

## The Effectiveness Of Cultural Literacy Based BIPA Course Teaching Materials To Improve Students' Indonesian Language Proficiency

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Article Info	ABSTRACT
<b>Keywords:</b> effectiveness, BIPA, cultural literacy.	This research aims to determine the effectiveness of cultural literacy-based teaching materials for the Indonesian Language for Foreign Speakers (BIPA) course to improve students' Indonesian language proficiency. The research method used was an experiment with a pretest-posttest design with control group research design. Data collection uses interviews and tests. The research population is students of the Indonesian Language and Literature Education Study Program, semester VI of the 2024/2025 academic year who are taking BIPA subjects. The samples in the research were classes A and B. Research sampling was carried out using the intact group technique which resulted in class A as the experimental class and class B as the control class. The data analysis technique to determine the effectiveness of cultural literacy-based teaching materials for the Indonesian Foreign Speakers (BIPA) course to improve students' Indonesian language proficiency is carried out by analyzing pretest and posttest class learning outcomes using N-gain scores. Next, to determine the increase in Indonesian language proficiency of students in the control and experimental classes, a t-test was carried out using the SPSS program. The results of the research show that the teaching materials for the Indonesian Language for Foreign Speakers (BIPA) course based on cultural literacy to improve students' Indonesian language proficiency based on the n-gain score and n-gain score percent are effective to use. Based on the independent samples test output table, it is known that the Sig. (2-tailed) is $0.000 < 0.05$ , thus there is a significant difference in effectiveness in the control and experimental classes after using cultural literacy-based Indonesian Language for Foreign Speakers (BIPA) teaching materials to improve students' Indonesian language proficiency. So it can be concluded that students' Indonesian language proficiency increases after using cultural literacy-based Indonesian Language for Foreign Speakers (BIPA) teaching materials.
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### INTRODUCTION

Indonesian language proficiency is very important for students, both for academic purposes and daily communication. Indonesian language proficiency is an important foundation for students, impacting future academic, professional and social success. Indonesian language proficiency is very popular in Indonesian language education because it is the key to success

in the lives of students in the future (Sukenti et al., 2020). The range of Indonesian language skills that prospective Indonesian Language Education teachers must master includes listening, speaking, reading and writing skills. These four skills are a unit that supports each other in communication. According to (Risikesdas, 2018) these four language skills can be grouped into two parts, namely receptive and productive language skills. Receptive language skills are a type of language skill that absorbs information or messages. Listening and reading skills are included in the type of receptive language skills. Meanwhile, productive language skills are skills that produce information or messages, namely speaking and writing. The success of mastering Indonesian language skills cannot be separated from the supporting factors used by lecturers in the lecture process, one of which is the use of teaching materials. Professionally, in the teaching and learning process, lecturers are required to always think creatively in every learning activity, especially in developing teaching materials (Hidayati & Darmuki, 2021).

Problems in the field regarding the teaching materials used by lecturers and students in BIPA courses show that the lack of student interest and motivation during lectures is due to the difficulty of lecturers providing students with an understanding of the important things in BIPA. Enrichment books related to BIPA are not yet appropriate to student needs. Currently there are books to support BIPA learning, but they are still general in nature, not yet suited to the needs of lecturers and students, the examples given are still limited, aspects of Indonesian language proficiency have not been grouped in detail. This limited teaching material is an obstacle for lecturers, so that teaching and learning activities cannot be maximized according to the expected goals. Lecturers are more likely to use existing textbooks, which generally use books by other authors and buy from certain publishers, whose suitability does not meet the needs of lecturers and students. Furthermore, based on the results of interviews with students who had taken BIPA courses, it was stated that 65% of students were dissatisfied with the learning carried out by lecturers in BIPA courses. BIPA learning materials are more dominant in theories that are not adapted to the social and cultural developments in the students' environment. The application of BIPA teaching in the classroom is not optimal, so students feel that the learning process feels monotonous, resulting in a feeling of boredom. This is the reason researchers need to test the effectiveness of the cultural literacy-based BIPA teaching materials that researchers have developed.

Teaching materials are an important aspect to pay attention to in the learning process. The role of a lecturer in designing or compiling teaching materials really determines the success of the teaching and learning process (Magdalena et al., 2020). To be successful in making teaching materials, a lecturer needs to pay attention to the needs of learners (Muzaki, 2021). Problems often faced by lecturers regarding the teaching materials used in the learning process are that lecturers provide learning material that is too broad or too little, too deep or too shallow, the order of presentation is not appropriate, and the type of teaching material is not in accordance with the CPL and CPMK which will be achieved at the end of the lecture. According to (Yuberti, 2014) if the teaching materials designed and developed are guided by good instructional principles. The existence of teaching materials is

very helpful in teaching and learning activities, so that the material is conveyed better to students.

Teaching materials can help lecturers and students to save time in presenting material, assist universities in completing the curriculum and achieving the instructional goals that have been prepared by lecturers in the RPS. Learning materials are a set of learning materials or substances that are arranged coherently and systematically and display a complete figure of the competencies that students will master in learning activities. Using teaching materials allows participants to learn a competency in a coherent and systematic manner so that they are accumulatively able to master all competencies in a complete and integrated manner (Hernawan et al., 2012). For this reason, it is very important that a lecturer has the competence to develop good learning materials in accordance with the required requirements and needs, so that the learning material can be delivered well, and students have good and directed learning activities.

One of the teaching materials that has been developed and used by lecturers and students of the Indonesian Language and Literature Education Study Program at PGRI Silampari University is cultural literacy-based BIPA course teaching materials to improve Indonesian language proficiency. BIPA teaching materials based on cultural literacy were developed in accordance with the demands of the future world in accordance with the characteristics of 21st century learning. According to (Hosnan, 2014) educators must be able to guide their students to have creativity and innovation skills, namely requiring students to think critically and can solve problems easily. This can be achieved by students through literacy, one of which is cultural literacy. This cultural literacy will be used by researchers in developing BIPA teaching materials as a solution to overcome the problems faced by lecturers and students regarding teaching materials and in the future it is hoped that it can improve Indonesian language proficiency.

Cultural literacy is defined as a person's knowledge of the history, contributions and perspectives of their own culture and other different cultures. A person can be said to have good cultural literacy skills if that person is truly able to recognize and understand the complexity of a culture including its values, characteristics, strengths, weaknesses, paradoxes and also the dynamics of changes that may occur in that culture (Karmila et al., 2023 ). This cultural literacy is used because it is in accordance with the objectives of BIPA learning, namely that BIPA learning contains factors that motivate foreigners to be interested in learning Indonesian, one of which is elements of Indonesian culture. Through cultural understanding, language learners can avoid possible cultural shocks when communicating with native speakers (Suharsono et al., 2022). The content of cultural elements in BIPA learning aims to provide knowledge about awareness of cultural diversity that exists in Indonesia. It is hoped that BIPA teaching materials based on cultural literacy can provide a richer and more authentic learning experience. These teaching materials can include various cultural elements such as customs, daily habits, ways of speaking in formal and informal situations, as well as values that apply in Indonesia. Through this approach, students are expected to be able to develop Indonesian language skills that are not only technical, but also contextual and communicative.

Cultural literacy in BIPA learning also helps students to understand the context of communication, which includes understanding non-verbal expressions, politeness norms, and cultural differences in speaking. In many cases, effective communication in Indonesian depends not only on the right choice of words or sentences, but also on how a speaker adapts his language to the existing social situation. This research is also expected to provide new insights into how cultural literacy can enrich the language learning process and increase intercultural understanding at the global level. Thus, cultural literacy-based BIPA course teaching materials can be an effective strategy in creating more comprehensive and beneficial Indonesian language learning for students.

## METHODOLOGY

The research method used was an experiment with a pretest-posttest design with control group research design. Data collection uses interviews and tests. The research population is students of the Indonesian Language and Literature Education Study Program, semester VI of the 2024/2025 academic year who are taking BIPA subjects. The samples in the research were classes A and B. Research sampling was carried out using the intact group technique which resulted in class A as the experimental class and class B as the control class. The data analysis technique to determine the effectiveness of cultural literacy-based teaching materials for the Indonesian Foreign Speakers (BIPA) course to improve students' Indonesian language proficiency is carried out by analyzing pretest and posttest class learning outcomes using N-gain scores. Next, to determine the increase in Indonesian language proficiency of students in the control and experimental classes, a t-test was carried out using the SPSS program. The calculation obtained is that if the sig(2-tailed) value is  $<0.05$ , it can be said that students' language proficiency has increased, there is a difference in the average language proficiency of the experimental and control classes.

## RESEARCH RESULT

### Research Result

This research was conducted with the aim of finding out the effectiveness of cultural literacy-based BIPA course teaching materials to improve students' language proficiency. The effectiveness test was carried out by experimental testing using a pretest-posttest with control group design. The samples in the effectiveness test were taken from two classes which will be used as the control class and the experimental class. The experimental class received treatment using cultural literacy-based BIPA course teaching materials that the researchers developed, while the control class used teaching materials for other BIPA courses. The following are presented the results of student tests in the control and experimental classes:

**Table 1.1** Results of Pretest and Posttest Trials

Aspects of Indonesian Language Proficiency	Experiment Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Listening	62,11%	83,89%	60,94%	62,94%
Speaking	61,50%	84,70%	61,45%	62,16%

Aspects of Indonesian Language Proficiency	Experiment Class		Control Class	
Reading	62,09%	84,80%	61,57%	63,28%
Writing	61,50%	85,25%	62,20%	62,33%
Average	61,80%	84,67%	61,54%	62,67%
Category	Not	Good	Less	Less

Based on the table above, it is known that there is a difference in the average pretest and posttest scores between the control class and the experimental class. The average pretest score for the experimental class was 61.80, this indicates that students' level of Indonesian language proficiency in listening, speaking, reading and writing was in the poor category. The average posttest score for the experimental class was 84.67, this indicates that students' level of Indonesian language proficiency in listening, speaking, reading and writing was in the good category. Furthermore, the average pretest score for the control class was 61.54, this indicates that students' level of Indonesian language proficiency in listening, speaking, reading and writing was in the poor category, while the average posttest score for the experimental class was 62.67. indicates that the level of Indonesian language proficiency of students in listening, speaking, reading and writing is in the poor category.

After the pretest and posttest scores are known, the N-gain score for the experimental and control classes will then be tested with the aim of determining the effectiveness of the cultural literacy-based BIPA course teaching materials. The following presents the N-gain score for the experimental class and control class:

**Tabel 1.2** Group Statistic

Class	Class	N	Mean	Std. Deviation	Std. Error Mean
Ngain_persen	Experiment	60	80.5587	4.41493	.56996
	Control	60	1.3831	1.46114	.18863

Based on the output group statistics table above, it is known that the average (mean) Ngain percent value for the experimental class is 80.55%. Based on the table of interpretation categories for the effectiveness of Ngain scores (%) above, it can be concluded that the use of cultural literacy-based BIPA course teaching materials in experimental classes is effective in increasing students' Indonesian language proficiency. Furthermore, it is known that the average (mean) Ngain percent value for the control class is 1.38%. Based on the table of interpretation categories for the effectiveness of Ngain scores (%) above, it can be concluded that the use of teaching materials for other BIPA courses in the control class is not effective in improving students' Indonesian language proficiency. Thus, using descriptive statistics, it can be said that there is a difference in the effectiveness of cultural literacy-based BIPA course teaching materials and other BIPA course teaching materials in improving students' Indonesian language proficiency. Next, to find out whether there is a significant difference in effectiveness or not in the teaching materials used, you can see the table below:

**Tabel 1.3** Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Ngain_per sen	Equal variances assumed	39.973	.489	131.878	118	.000	79.17559	.60037	77.98670	80.36449
	Equal variances not assumed			131.878	71.71	.000	79.17559	.60037	77.97872	80.37247

Based on the output table above, it is known that the significance value (sig) in Levene's test for equality of variances is  $0.489 > 0.05$ , so it can be concluded that the variance of the N-Gain data (%) for the experimental class and control class is homogeneous. Thus, the test independent sample t test for n-gain score is guided by the sig value. contained in the equal variances assumed table. Based on the independent samples test output table above, the sig value is known. (2-tailed) is  $0.000 < 0.05$ , thus it can be concluded that there is a significant difference in effectiveness between the use of cultural literacy-based BIPA course teaching materials and other BIPA course teaching materials to improve students' Indonesian language proficiency.

### Discussion

This research aims to determine the effectiveness of cultural literacy-based BIPA course teaching materials in improving Indonesian language proficiency. This research tests whether the application of teaching materials that integrate elements of Indonesian culture can improve students' listening, speaking, reading and writing skills and develop students' understanding of relevant cultural contexts in Indonesian language communication. The effectiveness test was carried out by experimental testing using a pretest-posttest control group design. The samples in the effectiveness test are taken from two classes which will be used as a control class and an experimental class. The experimental class received treatment using cultural literacy-based BIPA course teaching materials that the researchers developed, while the control class used teaching materials for other BIPA courses.

The research results showed that the average pretest score for the experimental class was 61.80%, this indicates that the students' level of Indonesian language proficiency in listening, speaking, reading and writing was in the poor category. Meanwhile, the average posttest score for the experimental class was 84.67, this indicates that students' level of

Indonesian language proficiency in listening, speaking, reading and writing was in the good category. Furthermore, the average pretest score for the control class was 61.54, this indicates that students' level of Indonesian language proficiency in listening, speaking, reading and writing was in the poor category, while the average posttest score for the experimental class was 62.67. indicates that the level of Indonesian language proficiency of students in listening, speaking, reading and writing is in the poor category.

The performance assessment of students' listening skills is measured based on understanding the content of the text, understanding the details of the text content, fluency in expression, accuracy of diction, accuracy of sentence structure, and meaningfulness of the narrative. A person's success in listening can be seen from how the listener understands and conveys information from listening orally or in writing. This shows that listening skills are quite complex if the listener wants to capture the true meaning of the listening which may not be completely explicit, so the listener must try to express things that are implied (Ulfa et al., 2019). Speaking skills are measured based on the aspects of accuracy and breadth of ideas, accuracy of arguments, consistency in conveying ideas, accuracy of words, accuracy of sentences, accuracy of narrative style, fluency and naturalness, and meaningfulness of speech. Speaking is the ability to express, express and convey ideas, thoughts, thoughts or feelings to other people using spoken language that can be understood by other people. Speaking does not only involve the coordination of different groups of muscles, sound mechanisms, but also has a mental aspect, namely the ability to associate meaning with the sounds produced (Chadijah, 2023). Furthermore, performance assessment reading proficiency is assessed based on understanding the content of the text, detailed understanding of the text content, fluency in expression, accuracy of diction, accuracy of sentence structure, and meaningfulness of the narrative. Reading is a thinking process, aspects of thinking such as remembering, understanding, differentiating, comparing, discovering, analyzing, organizing, and ultimately applying what is contained in the reading (Ummah, 2019). Writing skills are measured based on aspects of the quality of the content of the essay, accuracy and breadth of the content, organization of the writing, overall meaningfulness of the writing, accuracy of diction, accuracy of sentences, spelling and writing system, and completeness of reference sources. Writing is a person's ability, skill and expertise in conveying his ideas into a discourse so that it can be accepted by heterogeneous readers, both intellectually and socially (Gerreda, 2014). Overall, there is a difference in the average score of students' Indonesian language proficiency before and after using cultural literacy-based BIPA course teaching materials. The average score increased after using the teaching materials that the researchers had developed.

This shows that teaching materials have benefits that have a big influence on the success of achieving learning objectives. According to Ulfah & Jumaiyah (2018), the benefits of teaching materials can help lecturers improve the learning process to be more effective and efficient. Apart from that, with teaching materials developed in accordance with curriculum needs, teaching materials will also direct learning activities in accordance with the planned competency achievements. One of the competencies achieved by students in the final learning objective of the BIPA course is in accordance with the CPL and CPMK that

have been prepared previously, namely in the skills aspect of increasing students' Indonesian language proficiency. This is in accordance with the opinion of Kusmiatun (2019) that language is the main tool in communication, language is a vital means of expressing ideas, opinions and feelings. Good language mastery influences students' thinking abilities and cognitive abilities. High language skills also support students' analytical and critical abilities in solving problems. Mastering Indonesian well allows a person to convey ideas clearly and precisely, which is very necessary in various contexts, both in the world of work and in everyday life. The ability to speak Indonesian well not only supports individual success, but also strengthens the sense of nationality and strengthens unity between citizens.

The next step to find out whether there is a difference in effectiveness between the use of cultural literacy-based BIPA course teaching materials in the experimental class is significant or not, it is necessary to carry out an independent sample t test. Based on the output group statistics table above, it is known that the average (mean) Ngain percent value for the experimental class is 80.55%. Based on the table of interpretation categories for the effectiveness of Ngain values (%) above, it can be concluded that the use of cultural literacy-based BIPA course teaching materials in experimental classes is effective in increasing students' Indonesian language proficiency. Furthermore, it is known that the average (mean) Ngain percent value for the control class is 1.38%. Based on the table of interpretation categories for the effectiveness of Ngain scores (%) above, it can be concluded that the use of teaching materials for other BIPA courses in the control class is not effective in improving students' Indonesian language proficiency. Thus, using descriptive statistics, it can be said that there is a difference in the effectiveness of cultural literacy-based BIPA course teaching materials and other BIPA course teaching materials in improving students' Indonesian language proficiency. This can happen in learning because lecturers gain one of the benefits in developing teaching materials according to Cahyadi (2019), namely that they obtain teaching materials that meet the demands of the curriculum and suit the learning needs of students, lecturers no longer depend on textbooks which are sometimes difficult to use. obtained, teaching materials become richer because they are developed using various references, teaching materials will be able to build effective learning communication between lecturers and students.

Next, to find out whether the difference in effectiveness is significant or not in the teaching materials used can be seen in the table below. Based on the output table above, it is known that the significance value (sig) in Levene's test for equality of variances is  $0.489 > 0.05$ , so it can be concluded that The variance of the N-Gain data (%) for the experimental class and control class is homogeneous, thus the independent sample t test for the n-gain score is guided by the sig value. contained in the equal variances assumed table. Based on the independent samples test output table above, the sig value is known. (2-tailed) is  $0.000 < 0.05$ , thus it can be concluded that there is a significant difference in effectiveness between the use of cultural literacy-based BIPA course teaching materials and other BIPA course teaching materials to improve students' Indonesian language proficiency. Culture-based BIPA course teaching materials are effective to use because based on their

advantages, according to Amandangi et al (2020), cultural literacy is the ability to understand and behave towards Indonesian culture as a national identity. Cultural literacy is an important thing to master in the 21st century. Indonesia has various ethnic groups, languages, customs, customs, beliefs and social layers. Therefore, the ability to accept and adapt, as well as act wisely regarding this diversity, is an absolute must. Cultural literacy not only saves and develops local and national culture, but also builds the identity of the Indonesian nation in the midst of global society, so that they continue to love and be able to preserve that culture (Pratiwi & Asyarotin, 2019). Cultural literacy is a life skill that gives birth to a quality nation, which is ultimately able to demonstrate its identity in the international world (Ministry of Education and Culture, 2018).

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the cultural literacy-based BIPA course teaching materials to improve students' Indonesian language proficiency based on the n-gain score and n-gain score percent are effective to use. Based on the independent samples test output table, it is known that the Sig. (2-tailed) is  $0.000 < 0.05$ , thus there is a significant difference in effectiveness in the control and experimental classes after using cultural literacy-based BIPA course teaching materials. So it can be concluded that students' Indonesian language proficiency increases after using cultural literacy-based BIPA course teaching materials.

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