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## Developing BIPA teaching materials containing East Java Culture, Indonesia

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### Abstract

This study aims to produce Indonesian language teaching materials for foreign speakers (BIPA) with East Javanese culture that has the feasibility of being used in middle-level BIPA learning. This research was conducted in Malang, East Java in 2022. The procedure used is the ADDIE model. The results of the study show that the developed BIPA teaching materials have the following four characteristics. First, the contents of the BIPA teaching materials contain the art of Reog Ponorogo as one of the cultural icons of East Java. Second, this teaching material consists of five three study units with the unit themes (1) Geographical Location of Ponorogo Regency, (2) Reog Ponorogo Art History, (3) characterizations in Reog Ponorogo, (4) Reog Ponorogo Performance, and (5) controversy Reog Ponorogo. Third, each lesson unit is enriched with pictures or photos that represent the topics discussed in the lesson unit. Fourth, this teaching material is equipped with videos. Fifth, each study unit is equipped with receptive and productive Indonesian language skills exercises. Based on the due diligence conducted on BIPA practitioners and Reog cultural figures, the following three pieces of information were obtained. First, the suitability of language for intermediate level language proficiency was obtained with a score of 86. Second, the suitability of cultural content in teaching materials with culture (Reog Ponorogo art) scored 95. Third, the systematic structure of presentation was 85. Based on the assessment scores of the three feasibility aspects above, it can be concluded that the material teaching BIPA with East Javanese culture as a result of this development is very suitable for use in middle-level BIPA learning.

**Keywords:** BIPA teaching materials, East Javanese culture, Reog Ponorogo



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### Public Interest Statement

BIPA, which stands for Indonesian Language for Foreign Speakers, plays a pivotal role in promoting cross-cultural understanding and communication in Indonesia. As the cultural heart of the nation, East Java holds a treasure trove of traditions, languages, and practices that deserve to be celebrated and integrated into BIPA teaching materials. This public interest statement aims to advocate for the development of BIPA teaching materials that embrace and showcase the vibrant culture of East Java. By incorporating elements of East Java's unique cultural heritage, we envision fostering inclusivity, promoting linguistic diversity, and enhancing cultural appreciation within the BIPA learning community.

### Introduction

In BIPA learning, many aspects are needed to make BIPA learning run well and efficiently. One important aspect that supports the success of the learning process is the existence of teaching materials. BIPA teaching materials need to be adapted to the goals, needs, motivation of students, and contain other important aspects (Yulianeta et al., 2022). One important aspect that needs to be presented in BIPA teaching materials is the cultural aspect. Cultural aspects and language aspects cannot stand alone (Rivanti & Sukmayadi, 2021). The same thing is said that language learning cannot be separated from cultural learning (Saddhono, 2016). Therefore, in developing BIPA teaching materials it is necessary to incorporate elements of Indonesian culture.

Indonesia is a country rich in cultural diversity, encompassing traditions, languages, arts, and unique local values across its regions (Saputra et al., 2022; Saddhono & Erwinsyah, 2018). In the context of teaching Indonesian as a Foreign Language (BIPA), integrating local culture, such as East Javanese culture, becomes highly significant. This approach not only introduces the beauty of Indonesian culture to learners but also helps them understand the social and cultural contexts underlying everyday language use. Local cultures, such as traditional arts, distinctive cuisines, and local wisdom, can serve as bridges to enrich the learning experience while enhancing the appeal of BIPA instruction (Suprihatin et al., 2021; Saputra et al., 2023). Moreover, this approach supports the preservation of local culture amid the tide of globalization, ensuring that cultural heritage continues to be recognized and appreciated by the international community. Therefore, the development of BIPA teaching materials incorporating elements of East Javanese culture is not only pedagogically beneficial but also strategically contributes to promoting Indonesia's cultural identity on a global scale.

The use of local cultural material is unique to direct BIPA learning (Saddhono, 2018). For example, BIPA learning in Malang needs to implement the local Malang culture because in this way it will make BIPA students more interested and motivated in learning (Romijn et al., 2021). The success of the BIPA learning process will not be maximized if the learning does not involve the socio-cultural aspects that apply in that language (Tomalin & Stempleski, 1993).

The use of local cultural materials in the development of BIPA materials aims to enable foreign students to communicate effectively in Indonesian cultural situations (Firmani et al., 2022). Therefore, it is necessary to raise cultural awareness among foreign students in learning Indonesian (Tanwin & Rosliani, 2020). The selection of cultural materials in the developed teaching materials represents the customs of the community, community leaders, traditional food and drink, traditions and rituals, traditional dances, and others (Hastuti et al., 2021). The material presented in this teaching material is adjusted to the age and psychological level of BIPA students (Trianingsih et al., 2023). In general, BIPA students are adults and have a strong interest in the language being studied (Tiawati, 2019). This is a challenge for BIPA teaching material developers to be able to integrate aspects of Indonesian culture in the BIPA teaching materials they develop.

Research on the development of BIPA teaching materials with Indonesian culture has been carried out by previous researchers. For example, Saddhono et al. (2022) developed BIPA teaching materials based on Balinese culture. Goziah et al. (2022) developed BIPA teaching materials based on East Javanese culture. The use of Central Javanese culture in BIPA teaching materials was developed by (Murtianis et al., 2019). (Tanwin & Rosliani, 2020) also developed BIPA teaching materials based on local culture. Meanwhile, Proklawati et al., (2021) researched the Development of Reading BIPA Teaching Materials for Beginners Loaded with East Javanese Culture. Three other studies related to the development of culture-based BIPA teaching materials are Ningsih et al., (2019) which utilizes cultural elements in a collection of short stories. (Susanti & Nurhamidah, 2022) developed socio-cultural-based ICT teaching materials, and Tupan (2017) developed materials teach BIPA with Indonesian culture content.

Based on the preliminary study above, it is known that BIPA teaching materials containing East Javanese culture with Reog Ponorogo art content have not been carried out. Therefore, to fill this gap, researchers conducted research with the title development of BIPA Teaching Materials with East Javanese Culture for middle-level BIPA learning (Aswad et al., 2018). The choice of this title was also based on the consideration that most teaching materials are intended for beginner levels because the majority of BIPA students are at this level of proficiency (Saddhono, 2018; Saddhono et al., 2023). Therefore, the aim of this study was to produce BIPA teaching materials with East Javanese culture for the Intermediate level which had eligibility from the aspects of (1) the appropriateness of the intermediate level language, (2) the accuracy of the East Javanese cultural content, and (3) the accuracy of the presentation structure (Pramuniati et al., 2023).

## Literature Review

### Development of Teaching Materials.

Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively in achieving the expected goals, achieving competencies or sub-competencies with all their complexity (Widodo & Jasmadi, 2008). The development of teaching materials also needs to pay attention to matters relating to learning objectives so that they can be used. Furthermore, the objectives of developing teaching materials include: 1) Assisting the learning process that is adapted to the curriculum, 2) Supporting and complementing books that are already available, 3) Facilitating students and educators in choosing the main source of books in learning, and 4) Facilitating educators in adapting the books used to the conditions of the school and students (Hadi & Afandi, 2021).

The characteristics of good material are that it is fit for purpose, there are assignments done by students, pays attention to student interests, pays attention to the development of communication activities, pays attention to learning methods and pays attention to ways of presentation, and contains evaluation of procedures and lesson content (Lina Tiawati, 2018).

According to Anggari et al. (2020) there are four important things that must be considered in considering the language used in teaching materials. These four things are (1) Students' language skills, (2) Language rules, (3) Word choices, and (4) Readability. Meanwhile, Mbulu & Suhartono (2004) state that there are seven principles for developing teaching materials. The main principles are (1) Gradual, meaning that there is a certain procedure for developing teaching materials, (2) Comprehensive, meaning that the perspective of viewing teaching materials is comprehensive, not just part of it, (3) Systematic, meaning that a teaching material needs to be arranged in a systematic way, and (4) Continuous, meaning that the process of developing teaching materials is interconnected, starting from designing, developing, testing, and utilizing (implementing).

Development is the process of translating product specifications into physical form (Seels & Richey, 1994). According to the Big Indonesian Dictionary, development is a process, method, act of making something better, more perfect. From the two references above, development can be interpreted as the act

of providing something that was not previously available to become available or making improvements to something that is available to become more suitable, more efficient and more efficient.

The development of teaching materials is a systematic process of identifying, developing and evaluating learning content and strategies directed at achieving learning objectives more effectively and more efficiently. The purpose of developing teaching materials is to (1) prepare learning activities in various situations so that they can take place optimally, (2) increase teacher motivation to manage teaching and learning activities, and (3) prepare teaching and learning activities by filling in materials that are always new, displayed in a new way and implemented with new learning strategies as well.

Good teaching materials are quality teaching materials. (UNESCO, 2005) put forward the terms of quality teaching materials as follows. 1) Teaching materials have an important role to create equitable and high-quality education. 2) Teaching materials are products of a larger process than curriculum development. 3) The content of teaching materials includes the principles of human rights, integrates pedagogical processes that teach peaceful conflict resolution, gender equality, non-discrimination, other practices and attitudes that are in harmony with the need to learn to live together. 4) Teaching materials facilitate learning to obtain specific results that can be measured by taking into account different perspectives, learning styles, and different modalities (knowledge, skills, and attitudes). 5) Take into account the conceptual level, linguistic environment, background and needs of learners in shaping content and designing learning models. 6) Teaching materials facilitate learning that can encourage participation and experience equally and equally by all students involved in the learning process. 7) Teaching materials are affordable in terms of cost, have a long durability and are accessible to all students.

### **BIPA Learning**

BIPA learning is different from learning Indonesian in general. As a result of these differences, the BIPA learning component is also different from the Indonesian language learning component in general. BIPA learning cannot be equated with learning Indonesian in elementary, middle, high school and vocational schools. The most striking difference is the characteristics of the students or students (Aziz et al., 2021). In elementary, middle, high school, and vocational schools, students or students are generally Indonesian. Indonesian language learners at this school level, learn Indonesian as a second language. As for BIPA students, in general they are foreigners and they learn Indonesian as a foreign language.

The existence of Indonesian language teaching materials is adapted with the characteristics of students/learners as users of the Indonesian language teaching materials. The Indonesian language teaching materials used for elementary, junior high, high school, and vocational students are of course different from the Indonesian language teaching materials used for foreign students (Kant, 2019). BIPA teaching materials are Indonesian language teaching materials specifically designed and structured for the benefit of foreign students. Thus, the characteristics of foreign students are very important factors to consider when developing BIPA teaching materials (Firmani et al., 2022).

BIPA students are foreigners, who have a different language and cultural background from the Indonesian language culture they are studying. These language and cultural differences have consequences for the selection of Indonesian language materials to be taught to them. The success of foreign students in learning BIPA is strongly influenced by foreign students' first language factors. further emphasized that the only cause of difficulties and mistakes in learning a second language or a foreign language is the influence of the first language mastered by the learner.

Foreign students studying BIPA are generally adults. Therefore, there are several characteristics that must be considered in selecting BIPA material (Little, 2020). First, adults already have a lot of knowledge and insight, so that their needs are also the needs of adults, no longer the needs of children. Therefore, the actual topics they want to study are general topics such as environmental issues, human relations, energy, world events and so on. The second, that foreigners (Western people) like to express themselves, present something, express opinions, so that assignments outside the classroom or making small projects will be

very interesting. Finally, to accommodate interests and needs that may differ from one another, it is necessary to prepare a variety of materials.

### Indonesian Culture

What is Indonesian culture? According to Law Number 5 concerning the Advancement of Culture (2017) regarding the promotion of culture, objects for the promotion of Indonesian culture include ten things, namely (1) oral traditions, (2) manuscripts, (3) customs, (4) rites, (5) traditional knowledge, (6) traditional technology, (7) art, (8) language, (9) folk games; and (10) traditional sports. From the object of promoting culture, it is clear that art is a form of Indonesian culture (Saddhono, 2020). Therefore, Reog Ponorogo originating from East Java on a local scale can be considered as East Javanese culture and on a national scale it can be considered as Indonesian culture (Idha et al., 2022).

Reog Ponorogo art is one of the Indonesian regional arts originating from Ponorogo Regency, East Java Province. This art is one of the cultural heritages that has been established by UNESCO (United Nation Educational Scientific and Cultural Organization) as one of the original Indonesian arts. Reog Ponorogo art tells the story of Prabu Kelana Sewandana from the Bantaragin Kingdom who fell in love with Dyah Ayu Dewi Sanggalangit or Dewi Sanggalangit from the Kingdom of Kediri (Nugroho et al., 2021). The King Kelana Sewandana sent Pujangga Anom or Bujang Ganong the patih to propose to Dewi Sanggalangit. However, on the way to the Kingdom of Kediri, the prime minister Bujang Ganong was blocked by Singo Barong. Singo Barong is the king of the tigers, the ruler of Lodaya. That said, he had been ordered by the King of the Kingdom of Kediri to prevent anyone from entering the territory of the Kingdom of Kediri.

### BIPA Rating

The ranking of BIPA learning in Indonesia generally uses three references, namely (1) Common European Framework of Reference (CEFR), (2) American Council on the Teaching of Foreign Languages (ACTFL) and (3) Graduate Competency Standards (SKL). Based on the CEFR BIPA is divided into six levels, namely Lower Beginner (A1), Upper Beginner (A2), Lower Intermediate (B1), Upper Intermediate (B2), Excellent (C1) and Very Excellent (C2). According to the ACTFL reference (2012), the ranking of foreign language proficiency is divided into 11 levels as follows: (1) Distinguished, (2) Superior, (3) Advance High, (4) Advance Mid, (5) Advance Low, (6) Intermediate High, (7) Intermediate Mid, (8) Intermediate Low, (9) Novice High, (10) Novice Mid and (11) Novice Low. Based on the Graduate Competency Standards (SKL) BIPA is divided into seven levels of proficiency (Susanto et al., 2020), namely BIPA I (limited proficiency), BIPA 2 (marginal proficiency), BIPA 3 (junior proficiency), BIPA 4 (intermediate proficiency), BIPA 5 (excellent proficiency), BIPA 6 (very superior), and BIPA 7 (special proficiency).

### Methods

In this research method section, it discusses (1) Research and development models, (2) Research procedures, (3) Data and Data sources, (4) Data collection techniques, and (5) Data analysis techniques.

### Model research and development

The research method used in the development of BIPA teaching materials is the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The choice of the ADDIE model was based on the consideration that this model offers simple stages so that it is suitable for a short research time (July-October, 2022).

### ADDIE development procedure

In the development of the ADDIE model there are five developer steps, namely (1) Analysis, (2) Planning, (3) Development, (4) Implementation, and (5) evaluation. The five development steps are described as follows.

### **Analysis (analysis)**

At this stage, the researcher analyzed the problems faced by both middle-level BIPA students and BIPA teaching staff. In addition, this section also carried out a needs analysis. At this stage, research instruments were prepared in the form of research questionnaires and interview guides aimed at BIPA teachers, BIPA teaching material developers and Reog Ponorogo art experts. The research questionnaire was intended to obtain information about the feasibility of BIPA teaching materials from the aspects of language content, cultural content, and structure of BIPA teaching materials. The interview was intended to obtain additional information on the results of the questionnaire. Therefore interviews were conducted with BIPA practitioners consisting of BIPA teachers and developers of BIPA teaching materials, and Reog Ponorogo art experts. From the analysis process carried out through questionnaires and interviews, information was obtained that BIPA teaching materials contained East Javanese culture related to the Reog Ponorogo art were obtained.

### **Design (planning)**

This stage is also known as the stage of writing a blueprint for teaching materials, namely planning the form of BIPA teaching materials with East Javanese culture. This teaching material contains material on receptive and productive language skills along with exercises. The material is adapted to the characteristics of middle-level BIPA teaching materials.

### **Development**

At this stage the researcher developed the plan into a draft of BIPA teaching materials with East Javanese culture. Teaching materials are developed to meet learning needs for one (1) semester. In one semester, BIPA learning is carried out 15 times and each meeting is three (3) hours. Teaching materials are developed in study units of 5 (five) units. Each lesson unit contains the topic of Reog Ponorogo art which is one of the cultural icons of East Java. The development process was carried out in July-August 2022. The BIPA teaching materials developed were then validated for BIPA practitioners and art experts in Reog Ponorogo. The validation results are used to revise BIPA teaching materials.

### **Implementation (Deployment)**

At this stage, the revised teaching materials were tested. Trials were also carried out in the BIPA program at Malang State University from September to October 2022. Trials were carried out in 2 (two) intermediate-level BIPA classes involving 18 foreign students from 6 countries, namely America, Thailand, Taiwan, Libya, Yemen, and Vietnamese. At this stage, recording of student responses and teacher responses is carried out.

### **Evaluation**

At this stage, an evaluation is carried out in the form of revisions or improvements to BIPA teaching materials based on student responses and teacher responses. The focus of the revision is related to 3 (three) things, namely the suitability of language for intermediate level language proficiency, the accuracy of East Java cultural content in teaching materials, and the systematic structure of presentation.

### **Data and Data Sources**

Verbal data research data is in the form of oral and written information about the local culture of East Java related to Reog Ponorogo. Based on a questionnaire distributed to teachers, East Java cultural figures and developers of BIPA teaching materials, information was obtained that the local culture of East Java was mainly related to Reog Ponorogo as follows. (1) information about the location of Ponorogo Regency, (2) history of Reog Ponorogo art, (3) Reog Ponorogo figures, (4) Reog Ponorogo performances, and (5) controversial Reog Ponorogo.

**Data collection techniques**

The data collection technique was carried out by distributing research questionnaires to BIPA teachers, Reog Ponorogo cultural figures and developers of BIPA teaching materials. In addition, interviews were conducted with BIPA practitioners and East Java cultural figures. Interviews with cultural figures from Reog Ponorogo were intended to find out the accuracy of the substance of the contents of Reog Ponorogo. Interviews with BIPA teachers were aimed at finding out the suitability of the contents of BIPA teaching materials for the middle level. Interviews with BIPA teaching material developers are intended to determine the suitability and accuracy of the teaching material presentation structure.

**Data Analysis**

Data analysis is intended to measure the feasibility level of (1) middle-level language suitability, (2) the accuracy of East Javanese cultural content, and (3) the consistency of the presentation structure. The feasibility level of the three aspects is carried out in the following way.

- 1) Prepare a feasibility questionnaire regarding the appropriateness of language in teaching materials for BIPA intermediate level, the accuracy of the East Javanese cultural content in BIPA teaching materials, and the accuracy of the structure for presenting BIPA teaching materials.
- 2) Converting the questionnaire answers into scores. Conversion of questionnaire answers into scores is set out in table 1 below.

Table 1: Scoring guide	
Answer of score	Questionnaire
1-Strongly agree	4
2-Agreed	3
3-Disagree	2
4-Strongly disagree	1

- 1) Determine the percentage of questionnaire answers. Calculation of the percentage of each questionnaire is done by the following formula.

$$P = f/n \times 100\%$$

Information:

P = percentage eligibility

f = frequency of each answer.

The frequency of each answer is in the form of the average score obtained by multiplying the score of the questionnaire, the number of questions, and the number of participants.

n = number of ideal scores.

The total score is obtained from the maximum score for filling in the questionnaire, which is 4 multiplied by the number of questions and the number of participants. Interpret the percentage results with the eligibility criteria guide, as in table 2 below.

Table 2: Eligibility criteria	
Percentage	Eligibility level
81% - 100%	Very worth it
61% - 80%	Worthy
41% - 60%	Pretty decent

21% - 40%	Not worth it
0% - 20%	Very unworthy

### Discussion

In the results section of this study, (1) product descriptions of BIPA teaching materials and (2) results of product validation development and discussion are presented.

### *Product Description*

In this product description, product characteristics are explained in terms of (1) the use of Indonesian in BIPA teaching materials for the intermediate level, (2) cultural content in teaching materials with East Javanese culture, especially Reog Ponorogo art, and (3) presentation structure.

### *The use of language in middle-level BIPA teaching materials*

This BIPA teaching material with East Javanese culture is structured for intermediate level proficiency. This BIPA teaching material contains 5 (five) study units. The topic of each study unit is different. The topic of each lesson unit is as follows. Unit 1 on the Geographical Location of Ponorogo Regency. Unit 2 on the history of the Reog Ponorogo Art. Unit 3 about Reog Ponorogo Figures. Unit 4 on Performance of Reog Ponorogo. Unit 5 on the Reog Ponorogo controversy. These topics are developed according to linguistic or grammatical aspects such as the process of forming words in the form of prefixes, suffixes and confix that are suitable for intermediate level BIPA. Each lesson unit consists of listening, reading, speaking and writing lessons. The four aspects of these skills are accompanied by practice questions. In each unit, material and language skill exercises for reading, speaking, and writing, as well as listening are presented from supplementary material in the form of videos. In general, language skills material includes receptive and productive language skills. At the end of each unit is a list of target vocabulary.

### *East Javanese cultural content in BIPA teaching materials*

The East Javanese cultural content in the developed BIPA teaching materials is specifically related to the Reog Ponorogo art. The implementation of East Javanese cultural elements is reflected in the lesson units which contain five topics on Reog Ponorogo art. The five topics are, 1) Geographical Location of Ponorogo Regency, 2) Art History of Reog Ponorogo, 3) Figures of Reog Ponorogo, 4) Performance of Reog Ponorogo, and 5) controversy of Reog Ponorogo. These units were developed taking into account the content of East Javanese culture. The five topics can be explained as follows. Unit 1 is about the location of Ponorogo Regency. This unit contains seven subunits, namely 1) reading texts, 2) comprehension exercises, 3) conversational texts, 4) speaking exercises, 5) writing exercises, and 6) writing exercises, and 7) target vocabulary lists. This unit is represented by figure 1 on the following map of Ponorogo Regency.



Picture 1: Map of Ponorogo Regency



Unit 2 on the History of the Reog Ponorogo Art contains seven lesson subunits. For example, subunit one is about the History of Reog and subunit three is about talking about professions. The grammar that is trained in this unit is, Pen- prefix and –an affix. Apart from grammar, this unit also trains on language functions, namely conducting interviews with several professionals who worked hard during the pandemic. Unit two is represented by Figure 2 below.



Picture 2: Art History of Reog Ponorogo

Unit 3 is themed “Takoh Reog Ponorogo” which contains seven subunits. The first two subunits are about Reog Ponorogo Figures and “Going to Ponorogo with Family”. The grammar trained in this unit is the use of ‘which’ (which + adjective and yang + verb) and modalities (before, will, currently, and already). Unit three is represented by figure 3 below.



Picture 3: Characters in Reog Ponorogo

Unit 3 has the theme “Performance of Reog Ponorogo” which also contains seven lesson subunits. For example, subunit 1 is in the form of reading text with the title Performance of Reog Ponorogo and subunit 3 talks about “One more step for Reog Ponorogo to Become a UNESCO Intangible Cultural Heritage”. The grammar that is trained in this unit, namely, active sentences and passive sentences, ‘which’+ passive sentences, and personal pronouns. Unit 4 is represented by Figure 4 below.



Picture 4: Reog Ponorogo Performance

Unit 5 is themed “The Reog Ponorogo Controversy” which contains seven lesson subunits. For example, there is a reading text entitled The Reog Ponorogo Controversy claimed by Malaysia. In addition to grammar, this unit also trains several language functions, namely asking questions and giving responses. Unit 5 is represented by the following figure.



Picture 5: Reog Ponorogo controversy

### *Structure of Presentation of BIPA Teaching Materials*

The structure for presenting BIPA teaching materials uses 12 patterns which can be explained in sequence as follows:

- 1) Unit name and topic title, for example Unit 5 on the Reog Ponorogo art controversy.
- 2) An image representing the theme of the unit
- 3) Learning objectives
- 4) Reading material contains pictures and reading text
- 5) Practice receptive skills by reading comprehension to answer questions from reading texts
- 6) The speaking material is in the form of conversational dialogue text
- 7) Productive skills training
- 8) Grammar material
- 9) Grammar exercises
- 10) Writing material
- 11) Writing exercises
- 12) List of vocabulary words

### *Product validation results for BIPA teaching materials and their discussion*

In this section, the results of product validation of BIPA teaching materials are presented and a discussion of aspects (1) aspects of language suitability for intermediate level language proficiency, (2) accuracy of cultural content in teaching materials with East Javanese culture (Reog Ponorogo art), and (3) systematic accuracy presentation structure.

### *Validation of the suitability of BIPA teaching materials and their discussion*

Based on the validation test conducted on four BIPA practitioners in the BIPA program at the State University of Malang (UM) on the suitability of language in teaching materials for intermediate level language proficiency, an average score of 86 was obtained. The validation results of four BIPA practitioners or BIPA teachers at the middle level are summarized in table 3. as follows.

Table 3: Results of validating the suitability of BIPA teaching materials		
No	Bipa Practitioner Name	Score
1	NRA	85
2	VM	88
3	IL	90
4	MNA	81
	Score average	86

The average score of 86 above is obtained from the questionnaire filling score which measures the suitability of the level of difficulty of the material aspects of language skills and grammar knowledge for the intermediate level of BIPA proficiency (Ulya et al., 2022). There are five entries to assess the feasibility of each lesson unit. The five questionnaire items are (1) the difficulty level of reading text unit 1 is suitable for BIPA intermediate level proficiency, (2) the difficulty level of listening material unit 1 is suitable for intermediate level BIPA proficiency. (3) the difficulty level of speaking material unit 1 is suitable for intermediate level BIPA proficiency. (4) The difficulty level of unit 1 writing material is suitable for the intermediate level of BIPA proficiency. (5) The difficulty level of unit 1 grammar material is suitable for the intermediate level of BIPA proficiency. Units 2 through units use the same contents, only the study units are changed (Kemala et al., 2020) students often face many difficulties when conveying their ideas through writing. Therefore, the purpose of this study is to identify students' problems in writing exposition texts based on three indicators; 1. So the total entries for the five study units are 25 fields. Table 4 below is an example of a questionnaire to assess the feasibility of unit 1.

Table 4: Feasibility questionnaire for mid-level BIPA teaching materials					
No	Aspect Assessment	Score			
1	The difficulty level of unit 1 reading text is suitable for BIPA Intermediate level proficiency	1	2	3	4
2	The difficulty level of unit 1 listening material is suitable for intermediate level BIPA proficiency	1	2	3	4
3	The difficulty level of speaking material unit 1 is suitable for intermediate level BIPA proficiency	1	2	3	4
4	The difficulty level of unit 1 writing material is suitable for the intermediate level of BIPA proficiency	1	2	3	4
5	The difficulty level of unit 1 grammar material is suitable for the intermediate level of BIPA proficiency	1	2	3	4

The average score of 86 for the five aspects of assessment from four BIPA practitioners shows that the BIPA teaching materials as a result of this development are suitable for BIPA at the Middle level (Murtianis et al., 2019). This means that the reading texts contained in this teaching material have a difficulty level that is suitable for middle-level BIPA teaching materials. The grammatical elements in the form of affixes meN-, ber-, pen-, -an, active and passive forms are suitable for BIPA at the intermediate level. This is in accordance with the SKL guidelines which include these additions at BIPA 3 (intermediate level). The inclusion of the grammatical elements above reinforces (Sitepu, 2012) which states that teaching materials need to consider the factors of word choice, text readability and grammar.

This BIPA teaching material contains East Javanese culture, when viewed from a linguistic aspect it contains four language skills, namely listening, speaking, reading, writing, and grammar (Amin, 2020). Each of these subunits is accompanied by exercises or assignments that must be done by students. The task

is grouped into two to answer subjective and objective questions (Maharany et al., 2021). The forms of objective and subjective assignments in BIPA teaching materials are in the form of two forms of questions, namely objective questions and subjective questions (Rofi et al., 2022). Objective questions are classified into five types, namely a) true and false (true false test), b) match (matching test), c) complete (completion test), d) fill in test, and e) multiple choice (multiple choice). Subjective questions are generally in the form of essays (Ulya et al., 2021).

**Validation of the accuracy of East Javanese cultural content in teaching materials and discussion**

Based on the results of the validation test regarding the accuracy of cultural content in teaching materials with East Javanese culture (Reog Ponorogo art) which was carried out on two cultural figures or Reog cultural actors in Ponorogo Regency, the average score was 95. Their validation results are shown in table 4 below.

Table 4: Results of validating the accuracy of cultural content in BIPA teaching materials		
No	Names of cultural figures	Score
1	TJ	96
2	WW	94
	<b>Score average</b>	95

The average score of 95 is obtained from the questionnaire filling score which measures the accuracy of the content of BIPA teaching materials with East Javanese culture. There are five entries to assess the feasibility of each lesson unit. The five questionnaire items are (1) the accuracy of the name of the unit theme with East Javanese culture, (2) the accuracy of reading texts with East Javanese cultural content, (3) the accuracy of the pictures of each subunit with East Javanese culture, (4) the accuracy of East Javanese cultural information in teaching materials, and (5) the accuracy of the target vocabulary which contains East Javanese culture (Rachman et al., 2019). So the total entries for the five study units are 25 fields. Table 5 below is an example of a questionnaire to assess the feasibility of unit 1.

Table 5: Questionnaire for the feasibility of middle-level BIPA teaching materials.					
No	Aspect assessment	Score			
1	The cultural theme in unit 1 is in accordance with the East Javanese cultural theme	1	2	3	4
2	The reading text in unit 1 contains information about East Javanese culture	1	2	3	4
3	The pictures in unit 1 reflect East Javanese culture	1	2	3	4
4	Cultural information in unit 1 contains accurate East Javanese culture	1	2	3	4
5	The target vocabulary in unit 1 emphasizes East Javanese culture	1	2	3	4

The BIPA teaching materials as a result of this development all have the theme of East Javanese culture. Units 1 to 5 respectively contain the themes (1) Ponorogo district location, (2) Reog Ponorogo art history, (3) Reog Ponorogo figures, (4) Reog Ponorogo performances, and (5) Reog Ponorogo controversy. The names of the themes above are all related to the Reog Ponorogo art which is the cultural wealth of East Java.

The selection of pictures in each study unit reflects East Javanese culture. The use of these images can make it easier for students to understand the context (Saddhono, 2018) and can attract students to learn cultural material (Lutfianti et al., 2022). Implementation of local cultural materials in BIPA teaching materials

provides new insights to BIPA students about Indonesian culture (Riana, 2018). Through the cultural material provided, BIPA students can learn languages more effectively because they can use vocabulary in real contexts (Tawandorloh et al., 2021). The images contained in this BIPA teaching material illustrate three forms of culture, namely cultural behavior, cultural knowledge, and cultural objects (Iskandar et al., 2020).

*Validation of the accuracy of the structure of the presentation of teaching materials and their discussion*

Based on the validation test conducted on two BIPA teaching material developers in the BIPA program, State University of Malang (UM), the accuracy of the presentation structure or display of BIPA teaching materials as a result of the development obtained an average score of 85. The results of their validation are shown in table 6 below.

Table 6: Results of validating the accuracy of the presentation structure		
No	The name of the developer of BIPA teaching materials	Score
1	IM	86
2	HN	84
	<b>Score Average</b>	85

The average score of 85 is obtained from the questionnaire filling score which measures the accuracy of the structure of the presentation of BIPA teaching materials. There are five entries to assess the feasibility of each lesson unit. The five questionnaire items are (1) consistency of presentation structure, (2) ease of learning language, (3) ease of learning culture, (4) attractiveness of presentation structure, and (5) balance between material and exercises. So the total entries for the five study units are 25 fields. Table 7 below is an example of a questionnaire to assess the feasibility of unit 1.

Table 7: Questionnaire for the feasibility of middle-level BIPA teaching materials.					
No	Aspect assessment	Score			
1	The presentation structure in unit 1, starting from the learning objectives to the target vocabulary list, is consistent	1	2	3	4
2	The structure of the presentation in unit 1, starting from the learning objectives to the target vocabulary list, makes it easier for students to learn BIPA	1	2	3	4
3	The presentation structure in unit 1, starting from the learning objectives to the target vocabulary list, makes it easier for students to learn Indonesian culture	1	2	3	4
4	The structure of the presentation in unit 1, starting from the learning objectives to the target vocabulary list, attracts the attention of students learning BIPA	1	2	3	4
5	The presentation structure in unit 1 starts from the learning objectives to the target vocabulary list containing balanced material and exercises	1	2	3	4

The total average score of 85 for the five aspects of assessment from four BIPA practitioners shows that the BIPA teaching materials as a result of this development show a good presentation structure. Good teaching materials are teaching materials that contain goals, there are assignments, generate interest in learning, the way of presentation is consistent (Tiawati, 2018). Writing learning objectives in this teaching material shows that the BIPA teaching materials as a result of this development are teaching materials, not reference books. In teaching materials there are learning objectives and in reference books there are no learning objectives.

## Conclusion

Based on the due diligence conducted on BIPA practitioners and Reog cultural figures, the following three pieces of information were obtained. First, the suitability of language for intermediate level language proficiency was obtained a score of 86. Second, the suitability of the cultural content in teaching materials with East Javanese culture (Reog Ponorogo art) scored 95. Third, the systematic structure of presentation was 85. Based on the assessment scores of the three feasibility aspects above, it can be concluded that the BIPA teaching materials containing East Javanese culture as a result of this development are very suitable for use in middle-level BIPA learning. In this closing section, the conclusions and recommendations are presented. The conclusions and recommendations for developing BIPA teaching materials are as follows.

Recommendation for using BIPA teaching materials with Middle-level East Javanese culture are addressed to teachers and students. Teachers are advised to use this teaching material as supplemental material, not the only material used in middle-level BIPA learning. In addition, videos for listening materials should be played at the end of the unit after the vocabulary list, so that students can reflect on their understanding of the visual teaching materials. For students, it is recommended to use this teaching material sequentially starting from unit 1 to the next unit because this teaching material contains grammar. The grammatical aspect of unit 1 underlies the use of grammar for the next unit.

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