

Developing BIPA teaching materials based on Kediri local culture

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Keywords: BIPA; Indonesian for foreign speakers; Kediri local culture; teaching materials Article History Received: 2026-07-17 Reviewed: 2026-08-11 Accepted: 2026-09-02  License: CC BY-SA 4.0	The Indonesian language program for foreign speakers (BIPA) plays a strategic role in linguistic diplomacy and internationalization of Indonesian. However, learning is often hampered by the gap between learners' communicative needs and available teaching materials. At Syekh Wasil State Islamic University Kediri, Level Four foreign students struggle with listening and speaking, and lack understanding of local culture, since materials remain conventional. This study develops a valid digital teaching material based on Kediri's local culture and describes its feasibility in BIPA learning. The approach used is Research and Development, referring to a simplified Borg and Gall model, comprising needs analysis, design planning, product development, expert validation, and field trials with Thai students. Findings show the product has multimodal features integrating reading texts with local wisdom, cultural videos via code-scanning, and game-based evaluation. Expert validation showed highly suitable qualification with near-perfect scores. Field trials showed a positive response, with 95 percent acceptance. The study concludes that integrating cultural materials such as folk legends, culinary delights, and local tourism digitally is feasible and supports motivation and cross-cultural understanding.
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INTRODUCTION

Strategically, the BIPA (Indonesian for foreign speakers) program plays a vital role in supporting language and cultural diplomacy as part of Indonesia's soft power on the international stage (Handayani & Nurlina, 2024; Kurniawati & Nurlina, 2024). Foreign learners study Indonesian for diverse purposes, ranging from academic, business, and diplomatic needs to socio-cultural interactions (Kurniawati & Nurlina, 2024). Consequently, BIPA instruction must go beyond the mere transfer of linguistic knowledge; it must also provide an immersive cultural experience (Kurniawati & Nurlina, 2024).

At the intermediate level, or Level IV, teaching materials should ideally foster communicative competence by providing authentic cultural contexts and utilizing digital media. However, field observations reveal a gap between these expectations and the actual conditions of the BIPA program at UIN Syekh Wasil Kediri. In fact, the BIPA program plays a crucial role as an instrument of internationalization and academic acculturation to support the academic adaptation of international students in Islamic higher education (Dewi, 2026). Furthermore, integrating authentic cultural elements, such as local culinary traditions, into BIPA materials serves as a strategic tool to boost learner motivation and accelerate language internationalization (Pandoyo et al., 2026). Foreign learners at the institution continue to face significant challenges in oral communication, seemingly due to a lack of teaching materials that support an understanding of local pragmatics and culture.

Although Kediri possesses a wealth of local cultural elements that could serve as material sources, there is currently no intermediate-level BIPA teaching material that specifically integrates Kediri's local culture. Previous research on material development has tended to focus on Javanese culture in general or on other regions like Malang, creating a void in contextually

relevant materials for learners based in Kediri. The absence of a local environmental context in existing materials hinders optimal language acquisition, as learners miss opportunities to interpret the language within real-life situations.

Beyond the aspect of cultural content, the need for innovation in learning media also serves as a primary driver for this research. Modern foreign learners seek interactive, engaging, and flexible teaching materials accessible via digital devices, yet available materials remain dominated by conventional formats. Integrating digital technology into teaching materials, such as the use of flipbook formats, is considered capable of meeting the needs of modern learners while enriching their learning experiences and fostering learner autonomy. Furthermore, interactive digital media serve as powerful bridges that span geographical distances, providing learners with authentic and engaging cultural experiences even from afar (Nisa et al., 2026).

Previous studies have demonstrated a positive trend in the development of BIPA teaching materials that incorporate local cultural content. For instance, Helmi (2021) successfully developed teaching materials for Level 3 learners that focused on the local culture of Malang. Digital media are effective in enhancing the accessibility and quality of BIPA instruction and enriching the cultural experience for participants (Kurniawati & Nurlina, 2024). Similarly, Sari and Ansari (2021) undertook a comparable development project, highlighting the cultural richness of North Sumatra for beginner-level learners.

One effective and authentic form of cultural integration in BIPA instruction is the use of local culinary culture. Culinary practices are viewed not merely as a means of satisfying biological needs but also as cultural artifacts rich in meaning. Activities involving the preparation and tasting of traditional foods, such as “*teh telur*” (egg tea) or “*bubur kacang hijau*” (mung bean porridge), provide tangible sensory experiences that encourage learners to produce language spontaneously, such as describing flavors as “sweet, spicy, or delicious” (Hali et al., 2023). Through culinary activities, learners not only acquire new vocabulary but also gain insight into the values of togetherness and local identity reflected in these dining traditions (Hali et al., 2023).

Beyond cultural aspects, the adoption of technology and communicative approaches also features prominently in the development of modern BIPA materials. Rofi'uddin et al. (2021) addressed the demands of the digital era by developing online teaching materials for beginner-level learners. Meanwhile, Tiawati et al. (2024) emphasized the importance of integrating cross-cultural understanding to ensure that international learners not only acquire language skills but also develop the ability to interact effectively within the Indonesian cultural context. This cross-cultural understanding serves as a crucial foundation for international students to develop communicative competence alongside respect for local cultural values (Tiawati et al., 2024).

A review of the literature reveals a significant academic gap that needs to be addressed. Most existing studies tend to separate the focus on developing local cultural aspects from the use of digital technology, or they concentrate exclusively on the culture of a specific region. To date, no research has specifically developed digital learning materials for intermediate-level (Level IV) learners that integrate the local culture of Kediri. Therefore, this study offers a novel contribution by integrating the unique local wisdom of Kediri with interactive technology to address a gap in the literature regarding the development of BIPA (Indonesian Language for Foreign Speakers) teaching materials.

In light of these issues, this study aims to develop digital BIPA teaching materials for Level IV based on Kediri's local culture and to evaluate their feasibility and acceptability. The resulting product is expected to serve as a valid and engaging learning resource that supports foreign learners in practicing communication skills, while also acting as a reference model for curriculum development within the study program. This research offers academic novelty by filling a literature gap through a specific combination of Kediri's local cultural content and digital technology, an approach that has not been extensively explored previously.

METHOD

Therefore, this study offers a novel contribution by integrating the unique local wisdom of Kediri with interactive technology, thereby addressing a gap in the literature regarding the development of BIPA (Indonesian Language for Foreign Speakers) teaching materials.

Based on this context, the study aims to develop digital BIPA teaching materials for Level IV, grounded in Kediri's local culture, and to assess their feasibility and acceptability. The resulting product is intended to serve as a valid and engaging learning resource that supports foreign learners in practicing communication skills, while also acting as a reference model for curriculum development within the study program. The study offers academic novelty by filling a literature gap through a specific blend of Kediri's local cultural content and digital technology, an area that has not been extensively explored previously.

This study employs a Research and Development (R&D) approach aimed at producing and testing the feasibility of an educational product: digital BIPA teaching materials. The development model adopted is based on the procedural design of Borg and Gall. Due to time constraints and practical field limitations, the original ten-step model was modified and simplified into six essential stages without compromising the scientific validity of the development process. These stages comprise a preliminary study, planning, initial draft development, expert validation, limited field testing, and final product revision.

The subjects involved in the testing phase were divided into two groups: expert validators and product users. The validator group consisted of three experts, a BIPA content specialist, an instructional media design expert, and an Indonesian language expert, tasked with assessing the product's theoretical feasibility. Meanwhile, field testing involved foreign students from Thailand currently studying at UIN Syekh Wasil Kediri. A purposive sampling technique was used to select ten students who met the criteria for Level IV (intermediate) learners and were available outside their regular university class schedules. The teaching materials were developed based on the BIPA Graduate Competency Standards (SKL) outlined in Ministry of Education and Culture Regulation No. 27 of 2017 for Level IV, specifically integrating local cultural elements from Kediri, such as folklore, culinary traditions, and historical sites. The development process utilized the digital platform Canva for visual design, YouTube for listening materials, and Wordwall for interactive exercises. Implementation began with a needs analysis to map students' learning preferences, followed by prototype design. Once the draft was prepared, expert validation was conducted. Expert feedback served as the basis for initial revisions before the product underwent limited-scale testing with foreign students to gauge user response.

Research data were collected using non-test instruments. To measure the product's validity and feasibility, expert validation questionnaires covering content, language, and graphic design aspects were employed. User responses were gathered via student questionnaires assessing engagement and ease of use. Additionally, interview guidelines and observation sheets were used to obtain in-depth data regarding learning behaviors and challenges faced by the subjects during the trial.

The data analysis techniques applied were descriptive qualitative and descriptive quantitative. Quantitative data derived from Likert-scale questionnaire scores (1–5 for experts and 1–4 for students) were analyzed by calculating average percentages to determine the product's feasibility category. Meanwhile, qualitative data, comprising critiques, suggestions for improvement, and interview results, were analyzed descriptively to identify aspects requiring revision for the final refinement of the product.

RESULTS AND DISCUSSION

Needs analysis and product design development

A preliminary study was conducted to map the demographic profiles, competencies, and learning preferences of international students from Thailand at UIN Syekh Wasil Kediri. A comprehensive mapping of learning needs that integrates local cultural contexts is essential to ensure the teaching materials are functional and capable of enhancing learners' sociocultural competence (Kusuma & Chasanah, 2026). Participants for this stage were selected using purposive sampling, resulting in ten representative subjects who maintained consistent attendance despite the constraints of the university's academic schedule. Demographically, none of the participants were beginners; having studied Indonesian for over a year, they required materials that went beyond basic introductions.

An analysis of learning motivations revealed a diversity of complementary orientations among the learners. Some students, such as Haneefa, possessed a strong academic orientation

aimed at supporting their formal studies. Conversely, NM and RK demonstrated instrumental and pragmatic motivations, viewing Indonesian proficiency as an asset for future careers and a practical tool for travel or interacting with locals. Meanwhile, integrative motivation was dominant in Nur-Iman, who showed a deep interest in immersing themselves in and understanding Indonesian culture. This diversity of goals indicated a need for flexible teaching materials capable of bridging formal academic requirements with everyday social communication skills.

Regarding linguistic competence, significant gaps were identified in receptive and oral productive skills. Students reported frequently struggling to comprehend the rapid, complex speech of native speakers. Psychological barriers were also noted; subjects like RK and NM often felt nervous and experienced pronunciation difficulties when speaking. In such situations, learners frequently employ an adaptive strategy of using brief, straightforward communication to reduce their cognitive load and mitigate the fear of making mistakes (Ramdania & Kusuma, 2026). They explicitly expressed a dislike for one-way lecture methods and strongly preferred learning approaches that emphasized hands-on practice or role-playing to build confidence.

Another significant finding concerned material preferences, which leaned heavily toward the integration of local Kediri culture. The learners' interests center on four key areas: traditional cuisine (such as "Tahu Takwa" and "Pecel Tumpang"), oral literature or legends (such as the "Panji" tales and the legend of Mount Kelud), iconic tourist landmarks (Simpang Lima Gumul), and ritual traditions (such as "Larung Sesaji"). HN, for instance, is interested in comparing local folklore with versions found in Thailand, while NA seeks to understand the philosophical significance behind traditions, she had previously only seen in news reports.

Finally, this generation of learners demands digitized materials that feature colorful visuals, audiovisual content (videos), and interactive elements. Mobile accessibility and game-based learning, such as the use of digital quizzes, are essential preferences for maintaining high levels of learning motivation.

The curriculum analysis focuses on dissecting the Graduate Competency Standards (SKL) for BIPA (Indonesian Language for Foreign Speakers) at the intermediate level, or Level IV, as stipulated in the Minister of Education and Culture Regulation Number 27 of 2017. Under these regulations, learning outcomes require students to report observations of events and articulate ideas regarding both concrete and abstract topics without significant communication barriers. Operationally, this standard translates into the selection of complex instructional materials, encompassing skills such as inferring information from electronic news media, grasping moral messages in oral literature, and practicing advanced linguistic structures, including complex phrases and benefactive affixes. This competency mapping serves as the legal basis for selecting local culture-based materials, such as folktales and current social issues, as the primary content for developing students' receptive and productive proficiencies.

Based on the needs and curriculum analysis, the instructional material was developed as a digital book incorporating a multimodal concept. The physical design and layout were created using the Canva platform, featuring a colorful visual style and authentic imagery of Kediri's culture, such as photos of the Simpang Lima Gumul monument, "Tahu Takwa" (local tofu), and "Jaranan" traditional art, to build students' real-world schemata regarding the local context. To facilitate listening skills, an area where students often face challenges, the material integrates QR code technology linked directly to YouTube videos, providing audiovisual content such as electronic news reports and recordings of folktales. Furthermore, the evaluation component is designed interactively via the Wordwall platform to create a gamified learning experience, thereby boosting student engagement in the classroom.

The instructional material is organized into five thematic learning units that integrate the four language skills (listening, speaking, reading, and writing) with grammar and cultural insights. Unit I focuses on the topic of Folktales, featuring the legends of Mount Kelud and Calon Arang as core material. Unit II focuses on signature culinary specialties such as "Tahu Takwa and Pecel Tumpang", complemented by role-playing activities simulating buying and selling transactions. Unit III explores Kediri's landmarks, including the Simpang Lima Gumul Monument and Surowono Temple. Unit IV covers regional arts such as the "Jaranan" Dance and "Reog Kendang", while Unit V concludes the course with local traditions like "Grebeg Suro" and "Larung Sesaji". Each unit also

features a “Mini-Glossary” and a “Reflection Sheet” to support independent learning and comprehension.

Based on the mapping of the Graduate Competency Standards (SKL) outlined above, the content structure for the “Kediri Local Culture-Based BIPA” teaching materials (Level IV) is established as follows.

Table 1. Alignment between the Graduate Competency Standards (SKL) of Ministry of Education and Culture Regulation no. 27/2017 and instructional material content

No.	Skill Aspect	Graduate Competency Standards	Implementation of Material in the Textbook
1.	Listening	Able to infer information from electronic media news and understand speech in videos or short films.	- Unit I: Watching the video "The Legend of Mount Kelud." - Unit II: Listening to the electronic news report "Reaping Profits from Tahu Takwa." - Unit III: Watching the video about the Simpang Lima Gumul Monument.
2.	Speaking	Able to describe topics in detail, express opinions, and engage in spontaneous conversation.	- Unit I: Retelling the content of a legend orally. - Unit II: Role-playing an interview between a seller and a buyer, and creating a culinary vlog. - Unit III: Creating a vlog at a nearby tourist attraction. - Unit V: Conducting interviews with local residents about local traditions.
3.	Reading	Able to express the moral message in fairy tales or folktales and comprehend report texts or articles.	- Unit I: Reading the text "The Legend of Calon Arang" and identifying its moral message. - Unit III: Reading a descriptive text about the "Surowono Temple" historical site. - Unit V: Reading the news article "The Mount Kelud "Larung Sesaji" (Offering-Casting) Tradition."
4.	Writing	Able to write detailed descriptive texts about topics of interest or events.	- Unit I: Arranging jumbled sentences into a coherent storyline. - Unit II: Creating social media posts (Instagram/Facebook) about food. - Unit V: Writing descriptions of traditions and constructing sentences using conjunctions.
5.	Linguistic Aspec	Mastering the use of complex phrases, affixes (me-, pe-, -kan, -i), and conjunctions.	- Complex Phrases: Use of phrases containing the word "yang" (e.g., "Gunung Kelud yang sering Meletus") in Unit I. - Sentence Types: Declarative, interrogative, imperative, and exclamatory sentences in Unit II. - Affixes: Use of the prefixes "<i>meng-</i>" and "<i>peng-</i>" in Unit III, and the prefix "<i>pe-</i>" (denoting the doer/agent) in Unit IV. - Conjunctions: Use of connecting words ("dan, atau, tetapi, karena, and meskipun") in Unit V.
6.	Culture	Identifying cultural values and local wisdom within the context of communication.	- "Gotong Royong" (mutual cooperation): The value of togetherness found in folklore. - Local Wisdom: Introduction to "Jamu Beras Kencur" (traditional herbal tonic), "Ikat" woven fabric, Gamelan, and "Halalbihalal" (post-Eid gathering).

This analysis ensures that the developed instructional material is not only contextualized to learners' needs regarding local culture but is also legally valid, having met applicable national education standards.

Product suitability based on expert validation

The quality of the initial draft of the instructional material was validated by three experts: a subject matter expert, a media expert, and a language expert. A summary of the validation results is presented in Table 1. The data indicate that the product received highly positive ratings from all validators. The subject matter expert awarded an average score of 4.80, indicating that the content regarding Kediri's local culture was presented accurately and was relevant to the learning objectives. The language expert gave a perfect score of 5.00, confirming that the linguistic structure and text readability were highly appropriate for Level IV learners. Meanwhile, the media expert gave a score of 4.80, noting minor areas for improvement regarding image resolution and

layout, which were subsequently revised prior to field testing. Overall, the average validation score reached 4.86, placing the product in the "Highly Suitable" category.

Table 2. Summary of expert validation results

Validator	Assessment Aspect	Average Score	Category
Subject Matter Expert	Content & Culture	4.80	Highly Feasible
Media Expert	Media & Design	4.80	Highly Feasible
Language Expert	Linguistics	5.00	Highly Feasible
Overall Average		4.86	Highly Feasible

The variation in assessment scores across the three experts, 5.00 for the linguistic aspect, 4.80 for content, and 4.80 for media, offers an interesting insight into the characteristics of developing BIPA (Indonesian for Foreign Speakers) teaching materials. The perfect score (5.00) for the linguistic aspect stems from the fact that language rules are governed by definite, objective standards. When the grammatical structure, vocabulary, and text difficulty within the draft align precisely with the BIPA Level IV Graduate Competency Standards (SKL), it is natural for this aspect to receive the maximum rating.

Conversely, the content aspect received a score of 4.80 because the material focuses on local culture. Unlike grammar, which is fixed, cultural elements, such as folktales or local traditions, are dynamic and vast. In an educational context, it is impossible to capture the full depth of cultural meaning in a textbook without simplifying the material. Therefore, the score of 4.80 actually represents the highest level of suitability for socio-cultural content; subject matter experts recognize that cultural content always leaves room for further enrichment and adjustment.

The same applies to the media design aspect, which also scored 4.80. Digital learning media are closely linked to user experience and technological adaptability. Minor feedback from validators, such as issues scanning QR codes under specific lighting conditions, is a normal part of digital product development. This demonstrates that no matter how excellent a design appears on paper, technology often requires real-world adjustments during actual implementation.

In conclusion, these varying validation scores do not indicate any product weakness. Instead, the score variation reflects the reality of creating BIPA teaching materials: while grammatical rules can be measured precisely, cultural elements and digital technology remain adaptive and open to refinement.

Suitability of the teaching materials

The suitability of the teaching materials was assessed with the participation of ten international students. The results of user feedback regarding the appeal, ease of use, and utility of the teaching materials are summarized in Table 3. To ensure objectivity, data on suitability were collected using a questionnaire employing a Likert scale (ranging from 1 to 4). In addition to numerical ratings, the instrument included a section for qualitative comments to guide improvements (editorial feedback). Quantitative data indicate that the average learner approval rate reached 95%, placing it in the "Very Good" category.

Table 3. Learners' Responses in the Limited Field Trial

No.	Respondent Code	Obtained Score	Maximum Score	Percentage (%)	Category
1.	HN	40	40	100	Very Good
2.	RK	35	40	87.5	Very Good
3.	NA	39	40	97.5	Very Good
4.	NM	38	40	95	Very Good
5.	FK	37	40	92.5	Very Good
6.	SS	36	40	90	Very Good
7.	AD	38	40	95	Very Good
8.	MM	37	40	92.5	Very Good
9.	AW	34	40	85	Very Good
10.	TN	39	40	97.5	Very Good
Average		37,3	40	93.25	Very Good

Although the teaching materials received an overall "Excellent" rating with an average acceptance rate of 93.25%, the scores, ranging from 85% to 100%, reveal variations that warrant critical analysis. These score variations do not indicate product inconsistency; rather, they reflect the diverse profiles, academic backgrounds, and learning needs of the individual BIPA (Indonesian Language for Foreign Speakers) learners.

Demographic mapping shows that the highest-scoring respondents, such as HN (100%), NA (97.5%), and TN (97.5%), predominantly come from the Faculty of Tarbiyah, specifically from study programs focused on education and language (e.g., English Language Education and Islamic Religious Education). Students with a background in teacher training generally possess greater pedagogical sensitivity and higher academic motivation regarding structured materials. They tend to highly appreciate the exploration of complex narrative and descriptive texts (such as the Legend of Mount Kelud or Surowono Temple), as these align with their need for comprehensive mastery of the target language, encompassing both linguistic structure and cultural meaning.

Conversely, lower scores were recorded by respondents AW (85%) and RK (87.5%). These lower acceptance rates can be explained through two distinct theoretical perspectives.

AW is a student in the Islamic Educational Management program. From a pragmatic standpoint, learners with backgrounds in management or administration often require Indonesian language materials that are formal and transactional, or "Indonesian for Specific Purposes" (ISP), rather than materials heavily focused on oral literature and local traditions. While the product was rated positively, its direct relevance to the academic texts used in their specific major may have been perceived as lacking specificity.

In the case of RK, who comes from a language-related study program, initial needs assessment data revealed a psychological barrier in the form of speaking anxiety. The teaching materials require active interaction through activities such as role-play simulations and vlog creation. For learners with low confidence in oral pronunciation, these performance-related demands can influence their assessment of the product's ease of use, even though its visual design and content comprehensiveness are rated highly. Meanwhile, respondents from the fields of Sharia and "Ushuluddin", specifically those in "Ilmu Al-Qur'an dan Tafsir" (Quranic Studies and Exegesis) and "Hukum Keluarga Islam" (Islamic Family Law), gave consistent scores (92.5%). This indicates that the material incorporating Kediri's local wisdom is well-received as a means of fostering cross-cultural understanding, despite not directly intersecting with the specific religious literature they typically study. Overall, this data variation confirms a fundamental principle in applied linguistics: no single BIPA teaching material can meet 100% of the specific needs of all learners across diverse disciplines; nevertheless, an integrative approach rooted in local culture has proven capable of meeting the expectations of the majority of intermediate-level learners.

Analysis of qualitative data and observations during the trial reinforced the quantitative findings. Learners reported that interactive features, such as Wordwall games, successfully boosted learning motivation and alleviated boredom. Furthermore, cultural video materials accessed via QR codes were deemed highly beneficial for practicing listening skills within authentic contexts. However, technical issues regarding QR code readability under specific lighting conditions were identified; these were subsequently addressed by adjusting the contrast and size of the codes in the final product. Overall, these findings confirm that the BIPA teaching materials, based on the local culture of Kediri, are effective for supporting intermediate-level learning.

Discussion

Justification of methodology and pedagogical approach

The successful development of these digital BIPA teaching materials, which achieved a "Highly Suitable" rating with an average expert validation score of 4.86 and a 95% user acceptance rate, is firmly rooted in the accurate learning needs analysis conducted during the initial phase of the research. Needs analysis is an essential first step in planning BIPA instruction (Indriyani et al., 2025). The objective of this preliminary process was to gather concrete data on the needs of adult learners, including their learning style preferences, desired learning environments, and primary goals for studying Indonesian (Indriyani et al., 2025). Moreover, integrating aspects of Kediri's local culture into the materials aligns with modern BIPA instructional principles. Addressing local

cultural values and pragmatic norms is crucial for equipping foreign learners with an accurate understanding of the local culture (Indriyani et al., 2025). The design of these materials consistently integrates language skills through contextual and integrative activities. In contemporary BIPA teaching practice, educators employ an eclectic approach, combining various learning methods and strategies tailored to specific classroom needs and learner characteristics (Indriyani et al., 2025). In line with this, the development of teaching materials is strongly recommended to incorporate authentic texts (Fitria, 2023).

In practice, the combination of mixed and communicative-contextual approaches manifests through authentic tasks, such as role-playing sales transactions or creating travel vlogs. This method specifically emphasizes the importance of direct language practice in real-world settings (Indriyani et al., 2025). Indeed, cultural elements must not be treated merely as static informational content, but should be transformed into interactive and participatory language-learning tasks that foster intercultural dialogue (Werdiningsih, 2026). For Thai learners in particular, combining task-based learning with an intercultural approach is highly recommended, as it provides meaningful communicative practice that shifts their learning habits away from mere structural memorization (Illahiyah et al., 2026). Applying a communicative approach integrated with the local wisdom of Kediri has proven effective in enriching learners' vocabulary while facilitating natural interactions (Fitria, 2023).

Cultural dimensions and local relevance

Furthermore, the product holds deep relevance as it is grounded in the principle that learning Indonesian is, in essence, learning Indonesian culture. BIPA (Indonesian for Foreign Speakers) instruction serves as a potent vehicle for introducing Indonesian society and culture. Consequently, integrating Kediri's local culture, such as legends, culinary specialties, and traditions, directly implements BIPA pedagogical norms that mandate the inclusion of cultural aspects. Without a grasp of these cultural elements, learners may experience culture shock, which can hinder the learning process. Moreover, integrating local culture provides an authentic pragmatic context and a medium for cross-cultural reflection, shifting the focus from mere structural transmission to strengthening learners' intercultural competence (Pasaribu et al., 2026). These teaching materials ensure that local culture is presented in three relevant forms: cultural behaviors (etiquette, "Gotong Royong" or mutual cooperation), cultural knowledge (legends, history), and cultural artifacts (cuisine, handicrafts).

This development initiative also effectively addresses the diverse, specific learning goals of intermediate-level BIPA learners. Foreign learners have varied objectives, ranging from daily communication and tourism to career-related goals. By featuring Kediri-specific topics such as local cuisine ("Tahu Takwa") and tourism landmarks (Simpang Lima Gumul, Mount Kelud), these materials provide practical resources for learners wishing to travel, conduct research, or adapt to the local context of Kediri.

Substantively, this integration of Kediri's culture directly supports regional development programs. This aligns with findings by Ridwanulloh et al. (2023), which indicate that leveraging local identity, such as "Panji" or "Gringsing" motifs, strengthens the characteristics of the region's flagship products. More specifically, the cultural content in this textbook, covering topics like "Jamu" (herbal medicine), "Tenun Ikat" (traditional woven fabric), and "Jaranan" art, is thematically linked to the clusters within the Kediri City Government's "Kampung Keren" (Cool Village) program. This represents a tangible contribution by academics to the "Kampung Budaya" (Cultural Village) and "Kampung Winner" clusters. Huda and Askafi (2021) emphasize that successfully transforming local potential into an urban tourism destination relies heavily on the collaborative synergy of the pentahelix model, in which academics play a vital role in documenting and promoting these cultural assets on the international stage.

Focusing on tradition also reinforces the role of BIPA (Indonesian Language for Foreign Speakers) as a tool for cultural preservation. Research by Retnaning (2021) demonstrates that preserving local traditions, such as "Kebur Oebalan", serves as an expression of gratitude and an effort to uphold religious values and environmental sustainability. In an educational context, incorporating material on traditions (such as the "Larung Sesaji" ritual at Mount Kelud) aims not

only to develop grammatical proficiency but also to instill character values that are often lacking among contemporary students.

Furthermore, integrating traditional material (like the “Larung Sesaji” ritual at Mount Kelud) serves to incorporate elements of the community’s culture into the learning process, alongside the goal of developing grammatical mastery (Handayani & Nurlina, 2024). By gaining a holistic understanding of the culture, BIPA learners move beyond mechanical language acquisition to grasp the nuances, ethics, and values inherent in the language’s usage (Handayani & Nurlina, 2024). Moreover, a sociolinguistic approach that integrates local culture provides an authentic learning experience, significantly strengthening learners’ pragmatic and intercultural competencies while minimizing cross-cultural misunderstandings (Sulfiana & Azis, 2026).

Digital Innovation and Error Handling

The development of these digital teaching materials aligns with the trend of creating validated digital learning resources based on Kediri’s local wisdom. Afandi et al. (2025) previously developed a highly valid (89–90%) and effective digital encyclopedia on Kediri’s local wisdom to enhance the cultural literacy of elementary school students. The digital format offered by this product, utilizing QR codes for videos and interactive quizzes, facilitates easier and faster access to information, meeting modern pedagogical demands. Furthermore, the implementation of digital media innovations has proven relevant in overcoming language barriers and cognitive load within multilingual learning environments, particularly in classrooms utilizing an intermediary language (Sabuela et al., 2026). Furthermore, the product addresses the challenge of managing BIPA classes with mixed proficiency levels (beginner, intermediate, and advanced) by adopting a learning model that supports differentiation, thereby maintaining high motivation and accommodating all proficiency levels.

The textbook’s design also addresses common grammatical difficulties faced by foreign learners. Theoretically, language errors made by BIPA learners provide tangible evidence of the complexity of the language system they are processing, a process often influenced by cross-linguistic transfer from their native languages (Permadi et al., 2022). Furthermore, syntactic errors, particularly in sentence construction, serve as evidence of the learners’ evolving interlanguage, which is significantly influenced by language transfer during the writing process and limited linguistic competence (Shafiqah et al., 2026). These structural errors serve as crucial indicators for instructors to evaluate learner progress and identify areas requiring further improvement (Permadi et al., 2022). Consequently, these teaching materials are systematically designed to present grammar topics (such as conjunctions and affixation) in an integrated manner, combining them with reading contexts and structured exercises. This strategic simplification of material is key to ensuring that beginner-to-intermediate BIPA learners remain comfortable while acquiring new sentence structures (Fitria, 2023).

The product’s trial and validation results demonstrate consistent high quality. Quantitatively, the average validation score from experts reached 4.86 out of 5.00, classifying the product as “Highly Suitable.” Furthermore, limited field trials yielded a 95% acceptance rate and positive learner response. This high level of suitability, both theoretical (expert validation) and practical (user response), suggests that the applied development model successfully bridged the gap between academic requirements and the learners’ authentic cultural experiences. A practical implication of these quantitative results is the recommendation of this product as an innovative teaching material model capable of enhancing the motivation, cross-cultural understanding, and communicative competence of Level IV foreign learners. These implications also extend to curriculum development recommendations for BIPA (Indonesian Language for Foreign Speakers) programs, ensuring that materials are contextual and adaptable to technological advancements and modern learner profiles.

CONCLUSION

Theoretically, the findings of this study broaden the paradigm of contextual language learning in BIPA (Indonesian for Foreign Speakers), particularly concerning the influence of localized cultural immersion on target language schema activation. While previous second language acquisition scholarship has predominantly focused on national or broadly generalized regional culture, this

research demonstrates that grounding instruction in micro-local culture, such as Mount Kelud folklore, the Calon Arang oral tradition, and indigenous culinary and craft terminology of Kediri, provides concrete, authentic socio-pragmatic frameworks for intermediate (Level IV) learners. Furthermore, integrating multimodal digital resources via QR codes and gamified evaluation supports Cognitive Load Theory, showing that synchronized visual and interactive audiovisual stimuli effectively alleviate foreign language anxiety, sustain learner comfort, and enhance simultaneous lexical and grammatical retention among international students.

Practically, these development outcomes offer concrete operational contributions for instructors, curriculum developers, and regional stakeholders. For BIPA instructors and curriculum planners, the module delivers an actionable instructional blueprint aligned with the Graduate Competency Standards (Permendikbud No. 27/2017), seamlessly blending authentic communicative tasks—such as culinary vlogs, marketplace transaction role-plays, and community interviews—with rigorous grammatical progression. In terms of instructional technology, the successful deployment of this material proves that high-quality, interactive digital courseware can be designed adaptively and cost-effectively using widely accessible platforms like Canva, YouTube, and Wordwall. Moreover, anchoring instructional content to local heritage and municipal development initiatives (such as Kediri's *Kampung Keren* clusters and historical preservation sites) reinforces the strategic role of BIPA as a grassroots cultural diplomacy mechanism, enabling international students to act as organic cultural ambassadors who document and project regional heritage to a global audience through their digital learning artifacts.

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Author contributions

E.N. conceptualized the study, designed the methodology, and drafted the manuscript; I.M. supervised the research and reviewed the manuscript critically; B.N.K. and M.R.F. collected the data, assisted in the digital media development, and conducted the field trials. All authors reviewed and approved the final version of the manuscript.

Competing interests

The authors declare no competing interests.

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