

PERCEPTIONS OF MULTINATIONAL STUDENTS ON SUNDANESE GASTRONOMY READING ENRICHMENT ASSISTED BY AUGMENTED REALITY FOR BIPA LEARNERS

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Abstract

This study aims to provide reading learning materials enriched with Augmented Reality (AR) using Sundanese Gastronomy for non-native Indonesian language learners (BIPA). This study emphasizes the importance of incorporating local culture into language education and the limited use of interactive technologies, such as Augmented Reality, in BIPA classes. This study used a descriptive qualitative methodology, including an open-ended questionnaire for data collection from six BIPA learners representing various countries. The collected data were analyzed thematically to reveal learners' responses, needs, and perspectives on the resulting learning materials. The results showed that all participants had no prior experience with AR media but showed significant interest in its use in learning. The resulting learning tools improved reading comprehension, interestingly presented Indonesian culture, and stimulated more active learning. The application of Sundanese Gastronomy in reading materials provided an authentic cultural background, while the Augmented Reality (AR) aspect enhanced visualization and participation in learning. The findings suggest that creating AR-based reading materials that integrate local culture can provide a new approach to enhance interactive, contextual, and intercultural BIPA learning.

Keywords: *BIPA, Sundanese Gastronomy and Augmented Reality (AR)*

INTRODUCTION

The Indonesian Language Learning Program for Foreign Speakers (BIPA) aims to provide language proficiency to students while introducing them to Indonesia's rich and diverse cultural heritage. A technique recognized as effective for improving language skills and cultural understanding is using locally sourced teaching materials in educational activities. Traditional Indonesian food can be a contextual and engaging cultural medium for BIPA students, especially in improving reading skills (Musyarofah & Handayani, 2020).

Sundanese gastronomy, as an expression of West Javanese culture, reflects social values, customs, and life philosophies that BIPA students can deeply understand. Traditional foods such as karedok, nasi liwet, peuyeum, and lotek are integral to daily consumption and contain complex cultural stories, which can be valuable reading materials. Therefore, integrating culinary elements into reading teaching materials aims to create a contextual, communicative, and culturally meaningful learning experience (Suherman, 2021).

Observations and initial findings from the questionnaire indicate that most BIPA learners have not utilized interactive technology-based media, such as Augmented Reality (AR), in their learning process. On the contrary, respondents showed significant interest in using new and interesting technologies. This provides an opportunity to create reading materials that combine narrative and descriptive texts, complemented by AR-based visual displays that can be accessed through digital devices. Augmented Reality technology has increased motivation, engagement, and memory retention in language learning (Cai et al., 2021).

Intermediate BIPA learners often understand complex texts but still need support understanding cultural contexts and implicit meanings. Learning resources that cover real-life topics, such as culinary and culture, are considered more helpful in improving reading skills and strengthening intercultural competence (Tomlinson, 2011). Therefore, the creation of AR-supported reading learning materials with the topic of Sundanese culinary is considered suitable for intermediate BIPA learners. The research topic in this study is: How do BIPA learners view the development of Augmented Reality-supported reading materials that integrate Sundanese culinary content? This

study uses data from an open-ended questionnaire to identify learners' requirements and perspectives regarding this unique learning aid. This study aims to design and evaluate initial views from learners regarding Augmented Reality-based learning reading materials that use Sundanese culinary content for intermediate BIPA learners. This study investigates learners' impressions of this media's content, aesthetics, usability, and benefits in learning the Indonesian language and culture.

LITERATURE REVIEW

Indonesian culture is an extraordinary culture. The excellence of Indonesian culture attracts the attention of international countries that want to study it. Foreign countries have studied Indonesian. The need to provide Indonesian language teaching for foreign speakers has encouraged the formation of BIPA programs or curricula. BIPA learners are similar to children who do not yet understand the dominant language in their environment (Tanwin, 2020). BIPA teachers are responsible for providing Indonesian language and culture resources to BIPA learners (Zamahsari et al., 2019). Indonesian language and culture resources are provided comprehensively to enable BIPA learners to use Indonesian in various conversational situations within a particular society. BIPA is an abbreviation of Bahasa Indonesia untuk Penutur Asing, which means Indonesian for Foreign Speakers. The BIPA teaching program is an initiative to teach Indonesian, specifically to foreign speakers. "foreign speakers" refers to languages other than Indonesian and regional languages, including English, Mandarin, German, Japanese, Korean, Spanish, and others. The goal of the BIPA program is for students to speak Indonesian fluently. Therefore, Indonesian is the primary language taught to non-native speakers in the BIPA education program (Suher, 2017).

Since starting free trade, the BIPA program has gained significant popularity and demand. However, conflicting views still exist regarding the best approach to successfully teaching non-native speakers of Indonesian, including the tools used, curriculum content, and pedagogical approaches applied. This is due to the many variations in the language learning process in practice. This shows that teaching a foreign language, especially Indonesian, is challenging and requires careful thought (Rohimah, 2018). The BIPA program has been implemented in almost all leading universities in Indonesia, both state and private universities. According to data from the Language Center in Jakarta, BIPA learning programs have been established in around 46 countries worldwide, including higher education institutions and Indonesian embassies and consulates general in various countries. The birth of BIPA represents an important aspect in the historical evolution of the Indonesian language, especially in research (Azizah et al., 2012).

According to data from the Ministry of Education and Culture in 2012 (as cited in Arumdyahsari et al., 2016), at least 45 institutions in Indonesia offered Indonesian language teaching programs for international students. These institutions include universities and language institutions. Comparing the 2021 data shows that, in almost nine years, there has been an increase of almost 73% in the number of institutions providing BIPA programs in Indonesia. This indicates a 73% increase in international students enrolling in BIPA programs in Indonesia during that period. Quantitative developments must be balanced with qualitative progress, especially related to the quality of BIPA education programs. The lack of BIPA learning resources cannot meet international students' significant interests. Therefore, it is essential to provide learning resources for BIPA students to meet the high demand among foreigners to acquire Indonesian language proficiency (Ulumuddin, 2014). A variety of high-quality learning resources must support this increasing attention. Arsanti (2018) emphasized that the absence of learning resources will impact the quality of education. This statement aligns with the view of Prasetyo (2015), who showed that the scarcity of learning resources is a serious problem in BIPA education. Not all learning resources facilitate students in acquiring the necessary skills. In addition, based on the resolution of the Sixth Indonesian Language Congress in 1993 in Jakarta, it was determined that developing BIPA teaching materials that are separate from Indonesian language teaching for Indonesians is significant.

The enrollment of international students in Indonesian educational institutions is very high every year and shows an increasing trend (Kusmiatun et al., 2017). The increasing interest in learning Indonesian formally is both an opportunity and a challenge. The opportunity lies in the potential for linguistic and cultural diplomacy initiatives to gain new momentum and become more accessible. Wiratsih (2019) explains that BIPA (Indonesian for Foreign Students) is a diplomatic tool to strengthen Indonesia's national identity. Through BIPA, countries worldwide can get to know Indonesia and are encouraged to establish cooperation or harmonious relationships. On the other hand, improving the quality of BIPA teaching is a challenge. This difficulty is closely related to the discussion of the internationalization of the Indonesian language (Yahya, 2018). Creating electronic and interactive educational resources is essential to address more dynamic challenges. Unsystematic and irregular developments demand that educators, academics, researchers, and education officials continue to strive for innovation. This statement is supported by Kristanto et al. (2017), who argue that technological advances enable students to learn more effectively

and efficiently in the context of globalization. Advances in theory, methods, and supporting elements of learning are essential to adequately prepare students for future life and work (Serdyukov, 2017). The ever-evolving conditions can be used to equip students for the future.

Sundanese cultural gastronomy reflects the identity, history, and lifestyle of the Sundanese people, renowned for their culinary traditions. Sundanese cuisine is characterized by fresh and simple flavors, using natural ingredients readily available in the region, including fresh vegetables, seafood, and spices. Dishes such as nasi liwet, pepes ikan, lotek, karedok, and surabi illustrate the richness of Sundanese cuisine, which is delicious and reflects local knowledge in utilizing natural resources. Sundanese cuisine is often associated with various ceremonies and rituals, where specific dishes are served as a manifestation of tradition and respect for guests or ancestors. The activity of cooking and eating together is an important aspect of the daily life of the Sundanese people, reflecting social values such as cooperation and unity. Sundanese cuisine reflects respect for nature and biodiversity, with some recipes using organic and environmentally friendly products (Cahyono & Nurcahyo, 2022). The integration of digital technology in education has grown rapidly, as demonstrated by Augmented Reality (AR) technology. Augmented Reality can enhance the learning experience in language learning by providing a more concrete and contextual representation of the learning material. Augmented Reality allows students to interact directly with virtual objects in a physical environment, connecting abstract linguistic concepts with real-world scenarios. Wulandari and Sulisty (2021) emphasized that Augmented Reality (AR) can increase the enjoyment of the learning experience and the appeal of educational materials for learners. In second language or foreign language learning, augmented reality technology has been proven effective in facilitating vocabulary mastery, improving text comprehension, and conveying the cultural context inherent in the language. Research by Santosa and Wardani (2020) shows that using AR-based media in learning Indonesian as a second language helps students understand the meaning of words through a combination of visuals and audio. This media functions as a visual aid and interactive channel that increases student participation in understanding and reading texts containing local cultural elements.

In addition, Augmented Reality offers significant opportunities for developing cultural-themed educational resources, such as culinary, which have great potential in teaching Indonesian as a foreign language. This media allows learners to see three-dimensional visuals of regional specialties such as lotek or nasi liwet, accompanied by descriptive text and cultural narratives. This certainly enhances their learning experience, both linguistically and socio-culturally. Research by Nurjanah and Kurniawan (2022) shows that integrating Augmented Reality with local cultural content significantly increases students' interest and understanding of Indonesian profoundly and positively. Intermediate learners of Indonesian for Foreign Speakers (BIPA) have basic competency in the language and begin to develop their communication skills in various social and academic contexts. According to the BIPA Graduate Competency Standards (SKL) published by the Language Development and Guidance Agency, learners at this level correspond to level B1 in the Common European Framework of Reference (CEFR). They are expected to understand written and oral narratives, descriptions, and explanatory texts on general topics and express ideas, emotions, and facts with sufficient fluency and coherence in both oral and written formats (Ministry of Education and Culture, 2018). Intermediate learners primarily demonstrate the ability to articulate and understand information using increasingly complex phrases and a greater awareness of the cultural context in communication. At this stage, learners can engage in social interactions in routine scenarios, such as shopping, ordering food, sharing personal experiences, or discussing basic topics. However, they need support understanding idiomatic idioms, linguistic patterns, and formal or academic frameworks. Therefore, creating appropriate learning materials for the intermediate level must consider the diversity of texts, lexical richness, and local Indonesian cultural context (Purnamasari & Damayanti, 2021). Culture-based learning strategies are essential for intermediate learners, allowing them to understand language not only as a system but also as a reflection of the lives of its speakers. Local culture, including customs, local food, and social practices, can be a source of topics in creating learning materials to improve cross-cultural understanding. Research conducted by Nurhayati (2020) shows that using cultural elements in intermediate BIPA teaching materials can increase learning motivation, strengthen vocabulary retention, and broaden learners' understanding of social values in Indonesian culture.

METHOD

This study uses a descriptive qualitative methodology and a questionnaire to investigate learners' impressions of reading materials integrated with Augmented Reality (AR) and Sundanese Gastronomy. Qualitative techniques were chosen to provide an in-depth understanding of the perspectives, experiences, and needs of intermediate BIPA learners, especially the efficacy of media and cultural materials in their education. Moleong (2017) emphasized that qualitative methods are more appropriate for defining social phenomena contextually based

on participant perspectives. This study used an open-ended questionnaire given to intermediate BIPA learners from an institution that organizes BIPA programs in Indonesia. An open-ended questionnaire allows researchers to obtain unlimited answers, allowing them to collect comprehensive data on learning experiences, teaching material needs, understanding of local culture, and impressions of Augmented Reality technology in reading education. Sugiyono (2019) emphasized that open-ended questionnaires are very suitable for exploratory research because they allow respondents to articulate their answers based on individual perspectives without the constraints of limited answer possibilities.

RESULTS AND DISCUSSION

Use of Augmented Reality (AR)

Based on responses from BIPA learners in various countries including Tanzania, Pakistan, the Philippines, and Rwanda, as presented in Table 1, all respondents indicated that they had never used Augmented Reality (AR) media in a learning context, especially in language acquisition. This indicates that the application of AR technology is relatively new and has not been widely used as a pedagogical medium in their previous educational contexts. This scenario illustrates the gap between the capabilities of accessible educational technology and its practical application in the field.

Table 1. Use of Augmented Reality (AR) in Previous Learning

Use of Augmented Reality	Amount
No	4
Possible	2

*(source: researcher, 2025)

This conclusion indicates that the creation of AR-based learning materials for BIPA education has substantial uniqueness and innovative value. For foreign learners who are not familiar with this technology, the use of AR in language acquisition will provide a different and demanding educational experience. They will acquire language not only through literary means but also through visual and participatory methodologies. This broadens the scope of language acquisition from the cognitive dimension to the emotional and sensory dimensions. In this perspective, the function of Augmented Reality as an educational medium has significant potential to increase student attention and engagement. In addition, despite respondents' lack of familiarity with AR, other comments indicated a significant desire to utilize the medium. This indicates students' readiness and desire to embrace new technologies in their educational process. This curiosity can be the basis for developing more interactive and contextually relevant technology-based learning approaches. Therefore, Nurjanah and Kurniawan (2022) argue that the integration of Augmented Reality with local cultural information can improve foreign students' understanding of the language and cultural contexts involved. The diverse backgrounds of respondents' countries indicate that AR technology in BIPA learning can be applied worldwide and is not limited by the country of origin or culture of the learner. New experiences with Augmented Reality can leave a profound impact that facilitates the absorption of Indonesian language and culture. Therefore, the development of AR-based educational resources must consider the diversity of learners' cultural backgrounds while ensuring that the technology used is inclusive, accessible, and user-friendly, especially for individuals who have never used interactive digital media.

Student Ability in Language

According to the perceptions of respondents in the BIPA program in Table 2, most respondents assessed their reading ability as intermediate, showing an understanding of sentence structure and basic terminology, but they still face challenges in understanding complex literature. This highlights the importance of learning resources that connect simple and complex texts while maintaining contextual meaning.

Table 2. Student Reading Ability Level

Reading Ability Level	Amount
Beginner	0
Intermediate	5
Advanced	1

*(source: researcher, 2025)

The advanced level group only consisted of a small number of respondents, indicating that most BIPA students lack confidence in understanding advanced reading content. Simultaneously, several respondents identified themselves as intermediate, indicating significant differences in competency levels within the class or program. Therefore, the creation of reading teaching materials must be designed in a gradual and hierarchical manner, starting with simple narratives rooted in everyday experiences and progressing to increasingly complex explanatory and descriptive texts. The findings suggest that creating learning materials rooted in cultural life has great potential to bridge the gap between linguistic theory and social practice. By utilizing real-life situations such as markets, food, and transportation, educational resources enhance word comprehension while immersing learners in authentic social and cultural environments. A contextual approach is a conscious decision in creating functional and adaptive reading materials.

Focus on Reading Teaching Material Theme

The survey results in Table 3 show that the majority of respondents (5 out of 6) have a strong preference for learning materials that focus on practical speaking and everyday life. This suggests that international students want resources that can be used immediately in practical situations, such as making transactions at the market, ordering food, finding accommodation, or asking for directions. This trend is in line with the concept of contextual learning, which immerses learners in real events to enhance meaning and understanding (Johnson, 2002). Materials that are based on practical and real-life contexts are considered more understandable, relevant, and appropriate to their communication needs in the local environment.

Table 3. Required Reading Teaching Material Themes

Teaching Material Theme	Amount
Practical conversations in everyday life	5
Visual and audio	1

*(source: researcher, 2025)

A theme-based approach that focuses on everyday life can increase learning motivation by providing a sense of direct application. Texts that describe everyday social and cultural situations help students understand the practical use of language and improve their expressive reading skills. Yuniasih (2022) emphasized the importance of integrating lifestyle culture into BIPA teaching to increase the relevance and relevance of the subject for foreign learners. The more contextual the teaching content is, the more likely it is that learners will internalize the forms and meanings of the language. Simultaneously, one participant chose the audio-visual theme, indicating a desire for diversity in educational media methods. This learner seemed to prefer text formats that combined visual and audio aspects, including photos, videos, and podcasts. Braun and Clarke (2006) stated that this reaction may indicate a preference for certain learning styles, especially visual and auditory types, which require non-textual input for better understanding of knowledge. Therefore, the creation of reading teaching materials should emphasize multimodality as a responsive method to the diverse learning styles of foreign students.

The Benefits of Learning in the Context of Sundanese Gastronomy

The integration of Sundanese Gastronomy into teaching Indonesian for Foreign Speakers (BIPA) significantly improves teaching materials and strengthens culture-based pedagogical methods. Traditional cuisine not only functions as food, but also as a manifestation of cultural values, local identity, and lifestyle of the Sundanese people. Integrating culinary dishes such as nasi liwet, lotek, and peuyeum into educational resources allows learners to gain a deeper understanding of cultural concepts, social practices, and language themes related to the daily lives of Indonesian people. Suherman (2021) emphasized that Gastronomy is an aspect of culture that is easily recognized and understood by foreign learners because of its real nature and familiarity with human life. Educational activities that emphasize local gastronomy enable students to understand language functionally and contextually. For example, when examining the description of the karedok preparation process, students gain knowledge about imperative sentence construction, identify the nomenclature of food ingredients, traditional culinary equipment, and related cultural practices. This encounter enhances their understanding of the structure of procedural texts while familiarizing them with the social framework of Sundanese society. Sulastris (2020) emphasized that strategies oriented towards local culture can improve linguistic proficiency while fostering students' cultural awareness in a balanced manner.

The use of Gastronomy in language education significantly contributes to fostering an appreciation of Indonesia's cultural diversity. Education that includes elements of local culture, such as cuisine, allows learners to understand the philosophy of life of local communities, including the importance of unity, simplicity, and the relationship between humans and nature. BIPA learners acquire language not only as a tool for communication, but also as a representation of culture and identity. This is in line with research conducted by Marlina and Arifin (2022), which shows that cultural integration in BIPA teaching materials has a positive effect on the intercultural attitudes of foreign learners. The effectiveness of Sundanese Gastronomy in developing learning media will increase when delivered through multimodal methods, combining text, photos, images, and Augmented Reality (AR). Visual media can enhance students' imagination and memory of the culture being studied, especially if they do not have direct contact with the cuisine. Technologies such as Augmented Reality provide a more dynamic and immersive educational experience, changing language acquisition from a text-centred approach to an exploratory effort. This follows the perspective of Nurjanah & Kurniawan (2022) that culture-oriented media created with interactive technology will be more effective in connecting language, culture, and practical understanding.

CONCLUSION

Data analysis from open-ended questionnaires and respondent feedback showed that the creation of Augmented Reality (AR)-based reading learning materials featuring Sundanese Gastronomy content positively influenced the motivation and understanding of intermediate BIPA learners. Augmented Reality media has shown its ability to enhance the learning experience by providing real and interesting visualizations of local culture, especially in the culinary field. Students from various countries found it helpful in understanding the reading materials, gaining insight into Indonesian culture, and showing a high interest in new educational methods. The relationship between reading texts and cultural information through interactive media encourages increased language proficiency and intercultural awareness. It is recommended that the development of technology-based BIPA teaching resources, such as Augmented Reality, should continue to be carried out by considering linguistic complexity, visual variations, and user accessibility. Materials rooted in local culture, such as culinary, should be systematically designed to ensure that they provide information while building a comprehensive and significant cultural narrative. To enhance growth, it is recommended that AR media have interactive lexicons, audio pronunciation capabilities, and evaluative activities that support further language skills, including speaking and writing. In addition, large-scale experiments involving a wider demographic of learners will produce a more comprehensive assessment of the efficacy of this media in BIPA education.

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