



THE DEVELOPMENT OF BIPA DIGITAL TEACHING MATERIALS FOR READING BASED ON MULTIMODAL TO ENHANCE FOREIGN LEARNERS' LITERACY AT THE INTERMEDIATE LEVEL

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Abstract. Indonesian Language for Foreign Speakers (BIPA) is a program specially designed to give lessons to non-native speakers who wish to study the Indonesian language. Each year, there is a significant increase in non-native speakers' enthusiasm to learn the Indonesian language. However, the increasing enthusiasm is not in line with stagnant teaching materials. This research aims to develop BIPA digital teaching materials for reading comprehension based on multimodal text to enhance learners' literacy at the intermediate level. The product development approach uses ADDIE (Analysis, Design, Development, Implementation, Evaluation) design. The early stage is to identify the learners' literacy needs at the intermediate level when reading Indonesian language text. Digital teaching materials are designed considering learners' characteristics, including multimodal elements such as text, picture, audio, and video. The development process deals with creating content for digital teaching material that supports the improvement of reading comprehension in Indonesian. Digital technology is utilized and integrated to create interactive and diverse learning experiences. The digital teaching material is implemented in study sessions, which involve the learners' active participation at the intermediate level. The learners' responses and reactions to the digital teaching materials are observed to evaluate their effectiveness. The evaluation assesses whether BIPA digital teaching material development for reading based on multimodal text has succeeded. The data obtained from the evaluation stage is used to identify some deficiencies that can be revised to improve the quality of digital teaching material. The research results are expected to contribute to developing foreign learners' literacy at the intermediate level in reading Indonesian texts. This digital teaching material can be used as a reference source to develop the method of BIPA's study session, which is based on technology at the University level.

Keywords: digital teaching materials, reading, BIPA (Indonesian Language for Foreign Speakers), foreign learners, intermediate level.

A. Introduction

Indonesian Language for Foreign Speakers (BIPA) is one of the study programs that introduces the Indonesian language internationally. This statement is supported by Ramadloni (2022) that Indonesian language internationalization is increased by teaching BIPA with support from related institutions. BIPA's teaching program has spread abroad due to the increase in enthusiasts circling in Asia, Australia, and even Europe. There is a clear enthusiasm among non-native speakers who wish to study the Indonesian language, which can be seen from the growing number of learners. According to data from the Development and Language



Training Institution in the Ministry of Education and Culture, up to the end of 2020, 355 institutions in 41 countries conducted the BIPA program, with 72.746 learners. Therefore, through the Development and Language Training Institution in the Ministry of Education and Culture, the Indonesian government has continuously made initiatives to facilitate the comprehensive running of the BIPA program.

With the increasing number of non-native speakers enthusiastic about studying the Indonesian language, BIPA teachers also need to prepare teaching materials suitable for each learner's characteristics and language proficiency. Without proper teaching material, the teachers will find difficulty in increasing the effectiveness of the study. Besides, the learners will have difficulty studying the new language without the teaching materials. Nevertheless, this phenomenon is not yet balanced with proper teaching material and learners' characteristics and needs. Siroj (2015) agreed with this matter. He stated that despite the growing number of enthusiasts from non-native speakers studying the Indonesian language, this is not followed by the development of teaching materials that support the learners in studying the Indonesian language. Mostly, BIPA teaching materials provided contain general study materials only. It becomes one of the problems within the BIPA program since the learners come from various countries with different characteristics. If the teaching materials are interesting and creative, BIPA learners will find it easier to keep up with the study activity. Teaching material is crucial for both teachers and learners during the study session. Similarly, Prastowo (in Saputra, 2017) stated that teachers rely heavily on conventional teaching material without creativity to develop it. This causes the learning results to decrease. This fact emphasizes that the teachers' creativity is crucial in creating teaching material to increase the learners' interest and achieve better study objectives.

The digital era should make language teaching more fun, and the Indonesian Language for Foreign Speakers is no exception (Huda et al., 2021). The emergence of technology in teaching amid the digital era does not make BIPA learners master the Indonesian language instantly (Huda, 2021), which means no matter how advanced the technology used, it should be adjusted to the learners' proficiency level to make the learning activity based on technology achieve the study objective precisely.

The Institution of Development and Language Training (Language Institution) is also aware of the importance of developing Indonesian language services by utilizing technology for Foreign Speakers in (the BIPA online) network that was launched in 2018. Realizing the importance of technology development, Language Institutions then include The Performance Indicator Program (IKP) as one of its goals in total diplomacy language access by maximizing information technology's role in developing the BIPA Online application portal (Ministry of Education, 2020). Unfortunately, there is still a lack of multimodal elements on the BIPA online page. Utilizing multimodal elements on the BIPA online page can enhance the learners' listening, reading, speaking, and writing skills. Moreover, multimodal elements can be used by BIPA learners who wish to study the Indonesian language and by teachers in developing teaching materials (Ramadloni, 2022).

The digital teaching materials allow BIPA learners to easily access Indonesian language study content wherever they are without face-to-face sessions. It refers to Putrawansyah's theory (2016) that digital teaching material is one kind of technology that plays a key role in showing information in text, picture, video, and animation that are merged into one multimedia based on information technology. Hence, a breakthrough involving technology and communication in creating digital teaching material can show unique media information. This research will develop BIPA teaching material in a digital book.

Along with the development of today's society, relevant teaching materials are much needed. When BIPA learners use textbooks in class, the communication style is mostly verbal. It differs from other media utilizations, such as multimodal digital teaching material during



class. This is due to the different visualizations experienced by BIPA learners during class. The multimodal approach highlights a different study experience experienced by learners because the learning process uses digital teaching materials that simultaneously show various media such as audio, video, E-book, and game applications. Therefore, it is expected that the existence of BIPA multimodal digital teaching material will be able to be used by BIPA learners wherever, whenever, and whoever they are with so that the learning process is not only done during face-to-face sessions in class but also can be done in any situations outside on-site class.

Furthermore, BIPA learners can freely understand the material's content and study independently. It is one of the alternatives for applying physical teaching material due to the limited number of available textbooks in a warehouse and ownership. Digital books can reduce excess paper usage; in other words, they are paperless. Even nowadays, with the development of technology, most human activities are done through gadgets.

Multimodal is also understood as a set of sources organized to create meaning, including pictures, visualization, motion, music, utterance, and sound effects (Abidin, 2022). It can be summarized that multimodal literacy text is seen as reading and can be integrated with pictures, sound, and motion. The unity of those elements contains information that is beneficial to support the development of language teaching material. Bulut B et al., in "*A Study of Validity and Reliability*," declared that the learners who spend most of their time online, such as on YouTube, Facebook, and Twitter, or play various computer games can obtain experiences within a multimodal environment that is dynamic, non-linear, and interactive. Within an educational environment, verbal communication is dominating textbooks at schools, resulting in the imbalance between digital and lifestyle of everyday life. Multimodal teaching material is related in every aspect that supports one another. For instance, visual aspects, audio, text, and picture (Hermawan, 2013; Sarifudin, 2020). Multimodal e-books can increase the foundation of reading proficiency and understanding a text (Sesmiyanti et al., 2021).

The digital book that will be developed focuses on reading comprehension, especially reading comprehension, with the goal that BIPA learners at the intermediate level will be able to comprehend the reading content specifically and comprehensively. Reading is a receptive ability in written language. Nurjamal (2014) argued that reading is not different than listening. It is the key activity to gain information. By reading often, someone will acquire information that helps them to speak or write. Therefore, if someone has a good reading ability, it is easier to deliver a message to others in speaking and writing.

Based on the observation results of the BIPA Darmasiswa program at Jenderal Soedirman University in September-December 2023, the researcher found some problems within the learning process. BIPA class started in September 2023. During the first month, many BIPA learners did not understand the materials delivered because some did not have BIPA's handbook. They can obtain materials only during on-site classes. Looking at the development of the learners during study sessions, they have not mastered the materials comprehensively because the materials and language in the textbook entitled "Sahabatku Indonesia" are hard enough for them to understand as intermediate-level learners.

Based on the phenomenon above, the development of digital teaching material based on multimodal text to support the learning process is expected to fulfill the needs of BIPA learners based on the competency set, especially for reading comprehension. Hopefully, the developed digital teaching material can be used as one of the sources to support the BIPA learning process at Jenderal Soedirman University and other institutions. In addition, the utilization and optimization of the technology advancement is well used to develop interesting, innovative, and creative teaching materials.



B. Method

This research belongs to the *Research & Development* (R&D) that aims to develop software in BIPA digital teaching material based on multimodal text to enhance foreign learners' literacy at the intermediate level. The model of research refers to the research development *ADDIE* developed by Dick & Carrey (1996). *ADDIE* model is considered a simpler, systematic, and easily understood model development. According to Hamzah (2020), *the ADDIE* model allowed learning design developers to collaborate with content, media, and design learning experts to create the best quality product. There are five stages within *ADDIE* model development: Analysis, Design, Development, Implementation, and Evaluation.

The research is conducted at Jenderal Soedirman University. The data and data source of this research consists of (1) research data, (2) data source of analysis needs, (3) data source of validation assessment, and (4) data source of limited trials.

1. Research Data

There are different needs of data within the development of BIPA digital teaching material for reading based on multimodal text to enhance foreign learners' literacy at the intermediate level, that is, (1) the data of needs, (2) the data of validation assessment from BIPA digital teaching materials for reading based on multimodal text to enhance foreign learners' literacy at the intermediate level in term of assessment score from the experts.

2. The Source of the Data of Analysis Needs

The data source to fulfill BIPA digital teaching material for reading based on the multimodal text to enhance foreign learners' literacy at the intermediate level are BIPA teachers and learners (non-native speakers).

3. The source of validation assessment

Lecturers with expertise in the study content, media, and language produce the validation data source.

4. The source of data assessment in limited trials

The assessment in limited trials is done to examine the effectiveness of BIPA digital teaching materials based on multimodal text to enhance foreign learners' literacy at the intermediate level done by BIPA learners who are non-native speakers.

C. Results and Discussion

The result of this research and development is a product of BIPA digital teaching materials for reading based on multimodal at the intermediate level that is designed using *Canva*. The result is a *flipbook*. The research processes that have been done include (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation, which belong to the stage of *ADDIE* development. The product of this research is a digital book on *Flipbook* that has undergone some stages of development, such as validation from some experts, material validation, language validation, and media validation. The product must be eligible to be implemented for BIPA learners, and good responses must be obtained from both BIPA teachers and learners. Here are the development stages to produce a digital book done by the researcher:

1. Analysis

Data analysis within this research is obtained by distributing a questionnaire to discover the needs of BIPA teachers and learners validated by BIPA teachers.



Table 1 List of BIPA learners at Jenderal Soedirman University

Numb	Name	Country Origin
1.	Phung Thi Buoï (Harum)	Vietnam
2.	Truong Thi Be Thuong (Tasya)	Vietnam
3.	Usman Abubakar	Nigeria
4.	Ahmad Elimam Ahmad Hamadelniel	Sudan
5.	Le Diem Huong Tra (Zahra)	Vietnam
6.	Zeeshan Rehman	Pakistan
7.	Loc Thi Thuong (Tiara)	Vietnam
8.	Khaled Eltayeb Abdalla Fagdalla	Sudan

The analysis is done to seek the problems and to look for information to develop the digital book. The analysis was done by conducting observation during the learning process of BIPA Darmasiswa in September - December 2023. The researcher found some major problems during the BIPA class from this observation. The researcher found that BIPA learners have little understanding of the materials delivered due to the lack of supplementary teaching material, so the learners were quite passive during class. Furthermore, based on the observation, it can be inferred that the hybrid class was inefficient in conducting the learning process. Therefore, the need for teaching materials that learners can study independently is extremely crucial.

The questionnaire of needs consists of two parts. The first part is about the eligibility standard for a book to be published and used. There are four indicators set by the Ministry of Education, Culture, and Technology number 25 verse 3, such as (1) material, (2) presentation, (3) design, and (4) graphics. The second part is about choosing BIPA teaching materials at the intermediate level. The questionnaire of needs for the teachers consists of twenty questions, whereas for the learners, it consists of eighteen questions. A column also suggests against developing BIPA digital teaching materials for reading based on multimodal at the intermediate level for foreign learners.

The results of responses from the teachers in the aspect of material explained that five teachers agreed that BIPA materials within the handbook of “*Sahabatku Indonesia*” at the intermediate level published by the Institution of Development and Language Training have adjusted to the study objectives that have been set in SKL (The Standard of Graduation) BIPA and is already adjusted to the characteristics and needs of the learners, so there is no need to develop new teaching materials.

Next, the results of responses in the aspect of the presentation are explained: three teachers strongly agreed, and two others agreed that the learning process would be more interesting if a digital book were presented as one of the alternatives to support the study. Additionally, four teachers agreed that the materials within the book have been well tied in the right order based on the relatedness of the materials. However, there is one teacher who disagreed with this statement. Based on the responses above, it can be concluded that the presentation of the material will be interesting if it is in a digital form, so the development stage is needed. Moreover, the material sequence presented is well-related. As a consequence, there is no need to develop the teaching material.

The results of responses from the teachers in the aspect of language explained that five teachers agreed that the language application and instruction on the handbook of “*Sahabatku Indonesia*” at the intermediate level published by The Development Institution and Language Training is appropriate for intermediate-level learners and is easily understood. Hence, it can be inferred that it is approved that the language aspect presented within the handbook is appropriate enough. As a result, there is no need to develop it. It is also reinforced by the results of observation, which declared that the learners easily understand the language aspect in the handbook.



There are also suggestions from the teachers that will be used to develop BIPA digital teaching materials for reading at the intermediate level based on multimodal for non-native speakers, such as (1) it should be made immediately, (2) it is expected to refer to the previous research; so that the multimodal materials are in line with today's situation, (3) it is expected to add "*kebhinekaan*" (unity amid diversity; it is Indonesian slogan as a nation) materials such as the culture and the tradition of local citizens, knowledge about a group of Indigenous society that relates to the local art that differ with other places, (4) it is expected to add more materials about Banyumas culture and environment, as well as the lifestyle that relate to its local citizens, and (5) the materials about Banyumas culture should be added for BIPA learners at Jenderal Soedirman University.

Based on the analysis data of the teachers' needs, it can be inferred that the development of BIPA digital teaching materials at the intermediate level as an alternative to support the study is needed. Eight materials are needed to be developed in the teaching materials such as (1) hobby, (2) tourist attraction, (3) education, (4) occupation, (5) environment, (6) culture, (7) lifestyle, and (8) technology. The local culture of Banyumas is also needed in BIPA teaching materials to introduce the local culture and to understand the culture around the neighborhood.

There is also a suggestion from the learners upon BIPA digital teaching materials for reading based on multimodal at the intermediate level that will be developed such as follows: (1) It is expected that there is Banyumas cultural content within the book so that they cannot only learn Indonesia culture in general. However, they can also learn about their local culture and study there. This is because foreign learners studying in certain cities must be well-informed about the local culture to adapt well to local citizens. (2) It is expected to conduct Indonesia's cultural events on Campus at least once a month; thus, foreign learners can absorb the cultural knowledge. As a result, they can obey the culture of Indonesians today. (3) BIPA class is helpful for foreign learners to learn the Indonesian language; hence, they can adapt to the new environment in a short period. (4) The teaching materials should contain audio, video, and animation. (5) The digital teaching book is very beneficial. They can obtain new great knowledge, and (6) There should be content focusing on pronouncing some Indonesian words correctly.

Based on the data analysis needs from the learners, it can be concluded that developing BIPA digital teaching materials at the intermediate level as an alternative to support the learning process is extremely needed. Eight materials need to be developed within the teaching materials such as followed (1) hobby, (2) tourist attraction, (3) education, (4) occupation, (5) environment, (6) culture, (7) lifestyle, and (8) technology. Banyumas culture is also needed as local content in BIPA teaching materials based on the learners' characteristics at Jenderal Soedirman University. It is used to introduce the existence of local culture and to comprehend the culture around the place they live in.

2. Design

The next step is designing a product based on the results of the questionnaire's needs, both from the teachers and learners. The product that will be designed is a BIPA digital book for reading in a *flipbook* that is made with the support of *Canva* and *Heyzine Flipbooks*. The developed digital book includes a cover, front pages, materials, exercises (questions to practice), and a closing. The references in creating this digital book are taken from *Sahabatku Indonesia* books at the intermediate levels (B1 and B2), which have 18 topics or units. Meanwhile, the analysis of the results from the materials needs can be concluded that from 18 topics or units, there will be categorized into 8 topics that cover overall materials. This is done because the 18 topics within *Sahabatku Indonesia* books at the B1 and B2 levels can be narrowed down and adjusted to the context of the material. The following table of 4.3 presented specific grouping materials.



Table 2. The Results of analysis needs for material topics

Levels	Materials Topic in <i>Sahabatku Indonesia</i>	The Development of Material Topics
B1	Hobby Tourist Attraction Tourism Activities The Legend of Tourist Attraction The Environment of Tourist Attraction School Activities Occupation Education	Hobby (Lengger Lanang Dance) Tourist Attraction (Baturraden Attraction, BRI Museum, Jenderal Soedirman Museum) Education (<i>Ronggeng Dukuh Paruk</i> Book) Occupation (<i>Rengkong</i> Banyumasan) The Surrounding Environment Culture (The Ebeg Art) Lifestyle (Banyumas Society’s Utterance Style) Technology The <i>Kenthongan</i> Art
B2	Profile Social Interaction Environment Our Environment The Surrounding Environment Education Culture Folklore Lifestyle Technology	

According to the table above, the grouping material can be explained as follows: Hobby and Profile are merged into one big topic. It is because they are related to each other. Tourist Attraction, Tourism Activities, The Legend of Tourist Attraction, and The Environment of Tourist Attraction are compiled into one big topic due to their relatedness. The topic of school activities belongs to the same group as Education. Then, the topics of environment, our environment, and the surrounding environment become one main topic due to the relatedness of each topic. Furthermore, the topics of Culture and Folklore were categorized into one topic due to their relatedness. As a result, there are eight materials within this digital book, including Unit 1 Hobby, Unit 2 Love Your Environment, Unit 3 The Book You Read, Unit 4 Occupation, Unit 5 Welcome to Banyumas, Unit 6 Holiday Story, Unit 7 Lifestyle, and Unit 8 Technology.

Below is the presentation of the digital book that has been designed based on the *blueprint*:

a. Cover

The cover of a digital book was designed using a template provided by *Canva* with some modifications. The color selection for the cover uses mixed colors of light and dark colors such as green moss, brown, and cream. The mixed colors between dark and light colors are applied to increase the learners' interest in reading the book. The content of the digital book cover consists of the book title and the proficiency level. The selection of pictures on the cover chosen is to represent various activities that are loaded in the digital book materials. Picture 6 is a cover page inside the BIPA digital book for reading at the intermediate level about the knowledge of Banyumasan culture.

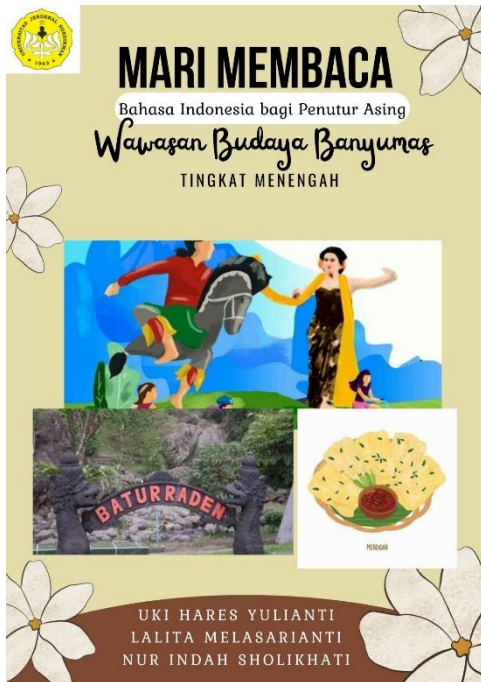


Figure 1. The cover's appearance

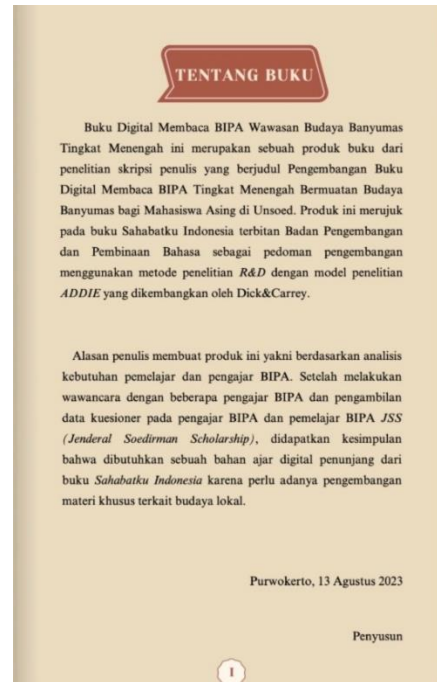


Figure 2. The page appearance about the book

b. About the Book

The book's page contains the reasons and aims of the writer for creating this digital book. The color selection is mixed colors, just like on the cover page. Picture 2 is a page about the book in BIPA digital book reading for the intermediate level with the supplemental knowledge of Banyumasan culture.

c. The Material Mapping

The page about the material mapping contains information about the compilation of the material within the digital book based on the CEFR of graduate standards. It refers to the mapping material in the book of *Sahabatku Indonesia*, with some modifications adjusted to the needs of characteristics and the analysis done.

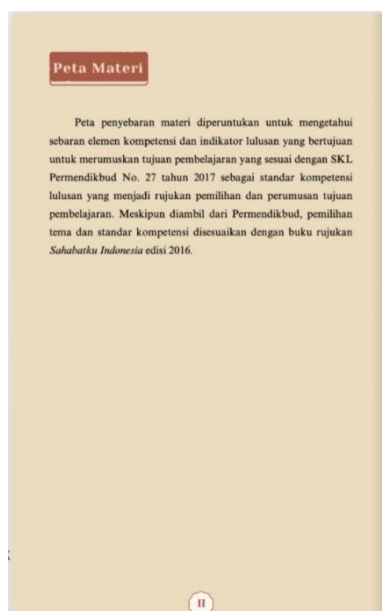


Figure 3. The appearance of the mapping material page



Figure 4. The appearance in a table of content page

d. Table of Content

The table of contents aims to allow the readers to find the right page based on a topic they want to read by looking at the number of pages in the center below the page. The table of contents also contains pictures or illustrations representing the material's aim to unfold the interest to read. Picture 4 is a page dedicated to the table of contents within the BIPA digital book for reading at the intermediate level with the supplemental knowledge of Banyumasan Culture.

e. Materials

The material pages consist of eight pages, one page for one unit. The writing style in each unit is written with capital letters so the readers can see the unit learned clearly. Each page of the unit contains a brief description and the study objective. Moreover, some illustrations match to represent the topic for each unit. The materials in every unit provide reading text, vocabulary, exercises, and information based on multimodal about Banyumasan culture. Pictures 5, 6, 7, and 8 are pages containing materials or contents within BIPA digital teaching materials for reading based on multimodal at the intermediate level.



Figure 5. The appearance of cover in unit 1



Figure 6. The appearance aage for vocabulary and exercises in unit 1



Figure 7. The page appearance for Banyumasan Culture in unit 1



Figure 8. The appearance of reading text in unit 1

3. Development

The development stage consists of two stages that should be passed. The first stage is the design development to become the final product, a *flipbook* supported by *Heyzine Flipbook*. The second stage is validation from the experts. After the product development has finished, it



is continued by the validation stage to determine the product's eligibility. The digital book that has been developed will obtain validation from various experts whose expertise is in material, media, and language. There are six experts with the details as follows: two material experts are BIPA teachers who teach at the intermediate level at Jenderal Soedirman University, two media experts are also BIPA teachers at Jenderal Soedirman University, and two language experts are Indonesian Education lecturers at Jenderal Soedirman University. The digital book is in a *flipbook*, and it can be accessed online through the link below:

<https://heyzine.com/flipbook/>

a. The Development of Designing the Digital Book

The development stage of designing this digital book consists of some stages, such as (1) formulating the study achievements, (2) formulating the study objectives, and (3) compiling the study materials. The digital book has been designed using *Canva* and then converted to a *flipbook* using *Heyzine Flipbook*. The feature of *Heyzine Flipbook* makes the readers feel as if they are reading a physical book due to the sound effects of turning the page. The design of this digital book is based on a *flipbook* so that it is easy to read whenever and wherever the students are.

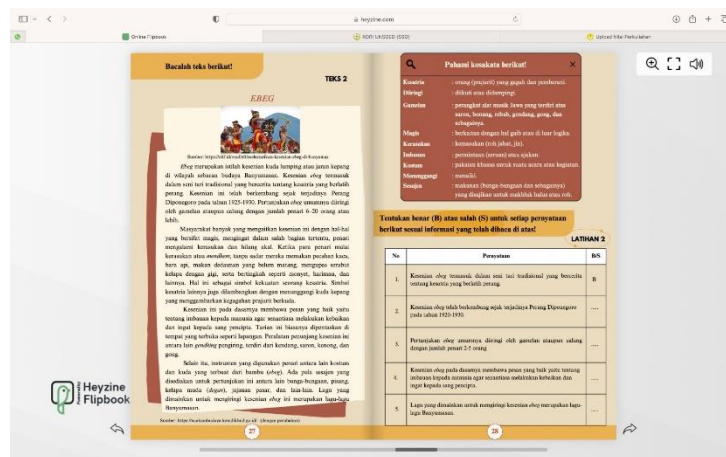


Figure 9. The appearance of the *Heyzine Flipbook* feature

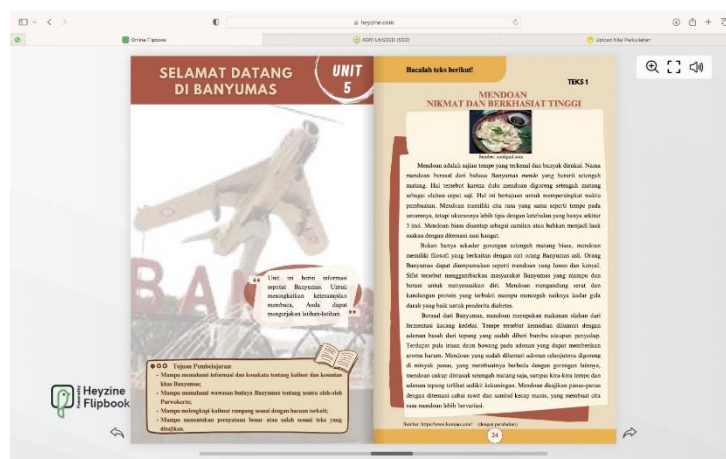


Figure 10. The appearance of the digital book in *Heyzine Flipbook*

1) Product Validation

Experts from various fields, such as material, media, and language, will validate this research's product. It is a form to obey the guidance from The Books Publishing Centre in 2022-

2024. It also aligns with the book assessment in the Ministry of Culture, Research, and Technology number 25, verse 3. The material was validated by five material experts who are BIPA teachers at Jenderal Soedirman University. Two media experts who are BIPA teachers at Jenderal Soedirman University validated the validation media. The language validity was validated by two language experts who are lecturers from Indonesian Education majors.

2) Post Validation Revision

After the development and validation product stages have finished, the next stage is to revise the product based on the suggestions obtained from the experts. The revision was done after the product had been validated. After that, the book was revised by considering the experts' suggestions so that the final product was expected to be better. The picture below compares some parts of the book before and after it has been through post-validation revision.

3) The Book Cover

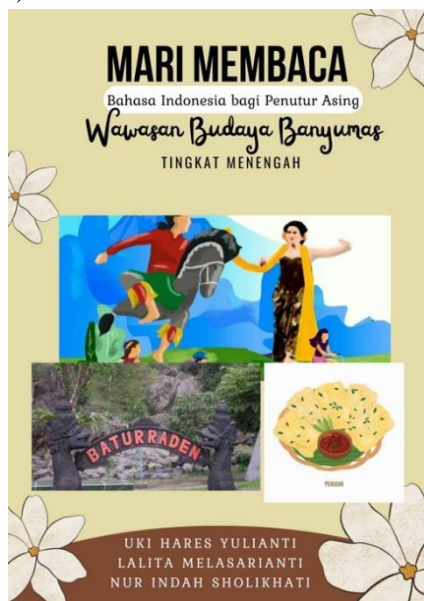


Figure 11. The Cover Page Before Revised



Figure 12. The Cover Page After Revised

The cover was revised on its design. The illustration of Banyumas culture was at first cropped without a frame. The little change in the cover aims to make the illustration clearer so the readers can understand it easily. In addition, the institution logo is added to inform the book's identity.

The material mapping page was revised by adding a description for reading skills so that the learners can master the BIPA study objective in reading skills. The guideline for formulating the study objectives in this digital book is *SKL* (the graduate standard) BIPA by CEFR. Furthermore, the unit cover was revised in the study objective by changing the verbs based on *kata kerja operasional* (KKO), which can be translated into operational verbs. The understanding verbs are changed into *kata kerja operasional* (KKO) or operational verbs in bloom taxonomy. The material page on the reading text was revised in the layout and shape of the picture or illustration. It is made more varied. At first, the picture's shape was square without any variation forms, and it was placed in the center above the reading text, so it looked rigid and boring. The revision was done to make the picture's shape more varied to increase the learners' interest in reading.

The vocabulary page was revised in the language application based on KBBI V. Before it was revised, the word “*digandrungi*” was used, or the popular one. It turned out that there is no word base of “*gandrung*” or popular in KBBI V, so this word is changed into “*idaman*” or ideal. The meaning is almost the same and is appropriate with KBBI V. The exercise on the last page



was revised. The variation of exercise in multiple choice is added. Before it was revised, this digital book did not have multiple-choice questions. Therefore, this variation should be added so learners can identify the multiple-choice questions.

4. Implementation

After the product of the digital book is stated as valid, the next stage is to implement it in BIPA classes. The implementation in this research was not done comprehensively in eight units that have been developed. Only four units were tested. The implementation was done in the BIPA intermediate class, which had eight students in total. The implementation activities were done twice. The activity was done based on the CEFR guidance. The learners were given time to prepare their phones to access the BIPA digital book on *Heyzine Flipbooks*. Then, the researcher guided the learners in conducting the study sessions using *a flipbook*.

The study sessions are divided into activities such as understanding the reading text, understanding the vocabulary, deepening the learners' comprehension of the reading text by doing exercises, and strengthening the comprehension of Banyumas culture as supplementary content by understanding the reading text. The last activity was informing learners to study independently through *a flipbook*. The independence study is done to discover whether the utilization of *flipbooks* can be used independently without the existence of a teacher to fill out the questionnaire response towards the digital book as the product used by them. The learners can finish the exercises independently after studying the reading text on *the flipbook*.

5. Evaluation

This stage is related to the research development stage that aims to increase the quality product of the digital book's development that has been validated and implemented. The evaluation stage is obtained by spreading the questionnaire response to both BIPA teachers and learners at the intermediate level. According to the questionnaire results, eight respondents strongly agree that the materials in the digital book are already appropriate for the study objectives and based on multimodal. Seven respondents strongly agreed that digital book utilization is interesting and easy to understand. It is also supported by the graphics aspect, in which six respondents strongly agree that the color composition of the book is very interesting, which can increase interest in reading. However, there are also some suggestions such as follows: (1) Other Banyumasan local contents can be developed adjusted to the level of proficiency or BIPA material level, (2) adding more difficult vocabulary, (3) adding other topics rather than occupation about the farmer. Based on the results of the questionnaire response, it can be inferred that the learners are enthusiastic about using flipbooks. The learners are interested in the materials presented with various color compositions, so they are interesting to read.

6. Conclusion

According to the results of the research and discussion that have been explained, it can be concluded that the analysis from the questionnaire that has been spread both to BIPA teachers and learners from the intermediate level at Jenderal Soedirman University shows that they need the development of teaching materials such as a digital book for reading skills based on multimodal. The materials presented within the book are adjusted to the learners' characteristics and needs. The digital book presents eight topics or units based on analyzing questionnaire needs from BIPA teachers and learners. The eight themes are Unit 1, Hobby; Unit 2, Love Your Environment; Unit 3, The Book You Read; Unit 4, Occupation; Unit 5, Welcome to Banyumas; Unit 6, Holiday Story; Unit 7, Lifestyle; and Unit 8, Technology. The validity results from six experts from the three fields: two material experts, two media experts, and two language experts



obtained a final score of 0,88. The final score belongs to the valid category. Hence, it becomes the foundation that the digital book is worth to be developed as supporting teaching material for BIPA. Within the response stage, it can be concluded that both BIPA teachers and learners strongly agree with the utilization of digital books to support the BIPA study process.

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