

Research Article

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BIPA Evaluation Design Based on Local Wisdom: Specific Needs of Thai Students

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Abstract

Background/purpose. This study aims to analyze the need for local wisdom-based Indonesian as a Foreign Language (BIPA) evaluation materials for Thai students and propose a design to enhance language proficiency and cultural awareness. The growing interest in learning Indonesian stems from diverse purposes, including business, academics, and tourism. While Indonesian language learning in Thailand is dynamic, with a focus on media and teaching materials, evaluation methods remain institution-specific. Currently, there is no standardized BIPA evaluation system in Thailand, highlighting the need for assessments aligned with the characteristics of Thai learners.

Materials/methods. This research adopts a qualitative approach through literature reviews, interviews, and questionnaires. It explores local wisdom-based BIPA evaluation methods and examines Indonesian language proficiency as a response to globalization and cultural preservation. This research describes a local wisdom-based Indonesian language evaluation design for Political Science Walailak University students to measure Indonesian language competence.

Results. The findings introduce the Indonesian Language Proficiency Test for Thai Speakers (UKBIBATH), designed to assess Indonesian language skills among students at Walailak University, Thailand. The instrument integrates Indonesian local wisdom, including art, literature, and cultural elements, to address global challenges and promote both language competency and cultural awareness.

Conclusion. BIPA evaluation materials for Thai students are a strategic step toward increasing their language competency and cultural awareness. The design of evaluation instruments that integrate local values not only supports linguistic learning but also enriches their understanding of Indonesian culture holistically.

1. Introduction

Indonesia is becoming increasingly well-known to the international community in line with its development. This is proof that the existence of the Indonesian nation is increasingly advanced. The large number of speakers contributed to its development. Cultural treasures contribute to strengthening the Indonesian nation at the international level. The cultural aspect is another supporting factor underlying the increasing appeal of the Indonesian language. Cultural richness is one factor that encourages the government to introduce Indonesia abroad (Murtianis, 2019, p. 427). Indonesian attracts foreign speakers to learn. The BIPA program is currently expanding with various objective settings, one of which is BIPA for academic purposes (Kusmiatun et al., 2017, p. 197). One of the focuses in BIPA learning is improving the quality and quantity of BIPA programs abroad. However, the following aspects of BIPA learning need to be taken into account: 1) BIPA learning is different from English; 2) BIPA has unique characteristics in terms of methodology, teaching materials and learning administration; 3) Indonesian speakers are not enough as BIPA teachers; 4) professional development of teachers is always dynamic and never ends (Solikhah & Budiharso, 2020, p. 183). One of the countries currently focusing on BIPA learning is Thailand.

The Bachelor of Political Science in International Relations program at Walailak University aims to develop graduates with strong academic knowledge and research skills in international relations. This program focuses on special skills in the Asian region, encouraging mastery of a third language so that graduates can work at an international level and become global citizens who are aware of the values of diversity and can adapt to changes in contemporary world situations. The structure of the ASEAN Studies minor in International Relations at Walailak University requires third-year students of the program who have completed the study of one of the ASEAN languages to travel to study the language, culture, and politics of their home country. Third-year students are required to register and travel to study with native speakers. In addition, the educational management of the ASEAN Language, Culture and Politics Education Project in its own countries aims to ensure that students can use the languages of neighboring countries accurately and efficiently like native speakers by recognizing that country's way of life, society, culture and politics. Through this strategy, relationships will be created between individuals or individuals and the organization. Strengthening cognitive aspects and skills is a career opportunity and further study in the future. Implementing education through direct experience in the country's society and culture is the main goal of educational management from the designed curriculum.

BIPA learning in Thailand has been held on various campuses and schools. The BIPA organizing institutions are Walailak University, Thammasat University, Kasetsart University, Indonesian Embassy, and Fatoni University. Supporting Indonesian language teachers include teachers/lecturers from Indonesia and Thailand who have studied in Indonesia through the KNB and Darmasiswa Scholarships. The high interest in learning from Thai speakers has not been supported by standardized evaluation tools in line with the abilities of Thai speakers who have their own characteristics. It is necessary to design and develop Indonesian Language Proficiency Test questions for Thai Speakers (UKBIBATH), which is expected to be an initial pioneer in developing an evaluation tool for learning Indonesian in Thailand. The evaluation standards were tailored to the needs analysis of Thai speakers by aligning local Indonesian wisdom topics. In addition, the topics in the evaluation are parts that have been learned and prioritized. So far, the Indonesian language skills test is still considered difficult for Thai-speaking students, so it is necessary to design evaluation standards that suit the learners' needs.

The evaluation instrument designed includes four language skills: listening, speaking, reading and writing, and grammar. Of course, the content in the evaluation is based on mastery of knowledge regarding Indonesian language, literature and culture, which includes local wisdom. This is intended to measure how students understand the Indonesian cultural context. Students' real actions directly in the learning environment are understanding language, literature, and culture. On the other hand,

BIPA evaluation based on local wisdom can shape the character of students who want to study Indonesia. During the assessment process, they will encounter local values such as mutual cooperation, honesty, and responsibility.

Intercultural understanding is needed in the learning and evaluation (reporting) processes. This is a consideration in the process of holding BIPA classes (Hernina, 2020, p. 29). In the learning process, teachers can develop learning models that have been formulated by experts, which can be analyzed and modified according to class characteristics by considering aspects of development planning and evaluation (Defina, 2018, pp. 49-50). Learning a language is essentially learning culture, as is the case for students studying BIPA. Language and culture in the process of developing teaching materials cannot be separated by considering structure, themes, practice questions and in-depth material, clear objectives, visual support, cultural content, and orientation to speaking skills for beginner students (Rofi'uddin et al., 2021, p. 165). The development of BIPA is both an opportunity and a challenge. The opportunity aspect is that cultural and language diplomacy activities become easier. The process of internationalization of the Indonesian language is a strategic effort to improve the quality of teaching, program quality, clear standardization, quality teachers, and the development of media, teaching materials, and evaluation (Utami, 2020, p. 278). The material aspect of developing an evaluation module must include clear learning objectives, material classification, illustrations, relevant evaluation questions using interactive language media equipped with assessment instruments, and feedback from the teacher in the form of assessments. Everything is aligned with students' needs and can be implemented independently (As'ari, 2023, p. 26).

The design of Indonesian language proficiency test questions for Thai speakers (UKBIBATH) is a follow-up to academic collaboration regarding testing language skills through standard tests to measure the level of Indonesian language skills for students and the community. Therefore, this evaluation design is helpful in developing student potential and skills. It is also a good starting point for discussing and beginning to develop a standardized test preparation project. This is a strategy to make Walailak University a centre for Indonesian language education in Thailand in the future.

Initial knowledge is students' capital before obtaining new information in the activities carried out. A student at the initial stage of learning at a (higher) learning level already has basic knowledge obtained from the previous level. Prior knowledge determines learning choices by activating previous knowledge based on learning experiences (Suyitno, 2019). Ideally, Learning activities occur through interaction between students and their environment. An effective learning environment will support the learning process well and optimally. The learning environment can be utilized optimally which will ultimately be interesting and make it easier to master the material. Teachers, as the main agents in learning, are responsible for creating a conducive and effective learning environment. Teachers create an effective learning environment by considering the characteristics of students and the curriculum. A sufficient understanding of student characteristics aims to meet their learning needs. The provisions of a BIPA teacher include: 1) cross-cultural and linguistic understanding taught to foreign students. 2) skills in designing learning programs, 3) developing course/language learning materials, 4) developing learning materials, and 5) relevant learning strategies (Pratiwi et al., 2022, p. 452).

BIPA teaching is developing rapidly in line with the needs and interests of the international community, so it requires special attention. Through Permendikbud number 27 of 2017, which contains competency standards for BIPA graduates, this has become one of the strategies for realizing Indonesian language and culture learning. One effort to maintain language is to design a BIPA evaluation instrument through the Indonesian Language Proficiency Test (UKBI). UKBI has a strategic role in evaluating teaching and fostering a positive attitude towards Indonesian language and culture. Evaluation of Indonesian in BIPA learning is currently still partially in line with the needs of students in BIPA programs or institutions. Until now, no evaluation tool has been found that specifically

measures BIPA language proficiency in accordance with learner characteristics (Widia, 2021, p. 33). UKBIBATH is an evaluation instrument prepared to adapt learning needs by integrating local wisdom. This is one strategy in responding to globalization and the process of cultural preservation. UKBIBATH, apart from measuring language proficiency, is also expected to increase cultural awareness.

The objective of this research is to provide insights into Indonesian local wisdom for Political Science Walailak University students who are enrolled in Indonesian language courses. The evaluation will concentrate on Indonesian local wisdom in the following domains: culinary arts, arts and crafts, tourism, history, and other socio-cultures. This evaluation is essential for exploring students' knowledge, interests, and needs so that student abilities can be accurately measured.

2. Literature Review

Local wisdom encompasses collective values, knowledge, practices and traditions that have taken root and been passed down from generation to generation. Local wisdom-based learning through Indonesian language learning correlates with studies relevant to the community's social life (Hajjah, 2024, p. 398). Through BIPA learning evaluations can be carried out as feedback and improvements in the learning process. In addition, understanding of language and culture improves. Research regarding the BIPA evaluation tool is interesting and relevant to research as a means of improving language skills and cultural awareness (Budiawan, 2023, p. 205).

BIPA students come from various countries that have their own cultural diversity, which has an influence on the preparation of language ability evaluation plans and the materials provided. There needs to be special attention to issues related to ethnicity, gender, religion, and customs that each BIPA participating country has. This needs to be done carefully so as not to offend taboo areas of certain countries. The problem of diversity will not be too sharp a problem because it is considered general, so it will depend on the maturity of the BIPA speaker (Saraswati et al., 2010, p. 2). Learning a language is essentially learning culture, as is the case for students studying BIPA. Language and culture in the process of developing teaching materials cannot be separated by considering structure, themes, practice questions and in-depth material, clear objectives, visual support, cultural content, and orientation to speaking skills for beginner students (Rofi'uddin et al., 2021, p. 165).

The internationalization of Indonesians through BIPA classes is very strategic in developing networks through diplomatic partners. Internalization of language, literature, and culture can be done through learning and its supporting capacities, such as innovative teaching materials and stages. In the end, students are obliged to take UKBI as a condition for working or studying and ensure they have adequate skills to be useful when socializing in Indonesia. This strengthens Indonesia's image as a country that values its language and culture (Simanullang et al., 2024, p. 20273).

BIPA students must be fully aware of the culture they will encounter when studying Indonesian. It can be realized that cultural aspects support BIPA learners to understand the situation and conditions of Indonesian society so that it is easier to learn the language. If they introduce multicultural Indonesian society, BIPA learners will better appreciate Indonesian culture and develop an enthusiasm for learning it (Budiana et al., 2018, p. 109).

The BIPA teaching process needs to consider several aspects, including 1) learning objectives, learner characteristics, relevant material, methods aligned with the objectives, effective media, appropriate evaluation tools, and cross-cultural considerations (Rachmawati, 2023, p. 3). The BIPA evaluation model refers to three domains, namely knowledge, skills and attitudes. Measuring tools can be tests and non-tests. The test can test several competencies: 1) written expression and structure, 2) vocabulary and reading, 3) listening. Meanwhile, non-tests can be used to test speaking and writing competence, including through observation using a tiered scale. These various strategies can be used to evaluate the success of BIPA learning. Language ability or skills tests can monitor the

learning process to achieve learning goals. Students can find out how many learning outcomes they have achieved. For teachers, evaluation can be used to determine the effectiveness of methods and techniques in the learning process (Rachmawati, 2023, p. 5).

This is a relevant basis for creating innovation in learning and the process of creating learning evaluation tools. Special evaluation tools have not been developed at the BIPA learner level. However, there are also no evaluation tools at the level for people who are interested and work in Indonesia (Saraswati et al., 2023, p. 38). A newly developed tool for conducting language evaluations or tests in Indonesia is a measuring tool called UKBI (Indonesian Language Proficiency Test). This is in accordance with the Minister of Education and Culture Regulation number 70 of 2016 concerning standards for the use and regulation of the Indonesian language. The Ministry of Education and Culture explained that the UKBI measuring tool is a means of evaluating Indonesian language proficiency in accordance with applicable standards.

UKBI has five forms of evaluation sections that involve listening skills, responding to language rules, and reading as multiple-choice questions. Meanwhile, other skills include writing and skills in presenting written results orally (Saraswati et al., 2023, p. 39). Foreign students currently still take the same tests as native-speaker participants; that is, there is no difference in terms of giving tests and assessments in the UKBI evaluation tool. The UKBI institution will provide a report on test results, and test participants will have the right to take the test in the form of a language proficiency certificate with a certificate time limit of two years. The UKBI certificate provides benefits for several purposes, such as BIPA learning, work, and activities involving several countries that carry out Indonesian language programs (Saraswati et al., 2023, p. 40).

The BIPA evaluation instrument was developed as a means of assessing program organizers. Evaluation can be used to observe student development over a certain period. BIPA evaluation is conducted to determine whether the expected completeness has been achieved when studying at a certain period and level (Puspitasari et al., 2021, p. 850). Language skills, especially listening, are receptive competencies that contribute to communication. Through the needs analysis process, information will be obtained regarding communication needs in the work environment, continuing studies, all processes of which cannot be separated from language skills, especially listening (Puspitasari et al., 2021, pp. 850-851)

The research conducted for the design of this test instrument differs from the previous one in the following ways: First, the results of the needs analysis study and the interests of learners in Political Science at the intermediate level have been taken into account. Second, Indonesian local wisdom is specifically prioritized as an evaluation topic based on the studied material.

3. Methodology

This study uses a qualitative design, prioritizing the words and actions observed during the research process. In line with Creswell (2015), qualitative researchers collect data through interviews, documents, and observations. The data in this study were obtained from:

- 1) The questionnaire results given to Thai students as an initial identification of the needs in designing an instrument for questions based on local wisdom. The data under study includes information obtained from Thai learners involved in the BIPA program. To gather more comprehensive information about the need for evaluation materials based on local wisdom in BIPA, the researcher uses various data collection techniques, one of which is a questionnaire. This questionnaire is designed to identify participants' preferences, expectations, and perceptions regarding the existing learning materials and how far they feel the materials introduced relevant elements of Indonesian culture within their context.

2) interviews with experts and practitioners of BIPA. These experts include experienced BIPA instructors. The researcher explores their views on the relevance and urgency of using materials based on local wisdom in BIPA learning, and how this can impact learners' learning outcomes in terms of language and culture by validating the evaluation design,

3) a literature review on aspects relevant to BIPA learning evaluation and evaluations based on local wisdom. Another literature study shows that evaluations based on local wisdom can also be a tool to strengthen the preservation of Indonesian culture amid the growing tide of globalization. By integrating local wisdom into the evaluation process, it is hoped that the younger generation, both domestically and internationally, can better appreciate and preserve existing cultural values. In the context of local wisdom, the literature review also identifies the importance of integrating elements of traditional Indonesian culture into BIPA learning. Evaluation based on local wisdom aims to introduce Indonesian culture in an authentic context, not only teaching the language but also building cultural awareness for the learners,

4) The subjects of this research were 10 students from Walailak University who had previously studied the Indonesian language in Political Science. These students were selected because they had studied Indonesian for a certain period of time. Therefore, their Indonesian language skills are at an intermediate level. Learners voluntarily provide information about their learning and assessment needs that match their characteristics.

5) This study uses content analysis to explore the content of evaluation design for Thai foreign language learners. The information obtained from the students, experts, and BIPA practitioners was then used as the basis to explore the local wisdom-based question instrument for Walailak students. The validation process employed a triangulation technique, integrating observation findings, the outcomes of discussions with BIPA evaluation experts, interviews, and a literature review on BIPA evaluation. In the subsequent stage, the UKBIBATH evaluation design was validated by two experts in language and BIPA evaluation.

4. Results

The survey stage of BIPA students in Thailand aims to identify the needs of UKBIBATH students when preparing questions for the UKBIBATH. The participating students are students who are taking Indonesian language courses at Walailak University. This survey was designed to identify Indonesian language skills (listening, reading, writing, speaking), learning needs, and an Indonesian language evaluation instrument for students from Thailand.

The diagram of the questionnaire results in paying attention to what students have understood or show various levels of understanding in several areas. The results of this survey can be visualized in diagram form to provide a clear picture of the distribution of student understanding. Most students showed a good understanding of technology topics (33.3%). This percentage reflects students' interest and knowledge of technological developments, innovations and technological applications in everyday life. The topic of culture also occupies an important position, with almost a quarter of students (23.8%) having a deep understanding of culture. It includes knowledge of traditions, arts, customs, and rich cultural heritage.

Understanding of socio-cultural aspects is also quite significant among students, amounting to 14.3%. In the same number (14.3%) political topics are also one of the areas understood by students. This percentage shows students' interest and knowledge about the political system, government policies, and current political issues. Despite the foregoing, there appears to be a difference in how the data is collected or categorized, resulting in the technology appearing twice at a different percentage, namely 9.5%. The remainder (4.8%) demonstrated an understanding of other academic topics, covering a wide range of subject areas and disciplines that students study at university. The

results of the questionnaire provide insight into the areas that students understand best, showing trends in their interests and knowledge. This can help universities design curricula and programs that suit student interests and needs. This diagram can also be used to identify areas that may need more attention or strengthening in education, teaching, and evaluation.

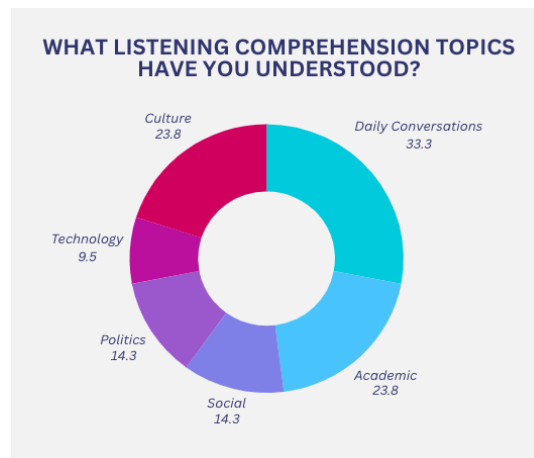


Figure 1. Survey on Listening Topics

The second diagram shows the results of a questionnaire regarding the ability to speak Indonesian in daily life among students, shows an interesting distribution. A significant majority (70%) demonstrated active and consistent use of Indonesian, reflecting a high level of proficiency. The portion of students (30%) who use Indonesian occasionally may need more practice or encouragement to increase their fluency and frequency of use. The absence of a “never” answer (0%) indicates that all students have at least some ability to speak Indonesian, which is positive for integration and communication in an Indonesian-speaking environment.

The results of the questionnaire revealed a variety of topics that respondents considered interesting and easy to talk about, with a distribution of interests that reflected their diverse interests. As many as 30.4% of students said that socio-cultural topics were the most interesting and easy to talk about. This shows that discussions about traditions, social norms, habits, and interactions between individuals are very popular and relevant among respondents, perhaps because these topics are directly related to their daily lives and personal experiences. The same figure, 30.4%, also showed a strong interest in political topics. Students feel comfortable talking about political issues, government policies, and power dynamics, showing their awareness and concern for political developments and how they affect society.

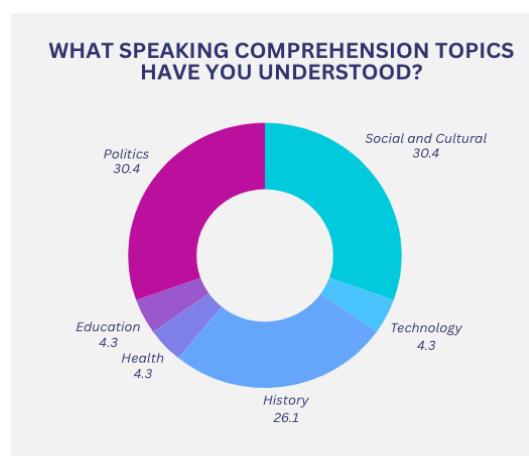


Figure 2. Survey on Speaking Topics

Furthermore, 26.1% of respondents stated that they were interested and found it easy to talk about history. Interest in history shows that respondents value learning from the past and reflecting on events that have occurred. The remainder of the respondents showed interest in economic, educational and health topics. Although the percentage is smaller, this interest remains significant, reflecting a desire to discuss important aspects of life that influence personal and social well-being. These findings indicate that respondents have a broad and deep interest in various topics, reflecting a desire to participate in varied and relevant discussions.

Based on the results of a survey given to foreign students from Thailand, the question asked was, "Do you often read Indonesian texts?" The questionnaire results provide a clear picture of the habits of reading Indonesian texts among foreign students. As many as 30% of students from Thailand answered that they often read Indonesian texts. This shows that some students have adopted the habit of reading in Indonesian as part of their daily activities. Students in this group may have a strong motivation to improve their Indonesian language skills or feel comfortable with using the language in academic and social life.

The results of the questionnaire show that Thai students have varied interests in various topics. As many as 30% of students are very interested in political issues, including policy, elections, and domestic and international political dynamics. Some chose socio-cultural topics (25%) that understand social and cultural aspects, such as traditions, habits, and social interactions in society. The topic of history was chosen by 25% of students. History is also a topic of interest to many students, who show an interest in historical events and how they have shaped the world today. Although slightly lower than other topics, there is also interest in educational aspects (15%).

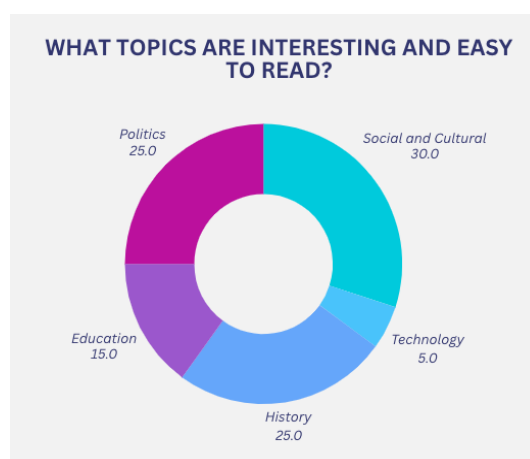


Figure 3. Survey on Reading Topics

Technology (5%) is the topic with the lowest interest among students, although some are still interested in the latest technological developments and their impact. Overall, Thai students show a strong interest in politics, socio-culture, and history, while interest in education and technology is more limited.

The questionnaire results show that most respondents have the habit of writing in Indonesian, although the frequency varies. As many as 60% of respondents stated that they sometimes wrote in Indonesian, while another 40% of respondents admitted that they often did so. These findings reflect a significant level of comfort and engagement with Indonesians among respondents, although there are still some who do so with lower frequency.

Based on the diagram below, the results of the questionnaire regarding the places where respondents write more often in Indonesian vary greatly, with a predominance in academic environments. As many as 58.3% of Thai students stated that they most often wrote in Indonesian in class or academic contexts. This shows the importance of Indonesian in educational activities, such

as preparing assignments, taking lecture notes, or participating in academic discussions. On the other hand, 41.7% of Thai students stated that they used Indonesian more often on social media. This shows that Indonesians also play an important role in their daily communication and online interactions. This allows them to express themselves, communicate with friends, and share information on digital platforms in their second language, namely Indonesian. These findings indicate that Indonesian has a multifaceted role in the lives of respondents, both in formal academic and informal social contexts.

The results of the questionnaire based on the diagram above show variations in respondents' interest in topics that they consider interesting and easy to write about. The majority of Thai students, amounting to 47.1%, stated that social and cultural topics were the most interesting and easy to express in writing. This reflects a deep interest in aspects of society, traditions, norms and social interactions, which may be felt to be more relevant.

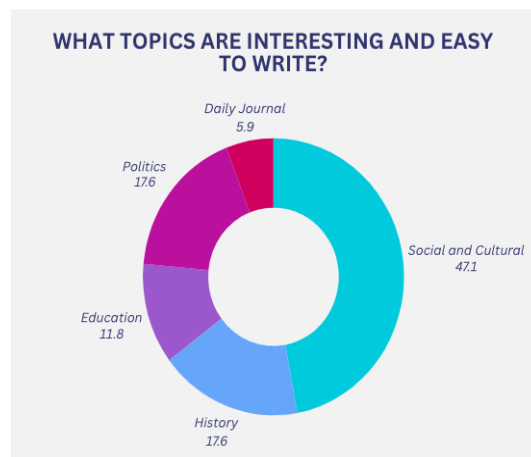


Figure 4. Survey on Writing Topics

Furthermore, 17.6% of Thai students chose political topics, indicating that although complex, political issues still attract the attention of some respondents who may be interested in political dynamics, public policy, and governance issues. The same number, 17.6%, also indicated an interest in historical topics, which may include important past events, influential figures, and how history shaped the modern world. As many as 11.8% of respondents stated that they were more interested in writing about education. It covers a wide range of aspects, from teaching methodology to educational policy, that may be felt to be important in their personal and professional context. The remainder of the respondents chose to write daily journals, indicating an interest in documenting personal experiences, daily reflections, and life notes that are more personal and introspective. These findings indicate that interest in writing among respondents is very diverse, reflecting various aspects of life and unique individual interests.

5. Discussion

5.1. Analysis of the need for BIPA evaluation materials based on local wisdom for Thai students

In an effort to increase the effectiveness of BIPA learning, it is important to present evaluation material that is relevant and contextual. One potential approach is the integration of local wisdom as a basis for developing evaluation materials. This approach not only strengthens linguistic understanding of the language but also introduces the cultural values inherent in Indonesian society. For BIPA students from Thailand, a local wisdom-based approach can be a bridge to link learning experiences with their cultural background, thereby increasing their interest, motivation and holistic understanding of Indonesian.

Based on the research results, there are aspects of listening that need to be identified, such as listening material and what areas are of interest to students. In speaking skills, it is also identified how to master vocabulary during the speaking process and the areas that are popular with students. In the reading aspect, Thai students identified literacy skills in reading Indonesian as well as what areas they were interested in as well as what media and materials students were interested in using this skill. This is carried out with the aim that the questions that will be created really target what happens on a daily basis when students study Indonesian both on campus and off campus.

Developing local wisdom-based evaluations can involve cultural aspects such as Indonesian traditions, arts, and customs. Evaluation can utilize audiovisual media, such as music and films, as learning and evaluation tools to improve language skills and cultural understanding. Preparation of contextual evaluation instruments by taking into account students' needs and interests, such as socio-cultural, political and historical topics. Integrating speaking and writing exercises in various contexts, including formal and informal situations, to strengthen students' communication skills. The evaluation also considers aspects of cultural sensitivity to avoid potential misunderstandings or discomfort among students. With this approach, developing BIPA evaluation materials that are integrated with local wisdom will not only strengthen students' language competence, but also enrich their understanding of culture.

The selection of assessment topics and themes is an important part of referring to the material that has been taught. Topics that concern students are tourism, culinary and Indonesian culture (Sari, Jianshi, & Mulyati, 2023:160). The BIPA learning assessment aims to measure BIPA student learning outcomes. Teachers are required to understand the design, characteristics and scope of BIPA learning materials. BIPA learning assessment requires careful planning by referring to graduate competency standards (Prasetia & Kadir, 2024, pp. 22-23). The BIPA learning assessment process can be classified in line with graduation standards by producing 12 aspects including: 1) unit, 2) element, 3) indicator, 4) theme, 5) material, 6) type, 7) technique, 8) form, 9) assessment rubric, 10) number of questions, 11) assessment guidelines, 12) reflection (Prasetia & Kadir: 2024:26).

The design of the BIPA evaluation instrument was prepared by considering the analysis of students' needs and experiences while attending classes in Thailand and Indonesia. It can be concluded that as many as 76.9% of students expressed interest in listening to music as listening material. A total of 33% showed interest in aspects of technology, innovation, and the application of technology in everyday life, followed by 23.8% a positive understanding of cultural topics, which included art, traditions, and customs. As many as 30.4% of students stated that socio-cultural topics were also interesting to talk about, including traditions, social norms, habits, and other social interactions. Students also show interest in studying past history, economics, education and health. In the writing aspect, socio-cultural topics occupy 47.1% of the time and are considered the most interesting to write about.

Based on the results of the questionnaire, an evaluation instrument design was formulated that was relevant to students' specializations and learning processes, including four language and grammar skills. The listening aspect explores 1) local wisdom regarding respecting speech partners in harmony with Indonesian culture, 2) Indonesian culinary delights, 3) the commemoration of Heroes' Day, 4) Wae Rebo traditional village, and 5) Typical crafts from the city of Kupang. The reading aspect explores 1) the influence of globalization and traditional dance, 2) Covid vaccination appeal, 3) the history of the city of Surabaya, and 4) Rendang: Indonesian Culinary. The writing aspect explores 1) the process of making traditional cloth and 2) the process of catching and auctioning fish traditionally. In the speaking aspect, explore: 1) Indonesian tourism; Borobudur temple, Mount Bromo, Bali and Raja Ampat islands; 2) Indonesian art and culture regarding knowledge of batik, Javanese wayang, and gamelan arts and culinary arts.

5.2. Design Evaluation of BIPA Based on Local Wisdom to Improve Language and Cultural Awareness

The BIPA evaluation process has been designed in the form of UKBI, or Indonesian Language Proficiency Test, by the Language Development and Fostering Agency. In line with this, the UKBI test developed by the language agency for foreign and native speakers is still general in nature and not yet specifically aligned with academic objectives. Each BIPA agency has its own strategy for testing Indonesian language proficiency. Basically, the evaluation tests carried out have the same objectives but use different terms. Students who have taken part in the BIPA program can be tested using evaluation tools that are different from those of native speakers. Special evaluation tools are needed for foreign speakers based on needs analysis (Kusmiatun, 2019, p. 8). Field needs analysis is the basis for determining the expected criteria as part of the product evaluation development process. Students really need a tool to measure Indonesian language proficiency. Apart from that, developing tests for foreign speakers needs to be differentiated from native speakers so that it will be easier to map Indonesian language skills (Kusmiatun, 2019, pp. 12-13).

BIPA tests or evaluations are carried out to measure students' academic achievements, which directly aim to measure aspects of knowledge and skills of BIPA students who have completed the program at a predetermined level and period (Yusuf & Halimi, 2022, p. 12035). The BIPA learning process cannot be separated from the evaluation aspect, which is carried out comprehensively and includes several elements, including grammar, listening, speaking, reading, and writing. In line with this, BIPA learning tests can be categorized into language tests and language skills tests. The field of language includes speech, vocabulary, and structure. Meanwhile, language skills include listening, speaking, reading, and writing. This classification is not absolute because the four language skills apply aspects of speech, vocabulary, and structure. The evaluation process considers the analysis of BIPA students' learning objectives by compiling a test grid in line with what has been planned (Rachmawati, 2023, p. 6). Evaluation for BIPA students is nothing more than measuring the language skills and cultural insights they have learned during the learning process.

This local wisdom-based evaluation design for Thai speakers uses a special approach through observations and surveys that have been carried out previously. It ensures that the preparation process benefits students who previously did not have an Indonesian language background and obtained it when taking Indonesian language courses. The evaluation design was designed considering the following aspects: language level, components of skills tested, contextuality of material, application of technology, objectivity of assessment, linguistic and cultural diversity, and flexibility of exams.

The application of local wisdom in the BIPA evaluation design for Thai speakers offers an innovative and contextual approach. By integrating local cultural values and traditions, this program not only assesses linguistic skills but also forms a deeper understanding of Indonesian culture. Local wisdom-based evaluation provides a more authentic learning experience so that students are able to connect language concepts with relevant cultural contexts. This is crucial in preparing non-native speakers to interact effectively in social and professional settings.

The BIPA evaluation design is designed to accurately measure the four language skills, including 1) listening, totaling 40 questions in the form of dialogue and monologue questions with a duration of 25 minutes, 2) questions responding to rules totaling 25 questions with a duration of 25 minutes, 3) reading, a total of 40 questions with a duration of 45 minutes, 4) writing, a total of 2 questions with a duration of 30 minutes, speaking questions with a duration of three themes including self-introduction, Indonesian tourism, arts and culture Indonesia.

Table 1. Structure of listening questions

Read the material	Content of local wisdom	Relevance to Learner Needs
Asking for a hotel room (where to stay)	Provide knowledge and insight regarding respecting speech partners according to the culture of greeting in Indonesia	equip students with polite communication skills appropriate to the Indonesian cultural context, especially in accommodation and travel situations.
Cooking Pempek	Provide knowledge and insight into the cooking process and composition of typical Palembang culinary delights	introduce aspects of culinary culture and expand vocabulary about traditional Indonesian food while strengthening speaking and process description skills.
Heroes commemoration	Day Providing knowledge and insight into the struggles of Indonesian heroes through the spirit of mutual cooperation	teaches national values, cooperation, and patriotism that support social integration and respect for history.
Darmasiswa Scholarship	Providing knowledge and insight regarding the promotion of Indonesian culture through educational scholarships in Indonesia	introduce educational opportunities while strengthening learning motivation and establishing international relations.
Wae Rebo Village	Providing knowledge and insight regarding nature conservation, biodiversity and fauna, traditional houses, heirlooms, traditional musical instruments, traditions, special foods, and ecotourism.	strengthen appreciation for local culture and enrich understanding of cultural diversity in Indonesia.
Typical Kupang City from Pandan Leaves	Bag Providing knowledge and insight into traditional wealth in the form of bags, hats, and traditional clothing from Kupang	introduce typical handicrafts and expand knowledge about sustainable and environmentally friendly cultural products.

The table above presents the structure of listening questions designed to integrate local wisdom content in BIPA learning. Each reading material is equipped with local wisdom content that provides insight into Indonesian culture, history, and traditions, such as politeness in communicating, traditional culinary delights, patriotism values, and handicrafts. The relevance of the material to learner needs is also outlined, highlighting how these questions support language skills while introducing cultural values that strengthen understanding and appreciation of Indonesia's diversity. With this approach, learners improve linguistic skills and develop deeper cultural awareness.

Table 2. Structure of reading questions

Reading material	Content of local wisdom	Relevance to Learner Needs
The influence of globalization and traditional dance	Describes Indonesian cultural heritage, especially Dayak Kalimantan. Aspects discussed include music styles, dances, history, and cultural values.	Provides insight into how globalization affects local culture and the importance of preserving traditions. BIPA students will understand the dynamics between global and local cultures in Indonesia.
Appeal for COVID-19 Vaccination	Providing knowledge and insight regarding working together in completing COVID vaccination	Introduce the concept of mutual cooperation as an Indonesian cultural value and how this value is applied in the context of public health. BIPA students will understand the role of solidarity in Indonesian society.
History of the city of Surabaya	Provides knowledge and insight into the historical journey of the city of Surabaya from the 12th century to the period of independence. The spirit of mutual cooperation and the struggle of the Indonesian people against colonialism.	Provides an in-depth understanding of Indonesian history and the values of struggle inherent in local culture. BIPA students will get to know the historical background that shapes the identity of the Indonesian nation.
Rendang: Indonesian Culinary Delight	Describes traditional Indonesian cuisine that is worldwide. Starting from the cooking process, the spices used, the texture to the delicious taste. Historical and cultural values are also revealed as Indonesia's proud culinary treasures.	Introducing one of Indonesia's world-famous culinary delights, providing insight into cultural diversity through food. BIPA students will understand the importance of culinary arts in Indonesian culture and identity.

Table 2 presents the structure of reading questions that integrate local wisdom content to increase understanding of Indonesian culture and history in BIPA learning. Each topic is designed to provide insight into cultural values, social solidarity, historical struggles, and Indonesia's culinary riches. Relevance to learner needs is explained by introducing concepts such as global and local cultural dynamics, mutual cooperation, and national identity. With this approach, BIPA students not only improve their reading skills but also understand and appreciate Indonesia's cultural diversity in more depth.

Table 3. Structure of writing questions

Writing materials	Content of local wisdom	Relevance to Learner Needs
The process of making traditional cloth	Providing knowledge and insight into the process of making traditional cloth carried out by Indonesian people. There is a process of spinning, sewing, and weaving cloth.	<p>Learn special terms in the cloth-making process, such as 'menghani', 'lungsi', and 'pencucukan'.</p> <p>Understanding Local Culture: Knowing the cultural and historical values behind each traditional cloth, as well as the meaning of the motifs contained in them.</p> <p>Improving Writing Skills: Practice descriptive writing skills by explaining the stages of making cloth in detail.</p>
The traditional process of catching and auctioning fish	Introducing the habits and livelihoods of Indonesian people who live near the sea, as well as how to manage and sell their catches.	<p>Learn the terms used in the world of fisheries and fish auctions.</p> <p>Improving Procedural Writing Skills: Practice writing skills by explaining fish catching and auction procedures in a coherent manner.</p>

Each writing evaluation topic provides insight into local community skills and cultural practices passed down through generations. Relevance to learner needs includes development of specific vocabulary, understanding of local culture, and descriptive and procedural writing skills. Through this material, BIPA students not only practice writing but also enrich their knowledge about traditions, socio-economic life, and cultural values in Indonesia.

Table 4. Structure of speaking questions

Writing materials	Content of local wisdom	Relevance to Learner Needs
Indonesian Tourism	Introducing and exploring knowledge about tourism in Indonesia: Borobudur Temple, Mount Bromo, Bali Island, Raja Ampat.	<p>Enrich vocabulary: Learn terms related to tourism, geography, and local culture.</p> <p>Improve Descriptive Skills: Practice describing places, atmospheres, and experiences related to the tourist destination.</p> <p>Understanding Cultural and Historical Significance: Knowing the historical background and cultural values of each destination, such as Borobudur Temple, which is a UNESCO world heritage site.</p>
Indonesian arts and culture	Introduce and explore knowledge about batik, wayang, Javanese culinary and gamelan	<p>Cultural Enrichment: Understand traditional Indonesian arts, such as batik, which is recognized as an Intangible Cultural Heritage by UNESCO.</p> <p>Improved Speaking Skills: Practice explaining the process of making batik, playing the gamelan, or telling stories in wayang performances.</p> <p>Understanding Traditional Values: Knowing the values contained in Indonesian art and culture, such as the philosophy behind batik motifs or moral stories in wayang performances.</p>

The speaking evaluation topic is designed to invite BIPA students to explain Indonesian art and culture by focusing on four main aspects, namely batik, wayang, culinary arts, and Javanese gamelan. In this session, students are asked to introduce and explore their knowledge about each of these aspects, including history, symbolic meaning, manufacturing process, and function in the lives of Indonesian society.

Grammar evaluation is designed to test students' understanding of various linguistic aspects that are essential in BIPA learning. The material tested includes: affixes (prefixes, insertions and suffixes), synonyms and antonyms, active sentences and passive sentences, compound sentences, idioms, and positive and negative sentences. Implementation of local wisdom-based evaluation also has positive implications for the development of the BIPA curriculum as a whole. A curriculum that integrates cultural values is able to answer the challenges of globalization without losing local identity. Thai speakers who are familiar with this approach will have a competitive advantage in interacting in

multicultural environments. More than that, this model has the potential to become a reference for developing BIPA programs in other countries, which places language as a communication bridge as well as a medium for cultural diplomacy.

Evaluation, as the final part, needs to be carried out as a form of relevant data to find out and understand success in learning. BIPA students certainly need evaluation by utilizing technology to become an important tool in evaluating BIPA learning. This statement results in the objectives of the research carried out, namely 1) criticizing BIPA learning media which can be used as a tool for evaluating certain aspects based on digital technology, 2) determining learning evaluation principles related to certain aspects based on digital technology, 3) knowing prototypes based on digital technology as evaluation tools that support BIPA learning, 4) making an elaboration of expert assessments regarding digital technology-based evaluation tools in BIPA learning (Ariamaharani et al., 2020). Analysis activities were carried out to determine the needs needed in BIPA learning. It is known that the material developed comes from simple things and is often encountered in everyday life in the form of attractive prototypes with practical use to facilitate BIPA learning. It can even be used as a consideration regarding student research.

As an advanced level of learning evaluation activities, it is necessary to understand authentic principles that explain the real results of learning carried out by students. Authentic assessments can be designed to support the development of BIPA evaluation tools with fresh ideas and based on digital technology at a low cost, but they can be completed in a short time and are easy to operate. Illustrations in the form of creative display designs and accompaniments can be used to introduce material related to local culture that supports understanding of the material needed by BIPA students. BIPA learning can be done by determining the materials needed for its implementation; one of the related innovations is a prototype design that includes a mini dictionary as part of the language learning illustration (Ariamaharani et al., 2020). The development of the BIPA learning evaluation tool prototype has not been in accordance with the achievement of language learning objectives. Innovations that invite high opportunities need to be carried out by inviting BIPA organizers such as language centers, APPBIPA, and BIPA education agencies. In implementing this program, there needs to be a trial to produce maximum results; after achieving satisfactory results, it can be socialized and promoted to the BIPA organizers (Ariamaharani et al., 2020).

Authentic assessment that assesses real forms of learning can be applied through portfolios, practical demonstrations, presentations, projects, and written forms that describe BIPA learning activities (Johnson, 2002). Activities aimed at improving verbal BIPA communication can take the form of interviews and problem-solving activities that trigger discussions. Meanwhile, writing skills can take the form of activities such as writing words, clippings, and portfolios that are tailored to their language abilities. Portfolios are the right choice for improving language skills because portfolios play a role in writing activities and presenting results. Portfolio activities make it easier to monitor progress and evaluate BIPA learning (Poulson et al., 1991).

Portfolios have various forms that can be used as a reference for assessing language activities. Portfolios have various forms for assessment: 1) documentation portfolios are compiled from several collections of work that show the language skills of BIPA learners, 2) process portfolios contain the development and range of activities of BIPA learners when learning a language such as the development of learners' abilities in writing activities, 3) portfolio of work exhibitions showcasing the creativity of BIPA learners. Three portfolios were selected according to the needs of language activities and the abilities of BIPA participants. Apart from that, there needs to be an assessment in understanding concepts, harmony of information taken, creativity, how to give ideas or opinions, as well as the ability to reflect on oneself when carrying out learning activities (Saraswati et al., 2010, p. 5).

The evaluation stages can be carried out in three ways: written evaluation and oral evaluation, and they can be in the form of a seminar. These three methods help BIPA learners' mastery and language development. Written evaluation is carried out to determine mastery of vocabulary, grammar and other written skills, while oral evaluation is needed to hone students' communication skills. Seminar evaluation can be carried out by combining two other evaluations and can provide space for BIPA learners to perform (Suyitno et al., 2007, pp. 73-75). The BIPA evaluation design, especially for Thai speakers, was carried out in this way as a paper-based test at the University of Thailand for the evaluation of listening, reading, writing, and grammar skills. Meanwhile, speaking skills are carried out online with native speaker examiners (Indonesian lecturers).

Implementation of local wisdom-based evaluation also has positive implications for the development of the BIPA curriculum as a whole. A curriculum that integrates cultural values is able to answer the challenges of globalization without losing local identity. Thai speakers who are familiar with this approach will have a competitive advantage in interacting in multicultural environments. More than that, this model has the potential to become a reference for developing BIPA programs in other countries, which places language as a communication bridge as well as a medium for cultural diplomacy.

6. Conclusion

Based on the results of the needs analysis and local wisdom-based approach, it can be concluded that the development of BIPA evaluation materials for Thai students is a strategic step to increase their language competency and cultural awareness. The design of evaluation instruments that integrate local values such as traditions, arts, customs, and culinary delights not only supports linguistic learning but also enriches understanding of Indonesian culture holistically. This approach allows learners to relate their learning experiences to relevant real contexts, thereby increasing learning effectiveness and motivation.

The integration of local wisdom aspects in learning evaluation also has positive implications for the development of the BIPA curriculum as a whole. With an approach that considers learner characteristics and cultural context, the results of this evaluation can serve as a guide for developing more structured and contextual learning programs. In addition, the application of this model has the potential to become a reference in developing BIPA programs in other countries, making Indonesian an effective cultural diplomacy tool amidst the challenges of globalization.

7. Suggestion

Based on the findings of this study, there are several areas that can be the focus for further research to further develop Indonesian language learning for Foreign Speakers (BIPA), particularly for students from Thailand: 1) inform the participants about the model of questions before taking the test, 2) provide the facilities, especially for listening test, 3) exploration of local wisdom approaches in BIPA for speakers from other countries. Future research could expand this study by involving students from other countries with different cultural backgrounds, such as Vietnam, Malaysia, or the Philippines. This approach can help identify the differences and similarities in the acceptance and effectiveness of using local wisdom as part of the BIPA curriculum, 4) comparison of BIPA Evaluation for Students with Different Cultural Backgrounds, 5) The evaluation design may be accomplished through digitalisation or the development of a computer-assisted test (CAT). It is recommended that this research be followed up in the future by conducting trials with learners to determine their Indonesian language skills. This study could assess the extent to which local culture-based approaches can be adapted for a more universal BIPA learning experience that can be applied to various groups of international students. By conducting further research on these topics, it is hoped that the development of the BIPA program will be more focused and able to provide greater benefits for

international students in improving their Indonesian language skills and understanding of Indonesian culture as a whole.

Declarations

Author Contributions. Octo Dendy Andriyanto contributed to the conceptualization and literature review; Pensri Panich contributed to data collection; Gatut Susanto contributed to data analysis; Wanda Ramansyah and Ahmad Jami'ul Amil contributed to designing the methodology; and Meilita Hardika contributed to preparing the manuscript and editing.

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