

Development And Validation Of Indonesian Language Textbooks For Foreign Speakers (BIPA) Based On Indonesian Local Wisdom

Luthfa Nugraheni^{1*}, Sri Surachmi W², Sumaji³, Edris Zamroni⁴, Rani Setiawaty⁵

^{1,2,3,4,5} Universitas Muria Kudus

*Corresponding author: Luthfa Nugraheni

Email: luthfa.nugraheni@umk.ac.id

Citation: Luthfa Nugraheni et al. (2024) Development And Validation Of Indonesian Language Textbooks For Foreign Speakers (BIPA) Based On Indonesian Local Wisdom *Educational Administration: Theory and Practice*, 30(5), 12216 - 12222

Doi: 10.53555/kuey.v30i5.5076

ARTICLE INFO

ABSTRACT

The aims of this research are (1) to find out the condition of BIPA A1 textbooks based on Kudus local wisdom for Thai foreign students, (2) to find out the need for BIPA A1 textbooks based on Kudus local wisdom that are suitable for Thai foreign students in Indonesia, (3) To find out the results developing a BIPA A1 textbook based on Kudus local wisdom for Thai foreign students in Indonesia, (4) knowing the effectiveness of the Kudus local wisdom-based BIPA A1 textbook for Thai foreign students in Indonesia. The type of method in this research is R&D with Sukmadinata's theory. The flow of this research includes exploration, prototype preparation, testing, and dissemination. The data in this research is Indonesian language and culture. The objects of this research were Thaksin University students majoring in Malay Language. The results of this research are: (1) there is no BIPA book based on Kudus local wisdom for Thai students. (2) the need for BIPA A1 textbooks for foreign students from Thailand is that the language used is simple, accompanied by pictures (in color), and the sentences in the reading are not long and convoluted. The local wisdom material outlined in the BIPA A 1 book includes traditional food, art from Kudus, and tourism in the city of Kudus. (3) the results of developing the BIPA A1 book based on local wisdom in Kudus include eight sections: introduction, cheerful family, daily activities, my house, transportation, weekend walks, shopping, and culinary delights in Kudus. (4) based on the results of limited, extensive, and experimental tests, the BIPA A1 book based on local wisdom is effective for Thai international students in Indonesia.

Keywords: textbook, BIPA A1, local wisdom, Kudus.

Introduction

The problems of learning Indonesian for Thailand foreign students at Muria Kudus University became apparent after overseas programs, especially the Office of International Affairs (KUI), were established (2014) with Decree No. 002/R.UMK/Kep/Sek/E.02.01/1/2014 concerning establishing the Office of International Affairs (KUI) at Muria Kudus University to provide extensive opportunities for foreign students to study at Muria Kudus University (Sarjadi, 2014). On the contrary, the chance for Muria Kudus University students to study abroad has become more accessible through the collaboration pathway built by the KUI Unit. However, along with the needs, evaluations, and reflections that have been carried out during the BIPA learning process, several obstacles have arisen in the BIPA learning process. So far, no Indonesian language textbook for Foreign Indonesians (level A1) is based on local Kudus wisdom. This A1-level book is an essential book for foreign students. Furthermore, the BIPA (Indonesian Language for Foreign Speakers) Unit was established in (2019) with Decree No. 006/R to accommodate these activities. UMK/Kep/Sek/E.02.02/I/2019, (Suparnyo, 2019). The BIPA unit is expected to accommodate the Indonesian language learning process for foreign speakers, hoping that the communication, knowledge, and skills of foreign students studying in Indonesia, especially at Muria Kudus University, can improve.

The importance of compiling a BIPA (Indonesian Language for Foreign Speakers) textbook based on local wisdom cannot be denied. In this era of globalization, where the exchange of culture and experience between

countries is increasing, local wisdom has become a valuable asset in enriching Indonesian language learning for foreign speakers (Chand, 2014). We can achieve several significant benefits by using local wisdom as a basis for compiling BIPA textbooks. Preparing BIPA Textbooks based on local wisdom can support the sustainability of local culture. Indonesian is a reflection of the various cultures that exist in Indonesia. Therefore, BIPA textbooks must reflect each region's local culture's richness. Incorporating local wisdom into textbooks ensures that each region's culture, values, and traditions are preserved and introduced to foreign speakers (Gerami & Baighlou, 2011; Qasimnejad & Hemmati, 2014).

BIPA textbooks based on local wisdom can increase foreign speakers' interest and motivation in learning Indonesian. When BIPA textbooks describe situations and contexts of daily life that refer to local wisdom, foreign speakers will feel more connected and interested in learning Indonesian. They will see the importance of Indonesia as a tool for understanding and appreciating diverse local cultures (Puspitasari et al., 2020b). This will encourage them to be more serious and enthusiastic about learning Indonesian. Preparing BIPA textbooks based on local wisdom can also increase learning effectiveness (Sari et al., 2019). By including content related to local wisdom, textbooks will be more relevant to the lives of non-native speakers. They will experience more real learning and be emotionally involved in the learning process (Arwansyah et al., 2012). This will facilitate better understanding and make absorbing Indonesian language learning material easier.

Preparing BIPA textbooks based on local wisdom can be a tool for promoting tourism and the local economy (Puspitasari et al., 2020b). By introducing local wisdom to foreign speakers, we provide opportunities for them to get to know and be interested in visiting areas with this cultural richness. This will positively impact the tourism sector and local economy, with an increase in the number of tourists and investment interest in these areas. Compiling a BIPA Textbook based on local wisdom has many significant benefits (Maharani & Astuti, 2018). By appreciating and utilizing local wisdom in learning Indonesian, we not only enrich the knowledge of foreign speakers but also support the sustainability of local culture, increase interest and motivation in learning, increase learning effectiveness, and boost tourism and the local economy (Yang et al., 2021). Therefore, efforts to prepare BIPA textbooks based on local wisdom should be encouraged and appreciated.

Sehasti (2018) said that the BIPA textbook is a study guide for foreign students. This BIPA book develops four language skills. Nugraheni (2022) explains that language skills are a means of communication to convey ideas verbally and in writing. Language skills include listening, reading, writing, and speaking (Persky, 2019). In every learning activity, four language skills, namely listening, speaking, reading, and writing, always appear (Saddhono, 2012). Several relevant studies are used as a basis for this research. One of these studies includes research by Bursan (2016), Hasanah (2018), Budiana (2019), Fahmi (2021), and Yuniatin (2022). Based mainly on the results of this research, no one has yet developed a textbook based on local wisdom in Kudus.

Method

This research is a type of R&D research adapted from the Sukmadinata theory. According to Sukmadinata (2013:164), R&D research is a stage in designing a new or existing product. Sukmadinata (2013:173) has four stages in research, namely (1) exploration stage, (2) development stage, and (3) testing stage and (4) dissemination. The research stage for developing BIPA textbooks based on local wisdom is a process that follows systematic and structured steps to create an adequate and relevant learning resource (Cresswell, 2014; Sugiyono, 2015) for Indonesian Language for Foreign Speakers (BIPA) learners. In this stage, researchers aim to integrate elements of local wisdom into essential elements of BIPA learning. The research stage for developing BIPA textbooks based on local wisdom begins with identifying needs and analyzing the strengths and weaknesses of existing textbooks. Researchers will conduct a literature review, collect information regarding existing BIPA learning methods, and study local wisdom relevant to BIPA learning. After that, the next stage is planning and designing BIPA textbooks based on local wisdom. Researchers will design book structures, content, and learning methods that suit the needs of BIPA learners and integrate elements of local wisdom. The textbook design will include creating an outline, determining the material, and developing activities and exercises that include aspects of local wisdom.

The next stage is the development of a BIPA textbook prototype based on local wisdom. Researchers will develop textbooks based on previously designed designs. The development of this textbook includes writing the book's contents, compiling pictures and illustrations, and applying learning methods that are in accordance with integrated local wisdom. After the textbook prototype has been developed, the next stage is testing and evaluation. The trial was carried out by involving several BIPA students and collecting input from them regarding the effectiveness and usefulness of this textbook. Evaluation is carried out to evaluate the quality of textbooks based on predetermined criteria, such as clarity of content, connection with local wisdom, and ease of understanding for BIPA students. The final stage is revising and finalizing the BIPA textbook based on local wisdom. Researchers will make the necessary revisions to the textbook based on the results of trials and evaluations. This revision includes content improvements, improvements to images and illustrations, as well as adjustments to learning methods. After the revisions have been completed, the BIPA textbook based on local wisdom is ready to be finalized and distributed to the intended users.

Result and Discuss

This section will discuss data regarding the contents of the BIPA textbook prototype design based on local wisdom. *Prototype* is a form and design of a product for use in research. *Prototype* This is the first step in preparing learning media based on identifying the need for BIPA teaching materials based on local wisdom. The preparation of the prototype was carried out for one month (September). *Prototype* BIPA teaching materials refer to the BIPA level A1 (beginner) learning syllabus. Design results *prototype* There are nine units in this book. Below, we will explain the details per unit of the BIPA A1 textbook based on local wisdom.

Table 1. Sections/Units of BIPA Textbooks Based on Local Wisdom

NO	UNIT	INFORMATION
1	Unit 1	Introduction
2	Unit 2	Personal identity
3	Unit 3	Physical characteristics
4	Unit 4	Family
5	Unit 5	Daily Activities
6	Unit 6	Hobby
7	Unit 7	Communication
8	Unit 8	Transportation

Next, BIPA textbooks based on local wisdom were validated. Validation of *Expert's Judgement*: a prototype aims to obtain a feasible product to implement on a small and large scale. This stage has three stages: (1) conveying the *prototype* that has been prepared, (2) getting results *review* for the repairs *prototype*, and (3) repairing the *prototype* according to the notes *Exspert's Judgement*. Validator or *expert judgment* This BIPA book provides input: (1) the language in BIPA textbooks can be simplified again, and (2) the images in the book are made more evident in large sizes. The hope is that foreign students will be happy and understand the material. (3) the theme in unit 5 of daily activities can be added to the artistic activities at Muria Kudus University, such as kretek dance and karawitan.

After revisions, trials were carried out on 27 foreign students from Thaksin University. The normality test results in this study consisted of eight sample groups, each consisting of 27 students; as for the summary of test results, *Kolmogorov Smirnov* is depicted in the table below.

Table 2. Summary of Normality Test Results

No	Group	Price Sig.	Test Decision
1	Experiment 1 Pretest	0,000	Abnormal data
2	Experiment 1 Posttest	0,002	Abnormal data
3	Kontrol 1 Pretest	0,005	Abnormal data
4	Kontrol 1 Posttest	0,002	Abnormal data
5	Experiment 2 Pretest	0,006	Abnormal data
6	Experiment 2 Posttest	0,014	Abnormal data
7	Kontrol 2 Pretest	0,001	Abnormal data
8	Kontrol 2 Posttest	0,003	Abnormal data

Based on Table 2, it is known that each group has a Sig value. < 0.05 , so it can be concluded that the data in each group is not normally distributed. The complete normality calculation results are in the attachment to this dissertation. Based on test results *Kolmogov Smirnov*, if it is known that the data is not normally distributed, then the test of different results using a non-parametric test through the test *Wilcoxon Test*. Next, a homogeneity test was carried out on the data. The homogeneity test is used to determine the variance between data groups. Homogeneity testing in this research was carried out using a test of *Levene's Statistics* with Sig criteria. ≥ 0.05 , then the data is homogeneous when the value of Sig. < 0.05 , then the data is known to be non-homogeneous in test *Levene's Statistics*. The following is a summary of the test results of *Levene's Statistics*, which is presented in the table below.

Table 3 Summary of Homogeneity Test Results

No	Group	Price Sig.	Test Decision
1	Posttest Eksperimen 1 - Posttest Kontrol 1	0,662	Homogeneous
2	Posttest Eksperimen 2 - Posttest Kontrol 2	0,369	Homogeneous

Based on table 3 noted that the Experimental Post-test 1 - Control Post-test 1 group and the Experimental Post-test 2 - Control Post-test 2 group each had a Sig value. > 0.05 . This indicates that the data in this study is homogeneous. To find out the comparison between the experimental group and the control group, both groups one and two, a difference in results test was carried out. Based on normality testing using the test *Shapiro Wilk*, The result obtained was that the data was not normally distributed, so the test for different results was carried out using a test *Wilcoxon Test*. The summary of the analysis results is as follows.

Table 4. Summary of Difference Test Results

No	Group		Asymp.Sig value. (2-tailed)	Test Decision
1	Experiment 1	Pretest	0,000	there are differences
		Post-test		
2	Control 1	Pretest	0,000	there are differences
		Post-test		
3	Experiment 2	Pretest	0,000	there are differences
		Post-test		
4	Control 2	Pretest	0,000	there are differences
		Post-test		

Based on Table 4. it is known that each experimental group and control group have markAsymp.Sig. (2-tailed) of $0.000 < 0.05$. These results show that the average value of each experimental group and control group at this time-pretest and post-test is a difference in the form of an increase in the pretest and post-test scores. The difference between the pretest and post-test scores shows that they are balanced regarding students' ability to receive learning and reasoning in teaching material.

Effective learning strategies are essential for non-native speakers (BIPA) learning Indonesian. In this era of globalization, the demand for BIPA learning is increasing; therefore, it is essential to develop appropriate and efficient strategies (Behroozizad et al., 2014). Understand that learning BIPA requires high commitment and dedication. Foreign speakers need to have a solid motivation to learn Indonesian. This motivation can come from curiosity about Indonesian culture, a desire to communicate with local people or other personal goals. Strongly motivated foreign speakers will be more motivated to learn Indonesian (Alias et al., 2012).

Apart from motivation, appropriate learning methods are also needed (Abbasi et al., 2010). Combining direct teaching with technology is an effective strategy in BIPA learning. Direct teaching involves interaction between teachers and students, allowing students to practice Indonesian actively (Abedini et al., 2011). On the other hand, using technology such as Indonesian language learning applications, video tutorials, and online learning platforms can help increase the accessibility and flexibility of learning (Shin & So, 2018). In addition, emphasis on speaking and listening practice is significant in BIPA learning. In any language, speaking and listening are fundamental communication skills. Therefore, foreign speakers need to continue to practice and hone their speaking and listening skills in Indonesian. Group discussions, role plays, and other communicative situations can help improve these skills effectively.

Interaction with native Indonesian speakers is also important (Maharani & Astuti, 2018). Attending Indonesian cultural events, joining a local community, or participating in social activities are good ways to deepen your understanding and use of Indonesian. Interaction with native speakers can help non-native speakers hone their understanding of vocabulary, grammar, and language nuances that are difficult to learn through textbooks or independent study (Arwansyah et al., 2017). Continuous assessment and constructive feedback are critical in BIPA learning. Teachers must provide clear and specific feedback to students to help them correct mistakes and identify areas that need improvement (Kusmiatun, 2016). In addition, students must also engage in self-evaluation, identify their strengths and weaknesses, and take steps to improve their Indonesian language skills. Learning Indonesian for foreign speakers requires effective and efficient strategies. Strong motivation, a combination of direct teaching with technology, a focus on speaking and listening skills, interaction with native speakers, and continuous assessment and constructive feedback are essential strategies for BIPA learning (Puspitasari et al., 2020a). By adopting this strategy, foreign speakers can achieve good Indonesian language skills and benefit from it.

Utilizing local wisdom in language learning for non-native speakers is essential in enriching their learning experience (Thomas et al., 2021). Integrating elements of local wisdom in language learning increases their understanding of local culture and traditions and builds stronger relationships between non-native speakers and local communities (Wakamoto & Rose, 2021; Yang et al., 2021). Utilizing local wisdom in language learning can provide a deeper understanding of the culture and traditions of a region. When non-native speakers learn a language, they also learn about local social norms, values, and customs (Sadeghi et al., 2021). By integrating elements of local wisdom, such as customs, myths, and folklore, foreign speakers can understand the cultural context they are learning in language learning. This prepares them to interact with local communities more comprehensively and build positive relationships.

Utilizing local wisdom in language learning also helps foreign speakers deepen their understanding of the language's structure and use (Milla & Gutierrez-Mangado, 2019). In many cases, local wisdom reflects unique

ways of communicating. By learning a language through the context of everyday life, non-native speakers can understand nuances of the language that may not be taught formally. For example, the use of traditional songs and poetry in language learning can help non-native speakers master proper pronunciation and intonation, as well as teach them about the cultural expressions contained in the language (Habók et al., 2021). Some examples of best practices in using local wisdom in language learning for foreign speakers include using folklore as learning material, inviting local cultural figures to give lectures or workshops in language learning, and holding visits to historical places or cultural events as an opportunity to practice. Communicate in the language being learned (Vancampfort et al., 2014). Utilizing local wisdom in language learning for non-native speakers has many benefits, including a deeper understanding of local culture and traditions and a deeper understanding of language structure and use (Liyanage & Bartlett, 2013). Through implementing best practices, non-native speakers can gain richer learning experiences and strengthen their relationships with local communities (Qasimnejad & Hemmati, 2014). Therefore, educators and educational institutions must prioritize using local wisdom in language learning for foreign speakers.

On the learner's side, in facing the challenges of learning a foreign language, effective and targeted learning strategies need to be implemented so that learners can achieve their learning goals with optimal results. Learners need to have strong motivation in learning a foreign language (Sun & Wang, 2020). High motivation will help students persist and strongly desire to continue learning and developing their language skills (Zafari & Biria, 2014). There are several ways to increase motivation, such as setting specific and realistic goals and finding out the benefits of mastering a foreign language (Gerami & Baighlou, 2011).

Learners must develop consistent study habits (Zhang et al., 2019). This can be done by determining a regular study schedule and being disciplined in implementing it. Consistency in learning will help students progress significantly in understanding and language skills (McCarthy et al., 2021). In addition, students need to be actively involved in learning a foreign language. This can be done through active class participation, interacting with classmates with a different mother tongue, and doing independent exercises such as reading material in a foreign language and listening to audio (Lavasani & Faryadres, 2011). By being actively involved, students can involve their brains more intensively in learning, accelerating their ability to master a foreign language (Grainger, 2012).

Learners must use various foreign language learning resources (Cesur, 2011). Textbooks, online materials, learning applications, and native speakers of foreign languages are some resources that can be utilized (Milla & Gutierrez-Mangado, 2019). By using various sources, learners will be exposed to various contexts and language styles that can help broaden their understanding of the foreign language being studied (Tu, 2021). Learners must engage in active and contextual language practices (Thomas et al., 2021; Yang et al., 2021). This can be done by participating in language activities such as speaking with native speakers, writing essays or stories in a foreign language, or simulating real communication situations. This active language practice will help learners develop more fluent and natural communication skills (Wakamoto & Rose, 2021). To achieve success in foreign language learning, it is essential to implement effective and targeted learning strategies (Sadeghi et al., 2021). Learners must have high motivation, consistent learning, active involvement, use of various learning resources, and active language practice (Habók et al., 2021). By implementing these strategies, learners can develop their foreign language skills effectively and achieve their learning goals with optimal results.

Conclusion

Based on the analysis that has been carried out, it can be concluded that BIPA textbooks based on local wisdom have an important role in teaching Indonesian for Foreign Speakers (BIPA). This textbook can integrate local wisdom values into the learning process, providing students with a richer and more meaningful experience. The government and educational institutions must support the development and dissemination BIPA textbooks based on local wisdom. This can be done through collaboration with local writers, publishers, and education industry players. The textbook also needs to be translated into various foreign languages commonly used by BIPA students. BIPA teachers need adequate training and education in using BIPA textbooks based on local wisdom. They need to understand the concept of local wisdom and be able to integrate it into the learning process. This training must include creative and innovative teaching strategies to make the students' learning experience more exciting and meaningful. It is necessary to conduct research and evaluation on using BIPA textbooks based on local wisdom. It is essential to know the effectiveness of the textbook in improving the Indonesian language skills of BIPA students. Apart from that, research can also identify weaknesses in the textbook and provide input for improvement and further development. Writers and developers of BIPA textbooks based on local wisdom need to continue developing material and content relevant to the needs and interests of BIPA students. This can be done through in-depth research and study of local wisdom in various regions in Indonesia. This way, the textbook will become a more comprehensive learning resource and enrich students' knowledge and understanding of Indonesian culture. It is hoped that BIPA textbooks based on local wisdom can effectively support teaching Indonesian to foreign speakers. Apart from helping BIPA students understand Indonesian, this textbook will also contribute to exploring and promoting local Indonesian wisdom more widely.

Reference

1. Abbasi, M. G., Ahmad, A., & Khattak, Z. I. (2010). Negative influence of large scale assessment on language learning strategies of the Secondary School Certificate (SSC) students. *Procedia - Social and Behavioral Sciences*, 2(2), 4938–4942. <https://doi.org/10.1016/j.sbspro.2010.03.799>
2. Abedini, A., Rahimi, A., & Zare-Ee, A. (2011). Relationship between Iranian efl learners' beliefs about language learning, their language learning strategy use and their language proficiency. *Procedia - Social and Behavioral Sciences*, 28, 1029–1033. <https://doi.org/10.1016/j.sbspro.2011.11.188>
3. Alias, A. A., Manan, N. A. A., Yusof, J., & Pandian, A. (2012). The use of Facebook as Language Learning Strategy (LLS) Training Tool on College Students' LLS use and Academic Writing Performance. *Procedia - Social and Behavioral Sciences*, 67, 36–48. <https://doi.org/10.1016/j.sbspro.2012.11.305>
4. Arwansyah, Y. B., Suwandi, S., & Widodo, S. T. (2017). Revitalisasi peran budaya lokal dalam materi pembelajaran bahasa Indonesia bagi penutur asing (BIPA). *The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula*. <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1318>
5. Arwansyah, Y. B., Suwandi, S., & Widodo, S. T. (2012). Kajian sosiolingistik pemakaian bahasa mahasiswa asing dalam pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA) di Universitas Sebelas Maret. *The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula*, 24(2), 176–186. <https://journals.ums.ac.id/index.php/KLS/article/view/96>
6. Behroozizad, S., Nambiar, R., & Amir, Z. (2014). The Emergence and Development of Language Learning Strategies through Mediation in an EFL Learning Context. *Procedia - Social and Behavioral Sciences*, 118, 68–75. <https://doi.org/10.1016/j.sbspro.2014.02.010>
7. Cesur, M. O. (2011). Can language learning strategies predict Turkish university prep class students' achievement in reading comprehension? *Procedia - Social and Behavioral Sciences*, 15, 1920–1924. <https://doi.org/10.1016/j.sbspro.2011.04.028>
8. Chand, Z. A. (2014). Language Learning Strategy Use and its Impact on Proficiency in Academic Writing of Tertiary Students. *Procedia - Social and Behavioral Sciences*, 118, 511–521. <https://doi.org/10.1016/j.sbspro.2014.02.070>
9. Cresswell, J. W. (2014). *Research design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Sage Publications, Inc.
10. Gerami, M. H., & Baighlou, S. M. G. (2011). Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia - Social and Behavioral Sciences*, 29, 1567–1576. <https://doi.org/10.1016/j.sbspro.2011.11.399>
11. Grainger, P. (2012). The impact of cultural background on the choice of language learning strategies in the JFL context. *System*, 40(4), 483–493. <https://doi.org/10.1016/j.system.2012.10.011>
12. Habók, A., Kong, Y., Ragchaa, J., & Magyar, A. (2021). Cross-cultural differences in foreign language learning strategy preferences among Hungarian, Chinese and Mongolian University students. *Heliyon*, 7(3). <https://doi.org/10.1016/j.heliyon.2021.e06505>
13. Kusmiatun, A. (2016). *Mengenal BIPA (Bahasa Indonesia bagi Penutur Asing) dan Pembelajarannya*. <https://books.google.com/books?hl=en&lr=&id=PQMWEAAAQBAJ&oi=fnd&pg=PA42&dq=Pembelajaran+BIPA&ots=TUSKtEiwlA&sig=NjRRkumXqE1Rl6tooXHAA1YZazU>
14. Lavasani, M. G., & Faryadres, F. (2011). Language learning strategies and suggested model in adults processes of learning second language. *Procedia - Social and Behavioral Sciences*, 15, 191–197. <https://doi.org/10.1016/j.sbspro.2011.03.072>
15. Liyanage, I., & Bartlett, B. (2013). Personality types and languages learning strategies: Chameleons changing colours. *System*, 41(3), 598–608. <https://doi.org/10.1016/j.system.2013.07.011>
16. Maharani, T., & Astuti, E. S. (2018). Pembelajaran Bahasa Indonesia pada mahasiswa asing dalam program BIPA IAIN Surakarta. *Jurnal Bahasa Lingua Scientia*, 10(1), 121–142. <https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/20192>
17. McCarthy, B., Bessell, N., Murphy, S., & Hartigan, I. (2021). “Nursing and speech and language students' perspectives of reflection as a clinical learning strategy in undergraduate healthcare education: A qualitative study”. *Nurse Education in Practice*, 57. <https://doi.org/10.1016/j.nepr.2021.103251>
18. Milla, R., & Gutierrez-Mangado, M. J. (2019). Language learning strategy reported choice by bilingual children in CLIL: The effect of age, proficiency and gender in L3 learners of English. *System*, 87. <https://doi.org/10.1016/j.system.2019.102165>
19. Puspitasari, V., Ruffi, & Walujo, D. A. (2020a). Pemerolehan bahasa kedua dan pengajaran bahasa dalam pembelajaran BIPA. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 10(1), 310–319. <https://doi.org/10.21274/lis.2018.10.1.121-142>
20. Puspitasari, V., Ruffi, & Walujo, D. A. (2020b). Pengembangan Perangkat Pembelajaran Dengan Model Diferensiasi Menggunakan Book Creator Untuk Pembelajaran Bipa Di Kelas Yang Memiliki Kemampuan. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 8(4), 176–186. <https://journal.ipts.ac.id/index.php/ed/article/view/2173>

21. Qasimnejad, A., & Hemmati, F. (2014). Investigating the Language Learning Strategies Used by Iranian Monolingual (Persian) and Bilingual (Persian_Turkish) Speakers as EFL Learners. *Procedia - Social and Behavioral Sciences*, 136, 26–30. <https://doi.org/10.1016/j.sbspro.2014.05.281>
22. Sadeghi, K., Ballidag, A., & Mede, E. (2021). The Washback Effect Of Toefl Ibt And A Local English Proficiency Exam On Students' Motivation, Autonomy And Language Learning Strategies. *Heliyon*, 7(10). <https://doi.org/10.1016/j.heliyon.2021.e08135>
23. Sari, N., Utama, I., Bahasa, I. U.-J. P., & 2016, U. (2019). Pembelajaran bahasa Indonesia bagi penutur asing (BIPA) di sekolah cinta bahasa, Ubud, Bali. *Academia.Edu*. https://www.academia.edu/download/55745599/30-8635-1-SM_1.pdf
24. Shin, H. W., & So, Y. (2018). The moderating role of socioeconomic status on motivation of adolescents' foreign language learning strategy use. *System*, 73, 71–79. <https://doi.org/10.1016/j.system.2017.11.007>
25. Sugiyono. (2015). *Metode Penelitian Pendidikan*. Alfabeta.
26. Sun, T., & Wang, C. (2020). College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language. *System*, 90. <https://doi.org/10.1016/j.system.2020.102221>
27. Thomas, N., Bowen, N. E. J. A., & Rose, H. (2021). A diachronic analysis of explicit definitions and implicit conceptualizations of language learning strategies. *System*, 103. <https://doi.org/10.1016/j.system.2021.102619>
28. Tu, I. J. (2021). Developing self-directed learning strategies through creative writing: Three case studies of snowball writing practice in a college Chinese language classroom. *Thinking Skills and Creativity*, 41. <https://doi.org/10.1016/j.tsc.2021.100837>
29. Vancampfort, D., Probst, M., Adriaens, A., Pieters, G., De Hert, M., Stubbs, B., Soundy, A., & Vanderlinden, J. (2014). Changes in physical activity, physical fitness, self-perception and quality of life following a 6-month physical activity counseling and cognitive behavioral therapy program in outpatients with binge eating disorder. *Psychiatry Research*, 219(2), 361–366. <https://doi.org/10.1016/j.psychres.2014.05.016>
30. Wakamoto, N., & Rose, H. (2021). Learning to listen strategically: Developing a listening comprehension strategies questionnaire for learning English as a global language. *System*, 103, 102670. <https://doi.org/10.1016/j.system.2021.102670>
31. Yang, X., Zeng, L., & Xu, Z. (2021). An investigation of the language learning strategies used by Brazilian students learning Chinese as a foreign language. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07476>
32. Zafari, M., & Biri, R. (2014). The Relationship between Emotional Intelligence and Language Learning Strategy Use. *Procedia - Social and Behavioral Sciences*, 98, 1966–1974. <https://doi.org/10.1016/j.sbspro.2014.03.630>
33. Zhang, L. J., Thomas, N., & Qin, T. L. (2019). Language learning strategy research in system: Looking back and looking forward. *System*, 84, 87–92. <https://doi.org/10.1016/j.system.2019.06.002>