

PROBLEMATICS OF BIPA TEACHERS AT UNESA INDONESIA AND WALAILAK UNIVERSITY THAILAND

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Abstract. This study aims to find the problematics of BIPA teaching at the State University of Surabaya and Walailak University, Thailand, especially the problematics faced by BIPA teachers at the both of universities. The subjects of this study are BIPA lecturers from both universities. Data are collected through online Focus Group Discussion (FGD) and filling out a questionnaire (Google Form). Data are in the form of answers to FGD questions, then processed using descriptive techniques. The results of this study are BIPA teachers from both universities stated that there are problematics with the availability of BIPA teaching materials and media. The solutions carried out by BIPA teachers at both universities are (1) preparing teaching materials according to the needs of BIPA students and (2) creating online learning media using slides, jamboard, Padlet, word walls, and learning videos.

Keywords: problematics, BIPA teaching, the problematics of BIPA teaching

INTRODUCTION

Learning Indonesian for foreign speakers is in great demand in almost all countries, especially the Asian region. China, Korea, Japan, Philippines, Laos, Myanmar, Timor Leste, and Thailand are the most significant contributors to BIPA students. Enthusiasm and interest in BIPA learning must be followed by quality teaching, both online and offline. Of course, to achieve this requires careful learning readiness starting from planning, implementing to proper evaluation. Important aspects that are inseparable from the BIPA learning process are the alignment of learning strategies, curriculum, teaching materials, materials, and media under learning objectives.

In the context of BIPA learning, learning a language is closely related to its culture. For learning to be achieved optimally, there is a need for alignment between components in learning, such as media, materials, and innovative learning strategies (Murtianis et al. 2019:428). The synergy of the various components is undoubtedly greatly influenced by the competence of the teacher. Therefore, it is necessary to increase the competence of BIPA teachers consistently and continuously. The competency improvement includes the professionalism and pedagogical aspects of BIPA's. BIPA teachers as "knowledge persons" must develop themselves through academic forums and follow the dynamics.

BIPA learning at the State University of Surabaya has been going well so far. However, several things hinder learning activities, including the alignment of the material with the needs of students. The use of books such as *Sahabatku BIPA* for students is considered not to accommodate the knowledge and skills of students who have varied language abilities. The teacher coordinates the determination and preparation of teaching materials through workshops to meet the needs of students. Likewise, the selection and use of online learning media require precision to achieve language competence optimally.

In the same way, BIPA learning at Walailak University in Thailand has been running very dynamically. The existing dynamics are motivated by several aspects, including the background of the availability of teaching materials, teaching factors, media, and curriculum. BIPA learning at Walailak University is organized by the Asian Studies department, focusing on studying the

languages of the Asian region, one of which is Indonesian. The availability of standardized teaching materials has not followed high enthusiasm by students. Also, the use of online media is still minimal and has not been used by teachers to the fullest. BIPA learning at Walailak University is taught by a lecturer from Thailand with a Master of Indonesian Language and Literature Education competence. Likewise, most of the other BIPA lecturers in course institutions, schools, and universities have participated in summer

courses, in-country, Dharmasiswa, master studies, and other programs that have been carried out in Indonesia. The program periods vary from one month to one year for course programs and a minimum of two years for master's programs.

The important thing in BIPA learning is that besides presenting interesting material, it is also relevant and current learning media. Listening learning requires interactive audio and audiovisual media. Audiovisuals are usually presented with the support of other devices such as projectors, speakers, and other connected devices so that students can listen well. Adequate devices support voice clarity and listening language (Astuti & Bewe, 2020:402). Teachers can use easily accessible learning media in online learning situations, including Padlet, Kahoot, Quizziz, Jamboard, Wordwall, etc. Of course, the selection of media is aligned with the learning objectives, the suitability of the material, and the learner's characteristics.

The focus of this article is related to the problems experienced by teachers regarding the availability of BIPA teaching materials and media, as well as solutions made by BIPA teachers at Surabaya State University and Walailak University Thailand. The two universities are collaborative partners in the academic field, especially in the field of BIPA. In addition, the joint activities that have been carried out together still have some problems regarding the availability of teaching materials and BIPA media. The goal is to find solutions in designing creative and innovative teaching materials and media according to the characteristics of students.

RESEARCH METHOD

This study aims to explain the problems of teaching BIPA at the State University of Surabaya and Walailak University, Thailand. The research focuses on the problems faced by BIPA lecturers at the two universities who are also research subjects. Data collection was carried out through guided discussions with online teachers, followed by filling out questionnaires using Google Forms. The primary data of the research is the answers of BIPA teachers through questions when the focused discussion is carried out. Secondary data was obtained through literature studies related to teaching problems, implementation of learning strategies and methods, and BIPA learning media. The data obtained were then analysed using descriptive techniques.

RESULT AND ANALYSIS

1. BIPA's Learning Condition at the State University of Surabaya

BIPA learning at the State University of Surabaya has essentially developed from the number of enthusiasts who have increased every year. The number of students in quantity must be followed by adequate quality of learning both in terms of teacher competence, availability of materials, media, and supporting infrastructure. Students dominate BIPA enthusiasts at Unesa at the university level ranging from undergraduate, master's, to doctoral levels. Several programs attract students because they have specific characteristics, especially culture, tourism, and culinary in East Java. Some of the programs that students participate in include the summer course, International Student Scholarship (ISS), *Kemitraan Negara Berkembang* or Developing Countries Partnership (KNB), two-month online class program.

BIPA students at Unesa have diverse backgrounds, ranging from students, lecturers, workers, and the general public. Students who join the BIPA Program come from various countries, including Korea, Thailand, Japan, China, Poland, Madagascar, Timor Leste, Philippines, Colombia, Yemen,

Egypt, Cambodia, etc. The diversity of student backgrounds and language levels makes BIPA learning a challenge. Professionalism and integrity are the main basis for teachers in maintaining rhythm and consistency in teaching in the classroom by prioritizing innovation, IT skills, and new information according to the needs of students.

Based on the results of the focused group discussion, the problems faced by BIPA teachers at Unesa include 1) The first language background and initial Indonesian language skills of BIPA students, 2) Differences in the cultural background of BIPA students. Both of these are problems faced by BIPA lecturers at the State University of Surabaya in Indonesia. At the beginning of the BIPA learning

process, BIPA teachers had difficulty communicating with Mandarin-speaking students from China. It happens because the English mastery of Chinese students is low. If the teacher uses Indonesian as instruction in learning, the students do not yet have adequate initial abilities. To overcome these problems, the teachers use mixed languages, namely English, Indonesian, and sign language, supported by learning media.

The condition of BIPA students is very diverse, both language and culture. It is possible to cause misinformation, miscommunication in interaction. Students and teachers experience this condition because they experience differences in communication patterns, attitudes or behavior, norms, and even lifestyles. It can be minimized if each understands another language and culture, including how to communicate in harmony with the principles of intercultural communication, and is applied when communicating (Anindita & Woelandari, 2020: 25).

The background of the first language, the pronunciation spoken by students from Thailand, Cambodia, and Unesa's BIPA teachers considered Madagascar to be unclear. It makes it difficult for BIPA teachers to understand their intentions. Students from Thailand are more likely to use Malay than Indonesian. In addition, there are BIPA students at Unesa who come from the Philippines and Arabs. The learner's language background also impacts the difficulty of the teacher in expressing the intent and conveying the subject matter to them. For this reason, the teacher asks the students to recite more than one utterance delivered in Indonesian, writing down the meaning of the utterance. In contrast, the teacher uses code-switching and code-mixing, nonverbal language, and relevant learning media.

The difference in the initial level of Indonesian language proficiency for BIPA students is also a problem for teachers. It happens in the BIPA class with different students mastering the initial ability to speak Indonesian. Less effective learning. For this reason, BIPA teachers try to overcome this by (1) preparing material according to the ability level of students, providing practice questions for students who already have more initial abilities, and (2) holding a placement test so that BIPA students study in classes according to their initial level of Indonesian language proficiency.

In the aspect of differences in the cultural background of BIPA students, teachers experience problems in the form of culture shock due to the cultural background of BIPA students, especially students from European countries. The things that become problematic because of the cultural background are the way of dressing that is not by eastern customs, the delivery of criticism directly to the teacher, without further ado, and punctual habits. The solution made by the teacher was to convey Indonesian dress customs to BIPA students, especially when studying and in everyday life. Teachers are also better prepared to be more professional in teaching the material and self-correcting in using time.

Indonesian language learning has penetrated the international arena, none other than to help communicate in various fields according to the needs of students (Rachman 2019:454-455). The problems that often arise when students take BIPA learning face-to-face are: 1) difficulty communicating in Indonesian, so they need to be accompanied by a BIPA tutor, 2) experiencing culture shock, so adaptation is needed at the beginning of learning, 3) adapting patterns and ways of learning with other students.

2. The Condition of BIPA's learning in the Walailak University, Thailand

Thai students have a background in Malay and Thai. Both have different language structures, which of course, have an influence when learning Indonesian. In general, students with a Malay language background find it easier to communicate using Indonesian because they have the same language family. However, the structure of spoken and written language is different from

Indonesian. Students with Thai backgrounds have their own difficulties in learning Indonesian, including: 1) difficulty in pronouncing the letters "L" and "R" at the beginning and end of words, 2) difficulties in applying affixes, 3) difficulty in learning passive sentences.

The background of Thai students who study Indonesian at the University is all high school students. None of them have a vocational background. Cultural background does not have a significant influence on the process of learning Indonesian. In general, students have a basic level of learning

Indonesian. Some even do not understand Indonesian at all. It can be said that when teaching, the lecturer uses Thai for beginners. At the beginner level, various problems were found: 1) students were not very interactive, 2) were not used to hearing Indonesian vocabulary. There are still frequent mistakes in pronouncing vocabulary that is almost similar in pronunciation, such as "Beri" and "Beli", "Rice" and "Berat", "Kelapa" and "Kepala" which are often confused in the process of use and meaning.

There are often categories of errors and misunderstandings by BIPA students when learning grammar. Error categories involve affixation, diction, use of punctuation marks, and sentence structure. Diction errors contain errors in implementing verbs, adverbs, adjectives, particles, and numbers (Siroj & Wijayanti, 2020:170-171). BIPA students very often experience it at Walailak University. The structure of words and sentences between Indonesian and Thai is very influential when learning grammar. For example, in Thai language does not use affixes, which is used is the base word.

BIPA teachers mostly use Thai as the language of instruction for BIPA learning. It is because students at universities are, on average, entry-level students. When the teacher uses Indonesian as the language of instruction, students have difficulty understanding the material presented. When learning has been going on for three months, the teacher uses a mixed language between Thai and Indonesian.

The initial ability of BIPA students at Walailak University Thailand is the same as the majority. They are early learners of Indonesian. Thus, it is not a problem for teachers. As a solution to this, in addition to using mixed languages, teachers use various media, such as video and ppt.

All BIPA students at Walailak University are from Thailand, none from other countries. So based on country of origin, they are homogeneous. It is much different from BIPA students at the State University of Surabaya, Indonesia. They come from various countries such as Poland, Egypt, Austria, South Korea, Japan, China, Cambodia, Vietnam, the Philippines, and Russia. Because of the country's background, BIPA teachers do not experience significant difficulties considering that both teachers and students have mastered the Thai language. However, teaching BIPA in homogeneous classes will experience difficulties because students will often discuss using their mother tongue. In contrast to heterogeneous classes from various countries, they will put more effort into learning Indonesian to discuss with their friends in class.

Another thing that the teachers said about the first language background is that there are not as many ethnic groups and regional languages as in Indonesia in Thailand. It makes the first language background less problematic for BIPA teachers in Thailand. There is even a tribe in Thailand whose first language is Yui. This regional language is similar to Malay. This positively affects BIPA students because it can accelerate their understanding and mastery of the Indonesian language they are learning. As is known, there are similarities between Indonesian and Malay.

BIPA teachers at Walailak University Thailand said that there were no BIPA textbooks available in Thai, teachers had difficulty using Indonesian textbooks. The teachers independently determine the subject matter according to the needs of students. For this reason, the teacher prepares material for four language skills, namely listening, speaking, reading, writing, and grammar material. They make books as well as pocket dictionaries to support the learning process. The curriculum at various universities in Thailand is still diverse. It means that the curriculum design does not yet have a standard. So that teachers make materials, align learning methods according to student needs. The media used by the teacher is not yet entirely varied and exciting. The visual content about Indonesia has not followed the novelty. The teacher always tries to organize the class in an interactive and fun way. When learning online, the teacher constantly adjusts the media and methods according to the material presented in class. Teachers also have not joined the BIPA teaching association in Thailand.

Indonesian language and learning are currently growing quite rapidly in the country and its real existence abroad. Through the BIPA program, the Indonesian language and culture have become known in almost all world regions. In BIPA learning, many introduce culture widely through textbooks (Murtianis, et al. 2019:427). Through BIPA textbooks that have varied and innovative content, it will help facilitate students in overcoming the language problems they face. The presentation of textbooks

must be innovative, meaning that the content and substance represent the needs of students in learning Indonesian, including the media they use.

An important aspect in supporting BIPA learning is the introduction of culture. The cultural aspect is essential. It can instill awareness of culture because it will help make it easier to communicate and understand the context of Indonesian culture (Tanwin & Rosliani, 2020:1601). BIPA learning at Walailak University applies lectures with theory, practice, project-based assignments, and programs implemented in several universities in Indonesia. The country program is carried out for approximately six months, focusing on learning language skills, grammar, culture, and other supporting subjects. Another program followed is to carry out internships and social action internships for at least one month. The activity was considered positive and effective in improving Indonesian language skills for Thai people. The existence of a cultural community through art and cultural studios is the main attraction for students in exploring the Indonesian language.

BIPA learning requires various aspects to achieve learning targets both in the field of language and culture. The cultural aspect has a significant role in helping students learn Indonesian. The important things that are included in the five standards that students must achieve include 1) culture, 2) communication, 3) connection, 4) community, 5) Comparison. When learning Indonesian, foreign students join cultural communities with various multicultural and multilingual contexts. The activities of students in various communities will support language acquisition, which will enrich their language skills (Saddhono, 2015: 349).

Cultural background and lifestyle are not a problem for BIPA lecturers at Walailak University, Thailand. It is because the teachers and students are both from Thailand. Therefore, there are no differences in culture and lifestyle. In addition, also because the Thai nation does not consist of many tribes.

Based on the analysis results of complex data faced by BIPA lecturers at the State University of Surabaya in Indonesia and Walailak University in Thailand, there are differences and similarities in the problems faced by BIPA teachers in the two countries. The differences and similarities found are as follows.

Table 1
Differences and Similarities of BIPA Lecturer Problems
in the State University of Surabaya and Walailak University, Thailand

Number	Coverage of BIPA teaching problems	State University of Surabaya	Walailak University Thailand
1.	First language background and initial proficiency in Indonesian	√	-
2.	Availability of teaching materials	√	√
3.	The language of instruction in BIPA learning	√	√
4.	Differences in the cultural background of BIPA students	√	-

The findings of the availability of BIPA materials in this study are in line with Dirga (2018) findings, which examined the problems of BIPA in Timor Leste. Dirga found that one of the

problems faced by BIPA teachers in Timor Leste was the limited BIPA learning resources. It was explained that in Timor Leste, teachers make their teaching materials. It is in line with the problems faced by BIPA lecturers at Walailak University. The absence of a syllabus and teaching materials encourages lecturers at the university to prepare teaching materials according to the needs of students and the goals to be achieved. Dirga also said that BIPA teachers in Timor Leste came from Indonesia. The teachers also used the BIPA book published by the Language Development and Development Agency of the Ministry of Education and Culture entitled "My Friends of Indonesia", but it turned out that the book could not

be used in every institution. These findings are identical to the problematic findings faced by BIPA lecturers at the State University of Surabaya, Indonesia. As a solution to this problem, teachers develop BIPA teaching materials according to the needs and levels of students, whether beginners or adult learners.

Dirga (20218) stated that teaching materials are one of the essential components in BIPA teaching. Teaching materials are knowledge and skills about the Indonesian language for foreign speakers. Through the mastery of teaching materials delivered by the teacher, it will be possible to measure the achievement of BIPA learning objectives achieved by students. By studying teaching materials, learners' competence speaks Indonesian orally and in writing can be built.

What is not revealed in this study is the problems faced by teachers in BIPA online learning. Dirga (2020) revealed that the problems encountered by teachers in BIPA online learning at Inalco Paris were difficulties in controlling student activities and limitations in interacting between teachers and students; between students. It will impact the mastery of the material being taught and the achievement of learning objectives.

3. The Solution

The availability of BIPA teaching materials in Indonesia is also a problem faced by BIPA teachers. In 2019, BIPA teachers at Unesa Indonesia used the BIPA book published by the Language Development and Development Agency titled "My Friends Indonesia". Based on the answers during the focused group discussion, the teachers said that the material in the book was too easy for adult BIPA students. Then, in 2020, Unesa BIPA teachers in Indonesia use books that are suitable for adult students. The solution that teachers make to the availability of BIPA material is to add and develop subject matter according to the level and needs of BIPA students. The material developed is in the form of Indonesian grammar.

BIPA teaching materials need to be developed continuously and continuously following the times and aligning students' needs according to the goals to be achieved. Teacher creativity is needed in creating teaching materials that will be used. The diversity and characteristics of learners need to be accommodated with teaching materials and innovative media support. In supporting the development of teaching materials, the teacher coordinates by taking into account several aspects, including: 1) material continuity between language skills, 2) depth of material substance, 3) variations in material presentation, 4) material correlation with culture.

The solutions to the problems faced by BIPA teachers at the two universities include the following:

- 1) Align the substance and depth of discussion in teaching materials and teaching materials that are relevant to the level and learning objectives,
- 2) Develop teaching materials and teaching materials regularly by considering the newness of information about Indonesianness.
- 3) Equalization of perceptions by teachers through workshops and workshops on planning, implementation, and evaluation of learning. It is done in the context of material sustainability and avoiding misinformation.
- 4) Involve teachers to be actively involved in improving competence in various BIPA academic activities, seminars, symposiums, and training. Through participation in training, teachers can improve competence in teaching strategies, media, curriculum, BIPA management.
- 5) Pay attention to and consider the use of learning media relevant to the needs, characteristics of students, and the learning objectives used.
- 6) Accuracy in determining and applying the curriculum by the learning objectives of the students

- 7) Increase cooperation with universities, institutions, art and culture studios, tourism industry, and related institutions to assist in implementing BIPA program activities.
- 8) Development of BIPA learning programs by synergizing and collaborating with various universities in Indonesia and abroad. Academic forum collaboration can be done by organizing conferences, sustainability programs such as summer courses, in-country, internships, and common teaching practices.
- 9) Periodic evaluation of program implementation by involving teachers, managers, and the fields that supervise them.
- 10) Professional BIPA organizational management with the support of human resources and representative facilities.

BIPA learning must be applicable, meaning that it needs the support of appropriate teaching methods and materials. Learning about affixes can start from simple things to the complexity of the material, of course with the level of language acquisition ability (Setyaningrum, et al. 2018:51). Textbooks play a significant role in BIPA learning. Textbooks contain linguistic material, and the substance of the material is always in harmony with Indonesian culture (Murtianis, et al. 2019:429). The depth of the substance and the variety of visuals are an attraction for students. Of course, this must be followed by the competence of BIPA teachers and exciting strategies.

The problems of BIPA learning are very diverse, one of which is related to understanding teaching materials. Problematic regarding teaching materials, namely the difficulty of understanding the structure of the material at levels A1-C2. The grammatical material is still considered to be lacking in portion and the cultural material presented at the end of each chapter. Problems of understanding teaching material also often occur in affixation material. Almost all students experience difficulties in learning grammar, for example, the application of affixes -kan, ter-, men-. It is because the vocabulary and its formation are still limited (Shofia, 2020:206-207).

In BIPA learning, active learning techniques are needed. Active students in the class include discussions, presentations, as well as case studies. Additionally, each course can be carried out with field study practices to organize effective and efficient learning (Isnaniah, 2020:22). Mastery of learners' language at the same level is very supportive of teachers in being creative in carrying out learning in the classroom. At least no gap in the learner's language mastery makes it difficult for the teacher to parse the material. BIPA learning can be created with various methods such as role-playing, variety play, study tours, cultural observations, and research conducted by students.

BIPA students need to develop their productive and receptive skills to improve scholarly communication. Language and cultural material is part of the achievements in the essential competencies of BIPA students to achieve successful communication. When BIPA learning takes place, it is necessary to pay attention to pedagogical aspects in line with the needs of students. In teaching, BIPA needs to pay attention to the selection of materials, learning strategies. BIPA course design needs to pay attention to course objectives and student characteristics (Suyitno, et al. 2017:177).

The important thing in BIPA learning is that besides presenting interesting material, it is also relevant and current learning media. Listening learning requires interactive audio and audio-visual media. Audio-visuals are usually presented with the support of other devices such as projectors, speakers, and other connected devices so that students can listen well. Adequate devices support voice clarity and listening language (Astuti & Bewe, 2020:402). The use of supporting media needs to be presented attractively and creatively. Online-based learning media is beneficial for students in mastering the Indonesian language. Media that students can use include Kahoot, Quizizz, Padlet, Jamboard, Google Classroom, Wordwall, Canva, Learningapp, Educandy, etc. Each of which has its advantages and characteristics.

The success of BIPA learning can be measured through several parameters, including being able to work on grammar material, completing daily, weekly, middle, and end semester assignments. Oral and written skills are the main parameters that are certainly in line with the BIPA SKL. Students'

motivation in the process of learning Indonesian, especially outside the classroom, is enough to determine success (Setyaningrum, et al. 2018: 51). BIPA learning strategies applied in the classroom include the mechanical level and involve higher-order thinking skills. Learning strategies depend on

the type of task, individual factors, and the learning environment that influence learning (Suyitno, et al. 2017: 187).

Methods that can be used in teaching BIPA, include: 1) eclectic method to accommodate enthusiastic learners, 2) direct method to teach Indonesian pronunciation, 3) reading method, to understand vocabulary, Indonesian content, 4) translation grammar method, to help translate the content of reading, 5) Suggestopedia, creating an atmosphere of fun and cooperation (Widya Sari, et al. 2016:10). BIPA learning needs to be presented creatively, innovatively, and fun. BIPA students do some things in Walailak by presenting drama, dance, and music by students at the end of the program. Other exciting activities are carried out by watching and analyzing films, Indonesian music, and translating short stories. They are translating novels and research on Indonesia in culture, politics, economics, social, health, and education.

CONCLUSION

The development of BIPA is very dynamic. BIPA learning problems also vary, ranging from the availability of teaching materials, teacher competencies, infrastructure, curriculum, learning strategies, models, and learning media. The existing conditions and situations must resolve various problems that exist. The solutions to existing problems can be done by: 1) Increasing teacher competence through participation in academic forums and BIPA training, 2) internal workshops for equalizing perceptions, 3) designing and developing relevant teaching materials and materials, 4) conducting program evaluations, 5) accuracy in choosing media, 6) accuracy of curriculum implementation, 7) collaboration and program synergy by involving various related elements, 8) program development, 9) program evaluation, 10) professional BIPA management.

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