

Development of BIPA exposition text materials integrating *Kayangan Api* legend and natural phenomena

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Article Info	Abstract
Keywords: academic literacy; BIPA; culturally integrated teaching materials; exposition text; <i>Kayangan Api</i> Article History Received: 2026-05-08 Reviewed: 2026-05-13 Accepted: 2026-08-14  License: CC BY-SA 4.0	The limited availability of contextual and culturally integrated exposition text materials remains a challenge in BIPA learning, especially for intermediate-level learners who need to develop writing competence and academic literacy. This study aimed to develop BIPA exposition text teaching materials based on the integration of the <i>Kayangan Api</i> legend and natural phenomena and to examine their feasibility, practicality, and effectiveness. The study employed a Research and Development approach with a mixed methods design adapted from the Borg and Gall model and simplified into five stages: needs analysis, product design and development, expert validation, limited field testing, and final revision. The participants consisted of 30 intermediate-level BIPA learners and one BIPA instructor, while seven experts were involved in the validation process. Data were collected through interviews, document analysis, validation sheets, writing tests, questionnaires, and classroom observations. Qualitative data were analyzed using content analysis, while quantitative data were analyzed using descriptive statistics, paired-sample t-test, and N-gain analysis. The results showed that the developed materials achieved a feasibility score of 86.5% and a practicality score of 88.4%, both categorized as very good. Learners' writing performance improved significantly, indicated by a high N-gain score of 0.74. The findings indicate that integrating local legends and natural phenomena into BIPA exposition text materials effectively supports language learning, academic literacy, and cultural understanding.
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INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) continues to grow in line with the increasing interest of the international community in Indonesian language and culture (Fanani et al., 2022). As a second language or foreign language learning program, BIPA not only aims to develop learners' language competencies, but also builds an understanding of the social and cultural context behind the use of Indonesian (Melati et al., 2022). Research by Amin (2021) shows that BIPA learning integrated with local culture can increase students' motivation to learn and reduce anxiety levels in learning. These findings affirm the importance of cultural integration in meaningful and contextual language learning.

The development of teaching materials is a crucial component in BIPA learning. Purbarani et al. (2021) develop a BIPA teaching material model based on the 5C framework which includes communication, cultures, connections, comparison, and communities. Kusmiatun (2018) This framework shows that teaching materials not only function as a means of language learning, but also as a connecting medium between language and socio-cultural reality. Isnaini et al. (2021) emphasized that cultural integration in BIPA reading texts is able to improve vocabulary mastery while expanding learners' cultural horizons. The quality of teaching materials plays a significant role in achieving learning objectives and facilitating learners' language development. Mazhud (2024) emphasized that teaching materials should be aligned with learning needs and curricular

objectives to ensure their effectiveness in the instructional process. Therefore, the development of contextual and learner-centered teaching materials remains an important aspect of language education (Setiawan et al., 2024).

In text-based language learning, the genre-based approach places text as the main means of developing communicative competence and academic literacy. Latifah & Ratnasari (2016) Exposition texts are used to convey information, explain phenomena, and put forward ideas logically based on facts. The structure of the exposition text includes thesis, argumentation, and reaffirmation, with linguistic characteristics in the form of declarative sentences, technical terms, and logical conjunctions (Fitria, 2024). In research on the development of BIPA teaching materials, this characteristic is used to improve learners' academic literacy skills (Masfufah et al., 2022; Priatno et al., 2022).

The ability to understand and produce exposition texts is one of the important competencies for intermediate level BIPA learners because it is related to academic and professional communication needs (Arisnawati et al., 2022). At this level, learners no longer only focus on using language for daily needs, but begin to be directed to understand more complex information, analyze phenomena, and express opinions based on data and facts (Sasnita et al., 2025). Therefore, the teaching materials used should not only be linguistically appropriate but also encourage critical and analytical thinking through contextual learning content. Exposition texts provide opportunities for learners to develop these skills because they require the presentation of logical arguments supported by evidence and factual information (Yulianeta et al., 2022). Previous research by Mardewi & Mansyur (2023) demonstrated that learning through exposition texts can improve learners' literacy skills and active participation in the learning process. Manurung et al. (2024) These findings indicate that exposition texts play an important role in developing academic literacy and higher-order thinking skills, making them particularly relevant for intermediate-level BIPA learners.

In addition, the presentation of exposition texts that raise real phenomena and are close to the lives of Indonesian people can help learners understand the relationship between language, culture, and the social environment in which the language is used (Ilman & Syamsudduha, 2022). Research by Widiarini et al. (2025) through texts that blend factual information with local cultural contexts, learners gain the opportunity to develop cross-cultural communication competencies in greater depth. Thus, the development of teaching materials for exposition texts that utilize local potential not only supports the achievement of linguistic goals, but also strengthens learners' understanding of Indonesia's diverse cultural identity (Marsevani et al., 2024). The development of analytical and critical thinking skills is closely related to the ability to construct arguments in academic texts (Saddhono & Erwinsyah, 2018). Research by Dewi et al. (2026) reported that writing instruction emphasizing rhetorical structure and critical thinking significantly improved learners' ability to organize and communicate ideas effectively. Amalia & Arifin (2021) This finding reinforces the role of exposition texts as a medium for developing academic literacy and higher-order thinking skills.

The selection of exposition texts in this study is based on its characteristics which are informative, objective, and systematic. This text is more suitable than narrative and descriptive texts for intermediate BIPA learners who are beginning to develop analytical and academic thinking skills (Muzaki, 2024). The integration of local cultures in BIPA teaching materials plays an important role in building cultural understanding and cross-cultural communication. Nugroho et al. (2024) shows that the integration of legends in BIPA teaching materials not only improves language skills, but also enriches cultural understanding holistically. In addition, effective language learning requires instructional materials that support learners' comprehension and literacy development. Rahmadayani et al. (2024) reported that contextual learning resources contribute positively to reading comprehension and language acquisition. This finding suggests that meaningful and context-based teaching materials can facilitate deeper engagement with learning content and improve language proficiency.

Kayangan Api in Bojonegoro Regency, East Java, is a natural phenomenon in the form of a perpetual fire that comes from the release of natural gas, as well as having a legend of the local community (Bafana & Rizal, 2025). Research by Rahmat et al. (2024) this combination of natural phenomena and legends provides a rich source of text to develop into exposition texts. Natural

phenomena provide factual data, while legends provide a cultural dimension. Simbolon & Mulyati (2024) emphasized that folklore in BIPA teaching materials creates learning that integrates language and culture in a meaningful way.

Several studies have examined the integration of local culture into BIPA learning materials. Nugroho et al. (2024) reported that the incorporation of legends in BIPA instruction improved learners' cultural understanding and language proficiency. Similarly, Simbolon & Mulyati (2024) demonstrated that folklore-based materials provided meaningful cultural contexts for language learning. Other studies have explored the use of local tourism and cultural narratives as learning resources; however, these materials generally focused on narrative or descriptive texts rather than exposition texts. In addition, previous studies tended to emphasize either cultural content or factual information separately. Anwar et al. (2020) Therefore, research integrating both local legends and natural phenomena within exposition text materials for intermediate-level BIPA learners remains limited. This study addresses that gap by combining scientific and cultural perspectives in a single exposition-text learning resource to support language competence, academic literacy, and cultural understanding simultaneously (Yuriananta et al., 2023). The integration of cultural content into language learning has also been shown to improve learners' engagement and writing performance. Research by Ocktavia et al. (2024) demonstrated that culturally responsive teaching contributes positively to the development of writing skills by connecting learning materials with learners' cultural experiences. These findings suggest that cultural integration can create more meaningful and contextual language learning experiences.

Although research on cultural integration in BIPA has been Andriana et al. (2024) there is still no research that specifically integrates natural phenomena and legends in the form of exposition texts for intermediate BIPA learners. Simbolon & Mulyati (2024) This gap shows the need for integrated development of genre- and cultural-based teaching materials. Based on these gaps, this research aims to develop BIPA exposition text teaching materials that integrate the legends and natural phenomena of *Kayangan Api* to improve language competence, academic literacy, and cultural understanding of middle-level learners.

METHOD

This study employed a Research and Development (R&D) approach with a mixed methods design to develop BIPA exposition text materials based on the *Kayangan Api* legend and natural phenomena. The development model was adapted from Borg and Gall and simplified into five stages: (1) needs analysis, (2) product design and development, (3) expert validation, (4) limited field testing, and (5) final product revision (Assyauqi, 2020). A mixed methods approach was employed because the study integrated qualitative and quantitative data in the process of product development and evaluation (Bagea & Bakar, 2025). The needs analysis was conducted through a review of existing BIPA teaching materials, interviews with a BIPA instructor, and content analysis of the *Kayangan Api* legend and natural phenomena. The findings of the needs analysis served as the basis for developing exposition text materials that integrated linguistic, cultural, and factual content. The developed product was subsequently validated by seven experts consisting of material, language, and media specialists to evaluate its content, language use, presentation, and graphic design.

The study employed a quasi-experimental one-group pretest-posttest design to examine the effectiveness of the developed materials. The participants consisted of 30 intermediate-level BIPA learners selected through intact group sampling, involving an existing class without random assignment. In addition, one BIPA instructor was involved as the product user to evaluate the practicality and applicability of the developed materials during the implementation process. The research instruments included: (1) expert validation sheets, (2) exposition text assessment rubrics, (3) writing tests (pretest and posttest), (4) user response questionnaires, and (5) classroom observation sheets. The validation sheets were used to assess material, language, media, and presentation aspects. The exposition text assessment rubric was developed based on the structure of exposition texts, including thesis, arguments, and reiteration. The response questionnaire employed a five-point Likert scale to measure the attractiveness, ease of use, and usefulness of the developed materials.

Data were collected through document analysis, interviews, expert validation, writing tests, questionnaires, and classroom observations. Qualitative data obtained from interviews, content analysis, observations, and validators' feedback were analyzed using content analysis techniques. Quantitative data, including validation scores, pretest and posttest results, and questionnaire responses, were analyzed using descriptive statistics. Product feasibility was calculated as percentages and categorized as very feasible (81–100%), feasible (61–80%), moderately feasible (41–60%), and less feasible (<41%). Prior to hypothesis testing, the normality of the pretest and posttest scores was examined using the Shapiro–Wilk test. After the assumption of normality was met, a paired-sample t-test was conducted to determine whether there was a statistically significant difference between learners' pretest and posttest scores at a significance level of 0.05. In addition, the effectiveness of the teaching materials was analyzed using the N-gain score to determine the magnitude of improvement in learners' exposition text writing skills after using the developed materials.

RESULTS AND DISCUSSION

Product development result

The product developed in this study was a BIPA exposition text teaching material integrating the *Kayangan Api* legend and natural phenomena. The material was designed based on the results of needs analysis and consisted of learning objectives, exposition texts, vocabulary activities, reading comprehension tasks, writing exercises, and cultural enrichment related to *Kayangan Api*. The development process followed five stages: needs analysis, product design and development, expert validation, limited field testing, and final product revision.

The needs analysis revealed that existing BIPA materials provided limited opportunities for learners to engage with local cultural content through exposition texts. Therefore, the developed materials were designed to integrate linguistic competence, academic literacy, and cultural understanding within a single learning resource. The exposition texts combined factual information regarding the natural phenomenon of eternal fire in *Kayangan Api* with local cultural narratives explaining its origin and significance. Through this integration, learners were expected to develop exposition writing skills while gaining knowledge of Indonesian culture and local wisdom.

Product feasibility

The feasibility of the developed teaching materials was evaluated by seven validators consisting of material experts, language experts, and media experts. The validation results are presented in Table 1.

Table 1. Results of expert validation

Validation Aspect	Percentage	Category
Content Feasibility	88.2%	Very Feasible
Language Feasibility	85.4%	Very Feasible
Presentation Feasibility	86.7%	Very Feasible
Graphic Design	85.8%	Very Feasible
Average	86.5%	Very Feasible

As shown in Table 1, the average feasibility score reached 86.5%, indicating that the developed teaching materials were categorized as very feasible for use in BIPA learning.

The high feasibility score demonstrates that the developed materials successfully integrated linguistic, cultural, and factual elements into a coherent learning resource. The validators considered the content relevant to intermediate-level BIPA learners and appropriate for developing exposition text writing skills. These findings support, Purbarani et al. (2021) who emphasized that BIPA teaching materials should connect language learning with cultural knowledge and real-life contexts. The results also confirm the importance of integrating local cultural resources into language instruction, as suggested by (Isnaini et al., 2021).

Product practicality

The practicality of the teaching materials was evaluated through response questionnaires completed by 30 intermediate-level BIPA learners and one BIPA instructor who implemented the materials during the learning process. The results are presented in Table 2.

Table 2. User response result

Aspect	Percentage	Category
Attractiveness	91.2%	Very Good
Ease of Use	85.4%	Very Good
Usefulness	88.7%	Very Good
Average	88.4%	Very Good

Table 2 shows that the developed materials received very positive responses from users, with an average score of 88.4%.

The positive responses indicate that the materials were practical and easy to implement in classroom instruction. The integration of local legends and natural phenomena provided meaningful contexts that increased learner engagement. In addition, the materials helped learners understand exposition text structures through authentic and culturally relevant content. This finding is consistent with (Kusmiatun, 2018), who argued that BIPA materials should function as a bridge between language learning and Indonesian socio-cultural realities. The results also support (Amin, 2021), who found that culturally integrated learning materials can enhance learner motivation and reduce language learning anxiety.

Qualitative findings

The qualitative findings were obtained through content analysis of validator feedback, classroom observations, and interviews with the BIPA instructor involved in the implementation process. Overall, the validators considered the developed materials relevant to the learning needs of intermediate-level BIPA learners because they integrated linguistic, cultural, and factual dimensions within a single learning resource. Several validators recommended simplifying a number of technical terms related to natural phenomena, improving the consistency of exposition text structures across learning units, and refining the visual layout to enhance readability. These recommendations were incorporated into the final revision of the product.

Classroom observations revealed that learners actively participated in discussions, reading activities, and exposition text writing tasks. Learners showed considerable interest in understanding the relationship between the perpetual fire phenomenon and the local legend of *Kayangan Api*. This combination of scientific and cultural content stimulated curiosity and encouraged active engagement throughout the learning process.

The BIPA instructor reported that the developed materials facilitated the teaching of exposition text structures, particularly in helping learners distinguish between thesis statements, arguments, and reiteration. The instructor also noted that the contextual content made it easier for learners to generate ideas and organize arguments in their writing. These findings suggest that the developed materials not only support language learning outcomes but also enhance learner motivation, cultural awareness, and academic literacy development.

Product effectiveness

The effectiveness of the developed teaching materials was measured using a one-group pretest-posttest design involving 30 intermediate-level BIPA learners. The results of the writing test are presented in Table 3.

Table 3. Pretest and posttest results

Test	Mean Score
Pretest	65.2%

Posttest	84.6%
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Table 3 indicates a substantial increase in learners' exposition writing performance after using the developed materials.

Prior to hypothesis testing, the normality of the pretest and posttest scores was examined using the Shapiro–Wilk test. The results are presented in Table 4.

Table 4. Shapiro-Wilk normality test

Variable	Sig.
Pretest	0.200
Posttest	0.156

The significance values for both pretest and posttest scores were greater than 0.05, indicating that the data were normally distributed. Therefore, a paired-sample t-test was conducted to examine whether the difference between the pretest and posttest scores was statistically significant.

Table 5. Paired-sample t-Test result

Test	Value
t	5.12
Sig. (2-tailed)	0.000

The paired-sample t-test revealed a statistically significant difference between the pretest and posttest scores, $t(29) = 5.12$, $p < 0.001$. This finding indicates that the improvement in learners' exposition text writing performance was statistically significant after the implementation of the developed teaching materials.

To determine the magnitude of improvement, the N-gain score was calculated. The result is presented in Table 6.

Table 6. N-Gain analysis

Indicator	Score	Category
N-Gain	0.74	High

The N-gain score of 0.74 indicates a high level of improvement in learners' exposition text writing ability. The effectiveness results demonstrate that the developed materials successfully supported learners in understanding exposition text structures, organizing arguments, and presenting information logically. The integration of factual information and cultural narratives enabled learners to develop both academic literacy and cultural understanding. These findings are in line with Masfufah et al. (2022) and Priatno et al. (2022), who reported that exposition-text-based instruction contributes significantly to learners' academic literacy and analytical thinking skills.

Furthermore, the use of *Kayangan Api* as learning content provided learners with opportunities to connect linguistic knowledge with real-world phenomena. The natural phenomenon supplied factual and scientific information, while the legend introduced cultural perspectives and local wisdom. This combination enriched learners' understanding of Indonesian culture and supported the development of intercultural communicative competence. The findings support Widiarini et al. (2025), who emphasized that contextual texts facilitate deeper cultural understanding and cross-cultural communication among BIPA learners.

The novelty of this study lies in the integration of local legends and natural phenomena within exposition text teaching materials. Previous studies generally focused on folklore, tourism, or cultural narratives as separate learning resources. In contrast, this study combines scientific and cultural content in a single exposition-text learning resource. As a result, the developed

materials not only improve language skills but also strengthen learners' academic literacy and cultural awareness simultaneously.

Despite these positive findings, several limitations should be acknowledged. The field testing involved only one group of 30 intermediate-level BIPA learners and one BIPA instructor, limiting the generalizability of the results. In addition, the study focused only on exposition text materials, so the effectiveness of integrating legends and natural phenomena into other text genres remains unexplored. Future studies are recommended to involve larger participant groups, multiple institutions, and different BIPA proficiency levels to further examine the applicability and effectiveness of the developed materials.

CONCLUSION

This study demonstrates that the development of BIPA exposition text teaching materials integrating the *Kayangan Api* legend and natural phenomena provides an effective approach to supporting language learning for intermediate-level BIPA learners. The findings indicate that the developed materials are pedagogically appropriate, practically applicable, and capable of improving learners' exposition text writing competence. The integration of factual information about the natural phenomenon of eternal fire with local cultural narratives created meaningful learning experiences that enabled learners to engage with language, culture, and knowledge simultaneously. As a result, the materials not only facilitated the acquisition of exposition text structures but also encouraged learners to organize ideas logically and construct arguments based on evidence. The findings further suggest that contextual and culturally integrated teaching materials contribute to the development of academic literacy in BIPA learning. By combining scientific explanations and cultural perspectives within exposition texts, learners were encouraged to analyze information critically, connect multiple sources of knowledge, and communicate ideas systematically. These outcomes reinforce the view that exposition-text instruction can function as a medium for developing higher-order thinking skills while strengthening language competence. Therefore, the integration of local knowledge into BIPA materials extends the role of language learning beyond linguistic mastery toward broader intellectual and cultural development.

From a practical perspective, the developed materials offer an alternative model for designing BIPA teaching resources that integrate language, culture, and local wisdom within a single instructional framework. The study also contributes theoretically to the growing body of research on culturally responsive and context-based BIPA instruction by demonstrating that the combination of local legends and natural phenomena can enrich exposition-text learning. Consequently, the findings support the use of local cultural and environmental resources as meaningful learning content that enhances both language proficiency and intercultural understanding among BIPA learners.

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Author contributions

H.D.H. conceived and designed the study, developed the research framework, collected and analyzed the data, reviewed the relevant literature, interpreted the findings, and drafted the manuscript. M.I. contributed to the research design, provided academic supervision, supported data interpretation, validated the findings, revised the manuscript, and conducted a critical review

of the manuscript. Both authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

Competing interests

The authors declare no competing interests.

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