



EFFECTIVENESS OF DEVELOPING DIGITAL TEACHING MATERIALS FOR INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS (BIPA) 1 ON GRAMMAR COMPETENCY BASED ON THE ANIMAKER APPLICATION

EFEKTIVITAS PENGEMBANGAN BAHAN AJAR DIGITAL BAHASA INDONESIA PENUTUR ASING (BIPA) 1 PADA KOMPETENSI TATA BAHASA BERBASIS APLIKASI ANIMAKER

Hasna Shofiyah ^{1*}, Dadang Mulyana ², Any Budiarti ³, Wawan Hendrawan ⁴

¹Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pasundan

²Dosen Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas Pasundan

³Dosen Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas Pasundan

⁴Dosen Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas Pasundan

*email Koresponden: hasna.248090013@mail.unpas.ac.id

DOI: <https://doi.org/10.62567/micjo.v2i4.1436>

Abstract

This research was motivated by the scarcity of Indonesian language teaching materials for foreign speakers (BIPA). The large interest of foreigners in learning Indonesian is still hampered by the lack of availability of BIPA teaching materials. This limited teaching material is an important problem that teachers often face in BIPA learning activities. Therefore, the development of BIPA teaching materials is urgently needed. The problems studied in this research are (1) characteristics of BIPA 1 teaching materials currently used in BIPA learning, (2) development of BIPA 1 teaching materials based on the Animaker application as alternative teaching materials in BIPA learning, (3) feasibility of developing BIPA teaching materials 1 based on the Animaker application in BIPA learning, and (4) the effectiveness of developing BIPA 1 teaching materials based on the Animaker application based on BIPA learners' understanding. This research uses a Research and Development (R&D) approach. This research uses three data collection techniques, namely observation, questionnaires, and documentation to obtain data on the needs for developing teaching materials and evaluating teaching material prototypes. The data sources consist of BIPA teachers, BIPA students and expert lecturers. Data analysis in this research uses descriptive qualitative which consists of data presentation and data conclusions. The results of this research are that BIPA students often feel bored and confused by teaching materials that are only presented in the form of textbooks and very short material. Therefore, teaching materials need to be developed in accordance with Widodo and Jasmadi's theory of teaching material characteristics so that they can support independent learning, deeper understanding, contextualization of material, increased motivation, comprehensive language skills, adaptation to technological developments, learning flexibility, and strengthening skills. grammar. The development of teaching materials through Animaker shows the dominance of changes in substantial and visual aspects, which shows a comparison of characteristics



between original and developed teaching materials. The teaching materials developed are more interactive and communicative, so that they can reduce boredom, increase understanding of the material, and increase enthusiasm for learning Indonesian for students.

Keywords: *Teaching materials, BIPA, and Animaker.*

Abstrak

Penelitian ini dilatarbelakangi oleh langkanya bahan ajar bahasa Indonesia untuk penutur asing (BIPA). Besarnya minat bangsa asing untuk mempelajari bahasa Indonesia masih terkendala dengan kurang tersedianya bahan ajar BIPA. Keterbatasan bahan ajar ini menjadi masalah penting yang sering dihadapi pengajar dalam kegiatan pembelajaran BIPA. Oleh karena itu, pengembangan bahan ajar BIPA sangat dibutuhkan. Permasalahan yang dikaji pada penelitian ini yaitu (1) karakteristik bahan ajar BIPA 1 yang saat ini digunakan dalam pembelajaran BIPA, (2) pengembangan bahan ajar BIPA 1 berbasis aplikasi Animaker sebagai alternatif bahan ajar dalam pembelajaran BIPA, (3) kelayakan pengembangan bahan ajar BIPA 1 berbasis aplikasi Animaker dalam pembelajaran BIPA, dan (4) efektivitas pengembangan bahan ajar BIPA 1 berbasis aplikasi Animaker berdasarkan pemahaman pembelajar BIPA. Penelitian ini menggunakan pendekatan Research and Development (R&D). Penelitian ini menggunakan tiga teknik pengumpulan data, yaitu observasi, angket, dan dokumentasi untuk memperoleh data kebutuhan pengembangan bahan ajar dan penilaian prototipe bahan ajar. Adapun sumber data terdiri atas pengajar BIPA, pembelajar BIPA, dan dosen ahli. Analisis data dalam penelitian ini menggunakan deskriptif kualitatif yang terdiri atas pemaparan data dan simpulan data. Hasil dari penelitian ini adalah pembelajar BIPA sering kali merasa bosan dan bingung dengan bahan ajar yang hanya disajikan dalam bentuk buku ajar dan materi yang sangat singkat. Oleh karena itu, bahan ajar perlu dikembangkan sesuai dengan teori karakteristik bahan ajar Widodo dan Jasmadi agar dapat mendukung pembelajaran mandiri, pemahaman yang lebih mendalam, kontekstualisasi materi, peningkatan motivasi, keterampilan bahasa yang komprehensif, penyesuaian dengan perkembangan teknologi, fleksibilitas belajar, dan penguatan keterampilan tata bahasa. Pengembangan bahan ajar melalui Animaker menunjukkan dominansi perubahan pada aspek substansial dan visual, yang memperlihatkan perbandingan karakteristik antara bahan ajar orisinal dan yang telah dikembangkan. Bahan ajar yang dikembangkan lebih interaktif dan komunikatif, sehingga dapat mengurangi kejenuhan, meningkatkan pemahaman materi, dan semangat belajar Bahasa Indonesia bagi pembelajar.

Kata kunci: Bahan ajar, BIPA, dan Animaker.

1. INTRODUCTION

The Indonesian language is currently experiencing rapid development at the international level. Many foreign nationals are interested in learning Indonesian for various purposes, both academic and practical, such as studying, working, or communicating while visiting Indonesia. This is evidenced by the existence of the BIPA (Bahasa Indonesia untuk Penutur Asing / Indonesian for Speakers of Other Languages) programs spread across more than 45 countries with hundreds of implementing institutions. The high interest from foreign learners must, of course, be balanced with the provision of relevant, engaging, and contextual teaching materials. However, in reality, the development of BIPA teaching materials still faces various challenges.



One of the main problems is the lack of teaching materials that meet the needs of foreign learners, especially at the beginner level (BIPA 1). Many of the existing materials do not comprehensively include Indonesian cultural elements and have not yet integrated innovative, technology-based learning media. This can lead to a lack of motivation and reduced learning effectiveness, particularly in mastering grammatical competence, which is often considered difficult by foreign learners. In fact, integrating cultural elements and using audio-visual technology are very important for accelerating language comprehension and contextualizing the use of Indonesian in daily life.

To address these challenges, this study focuses on developing BIPA 1 teaching materials using the Animaker application—an interactive and engaging animated video creation platform. The use of Animaker allows teachers or material developers to present grammar content in visual, narrative, and animated formats that are easier for foreign learners to understand and enjoy. Through this approach, BIPA learning is expected to become more interesting, effective, and aligned with the needs of modern learners who are familiar with digital media.

This study formulates four main focuses: (1) describing the characteristics of the currently used BIPA 1 teaching materials, (2) developing BIPA 1 teaching materials using Animaker, (3) assessing the feasibility of the materials in terms of content, media, and presentation, and (4) measuring the effectiveness of the materials in improving learners' understanding. The aim of this study is to produce innovative and practical teaching materials that can enhance Indonesian language proficiency—particularly grammar competence—for beginner-level foreign learners.

The benefits of this research include both theoretical and practical aspects. Theoretically, it contributes to the development of technology-based instructional material models for BIPA learning. Practically, the findings can serve as a reference for BIPA instructors in designing more engaging and contextual learning materials. For foreign learners, the Animaker-based materials can improve their language skills in a more enjoyable and interactive way. Furthermore, this study can also serve as a foundation for future research in developing digital-based BIPA learning media.

The operational definitions in this study cover three main aspects. First, the developed teaching materials are intended for the BIPA 1 level with a focus on improving grammar competence. Second, the grammar competencies addressed are those that are perceived as difficult by foreign learners, organized into ten learning units. Third, the Animaker application is used as the main medium for material development due to its capability to present content in an interactive audio-visual format that is easily understood by foreign learners.

With the development of these Animaker-based teaching materials, BIPA learning is expected to become more effective and enjoyable, while also accelerating the language acquisition process for foreign learners. This innovation also serves as a solution to the limitations of existing BIPA materials, which have not yet fully accommodated the needs of learners in the digital era.

2. RESEARCH METHOD

This study employs a Research and Development (R&D) approach based on the model developed by Borg and Gall (1989), which was later simplified by Sugiyono (2010). This



approach aims to produce a specific product and test its effectiveness within an educational context, rather than to test a theory.

In general, Borg and Gall outline ten stages in the R&D process; however, this study limits the procedure to five main stages, namely: (1) identifying potential and problems, (2) data collection, (3) product design, (4) expert validation, and (5) design revision based on expert feedback. This limitation was made due to the scale of the research while maintaining the substance and quality of the R&D method itself.

This research aims to develop Indonesian for Foreign Speakers (BIPA) 1 teaching materials, specifically focusing on grammar competence for beginner learners. The materials are developed using Animaker, an information technology-based platform capable of producing interactive animation content. Animaker was chosen for its adaptive, interactive, and engaging characteristics, aligning with the theoretical framework of instructional material development applied in this research.

This R&D study is not strictly categorized as either quantitative or qualitative. The testing procedures in R&D can involve both quantitative and qualitative techniques, depending on the purpose of product testing. In this context, data were collected to improve the product design and to evaluate learners' responses to the developed materials.

Researcher's Presence

In qualitative research, the researcher is the main instrument who actively participates throughout the entire research process, from data collection to data analysis. As stated by Moleong (2014) and Sugiyono (2017), the researcher's direct presence is essential because qualitative research does not follow a fixed structure and thus requires flexible human involvement to adapt to field dynamics.

In this study, the researcher not only collected data but also participated directly in the planning, implementation, product development, validation, and conclusion phases. This involvement reflects the researcher's role as a designer, executor, observer, and data analyst in the development of the Animaker-based BIPA teaching materials.

Research Instruments

The main instrument in this study is the researcher, in accordance with the principles of qualitative research. In addition, this research employs the theoretical framework of Widodo and Jasmadi (2008) regarding the characteristics of instructional materials as the basis for product development. These characteristics include:

1. Self-Instructional – enabling learners to study independently.
2. Self-Contained – each unit contains complete and interconnected material.
3. Stand-Alone – the materials can function independently, without relying on other resources.
4. Adaptive – adaptable to the development of knowledge and technology.
5. User-Friendly – easy to access and use by learners.

The teaching materials were developed in accordance with these five characteristics to ensure their digital implementation using Animaker.

Data Sources

The data sources in this research are divided into two types:

- | | | |
|---|------|---------|
| 1. Primary | Data | Sources |
| The primary data consist of the original BIPA 1 textbook titled <i>Sahabatku Indonesia</i> , specifically units 1 to 10, which focus on grammar competence. | | |



2. Secondary Data Sources
- Secondary data were obtained through observations and questionnaires administered to two BIPA experts Dr. Dra. Any Budiarti, M.Hum. and Meity Suratiningsih, M.Pd. as well as from journals, articles, and other relevant references.

Data Collection Procedure

Data collection was carried out in three main stages:

1. Planning Stage
 - Submission of the research title and proposal preparation
 - Proposal seminar and revisions
 - Literature review on BIPA teaching materials and the use of Animaker
2. Implementation Stage
 - Reading and analyzing the original teaching materials
 - Developing new materials based on the specified characteristics
 - Designing visual and animated content using Animaker
 - Adjusting content to the needs of BIPA teachers and learners
3. Reporting Stage
 - Collecting data from BIPA learners
 - Writing the research report
 - Conducting expert validation
 - Drawing conclusions on the product's testing and effectiveness

Data Collection Techniques

The following techniques were used:

1. Primary Data:
 - Analysis of the *Sahabatku Indonesia* textbook downloaded from the official BIPA website.
2. Secondary Data:
 - Observation: observing the use and development of the original teaching materials by learners.
 - Questionnaires: containing questions on the effectiveness of the teaching materials, distributed to BIPA teachers and learners.
 - Documentation: collecting data from books, journals, photos of learning activities, and other supporting archives.

Data Analysis Techniques

Data were analyzed using descriptive statistics and the 4-D Model proposed by Sugiyono (2010), consisting of:

1. Define: identifying materials and development topics.
2. Design: designing the teaching materials based on instructional material characteristics.
3. Develop: creating and developing the materials using Animaker and conducting expert validation.
4. Disseminate: testing the materials on 81 BIPA learners in the Greater Bandung area.

Data Validity

To ensure data validity, several validation techniques were applied following Sugiyono (2016):

1. Credibility Test: validating findings by consulting with BIPA instructors.
2. Dependability Test: reviewing the research process under the supervision of academic advisors (Dr. Marlia, M.Hum. and Desti Fatin Fauziyah, M.Pd.).



- Confirmability Test: aligning the research process with the obtained results and verifying them through direct testing with BIPA learners.

3. RESULTS AND DISCUSSION

The data presented in this study are primary data in the form of Indonesian language teaching materials for foreign speakers, titled “*Sahabatku Indonesia*” BIPA 1, published by the Language Development and Book Agency in 2019. The material was written based on the *Standards of Competence for Graduates of Courses and Training* in the fields of Tour Guiding Skills, Garden Maintenance, Health Service Work, Carpentry Construction, Bricklaying, Scaffolding, Pipe Installation, Heavy Equipment Mechanics, Indonesian Language for Foreign Speakers, Environmentally Friendly Batik Dyeing, Batik Wax Production, Synthetic Batik Dyeing, Canting Tool Making, and Canting Stamp Production, which were published in 2017 by the Ministry of Education and Culture of the Republic of Indonesia.

No.	Unit	Isi																																				
1	Unit 1 Regards	Tata Bahasa Dalam Teks 1.1 ada kalimat sederhana. (1) Aku sedang makan. (2) Aku makan soto. Perhatikan struktur dan contoh kalimat! <table border="1"> <tr><td>Aku</td><td>sedang makan</td><td></td></tr> <tr><td>Aku</td><td>makan</td><td>soto</td></tr> <tr><td>Aku</td><td>mandi</td><td></td></tr> <tr><td>Aku</td><td>tidur</td><td></td></tr> <tr><td>Aku</td><td>belajar</td><td></td></tr> <tr><td>Aku</td><td>mencuci</td><td>baju</td></tr> <tr><td>Aku</td><td>menulis</td><td>surat</td></tr> <tr><td>Aku</td><td>bermain</td><td>bola</td></tr> </table> Dalam situasi formal Anda dapat mengganti kata <i>aku</i> menjadi <i>sayo</i>. Kata tanya apa Perhatikan kalimat ini! <table border="1"> <thead> <tr> <th>Pertanyaan</th> <th>Respons</th> <th>Fungsi apa</th> </tr> </thead> <tbody> <tr> <td>Apa kabar?</td> <td>Baik.</td> <td>menanyakan keadaan</td> </tr> <tr> <td>Kamu sedang apa?</td> <td>Aku sedang makan.</td> <td>menanyakan perbuatan</td> </tr> <tr> <td>Makan apa?</td> <td>Aku makan soto.</td> <td>menanyakan perbuatan</td> </tr> </tbody> </table> Anda dapat memakai kata tanya <i>apa</i> untuk menanyakan keadaan, perbuatan, dan sesuatu.	Aku	sedang makan		Aku	makan	soto	Aku	mandi		Aku	tidur		Aku	belajar		Aku	mencuci	baju	Aku	menulis	surat	Aku	bermain	bola	Pertanyaan	Respons	Fungsi apa	Apa kabar?	Baik.	menanyakan keadaan	Kamu sedang apa?	Aku sedang makan.	menanyakan perbuatan	Makan apa?	Aku makan soto.	menanyakan perbuatan
Aku	sedang makan																																					
Aku	makan	soto																																				
Aku	mandi																																					
Aku	tidur																																					
Aku	belajar																																					
Aku	mencuci	baju																																				
Aku	menulis	surat																																				
Aku	bermain	bola																																				
Pertanyaan	Respons	Fungsi apa																																				
Apa kabar?	Baik.	menanyakan keadaan																																				
Kamu sedang apa?	Aku sedang makan.	menanyakan perbuatan																																				
Makan apa?	Aku makan soto.	menanyakan perbuatan																																				

The findings of this study are as follows. First, regarding the characteristics of the original version of the BIPA teaching materials, the results show that they do not yet fully meet the criteria for BIPA teaching material characteristics as outlined in the theory of Widodo and Jasmadi. Second, the development of BIPA teaching materials reveals that the most significant changes occur in the substantive and visual aspects, which illustrate the comparison between the characteristics of the original and the developed teaching materials. Third, the feasibility of the developed BIPA teaching materials can be categorized as excellent. Furthermore, the developed BIPA materials are considered effective and suitable for BIPA 1 learning.

The results also show that the original version of the BIPA 1 teaching materials does not yet fully meet the criteria of being *self-instructional*, *self-contained*, *adaptive*, and *user-*



friendly. However, it does meet the *stand-alone* criterion. The unmet aspects of the *self-instructional* criterion include the absence of clear objectives, both final and intermediate. For the *self-contained* criterion, the materials are incomplete according to the BIPA learning syllabus. Regarding the *adaptive* criterion, the materials have not yet demonstrated the ability to adapt to scientific and technological developments. Lastly, the *user-friendly* criterion is not met because the materials lack helpful instructions and information, are not user-friendly, are difficult to access, and do not adequately respond to readers' needs.

The development of the *Bahasa Indonesia bagi Penutur Asing (BIPA) 1* teaching materials in grammar competence, based on the Animaker application, was carried out following the theoretical framework of Widodo and Jasmadi (2008), which refers to the characteristics of teaching materials: *self-instructional*, *self-contained*, *stand-alone*, *adaptive*, and *user-friendly*. The developed teaching materials were then transformed through the Animaker application.

No.	Unit	Original Teaching Materials	Development of Teaching Materials																																				
1.	Unit 1- Regards	Tata Bahasa Dalam Teks 1.1 ada kalimat sederhana. (1) Aku sedang makan. (2) Aku makan soto. Perhatikan struktur dan contoh kalimat! <table><tr><td>Aku</td><td>sedang makan</td><td></td></tr><tr><td>Aku</td><td>makan</td><td>soto</td></tr><tr><td>Aku</td><td>mandi</td><td></td></tr><tr><td>Aku</td><td>tidur</td><td></td></tr><tr><td>Aku</td><td>belajar</td><td></td></tr><tr><td>Aku</td><td>mencuci</td><td>baju</td></tr><tr><td>Aku</td><td>menulis</td><td>surat</td></tr><tr><td>Aku</td><td>bermain</td><td>bola</td></tr></table> Dalam situasi formal Anda dapat mengganti kata <i>aku</i> menjadi <i>sayu</i>. Kata tanya <i>apa</i> Perhatikan kalimat ini! <table><tr><th>Pertanyaan</th><th>Respons</th><th>Fungsi <i>apa</i></th></tr><tr><td>Apa kabar?</td><td>Baik.</td><td>menanyakan keadaan</td></tr><tr><td>Kamu sedang apa?</td><td>Aku sedang makan.</td><td>menanyakan perbuatan</td></tr><tr><td>Makan apa?</td><td>Aku makan soto.</td><td>menanyakan perbuatan</td></tr></table> Anda dapat memakai kata tanya <i>apa</i> untuk menanyakan keadaan, perbuatan, dan sesuatu.	Aku	sedang makan		Aku	makan	soto	Aku	mandi		Aku	tidur		Aku	belajar		Aku	mencuci	baju	Aku	menulis	surat	Aku	bermain	bola	Pertanyaan	Respons	Fungsi <i>apa</i>	Apa kabar?	Baik.	menanyakan keadaan	Kamu sedang apa?	Aku sedang makan.	menanyakan perbuatan	Makan apa?	Aku makan soto.	menanyakan perbuatan	Link & Barcode Animaker: UNIT 1_SALAM https://app.animaker.com/animo/DQkhUt2FNFFV8KSf/ 
Aku	sedang makan																																						
Aku	makan	soto																																					
Aku	mandi																																						
Aku	tidur																																						
Aku	belajar																																						
Aku	mencuci	baju																																					
Aku	menulis	surat																																					
Aku	bermain	bola																																					
Pertanyaan	Respons	Fungsi <i>apa</i>																																					
Apa kabar?	Baik.	menanyakan keadaan																																					
Kamu sedang apa?	Aku sedang makan.	menanyakan perbuatan																																					
Makan apa?	Aku makan soto.	menanyakan perbuatan																																					



Mampu menggunakan kalimat sederhana dan ungkapan
 pengharapan dengan tepat.

CONTOH KALIMAT

1. Aku sedang belajar
2. Aku belajar bahasa



STRUKTUR DAN CONTOH KALIMAT

Aku -> sedang belajar

Subjek

Predikat



Aku -> belajar -> bahasa

Subjek

Predikat

Pelengkap



Dalam situasi formal Anda dapat mengganti kata *aku* menjadi *saya*
 dan kata *kamu* menjadi *Anda*.

Subjek	Predikat	Objek/ Pelengkap
Aku	sedang belajar	
Aku	makan	ayam
Aku	main	
Aku	menyapu	halaman

2

KATA TANYA APA

Format 1) Apa ... ?

2) ... apa?

CONTOH KALIMAT

1. Apa itu?
2. Kamu sedang apa?
3. Minum apa?



Perhatikan kalimat ini!

Pertanyaan	Respon	Fungsi apa
Apa itu?	Bunga	menanyakan keadaan
Kamu sedang apa?	Aku sedang makan	menanyakan perbuatan
Main apa?	Aku main bola	menanyakan perbuatan

Dalam situasi formal Anda dapat mengganti kata *aku*
 menjadi *saya* dan kata *kamu* menjadi *Anda*.

3



--	--	--	--

DISCUSSION

Characteristics of Teaching Materials

The original version of the *BIPA 1* teaching materials has not yet fully met the five ideal criteria for instructional materials according to Widodo and Jasmadi, namely *self-instructional*, *self-contained*, *adaptive*, and *user-friendly*, although it does meet the *stand-alone* criterion. The identified shortcomings include:

- The absence of explicit learning objectives (both final and intermediate)
- The material does not cover the entire content according to the syllabus (*not self-contained*).
- The material does not adapt to technological developments (*not adaptive*).
- It lacks user-friendliness and does not provide helpful instructions (*not user-friendly*).

As a result, learners tend to feel confused and bored, often asking numerous questions when using the original materials. This indicates the need for developing more independent, comprehensive, adaptive, and engaging teaching materials.

Development of Teaching Materials

The development of teaching materials was carried out using the digital platform *Animaker*, emphasizing both substantial (content) and visual aspects. The results of the development show that the teaching materials have become more interactive, communicative, and engaging for learners. The developed materials were designed with consideration for:

- The needs and characteristics of *BIPA 1* learners.
- Clear instructional objectives.
- Attractive and easy-to-understand visual design.
- Relevant and applicable learning contexts.



Through this development, the learning process becomes more enjoyable, easier to understand, and able to enhance learners' motivation. The role of the instructor in designing the materials is also crucial, as teaching materials serve as the main tool to achieve comprehensive grammar learning competencies.

Feasibility of Teaching Materials

The feasibility of the teaching materials was tested through expert validation by two *BIPA* instructors:

- Dr. Dra. Any Budiarti, M.Hum.
- Meity Suratiningsih, M.Pd.

Both experts concluded that the developed materials were rated as "excellent" and suitable for use. They evaluated *Animaker* as an interactive learning medium that helps learners understand the Indonesian language more effectively. Moreover, the content presented aligns with the proficiency level and syllabus of *BIPA 1*, making it relevant to learners' needs.

Effectiveness of Teaching Materials

The results of the questionnaires distributed to *BIPA 1* learners indicate that the developed teaching materials are effective and suitable for use in grammar instruction. The materials were found to:

- Clearly convey learning content.
- Enhance understanding of grammar concepts.
- Provide easy-to-follow learning instructions.
- Offer exercises, assessments, and feedback mechanisms.

The developed teaching materials also function as a comprehensive evaluation tool, as they include key components such as learning instructions, intended competencies, content, supporting information, and learning evaluation. Therefore, these materials are considered effective as independent and interactive learning resources to support grammar competency achievement for *BIPA 1* learners.

4. CONCLUSION

This study aims to develop *Bahasa Indonesia bagi Penutur Asing (BIPA) 1* teaching materials in grammar competence using the *Animaker* application as a learning medium. The results show that the original version of the teaching materials still has several deficiencies in meeting the ideal characteristics of teaching materials—*self-instructional*, *self-contained*, *adaptive*, and *user-friendly*—as proposed by Widodo and Jasmadi. These shortcomings affect learners' engagement and comprehension of the material.

Through the development process using the *Animaker* application, the teaching materials have improved both substantively and visually. These enhancements make the materials more interactive, communicative, and capable of increasing learners' motivation and understanding of grammar concepts. The content, which was initially monotonous and less engaging, has become more dynamic, contextual, and aligned with *BIPA* learners' needs.

In terms of feasibility, the developed teaching materials have undergone expert validation and were rated as highly suitable for use in teaching. The validation covered aspects such as content alignment with the syllabus, the appropriateness of the *Animaker* medium for instructional use, and the accessibility and clarity of the materials for foreign learners. Positive feedback was also received from *BIPA* instructors, who stated that *Animaker* enhanced engagement and instructional effectiveness.

The effectiveness of the materials was further confirmed through learner questionnaires, showing that the new materials are easier to understand, more enjoyable to learn from, and



more engaging during the learning process. The materials also include essential learning components such as study guides, learning objectives, instructional content, exercises, assessments, and feedback. This demonstrates that the developed materials meet the standards of comprehensive and effective learning resources.

In conclusion, the development of *BIPA 1* teaching materials using *Animaker* successfully enhances the quality of instructional content and positively impacts the overall teaching and learning process. The developed version is more engaging, effective, and well-suited to the needs and characteristics of modern foreign learners.

5. REFERENCES

- Alawiyah. 2014. *Pengembangan Tes Keterampilan Menulis sebagai Upaya Penyiapan Alat Uji Kemahiran Berbahasa Indonesia bagi Penutur Asing*. Bahasa: Antologi Pendidikan Bahasa dan Sastra Indonesia, Pembelajaran BIPA: No. 2, Desember 2014. Diambil dari <http://ejournal.upi.edu/index.php/PSPBSI/article/view/499>.
- Anggrahini, Tutuk. 2008. *Pengembangan Bahan Ajar Membacakan Puisi untuk SD Kelas Rendah*. Skripsi. Universitas Negeri Semarang.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Awasthi, Jai Raj. 2006. "Textbook and its Evaluation". *Journal of NELTA*, Vol. 11, No. 1-2, December 2006.
- Azizah, dkk. 2013. *Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) Program CLS (Critical Language Scholarship) di Fakultas Sastra Universitas Negeri Malang Tahun 2012*. Vokal: Universitas Negeri Malang, Vol.1, No.1 (2013). Diambil dari <http://jurnal-online.um.ac.id/article/do/detail-article/1/11/1386>.
- Bakker, J.W.M. 1984. *Filsafat Kebudayaan: Sebuah Pengantar*. Yogyakarta: Kanisius.
- Daryanto. 2013. *Menyusun Modul (Bahan Ajar untuk Persiapan Guru dalam Mengajar)*. Yogyakarta: Gava Media.
- Depdiknas. 2006. *Pedoman Memilih dan Menyusun Bahan Ajar*. Jakarta: Depdiknas.
- Depdiknas. 2008. *Panduan Pengembangan Bahan Ajar*. Jakarta: Depdiknas.
- Efendi, Anwar. 2009. "Beberapa Catatan tentang Buku Teks di Sekolah". *Jurnal Pemikiran Alternatif Pendidikan* Vol. 14, No. 2, Mei-Agustus 2009.
- Fauziah, Shiva. 2014. *Pengembangan Bahan Ajar Menyusun Teks Hasil Obsevasi Bermuatan Keberagaman Budaya Nusantara dengan Pendekatan Ilmiah untuk Peserta Didik SMP Kelas VII*. Skripsi. Universitas Negeri Semarang.
- Godo, M.Agnes. 2008. "Cross-cultural Aspects of Academic writing: a Study of Hungarian and North American College Students L1 Argumentative Essays". *International Journal of English Studies*. 8/2: 65-111.



- Harian Kompas. 2013. *BIPA, Tingkatkan Fungsi Bahasa Indonesia Menjadi Bahasa Internasional*. Dalam <http://edukasi.kompas.com/read/2013>. Diunduh pada tanggal 9 Januari 2015 pukul 10.00 WIB.
- Jarvis, Huw dan Marta Szymczyk. 2009. Student Views on Learning Grammar with Web and Book Based Materials. *ELT Journal Volume 64/1 January 2010*; doi:10.1093/elt/ccp006.
- Koentjaraningrat. 2008. *Kebudayaan, Mentalitas dan Pembangunan*. Jakarta: Gramedia Pustaka Utama.
- Majid, Abdul. 2008. *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: Remaja Rosda Karya.
- Mulyati, Yeti, dkk. 2006. *Pengembangan Tes Kompetisi BIPA Tingkat Dasar*. FPBS: UPI.
- Mustakim. 2003. *Peranan Unsur Sosial Budaya dalam Pengajaran BIPA*. Proceeding Konferensi Internasional Pengajaran Bahasa Indonesia bagi Penutur Asing IV. Denpasar: Indonesian Australia Language Foundation (IALF).
- Nurlila, Layli, dan Eko Sri Israhayu. 2014. "BIPA Learning Material Development for Empowering Thailand Students' Writing Competence". *International Journal for Educational Studies*, 7(1) August 2014. Hal 59.
- Nurqolila, Dian Tyas. 2010. *Telaah Unsur-Unsur Budaya dalam Buku Teks BIPA "Living Indonesian"*. Skripsi. Jurusan Sastra Indonesia Universitas Negeri Malang.
- Nurwicaksono, Bayu Dwi. 2013. "Folklor Lapindo sebagai Wawasan Geo- Culture dan Geo- Mythology Berbasis Kearifan Lokal dalam Pembelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA)". *FPBS, Universitas Negeri Surabaya. bahasa & sastra, Vol. 13, No.1, April 2013*.
- Sidiropoulou, Maria. 2008. "Cultural Encounters in Advertisement Translation". *Journal of Modern Greek Studies*. 26: 377-362.
- Siroj, Badrus. 2012. *Pengembangan Model Integratif Bahan Ajar Bahasa Indonesia Ranah Sosial Budaya Berbasis ICT bagi Penutur Asing Tingkat Menengah*. Tesis. Jurusan Sastra Indonesia Universitas Negeri Semarang.
- Subektiningsih. 2007. *Analisis Latihan-latihan dalam Buku Teks BIPA Lentera Indonesia*. Skripsi. Universitas Malang.
- Sugiono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suyitno, Imam. 2007. "Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar". *Wacana Vol.9 No.1, April 2007* (62 – 78).
- The Common European Framework of Reference for Languages. Language Policy Division,



Council of Europe, Strasbourg. Cambridge University Press. Diakses dari www.uk.cambridge.org/elt.

Widodo, S. Chomsin dan Jasmadi. 2008. *Panduan Menyusun Bahan Ajar Berbasis Kompetensi*. Jakarta: Elex Media Komputindo.

Badan Pengembangan dan Pembinaan Bahasa. 2016. KBBI V 0.2.1 Beta (21). Jakarta: Kemendikbud RI.

Kusmiatun, Ari. 2016. *Mengenal Bipa dan Pembelajarannya*. Yogyakarta: K-Media.

PPSDK. 2018. Materi Pembekalan BIPA untuk Pengajar Luar Negeri. Bogor: Tidak diterbitkan.

Bundhowi, M. 2005. "Pengajaran BIPA Privat: Menuju Praktek Ideal". *Bulletin BIPA Edisi April 2005*. IALF Bali.

Clarke, D.F. 1989. "Communicative Theory and Its Influence on Materials Production". *Language Teaching*, 22, hlm. 73-86.

Kusmiatun, Ari. 2016. *Mengenal Bipa dan Pembelajarannya*. Yogyakarta: K-Media.

PPSDK. 2018. Materi Pembekalan BIPA untuk Pengajar Luar Negeri. Bogor: Tidak diterbitkan.

Septiani. "Optimalisasimedia Digital Interaktif Wordwall Dalam Pjj Bipa Di Kedutaan Besar Republik Indonesia Di Bern, Swiss." *Ranah Jurnal Kajian Bahasa* 12, no.01 (2023): 13