



## Analysis of the Needs for Culture and Literature-Based Teaching Materials for Middle-Level BIPA Students at Yogyakarta State University

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### Abstract

This study aims to explain the application of BIPA teaching materials based on culture and literature and analyze the needs of teaching materials based on culture and literature at Yogyakarta State University. The method used in this study is descriptive qualitative, namely by explaining objects in detail, real, and according to facts. Data collection techniques used in this study are through observation, interviews, and distributing questionnaires to BIPA learners and teachers at Yogyakarta State University. The results of the study indicate that learning Indonesian for foreign speakers at Yogyakarta State University uses BIPA teaching materials based on culture and literature created by lecturers in charge of the course with reference to the 2017 BIPA Graduate Competency Standards (SKL). In addition, digital teaching materials based on culture and literature are needed that can be accessed anytime, anywhere, and interactively.

**Keywords:** *Augmented Reality; BIPA; Digital Teaching Materials*

### 1. Introduction

Language is inseparable from human life. Language is an arbitrary system related to the characteristics of that system. Language functions as a means of communication. Through language, humans can interact with one another. Therefore, language plays a vital role in human life. Languages are different in every country. Each language has its own rules and culture, and so does Indonesian. Indonesian is the national language of the Indonesian people. In accordance with Law of the Republic of Indonesia Number 24 of 2009 concerning the Flag, Language, and National Emblem; the Indonesian government strives to improve the function of Indonesian as an international language gradually, systematically, and sustainably (Sukmawati and Wiedarti, 2019). Currently, Indonesian has many enthusiasts internationally. This has become one of the important pillars of Indonesian cultural diplomacy and education on the international stage. Many countries have made Indonesian a subject or course, such as Australia, Thailand, China, and so on. In addition, many institutions have taught Indonesian language programs for foreign speakers (BIPA), both abroad and in Indonesia.

BIPA learning is Indonesian language learning for learners who do not know Indonesian, both Indonesian citizens (WNI) and foreign citizens (WNA) (Setyaningrum, et al., 2018). The learners

referred to in this study are foreign nationals. One of the institutions in Indonesia that organizes the BIPA program is Yogyakarta State University (UNY). This is evidenced by data from 2022 which states that the BIPA program has been implemented in 50 countries, 428 implementing institutions, and the number of learners reached 142,484 (Wahyuni, 2022). The BIPA program, which aims to improve Indonesian language skills, is an effort by the Ministry of Education, Culture, Research, and Technology to internationalize the Indonesian language.

With the growing interest of Indonesian language learners on the global stage, Yogyakarta State University (UNY) has implemented a comprehensive BIPA program. Yogyakarta State University (UNY) has become a destination for BIPA learners from various countries to study Indonesian, such as Egypt, Sudan, China, Thailand, Yemen, India, and so on. In the era of globalization, the needs of BIPA learners focus not only on linguistic aspects, but also on understanding Indonesian culture and literature, which are an integral part of language learning, especially for Indonesian language learners who study offline in Indonesia. They will certainly interact with native Indonesians. Likewise, the BIPA program at UNY not only teaches linguistic aspects but also an understanding of Indonesian culture and literature.

Based on interviews with secondary-level BIPA teachers and learners at UNY, Indonesian culture and literature play a crucial role in BIPA learning because they serve as effective learning media for introducing traditions, cultural values, various traditional arts, and the ways of thinking and acting of Indonesian society. This is especially important for BIPA learners studying Indonesian offline in Indonesia. They will encounter native Indonesian speakers and Indonesians from diverse ethnic, cultural, religious, and educational backgrounds. Therefore, various literary and cultural works can serve as authentic media for BIPA learning, as included in BIPA teaching materials.

Interviews with BIPA teachers at UNY revealed that there are not many BIPA teaching materials based on Indonesian culture and literature. Kusmiatun (2020) stated that there is not much literary material in BIPA teaching materials. However, literature is considered an important teaching material (Septriani, 2021: 278). Although BIPA learning is aimed at learning Indonesian, the presence of Indonesian culture and literature can enhance students' understanding of Indonesia and facilitate direct interaction with the local community. Furthermore, cultural and literary materials are closely related to BIPA learners who are learning Indonesian for tourism, education, or work. They need to understand culture and literature as a step towards cross-cultural understanding while in Indonesia. This is in line with Sayuti (2017), who stated that culture and literature are important in developing BIPA programs, positioned as material within the context of general language learning. Language teaching requires intercultural communicative competence as its goal (Byram and Wagner, 2018). Furthermore, Budiyanto (2022: 170) states that literary works can be used as alternative teaching materials in the context of BIPA learning, particularly from an intercultural perspective. Selecting appropriate and engaging materials can increase learner interest.

This study attempts to explain how culture and literature-based teaching materials are applied to intermediate-level BIPA learners at Yogyakarta State University and to analyze the needs of culture and literature-based teaching materials for intermediate-level BIPA students at Yogyakarta State University. The selection of learner levels is based on the results of a needs analysis questionnaire for BIPA learners.

## **2. Methods**

This study uses a qualitative descriptive method. Findings in qualitative descriptive methods are presented in the form of detailed, complete, and in-depth sentence descriptions of the process of why and how events occur (Huberman, 1994). The purpose of qualitative research is to include information about the main phenomena explored in the study, research participants, and research locations (Creswell, 2019: 164). Sugiyono (2015: 213) suggests that provisions for qualitative research must include a broad theory

in order to be a good human instrument. This form of research is a description or illustration of the data studied. Have (2014: 4) states that qualitative research results require verbal expression and are often quite extensive. In addition, this study also uses an observation method for data collection by observing, seeing, listening, and directly engaging with foreign speakers in learning at UNY. The stages carried out in this study are data collection, data processing, and data presentation. The data collection techniques are carried out by recording, taking notes, questionnaires, and interviews. The recording technique is used in the learning process; the note-taking technique is used to write down data during observations; Questionnaires were used to gather needs analysis data from students; and interviews were used to collect data from teachers. The data obtained was processed and presented in the form of notes, suggestions, and direct input from the questionnaires and interviews.

### **3. Results and Discussion**

#### **Results**

The research results that will be explained are (1) the application of culture and literature-based teaching materials to BIPA learners at UNY; and (2) analysis of the needs of culture and literature-based BIPA teaching materials at UNY. The application of culture and literature-based teaching materials to BIPA learners at Yogyakarta State University includes an explanation of the forms and types of teaching materials used in learning, for example customs, culinary, performing arts, tourism, folklore, poetry, short stories, and novel excerpts; the learning methods applied; and challenges in using existing teaching materials. Analysis of the needs of culture and literature-based BIPA teaching materials at Yogyakarta State University includes identifying the needs of BIPA learners, for example what BIPA learners need regarding culture and literature materials and materials that are relevant to them; existing teaching materials; teacher perspectives; and recommendations for developing teaching materials. These results will be described in the discussion.

#### **Discussion**

##### **Implementation of Culture and Literature-Based Teaching Materials for BIPA Learners at UNY**

Teaching materials are a fundamental element in a learning process. Learning preparation is necessary to achieve learning objectives. One important thing to do is to prepare interesting teaching materials, especially for BIPA learners with diverse cultural backgrounds and mother tongues. The higher the interest of foreign learners in learning Indonesian, the higher the innovation of teaching materials created to adapt to the needs and goals of BIPA learners in learning Indonesian. To date, Indonesian still has limited teaching materials (Hasanah, et al., 2019: 118). The limited teaching materials are a serious problem often faced by BIPA learners in the learning process (Siroj, 2015). The lack of teaching materials based on culture and literature at Yogyakarta State University is one of the challenges to innovation and development. Based on observations, Indonesian language teaching materials for foreign speakers based on culture and literature, especially in the Literary Appreciation course, use teaching materials created by the teaching lecturer because there are no specific teaching materials based on culture and literature. In fact, cultural and literary teaching materials are important in the process of learning Indonesian for foreign speakers.

In addition, the teaching materials used refer to the BIPA Competency Standards (SKL) stated in the Minister of Education and Culture Regulation Number 27 of 2017 concerning Indonesian for Foreign Speakers which covers seven levels of BIPA learners, namely BIPA 1 to BIPA 7. The literature course is aimed at intermediate level BIPA learners attended by 31 students from four Chinese universities, namely Xi'an International Studies University (XISU), Tianjin Foreign Studies University (TFSU), Beijing Language and Culture University (BLCU), and Yunan Minzu University (YMU). The basic competencies contained in the BIPA teaching materials should cover four language skills, namely

reading, listening, writing, and speaking as well as grammar and vocabulary (Hasanah, et al., 2019: 118). Before starting the learning, the teaching lecturer prepares a Lesson Plan (RPS) as a guide for the learning process activities. Then, the lecturer creates special teaching materials for cultural and literary-based materials according to the needs of BIPA learners.

The results of a needs questionnaire distributed to 31 BIPA UNY students showed that the majority of respondents expressed a strong interest in culture- and literature-based materials. Twenty-five students (81%) stated they had studied culture and literature, and 26 students (84%) expressed a liking for Indonesian literary works. This data indicates that the topics of Indonesian culture and literature are quite familiar and of interest to BIPA students, making them worthy of being integrated more intensively into their learning.

However, 24 students (77%) admitted to experiencing obstacles in the culture and literature-based learning process. These obstacles included difficulty understanding the content of literary texts due to the use of complex vocabulary, overly complex storylines, and limited visual media to aid cultural understanding. Furthermore, only 20 students (65%) stated that they had ever used specific learning materials to study Indonesian culture and literature, and of these, 13 students (42%) still experienced obstacles when using these materials.

These results reinforce the need for innovation in developing culture- and literature-based teaching materials, both in terms of content and presentation. The challenges experienced by learners indicate that conventional teaching materials are not fully able to meet the needs of those from diverse cultural and linguistic backgrounds. Despite this, 25 students (81%) assessed that the cultural and literary materials currently used were adequately aligned with the characteristics and objectives of BIPA learning. However, students also provided feedback that the texts and materials needed to be simplified and supplemented with visual explanations for easier understanding.

In terms of technology utilization, 19 students (61%) stated they had used digital teaching materials based on culture and literature, but only 4 students (13%) admitted to having used digital teaching materials that integrated *augmented reality technology*. This indicates that the use of AR technology in BIPA learning is still very limited and has not yet become common practice, despite its significant potential. Interestingly, 28 students (90%) stated that developing digital teaching materials based on culture and literature is crucial. They emphasized the need to integrate visual and audio media, as well as interactive features such as exercises and quizzes to stimulate understanding. Furthermore, 18 students (58%) suggested that teaching materials be equipped with a vocabulary corner, voice-reading features, and 3D cultural presentations.

Thus, it can be concluded that the implementation of culture and literature-based teaching materials for BIPA students at UNY has been carried out contextually through independent development by the teaching lecturers. However, further strengthening is needed in terms of developing adaptive, innovative digital teaching materials that can meet the evolving needs of international learners, including the use of technologies such as *augmented reality* to improve learning quality.

### **Analysis of the Needs for Culture and Literature-Based BIPA Teaching Materials at UNY**

The results of the needs analysis according to BIPA learners and teachers at Yogyakarta State University resulted in the characteristics of BIPA teaching materials containing Indonesian culture and literature for intermediate-level foreign speakers, using a simple and not too complex language variety, having aspects of practicing four language skills and grammar, interactive and communicative, and easily accessible. All materials that are systematically arranged that present a complete picture of the competencies to be mastered by learners and are used for the purpose of planning and implementing learning are called teaching materials (Prastowo, 2011: 7). Furthermore, Lestari (2013: 2) states that teaching materials are a set of subject matter that refers to the curriculum used in order to achieve

predetermined competency standards. Teaching materials are an essential element used by teachers in carrying out learning activities (Aisyah, et al., 2020: 63). Without teaching materials, teachers will face difficulties in achieving the planned learning objectives. Therefore, teachers are basically required to always prepare teaching materials in every learning process.

Field findings indicate that the majority of students prefer learning that incorporates cultural and literary elements. This is supported by questionnaire data, which showed that 84% of students enjoy Indonesian literary works, and 94% are interested in Indonesian culture. However, most of them also admitted to experiencing challenges, particularly in understanding vocabulary that appears in literary and cultural texts, as well as limited supporting media that visualize cultural contexts concretely. Several students stated that the teaching materials used so far were too dense, lack contextual content, and did not help them understand the meaning of local Indonesian culture.

Furthermore, in terms of media, some students have used digital learning materials such as PDF modules, learning videos, and online documents. However, the use of *augmented reality- based technology* remains very limited; only 13% of students have tried AR-enabled learning materials. Nevertheless, almost all respondents stated that the development of digital learning materials based on culture and literature is very important. They emphasized the importance of interactive features, such as video, audio, vocabulary corners, 3D animations, and exercises or quizzes with live discussions, to make the learning process more engaging and in-depth, especially for independent learning outside of the classroom.

From the instructor's perspective, interviews revealed an urgent need to align cultural and literary content in teaching materials with current developments and the characteristics of international learners. Instructors emphasized that teaching materials should not only reflect Indonesian popular culture but also introduce local values that are relevant and understandable to intermediate-level international learners. Some instructors also suggested task-based learning methods, such as discussions based on cultural texts, conversation simulations in Indonesian social contexts, and thematic analysis of literary texts, to support learners' intercultural communicative skills.

Along with technological developments, digital teaching materials have become an alternative solution that can address these challenges. Kosasih (2021) states that digital teaching materials are a set of learning materials that have been systematically arranged and displayed through digital devices, such as computers, laptops, gadgets, and tablets. Digital teaching materials combine several learning media, such as video, audio, text, graphics, or navigation to control specific commands (Lilis, 2019; Sunarti and Rusilowati, 2020). Digital teaching materials have become essential in the learning process. Digital teaching materials play a crucial role in facilitating the achievement of learning objectives by increasing student participation in the learning process (Syauadah et al., 2024: 514). Interactive and engaging teaching materials can facilitate the achievement of learning objectives. In other words, teaching materials are a determining factor in successful learning. Sutionah (2020) states that the attractiveness of teaching materials presented by teachers is crucial in fostering student engagement.

Thus, based on the results of the needs analysis, it can be concluded that the development of digital and interactive cultural and literary-based BIPA teaching materials is essential. Ideal teaching materials for intermediate-level foreign language learners are those that use simple language, strong visuals, and a contextual cultural approach. The integration of technology such as *augmented reality* presents a potential opportunity to bridge the gap between linguistic and cultural understanding in Indonesian language learning for foreign speakers.

### **From the Learner's Perspective**

Overall, the students who were the subjects of this study were from China. Differences in language and cultural backgrounds pose a challenge for developing culture- and literature-based teaching materials.

The development of teaching materials must adapt to the cultural context of Indonesia and China. Furthermore, the different grammars of Indonesian and Chinese also pose a challenge in the learning process. The intermediate-level Chinese BIPA students from these four universities were around 20 years old with a high school education or equivalent. At the time of the study, the Chinese BIPA students were undertaking a credit transfer or student exchange program for one semester. The Chinese BIPA students studied Indonesian for academic or educational purposes. Before coming to Indonesia, the Chinese students had studied Indonesian at their respective universities for varying durations, in accordance with the policies of their home universities. At their home universities, the Chinese BIPA students in Indonesia chose Indonesian as one of their subjects. In general, Chinese BIPA students use Mandarin as their daily language, but some are also able to use English for communication with the international community. Therefore, to acquire a second language or foreign language, it is necessary to adjust to the needs of the learner and the level of BIPA learners.

Before entering formal lectures at Yogyakarta State University, Chinese students are required to take an initial BIPA level selection. This is intended to ensure BIPA students can attend classes according to the BIPA learning level. Furthermore, this test is also used to determine teaching materials that are appropriate to the level and needs of BIPA students. Based on the test results, in general, Chinese BIPA students are at an intermediate level, equivalent to levels 3-4 based on the 2017 BIPA SKL leveling. Therefore, an analysis of the needs of intermediate-level BIPA students based on culture and literature at UNY is necessary.

Based on questionnaire data completed by 31 intermediate-level BIPA learners at UNY in 2025, several important findings were obtained. A total of 81% of respondents stated they liked Indonesian. However, 77% of them also reported experiencing difficulties in learning cultural materials, and 58% considered cultural materials difficult to understand. This indicates a high level of interest in Indonesian culture, but it is not fully supported by a learning approach that matches their competency level.

Furthermore, 77% of learners desired culture-based digital learning materials complemented by visual and audio media, such as videos, photos, and audio, to aid their understanding. In-depth interviews reinforced this finding: learners expressed a desire for flexible learning materials with supporting features such as 3D images, vocabulary corners, audio, and interactive exercises with live discussion. They believed these features could increase engagement in independent learning outside of class and aid their understanding of Indonesian vocabulary and cultural context.

In terms of assessing the teaching materials used, 80% of students stated that the cultural and literary material presented was clear enough. However, another 20% stated the opposite, arguing that the texts used were too complex and difficult to understand. This indicates that although the materials addressed the learning objectives, there was still a gap in the appropriateness of the language difficulty level to the learners' abilities.

Suggestions from students regarding the content of cultural and literary teaching materials include: traditional ceremonies, traditional clothing and food, regional dances, regional languages (especially Javanese), and modern literary texts such as poetry, short stories, and novels with simple language. The desire for a vocabulary corner also aligns with the results of a questionnaire that showed that 85% of students experienced difficulty understanding Indonesian.

Overall, these findings underscore the importance of developing culture- and literature-based digital teaching materials that consider the needs and characteristics of BIPA learners, both in terms of content, media, and language. Selecting contextual cultural and literary topics and simplifying language are key to improving understanding and motivation for BIPA learners from non-Indonesian backgrounds.

## From the Teacher's Perspective

Based on the results of interviews with two BIPA UNY teachers who have a background in BIPA teaching in the field of culture and literature, BIPA teaching materials that include literature are good. However, there is a need for BIPA teaching materials based on culture and literature that are adapted to current developments. Therefore, the selection of topics needs to be adjusted to current cultural and literary developments, the needs of BIPA learners, and the relationship between culture and literature from the BIPA learners' countries of origin and Indonesian culture and literature. Intermediate BIPA learners need cultural and literary materials with simple language, not too complex because of the still limited use of vocabulary and language. Then, special strategies and methods are needed to facilitate understanding of the material by BIPA learners, for example by holding quizzes with Padlet, Quiziz, and so on. Suggested culture as a topic in intermediate BIPA teaching materials includes traditional ceremonies and various traditional arts taken from famous arts from each region in Indonesia that have certain uniqueness and characteristics. The recommended literary materials are contemporary poetry and short stories in accordance with current developments with polite and courteous language. In addition, teachers can use communicative and task-based approaches. In practice, BIPA learners can be invited to discuss the cultural meanings of texts, simulate social interactions based on Indonesian cultural contexts, and write cultural reflections based on their learning experiences. These activities strengthen understanding and appreciation of Indonesia's cultural diversity.

## Conclusion

Based on the results obtained, the following points can be concluded:

- a. The implementation of culture- and literature-based teaching materials for BIPA students at UNY has been contextualized, but remains conventional and has not made extensive use of interactive digital technology. The materials presented emphasize the introduction of culture and classical literature, without fully adapting them to the students' backgrounds and needs.
- b. The needs analysis results indicate that learners and teachers require teaching materials that are more varied, adaptive, and in line with current cultural and literary developments. Teaching materials also need to include content that can build intercultural awareness and enrich language skills through authentic cultural and literary contexts.
- c. Most students show interest in Indonesian culture and literature, but struggle to understand vocabulary and the cultural context within texts. Learners need teaching materials with simpler language and visual or multimedia explanations to facilitate deeper understanding.
- d. BIPA teachers assess the importance of developing culturally and literary-based teaching materials that are contextual, engaging, and relevant to learners' profiles. They recommend using a communicative, task-based approach, and integrating *augmented reality technology* to make learning more *engaging* and applicable. Material selection also needs to consider the appropriateness of language levels and potential cultural connections between Indonesia and the learners' countries of origin.

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