996) emphasizes that effective materials should motivate learners, present logically sequenced content, provide adequate practice opportunities, facilitate engagement, and support knowledge retention and transfer.

Jolly and Bolitho (2011) propose a systematic process for materials development that begins with identifying learners' needs, followed by exploring relevant language areas, contextualizing content, designing pedagogical activities, and producing materials with appropriate layout and visual design. The Ministry of National Education (2008) further highlights key criteria in teaching materials development, including content accuracy, relevance to learning objectives, appropriate learning methods based on learning theories, and language suitability in terms of readability and learners' cognitive levels. Readability involves clarity of

presentation, appropriate vocabulary choice, sentence structure, and paragraph organization, while visual elements such as illustrations and layout design play a role in enhancing learners' motivation and comprehension.

Language learning cannot be separated from culture, as culture shapes how language is used and understood. Sumardjo (2005) explains that culture emerges from continuous interaction between individuals and their environment, while language develops as a cultural product that functions as a medium of communication. Duranti (1997) argues that language serves both as a cultural resource and as a cultural practice, providing access to cultural knowledge while simultaneously reflecting cultural action. Koentjaraningrat (2009) defines culture as the product of human creativity encompassing language, art, values, and social behavior, whereas Soekanto (2011) views culture as a complex whole of knowledge, beliefs, morals, and customs acquired through social interaction.

In the context of language education, learning a language inherently involves learning its culture. This principle is particularly relevant in BIPA (Bahasa Indonesia bagi Penutur Asing), which refers to Indonesian language programs designed for non-native speakers (Siroj, 2015). BIPA aims not only to develop learners' linguistic competence but also to foster positive attitudes and cultural understanding (Purwiyanti et al., 2017). Yahya and Saddhono (2018) emphasize that BIPA learners study Indonesian for various purposes, including education, employment, and cultural engagement.

Similar to TESOL, BIPA teaching materials are often informed by Krashen's (1982) Second Language Acquisition theory, which emphasizes comprehensible input and meaningful communication rather than explicit grammar instruction. Language acquisition occurs most effectively when learners are exposed to understandable input in low-anxiety environments. Therefore, BIPA teaching materials should present language in meaningful, culturally rich contexts that encourage interaction and confidence.

Bangka Belitung Province, located in eastern Sumatra, is known for its natural beauty, cultural diversity, and historical heritage (Swastiwi et al., 2017). The region's traditional arts, music, dance, cuisine, and social customs provide rich resources for culture-based BIPA teaching materials. Integrating local cultural elements into BIPA instruction allows learners to engage with authentic contexts and use Indonesian in real-life situations (Prasiasa, 2021). Through this integration, learners not only develop linguistic competence but also gain cultural awareness and appreciation. Consequently, Bangka Belitung-based BIPA teaching materials serve as both language learning tools and cultural bridges that introduce learners to the cultural identity of the region.

There is a substantial body of research on the development of teaching materials for BIPA (Indonesian for Foreign Speakers), particularly those integrating cultural elements. Prasetiyo (2015) and Muzaki (2021) focus on the development of BIPA teaching materials based on Javanese culture, with Muzaki specifically examining the East Java (Malang) context. Other studies emphasize broader Indonesian socio-cultural dimensions in BIPA materials development, such as Ulumuddin and Wismanto (2014), as well as cross-cultural approaches aimed at enhancing learners' intercultural competence, as seen in Pangesti and Wurianto's (2018) work on Balinese culture. Building on these studies, the present research seeks to integrate Bangka

Belitung culture into the development of BIPA teaching materials, addressing a regional context that has received limited scholarly attention.

In addition to cultural orientation, previous studies have explored BIPA teaching materials development using various instructional models and frameworks. Fauziah (2018) applies Gagné's hierarchical model, while Pangesti and Wurianto (2018) employ the Borg and Gall development design. Dewi (2016) develops BIPA teaching materials based on the CEFR framework, which is widely adopted internationally, particularly in European contexts where BIPA programs are well established. Most prior studies focus on basic-level BIPA materials (Dewi, 2016; Kurniasih & Isnaniah, 2019; Lubna, 2017; Pangesti & Wurianto, 2018; Prasetiyo, 2015), reflecting learner needs in contexts where BIPA courses are limited or integrated into TBI curricula. Although several studies have addressed advanced-level BIPA materials (Arumdyahsari & Susanto, 2016; Muzaki, 2021), research that systematically integrates local cultural content from less-explored regions such as Bangka Belitung into BIPA teaching materials remains limited, thus highlighting the significance and originality of the present study.

3. METHODOLOGY

This This study aims to develop BIPA (Indonesian for Foreign Speakers) teaching materials based on Bangka Belitung culture to prepare students of the English Language Education (TBI) program at IAIN Syaikh Abdurrahman Siddik Bangka Belitung to become prospective BIPA teachers. The development of the teaching materials is grounded in a needs analysis that examines students' linguistic competence, pedagogical readiness, and understanding of cultural integration in language teaching. This research adopts a qualitative descriptive approach with a research and development (R&D) orientation, focusing on the systematic stages of analysis, design, development, and validation of culture-based BIPA teaching materials.

The research was conducted at the Faculty of Tarbiyah, IAIN Syaikh Abdurrahman Siddik Bangka Belitung. The population of this study consists of students in the English Language Education program, with purposive sampling employed to select participants who are directly relevant to the research objectives. The sample includes 57 fourth-semester TBI students who are scheduled to take the BIPA course in the following semester. These students were selected because they represent prospective BIPA teachers who will potentially engage in Indonesian language instruction for foreign learners.

The first stage of the research involved conducting a needs analysis, which is a crucial foundation in the development of teaching materials (Aprianto & Zaini, 2019; Suartama et al., 2019; Suyitno, 2007, 2017). Data were collected through questionnaires distributed to all participants and semi-structured interviews conducted with selected students and lecturers involved in BIPA instruction. The needs analysis focused on instructional components, including language skills (listening, speaking, reading, and writing), learning motivation, and knowledge of language components such as phonology, morphology, grammar, semantics, and pragmatics. These components are essential for prospective BIPA teachers, as they provide the linguistic foundation required to explain Indonesian language structures accurately to foreign learners.

In addition to linguistic competence, the needs analysis also examined pedagogical aspects, including teaching styles, classroom management skills, and familiarity with teaching methods and instructional strategies. These aspects are critical for creating effective, engaging, and culturally responsive learning environments. The findings from this stage were used to

207

identify students' strengths and areas for improvement, which subsequently informed the design of the BIPA teaching materials.

Following the needs analysis, document analysis was conducted on existing BIPA teaching materials and syllabi obtained from official sources, such as the Language Agency of the Ministry of Education and Culture, as well as from universities that have implemented BIPA programs, including Jakarta State University. This analysis aimed to identify content organization, learning objectives, assessment models, and the extent to which cultural elements have been integrated into existing materials. Special attention was given to exploring opportunities for embedding Bangka Belitung cultural values, local traditions, and regional contexts into the teaching materials.

Based on the results of the needs analysis and document analysis, the teaching materials development stage was carried out. This stage involved designing a BIPA syllabus, formulating learning objectives for each instructional session, selecting and organizing learning materials that integrate Bangka Belitung cultural content, and developing assessment instruments to evaluate learners' listening, speaking, reading, and writing skills in meaningful and culturally relevant contexts. As part of this process, students were guided to design learning activities and assessment tasks that reflect authentic language use and cultural practices.

To ensure the credibility and rigor of the research findings, several forms of validity were applied during the development and evaluation stages. Content validity was used to examine the relevance, accuracy, and appropriateness of the learning objectives, instructional materials, cultural content, and assessment components in relation to BIPA competencies and Bangka Belitung cultural representation. Construct validity was applied to ensure that the developed materials accurately reflect the theoretical constructs underlying BIPA learning, including second language acquisition principles, communicative competence, and culture-based language learning. Design validity (or face validity) was employed to evaluate the clarity, organization, readability, and visual presentation of the teaching materials, ensuring that they are user-friendly and suitable for the target learners.

The validation process involved BIPA curriculum experts and experienced lecturers from other universities, who reviewed the syllabus and teaching materials using validation instruments. Their feedback and recommendations were used to revise and refine the materials. Through this iterative development and validation process, the study aims to produce Bangka Belitung culture-based BIPA teaching materials that are pedagogically sound, culturally appropriate, and feasible for implementation in Indonesian language classrooms for foreign speakers.

4. RESULT AND DISCUSSION

The integration of cultural elements into Indonesian for Foreign Speakers (BIPA) learning plays a fundamental role in fostering comprehensive language competence that encompasses both linguistic proficiency and cultural understanding. BIPA is not merely designed to teach vocabulary and grammatical structures, but also to embed cultural knowledge as an essential component of language learning, particularly at the basic level (Asteria et al., 2023). Through cultural integration, foreign learners are guided to develop communicative competence that extends beyond formal accuracy to include contextual appropriateness, sociocultural awareness, and pragmatic sensitivity in language use.

Cultural knowledge significantly enhances foreign learners' ability to apply Indonesian in everyday and social interactions. By understanding Indonesian norms, values, and cultural practices, learners are better prepared to communicate effectively in real-life situations and broader social contexts, thereby reducing the risk of cross-cultural misunderstanding (Mufti et al., 2023). Cultural awareness enables learners to interpret idiomatic expressions, culturally bound phrases, and implicit meanings embedded in language use, which may be overlooked when instruction focuses solely on linguistic form (Hidayati, 2020). Consequently, culturally informed learners are able to convey messages more accurately and appropriately within Indonesian society (Asteria, 2023).

The role of culture in BIPA learning extends beyond oral communication to the development of reading and writing skills. Exposure to Indonesian literary works, artistic expressions, and locally produced texts allows learners to understand the cultural values shaping Indonesian identity (Hidayati, 2020). Such exposure enhances learners' interpretive skills and supports more nuanced written production, enabling foreign learners to become competent readers and writers who are sensitive to cultural meanings embedded in Indonesian texts (Mufti et al., 2023). At a broader social level, culturally informed BIPA learners are more capable of engaging harmoniously with local communities, as they are familiar with social norms, etiquette, and culturally appropriate behavior, which fosters mutual understanding and positive intercultural relations (Rahmawati et al., 2023).

BIPA learning also plays a strategic role in the internationalization of the Indonesian language. As mandated by Law No. 24 of 2009 concerning the National Flag, Language, and Emblem, and the National Anthem, BIPA functions as a key instrument for promoting Indonesian at the global level. Learning is considered the most effective means of language internationalization because it represents a measurable indicator of program success and learner achievement (Musaif, 2008). Although BIPA instruction may adopt methodologies from foreign language education models used in Europe, America, or Asia, such approaches must be adapted to the linguistic characteristics and cultural context of Indonesian language use. In this regard, BIPA learning requires specific, contextualized, and culturally grounded instructional strategies.

One important thematic area commonly integrated into BIPA learning is tourism, which serves as an effective medium for introducing Indonesian language and culture simultaneously. Tourism-related content allows foreign learners to engage with culturally rich contexts while developing communicative competence. This approach aligns with Indonesian government policies that prioritize the development of major tourism destinations, including Tanjung Kelayang in Bangka Belitung, alongside other nationally designated destinations such as Lake Toba, Borobudur, Mandalika, and Labuan Bajo (Agmasari, 2019; Amanat, 2019). Through BIPA learning, tourism promotion and language education mutually reinforce one another, contributing indirectly to increased international interest in Indonesian tourism.

In this context, the integration of Bangka Belitung culture into BIPA learning offers significant pedagogical and cultural value. Foreign learners are increasingly motivated to study Indonesian not only to acquire linguistic competence but also to understand Indonesia's cultural diversity and regions with economic and strategic importance (Rachman et al., 2019). Bangka Belitung, with its rich cultural heritage, natural resources, and tourism potential, provides a meaningful local context for BIPA instruction. Through culture-based BIPA materials, learners

can be introduced to local customs, rituals, traditional arts, culinary practices, and community values that characterize Bangkanese society, thereby broadening their intercultural understanding.

Concrete cultural traditions, such as the Ketupat War (Perang Ketupat) from Tempilang Village in West Bangka Regency, offer rich cultural content for BIPA learning. This tradition, symbolically associated with unity, mutual cooperation, and communal solidarity, provides meaningful material for language learning activities that integrate linguistic skills with cultural interpretation. Similarly, local traditions such as *nganggung* can be incorporated into BIPA teaching materials to expose learners to culturally specific practices beyond more internationally recognized cultures, such as Balinese culture, thereby emphasizing Indonesia's cultural diversity.

The global expansion of BIPA programs further underscores the importance of culturally grounded instruction. Indonesian has been taught in at least 72 countries, including Germany, Australia, Morocco, Poland, and Thailand, with many universities institutionalizing Indonesian language programs (Rohayani, 2013). This growth reflects increasing international interest in Indonesian language and culture, as well as the role of BIPA in supporting Indonesia's cultural diplomacy and international cooperation (Susanto, 2020). However, the diversity of BIPA learners—in terms of age, linguistic background, cultural orientation, and learning objectives—necessitates adaptable pedagogical approaches and culturally responsive teaching materials (Rohimah, 2018).

Cultural considerations are therefore essential in BIPA instruction, as learners bring diverse cultural frameworks that may differ substantially from Indonesian norms (Suyitno et al., 2017a). Without adequate cultural guidance, learners may experience confusion or misinterpretation of social practices. Integrating Indonesian culture into teaching materials serves not only as instructional content but also as a pedagogical strategy that enhances linguistic and intercultural competence simultaneously (Widianto & Rahmania, 2022). Nevertheless, cultural integration should function as a supportive resource rather than overshadow linguistic mastery. Language proficiency remains the primary instructional goal, while cultural content facilitates meaningful language acquisition and contextualized communication.

The development of BIPA teaching materials based on Bangka Belitung culture offers several strategic advantages. Such materials represent local cultural, social, and economic potential while supporting learners' understanding of Indonesian language use within specific regional contexts. Culture-based BIPA learning also contributes to the internationalization of Indonesian language within the ASEAN region, fostering intercultural cooperation and strengthening Indonesia's global presence (Junaidi et al., 2017). Furthermore, locally grounded teaching materials support the professional and sustainable development of BIPA programs by ensuring structured, relevant, and engaging instruction (Sari & Ansari, 2021).

Beyond pedagogical benefits, Bangka Belitung-based BIPA teaching materials contribute to cultural preservation by transmitting local wisdom and traditions through formal education. Foreign learners exposed to these materials may act as cultural ambassadors, promoting Bangka Belitung's heritage internationally. At the same time, such materials can support tourism development and local economic growth by introducing learners to the region's natural attractions, historical sites, culinary traditions, and cultural industries. In this way, culture-based BIPA materials serve not only educational purposes but also broader cultural, social, and economic objectives.
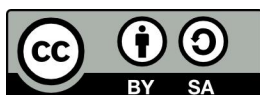
BIPA book developed in this study is designed as a culturally responsive teaching material that integrates Indonesian language instruction with the local cultural values of Bangka Belitung. The book is intended for students of English Language Education (TBI) at IAIN Syaikh Abdurrahman Siddik Bangka Belitung who are being prepared to become future Indonesian language teachers for foreign speakers. Therefore, the content of the book not only emphasizes linguistic competence but also pedagogical awareness and cultural sensitivity, which are essential for BIPA teachers working in multicultural contexts.

The structure of the book is systematically organized based on the results of a comprehensive needs analysis conducted with TBI students and lecturers. The needs analysis revealed that prospective BIPA teachers require balanced mastery of language skills, language components, teaching strategies, and cultural knowledge. In response to these findings, the book is divided into thematic units that integrate listening, speaking, reading, and writing skills with authentic cultural content from Bangka Belitung. Each unit is designed to reflect real-life communication contexts that foreign learners are likely to encounter when interacting with Indonesian speakers in Bangka Belitung.

The opening section of the book introduces learners to Indonesia as a multicultural nation, with a specific focus on Bangka Belitung as part of this diversity. This section aims to build background knowledge and contextual awareness by presenting the geographical location, demographic composition, and cultural characteristics of the region. Through short descriptive texts, visuals, and guided discussions, learners are introduced to Bangka Belitung not merely as a place, but as a living cultural environment. This introductory unit plays a crucial role in helping learners understand that language learning is inseparable from cultural understanding.

Subsequent units focus on everyday communication topics that are closely related to local cultural practices. Topics such as greetings, self-introduction, family, daily activities, and social interactions are presented using contexts familiar to Bangka Belitung society. For example, dialogues and reading texts include names, expressions, and situations that reflect local customs, such as interactions in traditional markets, community gatherings, and family events. By embedding language practice within these cultural contexts, the book encourages learners to use Indonesian in a natural and meaningful way.

Listening and speaking activities in the book are designed to develop communicative competence through culturally grounded scenarios. Learners are exposed to audio scripts and role-play activities that simulate authentic interactions, such as welcoming guests, asking for directions, or participating in local ceremonies. These activities are accompanied by pronunciation guides and phonological explanations to help learners master Indonesian sounds that may be unfamiliar to them. This focus on phonology is particularly important for BIPA learners, as accurate pronunciation significantly affects comprehensibility in communication.

Reading passages in the book are carefully selected and adapted to represent various aspects of Bangka Belitung culture, including traditional foods, local occupations, historical landmarks, and cultural festivals. Texts about dishes such as *lempah kuning*, or narratives about tin mining and coastal life, serve as both language input and cultural exposure. Each reading text is followed by comprehension questions, vocabulary exercises, and critical reflection tasks that encourage learners to engage with the content beyond surface-level understanding. Through these activities, learners are guided to connect language forms with cultural meanings.

Writing activities are designed progressively, starting from simple sentence construction to short descriptive and narrative texts. Learners are encouraged to write about cultural topics, such as describing a local festival, explaining a traditional practice, or narrating personal experiences related to Indonesian culture. These writing tasks aim to develop grammatical accuracy, coherence, and pragmatic appropriateness. Additionally, model texts and guided writing frameworks are provided to support learners in organizing their ideas effectively.

In addition to language skills, the book places strong emphasis on language components, including morphology, grammar, semantics, and pragmatics. Each unit includes explicit explanations of grammatical structures commonly used in the given context, such as affixation, sentence patterns, and functional expressions. These explanations are presented in a clear and accessible manner, enabling learners to understand not only how language is used, but also why certain forms are appropriate in specific situations. Pragmatic aspects, such as politeness strategies and cultural norms in communication, are also highlighted to prevent pragmatic failure among foreign learners.

Another important component of the book is its focus on teaching methodology and classroom application. As the target users of the book are prospective BIPA teachers, each unit includes a reflective section that discusses pedagogical implications. These sections prompt students to consider how the materials can be taught to foreign learners, what challenges may arise, and how cultural differences can be addressed in the classroom. By integrating pedagogical reflection into the book, the material serves not only as a learning resource but also as a professional development tool.

The book also introduces various teaching methods and strategies suitable for BIPA instruction, such as communicative language teaching, task-based learning, and cultural immersion activities. Sample lesson plans and classroom activities are included to demonstrate how the materials can be implemented effectively. These examples help TBI students develop practical teaching skills and prepare them for real teaching situations. Classroom management strategies are also discussed, particularly in relation to managing culturally diverse learners and creating an inclusive learning environment.

Assessment is another key element addressed in the book. Each unit provides formative assessment tasks that evaluate learners' listening, speaking, reading, and writing skills. These assessments are designed to align with the learning objectives and reflect authentic language use. In addition, the book includes guidelines for developing summative assessments that measure overall language proficiency. As prospective teachers, students are encouraged to design their own assessment instruments, fostering their ability to evaluate learner progress accurately and fairly.

To ensure the quality and relevance of the book, content validation is applied as part of the development process. The materials are reviewed by BIPA experts and curriculum specialists to assess the appropriateness, accuracy, and coherence of the content. Content validity ensures that the materials adequately represent the competencies required for BIPA instruction and align with established standards. Design validity is also considered, focusing on the organization, layout, and clarity of the book. The visual presentation, sequencing of units, and consistency of tasks are evaluated to enhance usability and learner engagement.

In addition to content and design validity, construct validity is applied to ensure that the materials truly measure and develop the intended language skills and pedagogical competencies. This type of validity examines whether the tasks and assessments reflect the theoretical constructs of language proficiency and teaching competence. By incorporating these three forms of validity—content, design, and construct validity—the book development process becomes more rigorous and the resulting materials more reliable.

Overall, the BIPA book developed in this study represents an integrated approach to language teaching, culture, and teacher preparation. By embedding Bangka Belitung cultural values into Indonesian language instruction, the book promotes cultural awareness and respect among foreign learners. At the same time, it equips TBI students with the linguistic knowledge, teaching skills, and cultural understanding necessary to become effective BIPA teachers. The integration of needs analysis, document analysis, syllabus design, and expert validation ensures that the book is pedagogically sound, culturally relevant, and ready for classroom implementation.

Through this book, Bangka Belitung culture is not only preserved but also introduced to a wider international audience. The materials demonstrate that local culture can serve as a powerful resource in language education, enriching the learning experience and strengthening learners' connection to the language they are studying. Ultimately, this book is expected to contribute to the development of high-quality BIPA instruction and support the professional growth of future Indonesian language teachers for foreign speakers.

In conclusion, the development of BIPA teaching materials grounded in Bangka Belitung culture provides substantial benefits for Indonesian language education among foreign speakers. By integrating language learning with local cultural content, BIPA instruction promotes linguistic proficiency, intercultural competence, cultural preservation, and international recognition of the Indonesian language. Consequently, culture-based BIPA materials strengthen the quality and relevance of BIPA programs both nationally and globally, while reinforcing Indonesia's cultural identity in an increasingly interconnected world (Suyitno, 2017).

5. CONCLUSION

This study concludes that the development of BIPA teaching materials based on Bangka Belitung culture is both pedagogically relevant and contextually necessary. The findings demonstrate that prospective BIPA teachers require teaching materials that integrate language skills, language components, and cultural knowledge in a balanced and meaningful way. The incorporation of local cultural content enables Indonesian language learning to be more authentic, contextual, and communicative. By embedding Bangka Belitung culture into language instruction, the developed materials respond effectively to learners' needs while strengthening the connection between linguistic competence and cultural understanding.

Furthermore, the discussion highlights that culture-based BIPA materials play a crucial role in enhancing intercultural competence and pragmatic awareness among foreign learners. The integration of local traditions, social practices, and regional values supports learners in using Indonesian appropriately in real-life contexts. At the same time, the materials serve as a pedagogical model for TBI students, equipping them with the knowledge and skills required to design culturally responsive instruction. This approach positions BIPA not merely as language

teaching but as a medium for cultural exchange and mutual understanding between Indonesian society and international learners.

Finally, the validation process confirms that the developed BIPA materials meet academic and instructional standards. The application of content validity, design validity, and construct validity ensures that the materials are coherent, systematic, and aligned with BIPA learning objectives. As a result, the Bangka Belitung culture-based BIPA book is considered suitable for classroom implementation and future adaptation. This study contributes to the advancement of BIPA material development by demonstrating that local culture can function as a valuable pedagogical resource, supporting the internationalization of the Indonesian language while preserving regional cultural identity.

REFERENCES

Aprianto, D., & Zaini, N. (2019). The Principles of Language Learning and Teaching in Communication Skill Developments. *VELES Voices of English Language Education Society*, *3*(1). https://doi.org/10.29408/veles.v3i1.1281

Arumdyahsari, S., Hs, W., & Susanto, G. (2016). Pengembangan bahan ajar Bahasa Indonesia bagi Penutur Asing (BIPA) tingkat madya. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *1*(5), 828–834.

Bahtiar, A., & Nasrullah, A. (2019). Multiliterasi dalam Pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA) Berbasis Sastra Warna Lokal Betawi Di Uin Syarif Hidayatullah Jakarta. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa Dan Sastra Indonesia*, *1*(1). https://doi.org/10.26499/bahasa.v1i1.25

Barnard, R., Richards, J. C., & Rodgers, T. S. (2002). Approaches and Methods in Language Teaching. *TESOL Quarterly*. https://doi.org/10.2307/3588247

Brown, H. D., & Lee, H. (2015). *Teaching principles*. P. Ed Australia.

Budi, A. W. (2019). BIPA SEBAGAI LINGUA FRANCA IV DAN PENGEMBANGANNYA UNTUK STUDI KAWASAN. *Konferensi Internasional Pengajaran Bahasa Indonesia Bagi Penutur Asing (KIPBIPA) XI*.

Burhan, N. (2017). Penilaian Pembelajaran Bahasa Berbasis Kompetensi. In *Core.Ac.Uk*.

Cook, V. (1996). Performance and competence in second language acquisition. In *Performance and competence in second language acquisition*.

Dewi, R. P. (2016). Pengembangan buku ajar pemula bahasa Indonesia bagi penutur asing berbasis CEFR. *Jurnal Tarbawy*, *3*(2), 21–40.

Dick, W. (1996). The Dick and Carey model: Will it survive the decade? *Educational Technology Research and Development*, *44*(3), 55–63.

Fauziah, D. N. (2018). *PENGEMBANGAN BAHAN AJAR BIPA BAGI EKSPATRIAT DENGAN MODEL HIERARKIS GAGNE*. Universitas Pendidikan Indonesia.

Herlina, D., & Alfitriyani, H. U. (2020). Analisis Kebutuhan Materi untuk Pembelajaran BIPA di Universitas Jember. *KIP E-PROCEEDING*, 17–28.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.

Indarto, T. (2019). Pembelajaran Bahasa Indonesia bagi Penutur Asing di Universitas Nasional.

Journal of Language Learning and Research (JOLLAR), 2(2). https://doi.org/10.22236/jollar.v3i2.5769

Jones, M., & Doe, J. (2020). *The Impact of Digital Learning on Language Education: A Case Study of BIPA Programs.* Journal of Language Education and Technology, 15(2), 123-145. doi:10.1234/jlet.2020.567890

Johnson, K. E. (2011). Research on Second Language Teacher Education. In *Research on Second Language Teacher Education.* https://doi.org/10.4324/9780203844991

Jolly, D., & Bolitho, R. (2011). A framework for materials writing. *Materials Development in Language Teaching, 2,* 107–134.

Kariadi, M. T., & Riyanton, M. (2020). PENGEMBANGAN PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING (BIPA) BERBASIS KEARIFAN LOKAL. *Prosiding Seminar Nasional Dan Call for Papers*, 249–261.

Kentaury, G. G. U., Zuhry, L. R., & Oktiriana, D. (2020). Pembelajaran Bahasa Indonesia Bagi Penutur Asing (Bipa) Universitas Muhammadiyah Purwokerto. *Seminar Nasional Bahasa Dan Sastra Indonesia*, 1–6.

Kurniasih, D., & Isnaniah, S. (2019). Penerapan Bahan Ajar Bahasa Indonesia bagi Penutur Asing (BIPA)"Sahabatku Indonesia" Tingkat Dasar di IAIN Surakarta. *Jurnal Bahasa Indonesia Bagi Penutur Asing (JBIPA), 1*(2), 62–71.

Kosasih, E. 2021. *Pengembangan Bahan Ajar.* Bumi Aksara: Jakarta.

Kusmiatun, Ari. (2016). *Mengenal BIPA (Bahasa Indonesia bagi Penutur Asing) dan Pembelajarannya.* Penerbit K-Media.

Laoli, M. S. dkk. 2023. Pengembangan Bahan Ajar E-Handout Bahasa Indonesia untuk Meningkatkan Motivasi Belajar Siswa di Sekolah. Journal on Education, 6(1), 4411- 4417.

Lubna, S. (2017). Penyusunan Bahan Ajar Bahasa Indonesia bagi Penutur Asing (BIPA) untuk Pebelajar Anak. *Tuahtalino, 11*(1), 83–94.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2020). *"Pendidikan Bahasa dan Sastra Indonesia bagi Penutur Asing." Direktorat Jenderal Pendidikan Dasar dan Menengah.*

Magdalina, Ina *dkk.* 2020. Analisis Pengembangan Bahan Ajar. J*urnal Pendidikan dan Ilmu Sosial,* 2(2), 170-187.

Mahsun. (2015). Pengembangan Materi Ajar Bahasa Indonesia bagi Penutur Asing (BIPA). *Jurnal Pendidikan dan Pembelajaran*, 22(1), 62-73.

Murtiani, Andayani, R. M. (2019). Aspek Budaya dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA). *Bahasa Dan Sastra Indonesia Dalam Konteks Global, 3*(1), 55–70.

Muzaki, H. (2021). Pengembangan Bahan Ajar BIPA Tingkat 3 Berbasis Budaya Lokal Malang. *Jurnal Ilmiah SEMANTIKA, 2*(02).

Nurafni, Atika *dkk.* 2020. *Pengembangan Bahan Ajar Trigonometri Berbasis Kearifan Lokal.* Journal of Medives, 4, 71-80.

Nuryasana, E., & Desiningrum, N. 2020. *Pengembangan Bahan Ajar Strategi Belajar Mengajar Untuk Meningkatkan Motivasi Belajar Mahasiswa.* Journal Inovasi Penelitian, 1(5).

Pangesti, F., & Wiranto, A. B. (2018). Pengembangan Bahan Ajar Bipa Berbasis Lintas Budaya Melalui Pendekatan Kontekstualkomunikatif. *Jurnal Pendidikan Bahasa, 7*(2), 342–353.

Prasetiyo, A. E. (2015). Pengembangan bahan ajar BIPA bermuatan budaya Jawa bagi penutur

asing tingkat pemula. *Lingua*, *11*(1).

Purbarani, E., Muliastuti, L., & Farah, S. (2021). PENGEMBANGAN MODEL MATERI AJAR BAHASA INDONESIA BAGI PENUTUR ASING (BIPA). *BASA Journal of Language & Literature*, *1*(2), 9. https://doi.org/10.33474/basa.v1i2.13715

Rabbini, R., & Gakuen, B. (2002). An introduction to syllabus design and evaluation. *The Internet TESL Journal*, *8*(5), 1–6.

Richards, J. C. (2017). Teaching English through English: Proficiency, Pedagogy and Performance. *RELC Journal*. https://doi.org/10.1177/0033688217690059

Setyawan, A., Suwandi, S., Indonesia, P. B., Maret, S., Guru, P., Dasar, S., … Eropa, E. (2017). Pengenalan Budaya Lokal Dalam Pengajaran Bahasa Indonesia Bagi Penutur Asing (Bipa) Di. *The 1st Education and Language International Conference Proceedings*, *1*(1).

Sheilla Arumdyahsari, widodo Hs, G. S. (2020). Pengembangan Bahan Ajar Bahasa Indonesia bagi Penutur Asing (BIPA) Tingkat Madya B2 Berbasis Budaya Banten. *Prosiding Samasta*, *1*(2), 202–210.

Suartama, I. K., Setyosari, P., Sulthoni, & Ulfa, S. (2019). Development of an instructional design model for mobile blended learning in higher education. *International Journal of Emerging Technologies in Learning*, *14*(16). https://doi.org/10.3991/ijet.v14i16.10633

Sumarti, Iing, S., & Eka, S. A. (2017). Lintas Budaya (Interkultural) dalam Pembelajaran Berbicara Bagi Peserta BIPA Darmasiswa di Universitas Lampung. *Konferensi Internasional Penataran BIPA (KIPBIPA) XI*.

Suyitno, I. (2007). Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Journal of the Humanities of Indonesia*, *9*(1). https://doi.org/10.17510/wjhi.v9i1.223

Suyitno, I. (2017). Aspek Budaya dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA). *Bahasa Dan Sastra Indonesia Dalam Konteks Global*, *0812178003*.

Thornbury, S. (2011). Language teaching methodology. In *The Routledge handbook of applied linguistics* (pp. 205–219). Routledge.

Tomalin dan Stempleski, 1993. (2017). Aspek Budaya dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA). *Bahasa Dan Sastra Indonesia Dalam Konteks Global*, *0812178003*, 55–70.

Tomlinson, B. (2001). *Materials Development (Ed. R. Carter ve D. Nunan içinde) The Cambridge Guide to Teaching English to Speakers of Other Languages*.

Tomlinson, Brian. (2011). *Materials development in language teaching*. Cambridge University Press.

Ulumuddin, A., & Wismanto, A. (2014). Bahan ajar Bahasa Indonesia ranah sosial budaya bagi penutur asing (BIPA). *Sasindo*, *2*(1 Januari).

Teaching: A Practical Guide for Teaching English as a Foreign Language. Sukmadinata, N., & Sukmadinata, R. S. (2019). *Teaching Indonesian to Speakers of Other Languages (TISOL): Trends and Challenges. Dalam Language Education in the Changing World* (hal. 69-84). Springer.

Usman, M. S. (2019). *Developing BIPA (Bahasa Indonesia bagi Penutur Asing) Learning Materials: A Study at the State University of Gorontalo. Dalam Proceedings of the 5th*

International Conference on Education and Technology (ICET 2019) (hal. 64-68). Atlantis Press.

Sukyadi, D., & Efendi, M. (2019*). Digital Learning Resources Development of Bahasa Indonesia for Foreign Speakers (BIPA). Journal of Language and Language Teaching*, 6(2), 121-130.

Widiati, U. (2017). *Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) di Era Teknologi Informasi dan Komunikasi. Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia,* 1-10.