

# Materials for Teaching Indonesian Language and Cultural Content for Cross Cultural Situations in Settlements in Indonesia

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## Abstract

Indonesia has many cultures. These cultures are studied by foreign learners. Indonesian cultures lead them to conduct business there. Unfortunately, most of them find difficulties in learning Indonesian language because there is less learning material about culture which talks about business communication. Therefore, it is important to investigate responses of foreign language teachers on materials needed.

This study implemented qualitative method that involved 10 BIPA teachers. Data was obtained using a questionnaire. Content analysis was conducted to analyze data. It was the stages of reducing data, presenting data, and making conclusion or verification.

It concluded that BIPA teachers needed teaching materials related to cultures for business communication including work culture in Indonesia, application letters and business reports, Indonesian trading strategies, exercises to practice, and materials that were accessible on smartphones.

**Keywords:** Mobile-assisted Materials, Culture, Indonesian Language for Foreign Speakers, Business Communication.

## Introduction

BIPA is an acronym which means Indonesian language for foreign speakers. BIPA learners are foreign speakers (Khaerunnisa, 2017; Asteria, 2015). Over time, it has been rapidly developed in the world. In addition to overseas developments in BIPA also occurred in Indonesia. One of factors that led to the rapid growth of BIPA in Indonesia was the launching of Asean Economic Community (MEA) program. MEA is one of three pillars of ASEAN community which was initiated in Declaration of ASEAN Concord II in Bali (Austria, 2011). The purpose of MEA is to make ASEAN countries a single market and production base to increase economic stability in ASEAN region (Svetlicinii, 2017).

One of impacts of the implementation of MEA is large number of Foreign Workers (TKA) working in Indonesia. In this case, the government makes regulations regarding foreign workers working in Indonesia. The regulation is regulated in a Presidential Regulation (Perpres No. 20 of 2018) concerning the use of foreign workers. One of regulations in Presidential Regulation number 20 of 2022 is regarding learning Indonesian language. The regulation is contained in article 26 which states that every employer is obliged to facilitate Indonesian language education and training for foreign workers. With this regulation, many foreign workers are learning Indonesian. High interest of foreign workers to learn Indonesian has been responded positively by higher education institutions, courses and training in Indonesia. Many higher education institutions, courses, and trainings organize classroom programs international or BIPA for foreign workers. BIPA program for foreign workers is often referred to as BIPA for business communication purposes.

With the development of Indonesian language courses and training for foreign workers, it must be balanced with the procurement of BIPA teaching materials that are in accordance with learners needs, namely foreign workers. Teaching materials in every learning activity is something that is mandatory. Teachers must prepare interesting teaching materials so that students are motivated to learn. According to Prastowo (2016) that teaching materials are all materials that are systematically arranged that display a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning from reviewers of learning implementation. Teaching materials are able to improve students' comprehension skills (Cloonan & Fingeret, 2020), and can be a determinant in receiving knowledge (Chen & Tzeng, 2011). The use of teaching materials must be adapted to the characteristics of students. Likewise for BIPA teaching materials for business communication purposes. In designing BIPA teaching materials it is necessary to pay attention to the characteristics of foreign students (Suyitno, 2007). For this reason, BIPA learning is determined by various elements, each of which has a limited function and role in realizing the goals that have been set. Elements involved in learning process include objectives, materials, didactic procedures (methods/techniques), media, evaluation, students (students), teachers (tutors/pamong), and class management.

In addition, with technological developments, procurement of BIPA teaching materials must follow technological developments. To face the industrial era 4.0 and society 5.0, teachers must prepare students with digital skills (Wyner, 2014). Technological developments show future trends that students must face (Chusni et al., 2021). Mobile learning is an application that can be used to create digital teaching materials. Mobile learning has become very important since mobile devices have recently become widespread (Ebner & Maierhuber, 2023). Based on the results of research by Schefer-Wenzl et al. (2019), it shows that learning using mobile learning can make it easier for students to learn anywhere and anytime, because it can be accessed using a smartphone. In addition, results of research by Hwang et al. (2014) showed that mobile learning can develop students' listening and speaking skills.

Involvement of mobile learning in developing teaching materials can fulfill the characteristics and principles of it (Putri & Yuniawan, 2017) and be easily installed on smartphones (Zulaeha et al., 2023), present the latest concept of digital language materials (Llontop et al., 2023), and improve teaching method (Zulkarnain & Tamwifi, 2023). Combination of mobile learning and materials for BIPA learners can meet the views of Language Development Agency regarding teaching materials that can be presented electronically or through applications (Ramadloni et al., 2022). Teaching materials which utilize technology will enable foreign learners in understanding the use of Indonesian language very well (Hudaa, 2021). Therefore, mobile learning can be utilized to make it easier for BIPA learners through teaching material development in which the materials are able to be improved.

Use of mobile learning for BIPA learners has been also implemented in previous studies. Several mobile learnings which have been studied by Septriani (2021) in facilitating BIPA teaching process are Google Classroom, Google Drive, and Google Form. Its results show that mobile learning presents effective communication between BIPA learners and teachers. It is because it can create more varied teaching and learning process, so BIPA learners

do not easily get bored. Moreover, mobile learning such as online applications in teaching BIPA can be utilized to process learning data, such as BIPA learners' presentations, grade data, and data on language improvement during teaching and learning process.

Apart from online applications, the use of mobile learning in teaching BIPA can use digital books as stated by Faznur et al. (2021). Selection of mobile learning becomes superior media to teach BIPA because it has gone through stages of analyzing, studying, and creating language materials which are suitable for BIPA learners. BIPA teaching media for foreign students in form of digital book is also able to be implemented and developed.

Furthermore, the use of mobile learning to teach BIPA can be implemented using website-based application such as Wordwall that has been studied by Septriani and Rustandi (2023). They reveal that its implementation creates more communicative learning environments for teachers and students of BIPA. Website-based mobile learning can make learning process to be not only focused on teacher, but it provides more opportunities for learners to be more active in doing test that becomes main feature of mobile learning implementation.

The advantages of mobile learning have been proven to facilitate BIPA teaching and learning process. However, there is no research that discusses or presents mobile learning for teaching BIPA with specific purposes. Based on the result of interview with one of BIPA teachers in business communication purpose, the problem is that there is no BIPA teaching material for business communication purpose. Teaching materials used are still general in nature so that teachers have difficulty choosing or determining the right learning materials in order to help students achieve competence (Mediyawati et al., 2019). In addition, teaching materials used still do not take advantage of technological developments.

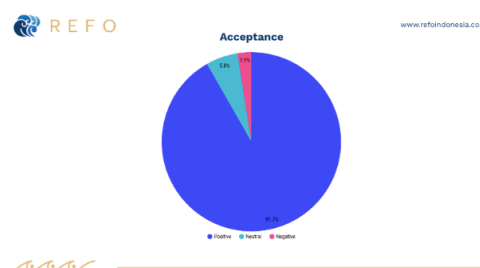
In this context this study investigates responses of BIPA teachers on their needs of teaching materials related to cultures in business communication for BIPA learners. Its objectives are to:

1. Investigate themes/topics needed in BIPA teaching materials for business communication purpose.
2. Examine materials needed in teaching BIPA for business communication purpose.
3. Investigate cultural materials needed in teaching BIPA for business communication purpose.
4. Examine exercises needed in BIPA teaching materials for business communication purpose.
5. Investigate forms of teaching materials needed in teaching BIPA for business communication purpose.

## Theoretical Framework

### Mobile Assisted Material

Development of digital technology in modern world is rapidly advancing (Galimullina, 2022). One of fields impacted by development of digital technology is Education field. According to findings of REFO Indonesia study, 91.7% of technology is positively accepted in education. This can be seen in the figure 1.



**Fig. 1:** Technology Acceptance in the Indonesian Education System

Source: Refo, 2022

One of technology usage in education is creation of instructional materials. With technology, numerous software applications can be employed to produce engaging teaching materials. Software chosen for creating instructional materials to be implemented in learning process should be supported by availability of accessible learning resources and possess interactive content. One application that facilitates the creation of accessible and engaging instructional materials is 3D Page Flip Professional application. 3D Page Flip Professional is an application that transforms PDF files into a 3D book animation (Hani, 2016) containing text, images, animations, videos, and sound, accessible for reading on computers or other electronic devices (Saefullah, 2016). Below is a display of instructional materials created using 3D Page Flip Professional.



**Fig. 2:** Display of 3D Page Flip Professional Instructional Materials  
Source: Author, 2023

Advantage of instructional materials created using the 3D Page Flip Professional application is that they are easy to read anytime and anywhere (Tompo, 2015). Furthermore, instructional materials produced with 3D Page Flip Professional application are more engaging as they include text, images, animations, and videos (Saefullah, 2016).

## Cultural Content

Culture is human activities that follow a pattern, whether utilizing the senses or not (Sadtono in Arista, 2020). Moreover, it is something distinctive in every community (Sumardjo, 2005). One source of culture is language. When someone learns a language, they are essentially learning a culture (Suyitno, 2017). This aligns with Duranti's opinion (1997), stating that study of language is a source of culture, and discourse is a cultural practice. This signifies that language exposure carries cultural messages and simultaneously reflects its speakers' cultures.

Indonesian Language Learning for Foreign Speakers (BIPA) is one means to introduce Indonesian culture. Pedagogical norms for BIPA learning need to incorporate cultural aspects into the BIPA curriculum because understanding a text or language discourse cannot be separated from its culture (Bardovi-Harlig and Gass, 2002; Ahsin, 2020). In BIPA learning, cultural material focuses on introducing insights into Indonesian culture such as cultural behavior, cultural knowledge, and cultural objects (Suyitno, 2017; Ahsin, 2020). Its aim is to equip BIPA learners to interact effectively in daily life in Indonesian society. Based on these opinions, in creating BIPA instructional materials for business communication purposes, it is essential to include cultural content related to workplace culture in Indonesia (handshakes, mutual cooperation, and negotiation) and cultural objects (temples and palaces of the Kingdom).

## Indonesian Language for Foreign Speakers

Development of Indonesian language is rapidly progressing and gaining recognition worldwide. Indonesian is even widely studied both domestically and internationally. Learning Indonesian language by foreign citizens is known as "*Bahasa Indonesia bagi Penutur Asing*" (BIPA), which translates into Indonesian Language for Foreign Speakers. BIPA is a form of language education specifically designed for foreign nationals. Individuals studying BIPA are not native Indonesian speakers but are foreign citizens learning Indonesian as a second language (Kusmiatun, 2015).

Growth of BIPA on the international stage is accelerating. BIPA is not only popular in ASEAN region but also in Europe, Asia, and Australia. This is evident from the fact that some countries have designated Indonesian as the second foreign language after English. Additionally, increasing interest in BIPA education is reflected in the growing number of language courses and institutions offering BIPA programs. This trend is illustrated in figure 3.



**Fig. 3:** Development of Indonesian Language Course Institutions

Source: Kemdikbud, 2022

Based on government data provided by the Head of Language Development and Supervision Agency of Ministry of Education and Culture (Kemdikbud) in 2016, there were 175 language course institutions offering BIPA programs. In 2021, data recorded at least 355 language course institutions offering BIPA programs, and in 2022, there were 428 institutions offering BIPA programs spread across 50 countries, with a total of 142,484 BIPA learners (Kemdikbud, 2022). Suyitno (2007) say that it is worth noting that goals of BIPA learners are quite diverse. Foreign learners study BIPA to enhance their proficiency in Indonesian and to get a close acquaintance with Indonesian culture. One of BIPA learners' goals is to work in Indonesia.

## BIPA Business Communication

Business communication is communication used to build partnerships, intellectual resources, to promote an idea, a product, service, or an organization, with the aim of creating value for business being conducted (Kakisina, 2012). From this opinion, it can be concluded that a business person must master business communication according to the place where they conduct business.

Disnakertrans (2023) say that ASEAN Economic Community (AEC) is one of factors driving the increase of foreign workers entering Indonesia. Mustajab (2023) say that based on data from Ministry of Manpower, number of foreign workers has been increasing from year to year. This can be seen in the figure 4.

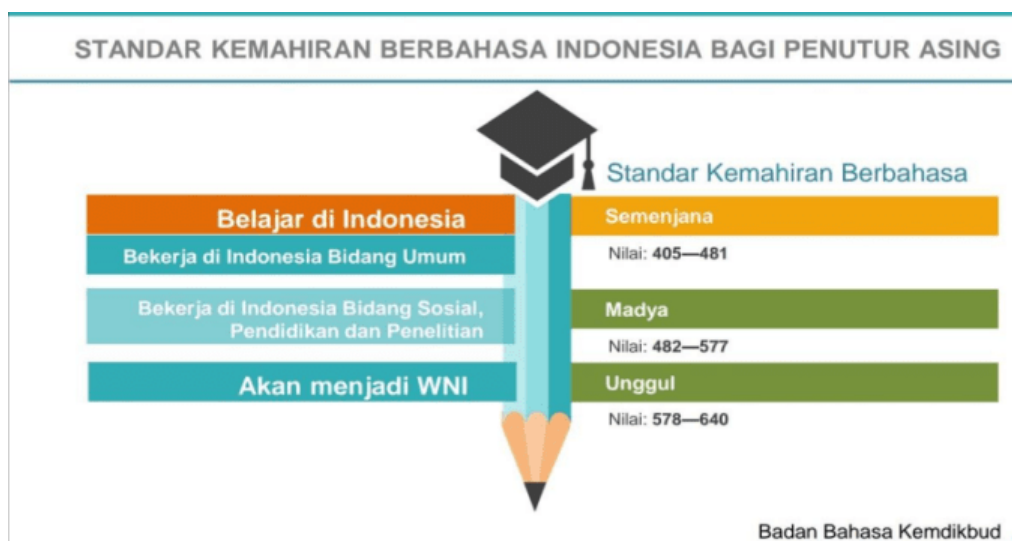




**Fig. 4:** Number of Foreign Workers 2013-2023  
Source: Mustajab, 2023

Along with the increasing number of foreign workers in Indonesia, government issued Presidential Regulation of Indonesian Republic Number 20 of 2018, stating that every employer of foreign workers (TKA - *Tenaga Kerja Asing*) must facilitate education and training in Indonesian language for TKA (Perpres, 2018).

According to this regulation, the interest of foreign workers in learning Indonesian language continues to rise. This has been positively responded to by higher education institutions, courses, and training centers in Indonesia. Training in Indonesian language for foreign speakers is regulated in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 27 of 2017 concerning the Competency Standards for Graduates of Courses and Training. Based on attachment to this Ministerial Regulation, it is explained that standard of proficiency in Indonesian language refers to UKBI (*Uji Kemahiran Berbahasa Indonesia*) adapted from Common European Framework of Reference for languages (CEFR). Figure 5 is picture of language proficiency standards for foreign speakers (Permendikbud RI, 2017).



**Fig. 5:** Standard Proficiency of Indonesian Language for Foreign Speakers  
Sources: Pemendikbud RI, 2017

## Review of Literature

Development of mobile-based teaching materials becomes significant research focus in language education context, especially in integrating cultures into foreign language teaching. According to De-Stefani and De-Marco in Zulaeha et al. (2023), language was individual communication tool in a group.

Stockwell (2010) stated that mobile technology provided potential to increase learning accessibility and flexibility. Moreover, Byram (1997) argued that an approach which emphasized on the integration of cultural content encouraged the development of critical intercultural skill. Kurdi (2023) said that teachers had to find ways to integrate various cultural contents.

In teaching Indonesian language for business communication purpose in which understanding and appreciation of cultures has a great relevance, the use of mobile technology in teaching cultural content becomes more important. According to McAllister and Irvine (2002), technology was potential to provide access for various learning sources and cultural content. In addition, Aribowo (2015) stated that mobile technology presented great opportunity to change education and learning systems. In line with Widiananda, et.al (2023), MALL (Mobile-Assisted Language Learning) became media that was mostly used to support in teaching foreign language in the classroom. The main characteristic of MALL was to create learning process of foreign language which could be conducted everywhere (Kukulska-Hulme in Azmee, 2022). Lan, Sung, and Chang (2007) highlighted a positive potential on the use of mobile application to introduce cultural contents for foreign speakers.

Furthermore, the implication of mobile technology in language learning has been studied extensively. According to Sembiring, et.al (2024), mobile technology as supporting tool in teaching language created flexible learning experiences. Moreover, Rusmayanti & Ristiani (2023) explained that mobile application was able to improve Indonesian speaking skill. It was in line with Reinders, et.al (2014) who said that mobile/cellular technology was greatly recommended to have learning practices outside the language class. Therefore, application project has to be carried out to increase language learning experiences.

Mobile application which is flexible and interactive makes students to easily understand and participate in relevant cultural learning activities. In Indonesian language learning for business communication purpose in which culture has great relevance, the use of mobile technology to teach cultural content is very important.

Overall, the use of mobile-based material to teach Indonesian cultures for foreign speakers in business communication purpose is effective to increase language learning process and cultural understanding. It has not been conducted by previous researchers. Based on previous studies, further research in developing and implementing mobile-based teaching material for Indonesian language learning is important and becomes novelty of this study.

Integrating mobile technology in Indonesian language learning for business communication purpose makes cultural learning to be more effective and comprehensive. In other words, implementation of mobile-based teaching material is important to teach Indonesian cultural contents in business environment.

## Research Methodology

### Research Design

This study used a qualitative method. Focus of this study was on collecting and analyzing descriptive data obtained from research participants. This method enabled researchers to find individual differences, different perspectives, and subjective experiences. Researchers were eager to investigate participants' needs of mobile-based teaching material to teach Indonesian cultural contents for foreign speakers of business communication purpose.

### Participants

Research participants were BIPA teachers in course institution, state universities, and private universities. They consisted of 10 teachers with academic qualification as follow: 3 persons had undergraduate degree, 6 persons had master degree, and 1 person had doctoral

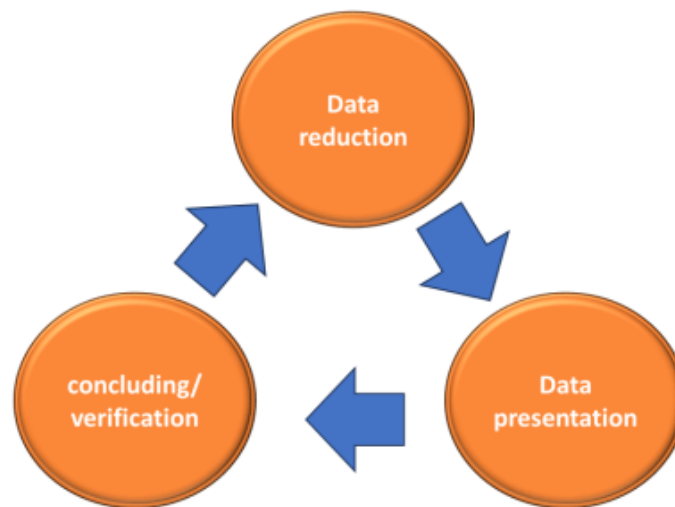
degree. They were chosen because in their course institutions or universities there were foreign learners who had been studying business in Indonesia.

### Data Collection Technique

In this study, data was collected using questionnaire. It was closed questionnaire because participants were able to choose provided answers. This questionnaire was distributed using Google Form, so the participants could response it until the end of July 2023.

### Data Analysis Technique

The stages of analysis in this study referred to Miles & Huberman in Hasanudin et al. (2023), stages 1) data reduction, 2) data presentation and 3) concluding/verification. Those stages can be viewed in figure 6.



**Fig. 6:** Data Analysis Technique  
Sources: Author, 2023

Based on the figure 6, those stages are explained as follow.

### Data Reduction

Responses from questionnaire recorded and coded. It involved grouping answers based on the questions, such as theme/topic in teaching material, learning materials about culture, exercises, and form of material in Indonesian language learning for business communication purpose.

Incomplete, irrelevant, and ambiguous responses were filtered out to ensure that the data was accurate representation the responses. This analysis facilitated the distribution of general form of responses into broader categories. It identified similarities and differences of participants' responses. Data reduction resulted revealed the participants' perceptions and experiences on the use of mobile-based material in learning Indonesian cultures for foreign speakers in business communication purpose.

### Data Presentation Conclusion and Verification

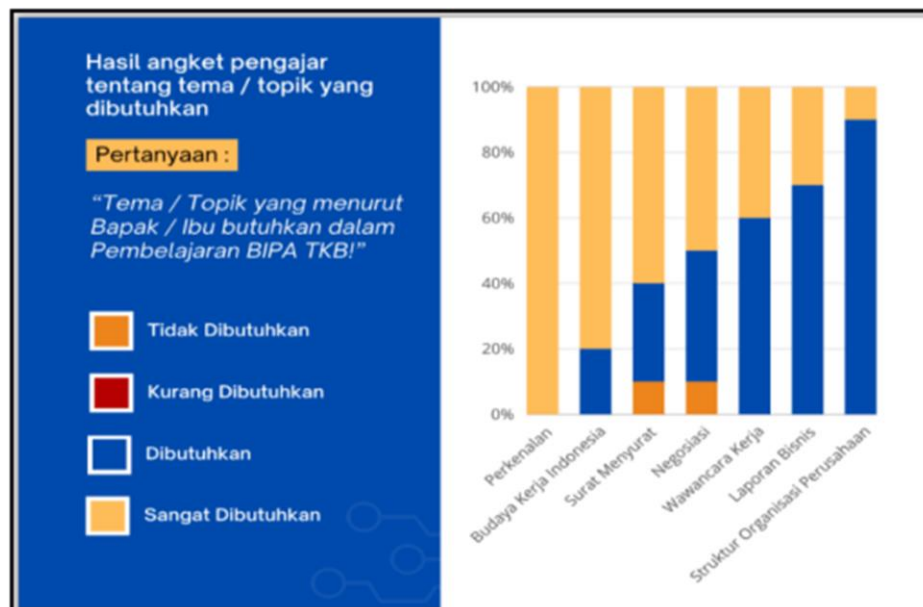
Data was then converted to tables, describing them appropriately. Analysis results with the research problems and purposes were then presented. The main findings, conclusion, and practical implication of questionnaire results were identified. The final conclusions summarized the main findings and established their implications. The definite conclusions relevant to the aim of this study were then presented.



## Findings and Discussion

### Themes/Topics Needed in BIPA Teaching Materials for Business Communication Purpose

Themes/topics needed in BIPA teaching materials for business communication purpose were obtained by giving 7 questions. Its results were explained as followed. There were 10 teachers or 100% of them who needed introduction theme/topic. There were 8 teachers or 80% of them who needed theme of Indonesian work culture. There were 6 teachers or 60% of them who needed correspondence topic. There were 5 teachers or 50% of them who needed negotiation topic. There were 4 teachers or 40% of them who needed topic of job interview. There were 3 teachers or 30% of them who needed topic of business report. There was 1 teacher or 10% of them who needed topic of company organizational structure. Those results can be viewed in figure 7.



**Fig. 7:** Theme/Topic Needed by Teachers  
Sources: Author, 2023

Based on the figure 7, it can be made descriptive table as viewed in table 1.

**Table 1.** Result of Theme/Topic Needed by Teacher

Sources: Author, 2023

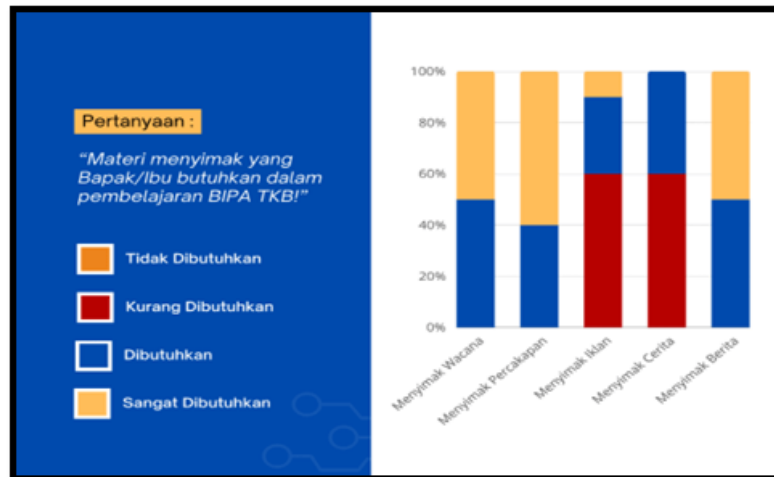
Aspect	Description
Themes/topics	Themes/topics needed in BIPA learning for business communication purpose are Indonesian work culture, company organizational structure, correspondence, job interviews, negotiations, and business reports

Based on results of needs analysis in table 1 about themes/topics needed by BIPA teachers for business communication purpose, there were 7 themes/topics that could be used as themes/topics in teaching materials including Indonesian work culture, company organizational structure, correspondence, job interviews, negotiations, and business reports.

### Materials Needed in Teaching BIPA for Business Communication Purpose

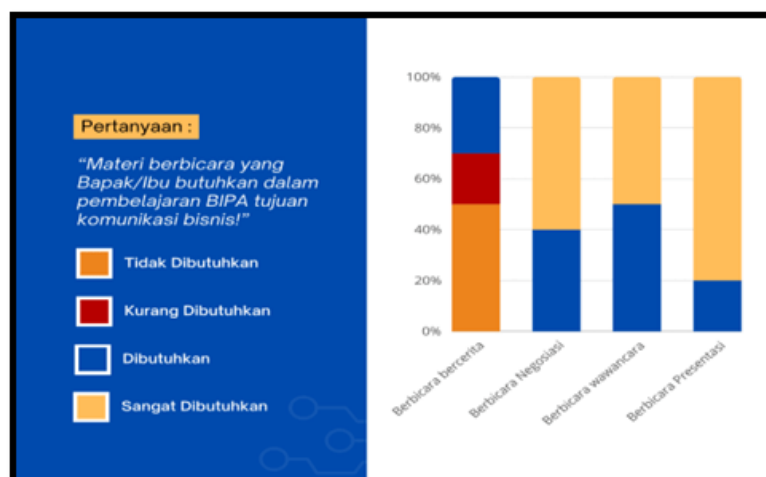
Materials needed in teaching BIPA for business communication purpose were obtained by giving 6 questions of listening skill, 4 questions of speaking skill, 6 questions of reading skill, and 5 questions of writing skill. Its results were explained as followed.

There were 5 teachers or 50% of them who needed discourse listening material. There were 6 teachers or 60% of them who needed listening material of conversation. There were 3 teachers or 30% of them who needed listening material of advertisement. There was no teacher who needed listening material of story. There were 5 teacher or 50% of them who needed listening material of news. These results can be viewed in figure 8.



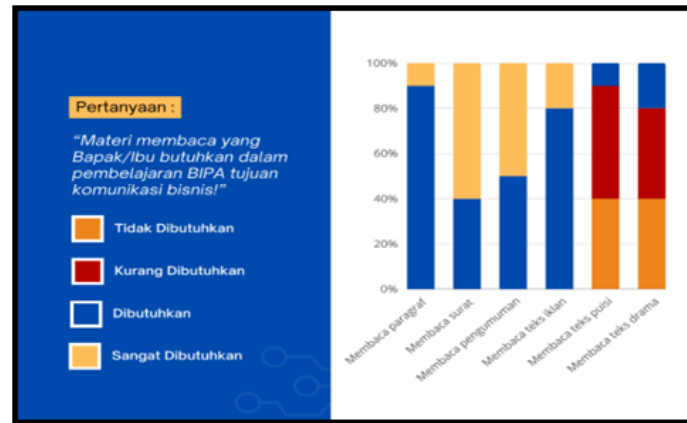
**Fig. 8:** Listening Materials Needed by Teachers  
Sources: Author, 2023

There was no teacher who needed story telling material. There were 6 teachers or 60% of them who needed speaking material of negotiation. There were 5 teachers or 50% of them who needed speaking material of interview. There were 8 teachers or 80% of them who needed speaking material of presentation. These results can be viewed in the figure 9.



**Fig. 9:** Speaking Materials Needed by Teachers  
Sources: Author, 2023

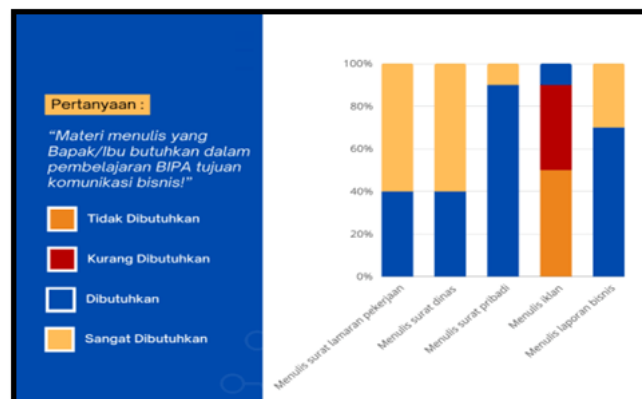
There was only 1 teacher who needed reading material of paragraph. There were 6 teachers or 60% of them who needed reading material of formal letter. There were 5 teachers or 50% of them who needed reading material of announcement. There were 2 teachers or 20% of them who needed reading material of advertising texts. There was no teacher who needed reading material of poem and drama. These results can be viewed in the figure 10.



**Fig. 10:** Reading Materials Needed by Teachers

Sources: Author, 2023

There were 6 teachers or 60% of them who needed writing material of application letter. There were 6 teachers or 60% of them who needed writing material of formal letter. There was only 1 teacher who needed writing material of personal letter. There was no teacher who needed writing material of advertisements. There were 3 teachers or 30% of them who needed writing material of business report. These results can be viewed in the figure 11.



**Fig. 11:** Writing Materials Needed by Teachers

Sources: Author, 2023

Based on the previous figures, it can be described in table 2.

**Table 2:** Results of Materials Needed by Teachers

Sources: Author, 2023

Aspect	Description
Language Skills Material	Listening materials needed in BIPA learning for business communication purpose are to listen to advertisements, news, and interviews.
	Speaking materials needed in BIPA learning for business communication purpose are telling stories, negotiations, interviews, and presentations.
	Reading materials needed in BIPA learning for business communication purpose are reading news, discourses, letters, and advertising texts.
	Writing materials needed in BIPA learning for business communication purpose is to write job application letters, official letters, personal letters, and business reports.

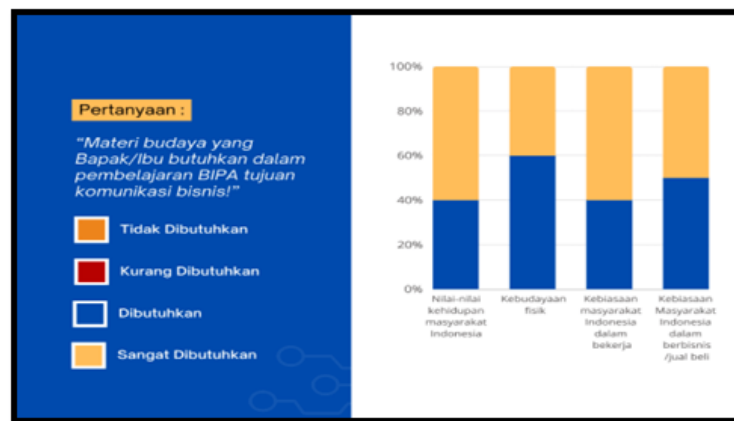
Based on the results of needs analysis in the table 2 about the obtained material for language skills needed in learning BIPA for business communication purposes. The language

skills required are related to business materials, namely the materials on four language skills (listening, speaking, reading, and writing) in Indonesian language learning.

## Cultural Materials Needed in Teaching BIPA for Business Communication

### Purpose

Cultural materials needed in teaching BIPA for business communication purpose were obtained by giving 4 questions. Its results were explained as followed. There were 6 teachers or 60% of them who needed cultural material about Indonesian life values. There were 4 teachers or 40% of them who needed physical cultural material. There were 6 teachers or 60% of them who needed cultural material about Indonesian work culture. There were 5 teachers or 50% of them who needed cultural material about Indonesian business culture. These results can be viewed in figure 12.



**Fig. 12:** Cultural Materials Needed by Teachers

Sources: Author, 2023

Based on the figure 12, it can be described in table 3.

**Table 3:** Results of Cultural Materials Needed by Teachers

Sources: Author, 2023

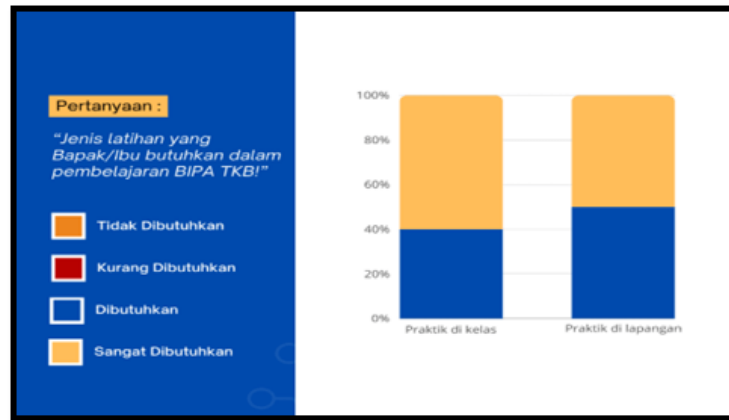
Aspect	Description
Cultural Material in Life	Cultural material in life that is needed in BIPA learning for business communication purpose is about values of Indonesian people's life and physical culture: temples, palaces, and others.
Cultural Materials at Work	Cultural material at work needed in BIPA learning for business communication purpose is about the habits of Indonesian people at work and in doing business / buying and selling.

Based on results of needs analysis in table 3, cultural materials needed to be included in teaching BIPA regarding to business communication were related to business culture in Indonesia.

## Exercises Suitable for Teaching BIPA regarding to Business Communication

### Purpose

Exercises suitable for teaching BIPA regarding to business communication were obtained by giving 2 questions. Its results were explained as followed. There were 6 teachers or 60% of them who needed classroom performance. There were 5 teachers or 50% of them who needed practice in the field. These results can be viewed in the figure 13.



**Fig. 13:** Exercises Needed by Teacher

Sources: Author, 2023

Based on the figure 13, it can be described in table 4.

**Table 4:** Results of Exercises Needed by Teachers

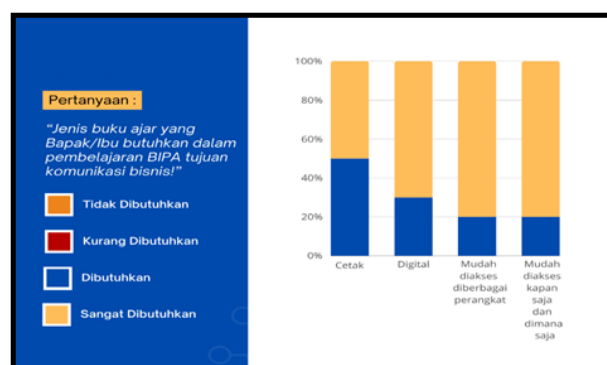
Sources: Author, 2023

Aspect	Description
Knowledge Test Form	Forms of knowledge tests needed in BIPA learning for business communication purpose are multiple choice, true or false, and matchmaking.
Skill Test Form	Forms of skill test required in BIPA learning for business communication purpose are product picking and performance testing

Based on results of needs analysis in table 4, types of exercises which were suitable for teaching BIPA regarding to business communication purpose were knowledge tests (multiple choice, true or false, and matchmaking) and skill test (product pick test and performance).

### Forms of Teaching Materials Needed in Teaching BIPA for Business Communication Purpose

Forms of teaching materials needed in teaching BIPA for business communication purpose were obtained by giving 4 questions. Its results were explained as followed. There were 5 teachers or 50% of them who needed printed textbook. There were 7 teachers or 70% of them who needed digital textbook. There were 8 teachers or 80% of them who needed materials which could be accessed on various devices. There were 8 teachers or 80% of them who needed materials which could be accessed anytime and anywhere. These results can be viewed in the figure 14.



**Fig. 14:** Forms of Materials Needed by Teachers

Sources: Author, 2023



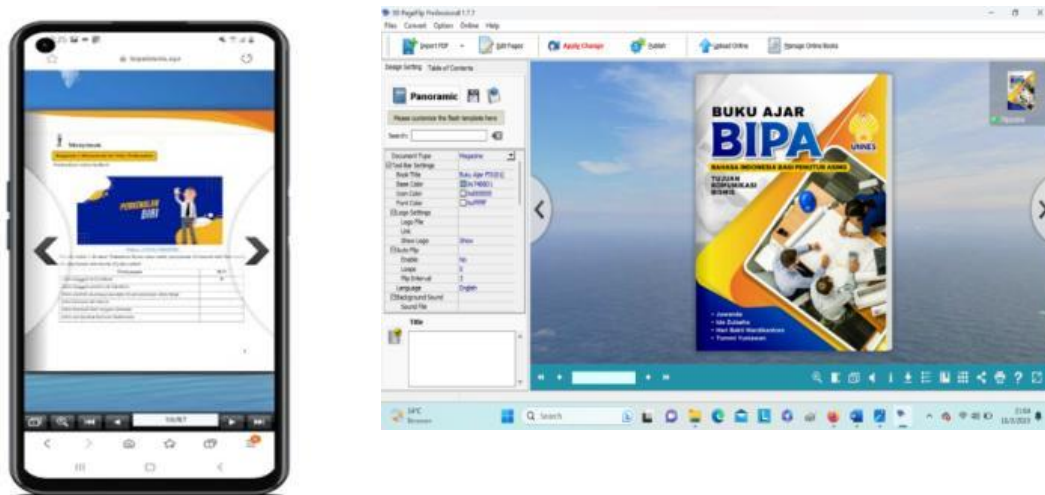
Based on the figure 14, it can be described in the table 5.

**Table 5:** Results of Material Forms Needed by Teachers

Sources: Author, 2023

Aspect	Description
Types of digital teaching materials	Types of digital teaching materials needed are types of digital teaching materials that are easily accessible on various devices, and can be accessed anytime and anywhere.

The prototype of teaching materials can be viewed in the figure 15.



**Fig. 15:** Prototype of Teaching Materials

Sources: Author, 2023

## Discussion

Preliminary data showed that teachers of Indonesian language for foreign speakers had difficulty choosing or determining the right learning materials in order to help students achieve the desired competencies because of books related to BIPA learning business communication objectives on the market were very rare. Book used in BIPA learning for business communication purpose is a general book entitled “*Sahabatku Indonesia*”.

Another book that can be considered as a handbook of business communication is entitled ‘Business Communication for BIPA Learners Level 1’ published by UMN Press in 2019. On the other hand, this book needs more development of teaching material (Amaliyah et al., 2022). Indonesian language material as instrument of business communication has important role to equip BIPA learners in fulfilling work needs etc (Raharja, 2023). It causes materials to be incomplete delivered; it creates gap among BIPA learners to conduct business communication (Rahmawati, 2022). Therefore, present materials to teach Indonesian language for foreign speakers are developed with appropriate materials for BIPA learners.

BIPA teachers responded to the questionnaire given. They expected themes/topics in teaching Indonesian for foreign speakers in line with learners’ characteristics (Suyitno, 2007). In addition, suitable teaching materials were needed to improve students’ understanding abilities (Cloonan & Fingeret, 2020). Appropriate materials were able to facilitate learning and increased learners’ convenience, (Ying et al., 2022), activeness (Nuryatin et al., 2023), and improved their comprehension skills in learning process (Al-Athwary & Lasloun, 2021).

BIPA teaching materials have to fulfill the needs of BIPA learners especially in business communication field, be understood well, and be implemented in real life, so the aims of BIPA learning can be obtained (Rahmawati et al., 2020). Each BIPA teaching material that is developed has to consider the needs of BIPA learners because teaching material becomes a

key of success in teaching language (Muzaki, 2021). Teaching material that presents complete materials to fulfill BIPA learners' needs in teaching and learning process is very needed by every learner (Rofiuddin et al., 2021). Therefore, development of BIPA teaching materials has to consider learners' and teachers' characteristics and needs which are in line with topics presented.

As many as 100% of BIPA teachers choose teaching materials that have related to business. Selected materials are related to the needs of learners (Schorling and Batchelder in Muslich, 2010) such as reading and listening to news, advertising texts, writing job application letters, official letters, personal letters, and business reports. In different study, Mediyawati et al. (2019) explained that materials for business communication purposes in BIPA had to be multicultural in learners' characters.

As many as 100% of BIPA teachers need cultural materials related to business communication. Cultural elements chosen by teachers are related to culture about values of Indonesian people's life, physical culture: temples, palaces, Indonesian people's habits at work and in doing business/buying. Cultural elements are mandatory in BIPA teaching materials. Purpose of cultural elements is included in BIPA teaching materials so that BIPA students have an attitude of mutual respect between other cultures (Pangesti & Wuriyanto, 2018; Sugiarto, et al., 2023).

Cultural awareness for BIPA learners can help learners to actualize themselves in using Indonesian language appropriately (Prasetyo, 2015). On the other hand, culture is the most ideal basis for studying Indonesian language including learning it for business purpose (Mussaif, 2017). It makes the involvement of culture in BIPA teaching and learning process is very important because it can reduce negative culture shock among BIPA learners (Amandangi et al., 2020). In other words, BIPA materials have to be balanced with Indonesian culture guidance to facilitate learners in actualizing and understanding Indonesian language well (Febriani et.al, 2023).

Besides teaching materials, there are two forms of tests which are conducted to measure foreign learners' competences related to business communication. It is used to measure knowledge and skills. Tests which have been conducted to measure knowledge are in form of multiple choices, true or false, and matchmaking. Meanwhile, tests to measure learners' skills are in form of product picking and performance tests. According to (Arikunto, 2013), test is a tool or procedure used to find out or measure something in a predetermined way and rules.

Test in teaching BIPA is designed and compiled to investigate the improvement of learners' language skills (Faiza & Irsyad, 2021). It is able to be a tool in investigating skills of BIPA learners by involving assessment of Indonesian language skills (Kusmiatun, 2019). It can be evaluation form in developing teaching materials to build more efficient teaching and learning process (Puspitasari et al., 2021). Therefore, each teaching material development has to consider tests and learners' needs. The easiest access for learning BIPA is also important to obtain optimal objectives of teaching.

In terms of teaching materials, BIPA teachers need digital teaching materials that are easily accessible on various devices and can be accessed anytime and anywhere with pictures, illustrations, and videos. One of them is teaching material that can be opened using a device. Mobile application which was used in learning process drives its users to be satisfied (Liu et al., 2018). In line with Schefer-Wenzl et al. (2019) who explained that learners were enjoy and happy when mobile learning was implemented because they could access it using smartphone.

The use of smartphone to access materials can present teaching and learning process which can be easier understood because it is more practical and can be accessed every time and everywhere (Prasetyo, 2018). The effective use of teaching materials which can be accessed using smartphone (mobile learning) is able to motivate BIPA learners because it is easier and more comfortable (Mubarok & Kartika, 2019). Mobile learning that utilizes latest technology is able to develop materials to support students' language skills (Sandy et al., 2020). It can be said that the use of mobile learning technology in developing teaching materials is very appropriate to create materials that are practical, easy to understand, and efficient for business communication purpose in BIPA teaching and learning.

## Conclusion

Based on analysis results of questionnaire, there are several significant findings on teachers' needs in creating materials regarding to business communication which can be used to teach Indonesian language for foreign speakers. First, it describes consistent need on certain theme/topic which is very important. The topics/themes are the aspects of introduction, Indonesian work culture, correspondence, negotiation, and business report. BIPA materials which reflect reality of Indonesian business and culture emphasize the importance of relevance and applicability in business communication purpose.

Moreover, it has been identified that four language skills have been correlated with materials. Those skills are reading, writing, speaking, and listening. The materials of discourse, conversations, formal letters, news, and presentation are needed in learning Indonesian business learning. It more emphasizes on practical and contextual aspects of teaching materials, so the learners are able to obtain relevant language skills needed in business communication purpose.

In addition, teachers highlight the need of culture integration in teaching materials. Materials which include Indonesian life values, work culture, and business culture are very important. It aims to facilitate learners in communicating and cooperating in real business. Considering cultural aspects, BIPA teaching materials are able to help learners in understanding holistic business context and improving their skills to adapt for different fields of work.

Furthermore, results of this study show that exercises needed are varied. Classroom presentation and practice in the field are very important for most teachers. It proves that direct experience and practical implementation are very important in Indonesian language learning for business communication purpose.

Finally, teachers emphasize on the importance of materials which can be accessed in form of digital learning material. It has to be easily accessed by learners using various devices anytime. It reflects flexibility and accessibility in BIPA learning for business communication purpose. Therefore, responsive teaching materials are the key of learning success.

This study shows strength of systematic approach in identifying teachers' needs in creating BIPA teaching materials by using questionnaire to collect teachers' backgrounds and experiences. However, its weakness is the method in collecting data which only utilizes questionnaire. It can limit understanding of learning needs. Bias in participants' responses and lack of clarity in questionnaire questions affect validity of research results. It needs various data collection methods and has to integrate learners' perspectives to obtain more comprehensive and relevant description in designing responsive teaching materials.

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