



Common European Framework of Reference for Languages (CEFR) Standard in *Bahasa Indonesia bagi Penutur Asing (BIPA)* Textbook: A Competency Mapping Analysis

Common European Framework of Reference for Languages (CEFR) Standard dalam Buku Ajar Bahasa Indonesia bagi Penutur Asing (BIPA): Analisis Pemetaan Kompetensi

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Permalink: <http://dx.doi.org/10.24036/ld.v17i2.124244>

Submitted: 10-07-2023

Accepted: 29-11-2023

DOI: 10.24036/ld.v17i2.124244

Published: 30-11-2023

Abstract

This research describes the Common European Framework of Reference for Languages (CEFR) in Bahasa Indonesia bagi Penutur Asing BIPA book "Sahabatku Indonesia" especially BIPA Levels A1, A2, B1, B2, C1, and C2. This study applies a qualitative descriptive approach by using a content analysis research design. The analysis shows that the Common European Framework of Reference for Languages (CEFR) is a Common European framework of reference for languages that includes learning, teaching, and language assessment. The CEFR concept is important known and studied by the learners/students and language learners/teachers, especially in the context of learning Indonesian for Foreign Speakers (BIPA). Language Development and Development Agency, through the Center Strategy Development and Language Diplomacy (PPSDK), plays an role important in increasing the function of Indonesian to become an international language. This important role is realized, among others, by supporting language teaching Indonesian for foreign speakers (BIPA) in various countries. One of those supports is the preparation of BIPA teaching materials in the form of "Sahabatku Indonesia" in six book levels A1, A2, B1, B2, C1, and C2. Materials and learning tasks are developed on a text-based integrated learners can develop their language competence in the four skills: listening, speaking, reading, and writing various types of text. In addition, learning materials and assignments are designed in an integrated way to be able to develop Indonesian insight. For evaluation purposes, each unit is equipped with a structured task in the form of exercises.

Keywords: *Bahasa Indonesia bagi Penutur Asing (BIPA), Common European Framework of Reference for Languages (CEFR), Sahabatku Indonesia Textbook, BIPA Levels, BIPA Textbook*

Penelitian ini mendeskripsikan *Common European Framework of Reference for Languages (CEFR)* dalam buku Bahasa Indonesia bagi Penutur Asing (BIPA) "Sahabatku Indonesia" khususnya BIPA Level A1, A2, B1, B2, C1, dan C2.



Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan desain penelitian analisis isi. Hasil analisis menunjukkan bahwa *Common European Framework of Reference for Languages (CEFR)* adalah kerangka acuan bersama Eropa untuk bahasa yang mencakup pembelajaran, pengajaran, dan penilaian bahasa. Konsep CEFR penting diketahui dan dipelajari oleh para pembelajar/mahasiswa dan pengajar bahasa, khususnya dalam konteks pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA). Badan Pengembangan dan Pembinaan Bahasa, melalui Pusat Pengembangan Strategi dan Diplomasi Kebahasaan (PPSDK), memegang peranan penting dalam meningkatkan fungsi bahasa Indonesia menjadi bahasa internasional. Peran penting tersebut diwujudkan antara lain dengan mendukung pengajaran bahasa Indonesia bagi penutur asing (BIPA) di berbagai negara. Salah satu dukungan tersebut adalah penyusunan bahan ajar BIPA berupa buku "Sahabatku Indonesia" dalam enam level buku A1, A2, B1, B2, C1, dan C2. Materi dan tugas-tugas pembelajaran dikembangkan dengan berbasis teks yang terintegrasi sehingga pembelajar dapat mengembangkan kompetensi berbahasa mereka dalam empat keterampilan: menyimak, berbicara, membaca, dan menulis berbagai jenis teks. Selain itu, materi pembelajaran dan tugas-tugas dirancang secara terpadu untuk dapat mengembangkan wawasan keindonesiaan. Untuk keperluan evaluasi, setiap unit dilengkapi dengan tugas terstruktur dalam bentuk latihan.

Kata kunci: Bahasa Indonesia bagi Penutur Asing (BIPA), *Common European Framework of Reference for Languages (CEFR)*, *Buku Teks Sahabatku Indonesia*, *Tingkatan BIPA*, *Buku Teks BIPA*

Introduction

The Indonesian language is an official language used in Indonesia. It is also used as an official language of instruction in educational settings (Kusmiatun et al., 2017). In Indonesia, the Indonesian language functions as both the first and second language. Interestingly, foreign speakers are also attracted to Indonesians. Speakers of different languages study Indonesian for a variety of reasons and objectives. It seeks to teach Indonesian so that foreigners can communicate and interact using the language. As a result, a variety of BIPA learning variants for particular purposes emerge. BIPA education expands both inside and outside the country. In Indonesia, there are numerous formal education institutions (schools and universities) and non-formal education institutions (courses) that organize and provide BIPA learning. In its development, the Indonesian language is increasingly studied in Asia and across the globe.

BIPA Program is one of the non-degree courses that assist non-native speakers in effectively speaking and participating actively in *Bahasa Indonesia* both verbally and in writing, as well as comprehending Indonesian culture. A program of *Bahasa Indonesia bagi Penutur Asing (BIPA)* is a special program for expatriates and foreign students who are interested in learning Indonesian both orally and in writing. The BIPA program is a program learning Indonesian the subject of a foreign learner, who aims to help students or foreigners learn Indonesian with specific goals (Sari & Cahyani, 2020). In addition, this program will also offer field learning, so the learner interacts directly with the public and gets to know all kinds of things that are in that environment.

In addition, the program is following Regulation No. 27 of 2017 issued by the Minister of Education and Culture. BIPA is one of the language training programs that aims to promote *Bahasa Indonesia* to be an international language as well as to

fulfill the demands of foreign employees or students for studying *Bahasa Indonesia*. Learning Indonesian for foreign speakers (BIPA) is one of the activities that introduce Indonesian to the world. BIPA learning has been implemented in various countries that have cooperation with the Indonesian government (Dewi, 2016). Another goal of the program is to address the demand for learning *Bahasa Indonesia* among foreign workers and students. To test their skills in Indonesian, foreign learners can join the *Uji Kemahiran Berbahasa Indonesia* (UKBI) test or the Indonesian Language Proficiency Test. People who want to evaluate have an Indonesian language skills opportunity to take the exam after completing the BIPA course (Gajewski, 2018).

The national curriculum for teaching BIPA is still very old, so it is not surprising that until now not all BIPA institutions have used the curriculum. In addition, the curriculum-based BIPA books are still minimal. Para BIPA teachers refer more to the Indonesian language books used at the elementary school level. As a result, BIPA learning that runs is dominated by learning Indonesian grammar and structure. Even the needs of foreign students in learning Indonesian are different from the needs of Indonesian students. The main need for foreign students learning Indonesian is mastery of language skills such as listening, speaking, reading, and writing, in particular, to support smooth communication (Purbarani et al., 2021).

Textbooks are a very important component of learning support. Both in the context of formal and non-formal education (Handayani & Isnaniah, 2020). For this reason, the selection of good and quality teaching materials can be seen from the contents of these teaching materials. The publication of BIPA textbooks is a good step to continue to improve the quality of learning (Fahri & Supriadi, 2023). However, only quality textbooks can improve quality and meet the needs of Indonesian language learners. The provision of beginner textbooks that comply with the standards is very necessary if using the CEFR standard (Dewi, 2016). The CEFR standard will be of great help to instructors and BIPA learners. This assistance not only provides convenience in teaching or the availability of minimal learning media for Indonesian language classes, but this textbook provides an overview and targets for mastering the language and also the forms of assessment or measurement of language skills for each level.

The Common European Framework of Reference for Languages (CEFR) is an internationally accepted language proficiency standard. The CEFR is extensively accepted throughout Europe and is gaining popularity worldwide. Agreement on the level of this language competence is a representation of the level of language proficiency that has been enforced since 1971 and is the result of the collaboration of numerous members of the professional teaching force in Europe and beyond (Tan, 2021). Language users can develop different levels of competency in each domain, and to help describe them, the CEFR provides a set of Common Reference Levels. CEFR specifies six levels of foreign language proficiency, including English: Beginner and Elementary English (Basic User), Intermediate and Upper Intermediate (Independent User), and Advanced and Proficiency English (User Proficiency).

Common European Framework of Reference for Languages (CEFR) is a Common European framework of reference for languages that includes learning, teaching, and language assessment. CEFR is one of the frameworks for mastering foreign language skills. CEFR is a guideline used to describe student achievement in foreign languages throughout Europe (Sudaryanto & Widodo, 2020). CEFR currently starting to expand to other countries (Purbarani et al., 2021).

According to a guidebook for educators using CEFR, CEFR serves (1) as a tool for measuring the proficiency level of foreign language learners, (2) for developing a

language-learning system that makes foreigners more visible at the international level, and (3) for learning a foreign language in a multilingual society. To accomplish this, CEFR categorizes foreign language learners into three main levels, namely A, B, and C. Each of these levels is then further subdivided into A1, A2, B1, B2, C1, and C2 levels.

According to Sudaryanto & Widodo (2020), the distribution of levels of foreign language learners can be used to define the competency profile of the learner because to the model CEFR competence includes four skills, namely listening, speaking, reading, and writing. These four skills can have different levels. As an example, a language learner has a level of B2 in listening and reading, and level B1 in speaking and writing. In other words, CEFR as a tool to “map” a student's journey in learning a language, is similar to a road map. A road map shows the path to reach point B from point A or to reach C from point B. CEFR can be used for viewing language in different contexts and provides a descriptor scale, specific to designing language use contexts (business, social, etc.). The reference level is generated by the CEFR currently used by language teachers foreign in education and training institutions education in Indonesia to be referred to as a reference in learning.

The phenomenon of the increasing number of foreign speakers studying BIPA has naturally balanced with an increase in the quality of BIPA learning. To achieve these ideals, all BIPA learning tools must pay attention to the standards (Purbarani et al., 2021). The BIPA curriculum in Indonesia a new national scale was socialized in 2014 by the Language Development and Development Agency (hereinafter referred to as the Language Agency). The language develops a BIPA curriculum based on international reference standards called the Common European Framework of Reference for Languages (CEFR). With using the CEFR, the competency levels of BIPA students are divided into six levels: beginner level (A1 and A2), intermediate level (B1 and B2), and advanced level (C1 and C2). Before using CEFR, level BIPA student competencies were only classified into three levels, namely basic, intermediate, and BIPA students proficient. It means that the CEFR has been included in the curriculum of this program in line with Permendikbud No. 27 of 2017, which approved and adopted the CEFR. The graduate competency standard (SKL) BIPA is used. Levels A1, A2, B1, B2, C1, and C2 are utilized and converted to BIPA 1, BIPA 2, BIPA 3, BIPA 4, BIPA 5, BIPA 6, and BIPA 7, with levels C1 being transformed to BIPA 5 and BIPA 6.

Based on this, the existence of quality teaching materials that will be used by BIPA students is one component that deserves attention. The Government of Indonesia in 2015 and 2016 launched books based on CEFR with the title *My best friend Indonesia*. These books are intended for BIPA level students beginner to advanced level and focus on teaching language skills. Material grammar, language skills, and culture are delivered in an integrative manner, however learning activities in it have not fully bridged foreign students to be able to communicate in Indonesian properly with attention to Indonesian context, society, and culture.

As already explained above, the situation of supporting BIPA teaching materials integration of the four language skills and grammar is not much. Currently, BIPA learning is carried out both in Indonesia and abroad and taught separately. Learning listening skills, speaking, reading, writing, and grammar are taught separately and do not provide contextual associations and meaning between each other. Because of this learning style, the teaching materials used also follow this pattern (Purbarani et al., 2021). Teaching materials for each skill are made differently and there is no connection in meaning and context between one another (Fitria, 2022).

In addition, the teaching material being studied is not related to the context of communication real Indonesian language which is very tied to aspects of context, relationships, society and community, and culture. This poses a problem for foreign students. Foreign students find that the Indonesian language is studied in different classes with the use of Indonesian in society. Student foreigners can get high marks in class but do not have the confidence, understanding, and competency to communicate in Indonesian. Several studies have been conducted to develop BIPA teaching materials.

Studies on the quality of textbooks have also been carried out before. These studies explain the important role of textbook quality in learning. Thus, it is necessary to evaluate textbooks regularly. Handayani & Isnaniah (2020) explain the applicability of the material in my *Sahabatku Indonesia* textbook for B1-level students. Based on the percentage of the feasibility of the book's five chapters, the aggregate feasibility of the contents is 76.00%. This comprises, 1) Conformity of Competency Standards and Basic Competence includes three indicators: the material's totality, breadth, and depth. There are three indicators of the material's accuracy: the accuracy of procedures, the accuracy of queries, and the accuracy of facts, examples, and content. 3) Student support materials are divided into four categories: feature updates, examples, references, reasoning, application, and material appeal. Based on the results from Lutfianti (2021), the feasibility analysis of the contents of the textbook book *Sahabatku Indonesia* for BIPA level 1 students that the textbook is suitable for use in learning. However, there still needs to be a little improvement so that the contents presented in this book are perfect. Kurniasih (2021) explains the analysis of content and language components in *Sahabatku Indonesia* BIPA teaching materials for basic levels A1 and A2 in general, the material presented follows the main purpose of teaching language. However, there are some difficulties in understanding the contents of the book, so a pre-teaching matriculation book is needed that follows the language data corpus. The preparation of the corpus pre-teaching book is very helpful in working on the microstructure of the dictionary which includes entries/sublemma, word classes, definitions, and writing usage examples. Amaliyah et al. (2022) explain that with a 90% eligibility rate, the BIPA Business textbook for level 1 students is "quite feasible" to use. The majority of the textbook's flaws stem from the absence of connections and references, as well as the incompatibility of the material and vocabulary with the learning objectives and elements of BIPA Communication Business level 1 competence. Kurniawan et al. (2022) explain that in general, the linguistic aspects used in the BIPA book "Sahabatku Indonesia" Level 1 for English Speakers are quite simple so can be understood by students. The choice of words used in this book is quite simple and according to the abilities of the students. In general, the presentation structure and contents of this book can be seen as having a level of legibility that follows what is directed by SKL BIPA.

Several studies that have been presented explain how important it is the existence of a textbook, so this research is important because it is still limited studies that specifically discuss Indonesian language textbooks for foreign speakers (BIPA). Thus, the BIPA textbook is considered to need further study considering the importance of choosing the right reference book for BIPA students. Especially characteristics of students who study BIPA are not the same as students who are native Indonesian speakers who learn Indonesian concepts. This is the main basis for the need for a good reference book with the suitability of standardization of textbooks. My best friend's *Indonesia* textbook was chosen as the data source because

of the representation of existing BIPA textbooks and the book is published by the government for use by BIPA implementing agencies. The example of the previous research above shows that several studies have only discussed some of the CEFR-level BIPA. The researcher wants to cover all CEFR Levels 1-6.

The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard for describing language proficiency. CEFR is widely recognized and is becoming increasingly common throughout the world. Currently, the EF SET is the only standardized English test that accurately measures all levels of proficiency, from beginner to advanced, following the CEFR. CEFR is a Common European framework of reference for languages that include problems of learning, teaching, and language assessment. The CEFR concept is important known and studied by learners/students and language learners/teachers, especially in the learning context of Indonesian Language for Foreign Speakers (BIPA). The researcher is interested in describing the Common European Framework of Reference for Languages (CEFR) in *Bahasa Indonesia bagi Penutur Asing BIPA* book "Sahabatku Indonesia" especially BIPA Levels A1, A2, B1, B2, C1, and C2.

Method

This study applies a qualitative descriptive approach by using a content analysis research design. One of the advantages of content analysis is that it allows the researcher to produce facts that can be used as evidence arguments (Stokes, 2006). In this research, the researcher analyzes the content of the book to get the facts and information related to the research focus. The method is understanding the content of the document. This method can also be used to analyze all forms of documents both print and visual such as newspapers, personal letters, books, scriptures, and flyers also audio and video (radio, television, advertisements, films, and websites). The kind of document used for analysis uses BIPA books, "Sahabatku Indonesia" publications published by the Agency for Development and Language Development, Ministry of Education and Culture in 2016. The BIPA book "Sahabatku Indonesia" can be downloaded on the Language Agency website and has been circulated also in print.

The method of analysis data uses qualitative analysis such as data reduction, data display, and conclusion as stated by Miles et al. (2018). This stage is accomplished by presenting a structured set of information and the ability to conclude because the data acquired during the qualitative research process are typically in narrative form, necessitating simplification without reducing its contents. Following the data presentation, a conclusion is drawn.

Findings and Discussion

Findings

This study describes the Common European Framework of Reference for Languages (CEFR) in the Bahasa Indonesia bagi Penutur Asing BIPA textbook "Sahabatku Indonesia," particularly BIPA Levels A1, A2, B1, B2, C1, and C2. After this level, according to BIPA 1, Beginner (A1 – A2), pupils are expected to have fundamental conversational competence in Indonesian. At the end of this level, according to BIPA 2, Intermediate (B1 – B2), students are expected to be able to speak and write in Indonesian for formal purposes. At the end of this level, according to BIPA 3, Advanced (C1 – C2), students are expected to be able to give opinions and reasons, partake in formal discussions, and write essays.

1. BIPA 1: Beginner (A1 – A2)

a. BIPA Level A1

In BIPA Level 1 (A1) consists of six level units and standard competencies. The basic competence consists of listening, speaking, reading, and writing. While language competence consists of grammar and vocabulary.

PEMETAAN KOMPETENSI									
Tingkat/Unit	Tema/Kejurusan	Kompetensi Dasar				Kompetensi Inti			
		Mengungkapkan	Mendengarkan	Membaca	Mengungkapkan	Mendengarkan	Membaca	Mengungkapkan	Mendengarkan
A-1.1	Mengungkapkan diri dalam situasi percakapan, memperkenalkan diri, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Membaca undangan, kartu nama, dan kartu nama.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.
A-1.2	Mengungkapkan diri dalam situasi percakapan, memperkenalkan diri, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Membaca undangan, kartu nama, dan kartu nama.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.
A-1.3	Mengungkapkan nama anggota keluarga, memberikan informasi tentang anggota keluarga, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Membaca undangan, kartu nama, dan kartu nama.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.	Mendengarkan percakapan yang melibatkan tindak tutur memperkenalkan diri, berkenalan, dan berkenalan.

Figure 1. BIPA Level A1

Source: *Buku Ajar Bahasa Indonesia bagi Penutur Asing (BIPA) "Sahabatku Indonesia" Tingkat A1*

The materials in Level Unit A-1.1, Standard Competence are using speech acts of greeting, saying goodbye, saying thank you, and apologizing. Listening competence is understanding conversations that involve speech acts of greeting, saying goodbye, saying thank you, and apologizing. Speaking competence is speaking conversations that involve speech acts of greeting, saying goodbye, saying thank you, and apologizing. The reading competence is understanding simple e-mail content, understanding speech act of greetings and saying goodbye in the mail electronics, and understanding text structure in an e-mail. Writing competence is writing a simple e-mail. Grammar competence is a simple sentence. Vocabulary competence is vocabulary associated with speech acts of greeting, saying goodbye, saying thank you, and apologizing. The materials in In Level Unit A-1.2, Standard Competence is using speech act introduce myself, introduce others, and request information related to identity other. Listening competence is understanding monologue of introducing one's self, understanding conversation involving speech act of introducing self. Speaking competence is speaking conversations that involve speech acts of greeting, saying goodbye, saying thank you, and apologizing. Reading competence is speaking using speech acts of introducing oneself, and introducing others. Writing competence is writing someone's identity card. Grammar competence is a simple sentence. Vocabulary competence is the vocabulary related to the speech act, introduce self, introduce others, and request information identity-related others. The materials in Level Unit A-1.3, Standard Competence are saying names of family members, giving information about members families, asking information about family members, and introducing family members. Listening competence is understanding conversations related to members' families. Speaking competence is talking about a family tree. Reading competence is understanding the text related to members of someone's family. writing genealogy family. The writing competence is writing genealogy family. Vocabulary competence is the vocabulary related to family members, and person (pronoun).

In BIPA Level 2 (B1) consists of ten level units. Language competence consists of listening, speaking, reading, writing, grammar, and aspect of culture.

PETAAN KOMPETENSI					Tingkat	Kompetensi Berbahasa				Materi
Tingkat	Kompetensi Berbahasa		Kompetensi Bahasa			Mendengarkan	Menyimak	Berbicara	Menulis	
	Mendengarkan	Membaca	Membaca	Membaca						
B1.1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.2	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.3	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.4	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.5	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.6	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.7	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.8	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.9	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.
B1.10	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	B1	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.	Mendengarkan dan memahami informasi yang disampaikan melalui media audio dan video.

Figure 3. BIPA Level B1
Source: *Buku Ajar BIPA "Sahabatku Indonesia" Tingkat B1*

Figure 1 above shows that BIPA Level 1 consists of ten level units. Language competence consists of listening, speaking, reading, writing grammar, and aspect of culture. The materials in Level Unit B-1.1, the reading competence mention the existing profession in Indonesia through reading activities. Listening competence is explaining the existing profession in Indonesia through listening activities. Speaking competence is communicating well orally or in writing about the profession in Indonesia. Writing competence is pouring ideas about one profession that exists in Indonesia. The grammar competence is explaining structure and usage examples affixes me-, ber-, and active-passive sentences. The cultural aspect describes one culture in Indonesia. The materials in Level Unit B-1.2, the reading competence explain the inauguration village apparatus through reading activities. Listening competence is explaining the oath appointment at an appointment through listening activities. The speaking competence of communicating either orally or in writing with the use of language correctly. The writing competence is pouring ideas about the government system that exists in Indonesia. The grammar competence is to explain usage repetition and its meaning. The cultural aspect is knowing the culture in Indonesia. In the materials in Level Unit B-1.3, the reading competence is explaining formal letter type. The listening competence is explaining the format letter of a job application. The speaking competence is using the language of Indonesian correctly in the job application letter. Writing competence is using Indonesian fluently for communication oral or written (mail). The grammar competence is to explain the prefix (prefix) *ter-* as a passive verb form. The cultural aspect is knowing part of the Indonesian culture.

b. BIPA Level B2

In BIPA Level 4 (B2) consists of ten level units. Language competence consists of reading, listening, speaking, writing, grammar, and aspect of culture.

PEMETAAN KOMPETENSI					Tingkat	Kompetensi Berbahasa				Aspek
Tingkat	Kompetensi Berbahasa		Kompetensi Bahasa			Mendengarkan	Berbicara	Menulis	Berpaparan Bahasa	
	Mendengarkan	Berbicara	Mendengarkan	Berbicara						
	Tingkat Dasar (Mulus/Waluyo Dua (12))									
12.1	Mengucapkan huruf yang ada di Indonesia melalui kegiatan membaca.	Mengucapkan huruf yang ada di Indonesia melalui kegiatan menyimak.	Berkonvensional baik secara lisan maupun tulis tentang profesi yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.					
12.2	Mengucapkan pekerjaan-pekerjaan yang ada di Indonesia melalui kegiatan membaca.	Mengucapkan huruf yang ada di Indonesia melalui kegiatan menyimak.	Berkonvensional baik secara lisan maupun tulis tentang profesi yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.					
12.3	Mengucapkan jenis-jenis surat yang ada di Indonesia melalui kegiatan membaca.	Mengucapkan huruf yang ada di Indonesia melalui kegiatan menyimak.	Berkonvensional baik secara lisan maupun tulis tentang jenis-jenis surat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.					
12.4	Mengucapkan isi surat yang ada di Indonesia melalui kegiatan membaca.	Mengucapkan huruf yang ada di Indonesia melalui kegiatan menyimak.	Berkonvensional baik secara lisan maupun tulis tentang isi surat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.					
12.5	Mengucapkan isi surat yang ada di Indonesia melalui kegiatan membaca.	Mengucapkan huruf yang ada di Indonesia melalui kegiatan menyimak.	Berkonvensional baik secara lisan maupun tulis tentang isi surat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.	Mengucapkan dan contoh penggunaan bahasa ser. Ter. dan kalimat yang ada di Indonesia.					

Figure 4. BIPA Level B2
 Source: *Buku Ajar (BIPA) "Sahabatku Indonesia" Tingkat B2*"

Figure 1 above shows that BIPA Level 1 consists of six level units and standard competencies. The basic competence consists of listening, speaking, reading, and writing. While language competence consists of grammar and aspects of culture. The materials in Level Unit B-2.1, the reading competence mentioning existing professions in Indonesia through reading activities. Listening competence is explaining the existing profession in Indonesia through listening activities. Speaking competence is to communicate well orally or write about the profession in Indonesia. Writing competence is pouring ideas about one profession that exists in Indonesia. The grammar competence is explaining structure and usage examples affixes me-, ber-, and active-passive sentences. The cultural aspect describes one culture in Indonesia. The materials in Level Unit B-2.2, the reading competence explain the inauguration village apparatus through reading activities. Listening competence is explaining the oath appointment at an appointment through listening activities. The speaking competence of communicating either orally or in writing with the use of language correctly. The writing competence is pouring ideas about the government system that exists in Indonesia. The grammar competence is to explain usage repetition and its meaning. The cultural aspect is knowing the culture in Indonesia. In the materials in Level Unit B-2.3, The reading competence is explaining formal letter type. The listening competence is explaining the format letter of a job application. The speaking competence is using the language of Indonesian correctly in the job application letter. Writing competence is using Indonesian fluently for communication oral or written (mail). The grammar competence is to explain the prefix (prefix) *ter-* as a passive verb form. The cultural aspect is knowing part of the Indonesian culture.

3. BIPA 3: Advanced (C1 – C2)
a. BIPA Level C1

BIPA Level (C1) consists of nine level units and standard competencies. Language competence consists of reading, writing, speaking, listening, grammar, and aspect of culture.

PEMETAAN KOMPETENSI							Tingkat Unit	Materi Pokok (Domain/tema/isi)	Kemampuan Berbahasa			Aspek Tata Bahasa		Aspek Budaya	
Tingkat Unit	Standar Kompetensi (Kemampuan)	Keterampilan Berbahasa							Mendengarkan	Membaca	Menulis	Berbicara	Mendengarkan		Tata Bahasa
		Mendengarkan	Membaca	Menulis	Berbicara	Mendengarkan									
C-1.1	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	1	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).
C-1.2	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	2	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).
C-1.3	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	3	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).
C-1.4	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	4	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).
C-1.5	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	5	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).
C-1.6	Mampu memahami dan memaparkan informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	6	Materi pokok (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).	Mampu memahami informasi yang disajikan dalam bentuk lisan dan tulisan (misalnya: undangan, surat, formulir, proposal).

Figure 5. BIPA Level C1

Source: Buku Ajar (BIPA) "Sahabatku Indonesia" Tingkat C1"

Figure 1 above shows that BIPA Level 1 consists of six level units and standard competencies. Language competence consists of reading, writing, speaking, listening, grammar, and aspects of culture. The materials in In Level Unit C-1.1, Standard Competence is to give and ask for information regarding the intention to commit an action/activity: Proposal. The reading competence is to read text facts about the plan of activity in a proposal. The writing competence is to make proposal activities complete, including expressions announcement requests, and requests. The speaking competence is to express opinions appropriately in meeting activities and planning activities. Listening competence is to retell the story form of speech in a particular event/activity. The grammar competence is to make complex sentences sequence relationship time: when, time, before, after, and when. The vocabulary competence is to make sentences with vocabulary related to the realm of an activity plan or proposal. The cultural aspect is getting to know Indonesian culture regarding the history of buildings in Indonesia (such as the Borobudur temple). The materials in In Level Unit C-1.2, Standard Competence is to give and ask for specific information: job application letter. The reading competence is to read text facts contained in an application letter. The writing competence is to make a complete job application letter, including expressions of giving and asking for certain information. Speaking competence is to express an answer or opinion correctly in the activity of a job interview. The listening competence is to retell the story in a story dialogue shown on television. The grammar competence is to make complex sentences and comparison relationship: *bagai, seperti, laksana, layaknya, dan ibarat*. Vocabulary competence is the vocabulary related to job applications. The cultural aspect is getting to know Indonesian culture regarding clothing/traditional clothing (Batik). The materials in In Level Unit C-1.3, Standard Competence are to give and ask for information related to suggestions and offers regarding a natural phenomenon. The reading competence is to read a type of explanatory text discussing a natural phenomenon. The writing competence is to make an explanatory essay on a particular theme. Speaking competence is to give and ask for information correctly in the discussion meeting activities that discuss an obstacle and its anticipation. The listening competence is to retell the story in a

public service advertisement on television. The grammar competence is to make complex sentences with cause/effect relationships, for example, *karena*, *sehingga*, and *maka*. The vocabulary competence is to make sentences with the vocabulary related to natural phenomena. The cultural aspect is getting to know Indonesian culture regarding the tradition of *mudik* (going home).

b. BIPA Level C2

BIPA Level (C2) consists of seven level units and standard competencies. Language competence consists of reading, writing, speaking, listening, grammar, and aspect of culture.

PEMETAAN KOMPETENSI							Tingkat Unit	Basis Kompetensi (Kompetensi Inti)	Kompetensi Bahasa					Aspek Budaya
Tingkat Unit	Standar Kompetensi (Kompetensi Inti)	Subkompetensi (Kompetensi)			Aspek (Tipe) Bahasa				Membaca	Menulis	Berbicara	Menyimak	Siswa Budaya	
		Membaca	Menulis	Berbicara	Menyimak	Tipe Bahasa	Kemahasiswaan							
C-2.1	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.2	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.3	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.4	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.5	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.6	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)
C-2.7	Mampu memahami dan memparafrasekan informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)	Mampu memahami informasi yang disajikan secara sistematis (misalnya, memparafrasekan)

Figure 6. BIPA Level C2
Source: Buku Ajar BIPA "Sahabatku Indonesia" Tingkat C2"

Figure 1 above shows that BIPA Level 1 consists of six level units and standard competencies. The basic competence consists of reading, writing, speaking, and listening. Language competence consists of grammar, and vocabulary, also the cultural aspect. The materials In Level Unit C-2.1, Standard Competence are to give and ask for information about offering services and respond to them. The reading competence is to read the text of the service offer letter. The writing competence is to write an offer letter text for the company. The speaking competence is to communicate meaningfully in offering services and responding to them, and capable of making a presentation of a project. The listening competence is to identify the structure of the text offering services and respond to rewrite a text about offering and responding to services according to the context of their use. The grammar competence is to write complete sentences using the affix -I according to the context of its use. The vocabulary competence is to write sentences with vocabulary about offering services and responding to them. The cultural aspect is getting to know Indonesian culture in starting a conversation and responding to offers that are often made in public places. The materials In Level Unit C-2.2, Standard Competence are to give and ask for information with a good argument. The reading competence is to read text facts contained in the job application letter. The writing competence is to make a complete job application letter, including the expression of giving and asking for certain information. Speaking competence is to express answers or opinions with

good arguments in job interview activities. The listening competence is to retell aspects of life history. The grammar competence is to make compound sentences equivalent to combining relations. Vocabulary competence is the vocabulary related to job applications. The cultural aspect is getting to know Indonesian culture regarding ethics in job interviews. The materials in Level Unit C-2.3, Standard Competence are to identify the social function, text structure, and language elements of descriptive text related to places and activities contextually. The reading competence is to read various forms of descriptive text in the form of charts and illustrations. The writing competence is to describe places and activities according to pictures/graphics/tables and other types of text. The speaking competence is to give and request information related to the description of places and activities. The listening competence is to identify social functions, text structures, and linguistic structures to describe places and activities orally and in writing. The grammar competence is to use adverbs to describe place and activity. The vocabulary competence is to use vocabulary contextually correctly related descriptions of places and activities. The cultural aspect is getting to know Indonesian culture regarding street vendors.

Discussion

Teaching BIPA is different from teaching Indonesian to native speakers (Muliastuti, 2016: 4-5). One of them is to be seen from BIPA learners who already have their first language and have different cultural backgrounds the ages of various BIPA learners also determine fluency in the BIPA learning process, this is because it will affect the approaches, methods, and techniques and media to be used in the learning process. Based on their abilities, BIPA is divided into three levels, namely beginner, intermediate, and advanced levels. This affects the differences in reading material used in the teaching and learning process. In the process of learning, teaching materials are one of the components that have a substantial role in supporting the success of learning (Rohman & Rosyadi, 2021).

According to Rohman & Rosyadi (2021), the potential of CEFR as a basis for making teaching materials is; 1. Teachers have access to meaningful and useful references that are agreed upon internationally and guide teachers to measure students' knowledge and language proficiency. The teacher gets a detailed description of learning, teaching, and language assessment, how the learner achieves a set of language skills, and how students carry out the communicative function of language. 3. The teacher and students move towards learning goals at a certain level from each level in CEFR. 4. The teacher can choose and customize teaching materials (textbooks or resources) that refer to the CEFR with students' language abilities 5. The CEFR ranking provides indicators to measure student performance and abilities to function in a communicative context in the foreign language they are learning. 6. CEFR directs practitioners to reflect on the choice of approach to teaching, learning, and assessment

BIPA is a strategic step to internationalize the Indonesian language. To support the smooth running of the learning process, it is necessary to have BIPA textbooks following competency standards as stated in Permendikbud No.27 of 2017. This is so that BIPA students get proper learning according to their needs. The development of the BIPA standard refers to the Common European Framework of Reference for Languages (CEFR), which is a level of proficiency in a language. The common European Framework of Reference for Languages (CEFR) has competency levels and descriptions. CEFR has 3 stages with 6 levels starting from A1-A2 for Basic Users,

B1-B2 for Independent Users, and C1-C2 for Proficient Users. Therefore, teachers and teaching material developers need to know and understand CEFR. It is also essential for BIPA teaching material developers to have a working knowledge of the CEFR concept to serve as a reference for graduation competency criteria (Fahri & Supriadi, 2023).

CEFR, as one of the standards for learning foreign languages, has many uses globally. The curriculum system and Indonesian Language Competency Standards for Foreign Speakers (SKL BIPA) adapt the curriculum from the CEFR (Rizky, 2022). Learning English in several developing countries teaching materials and their development using CEFR. In addition, this CEFR can also accommodate learning that combines language acquisition and cultural competence so that learners can independently monitor abilities or language development. Indonesian in the context of this course is equivalent to language Indonesian as a foreign language. For this reason, the CEFR is considered relevant to be used as a reference in determining competence at each level in the field of language (Rahmawati & Huda, 2022).

A1 level (Pre-beginner) has a description of (a) capable of understanding and using the expression and colloquialisms for the fulfillment of concrete needs, (b) capable of introducing yourself and others; capable of asking and answering related questions with personal information, such as addresses, known people and things that are students have, and (c) able to interact in a way its simple if his friend is talking too slowly and clearly and ready to help. Level A2 (Beginner) has a description of (a) capable of understanding frequent sentences and expressions used and highly relevant to interests (e.g., providing information about self and family, shopping, pointing the way, and telling about work), (b) able to communicate related with simple and routine tasks requires simple and direct interaction about familiar and everyday things, and (c) able to describe or simple description of the background behind him, the surroundings, and stuff related to basic needs. Level B1 (Pramadya) has a description of (a) being able to understand things important about things that are often encountered in the world of work, school, travel, and others, (b) being able to cope with many situations that may appear when traveling to place/country, place of the language used, (c) can make simple writing related to frequent topics found or interesting, and (d) capable describe experiences and events dreams, hopes and ambitions and in a nutshell give reasons for opinions and plans. Level B2 (Madya) has a description of (a) being able to understand the main idea of the text complex, both concerning that topic concrete or abstract, including technical discussions in their field, (b) being able to interact with a good degree of fluency and spontaneity which allows simple interaction with native speakers without significant obstacles, and (c) able to produce clear, detailed text on various topics of discussion and explaining a point of view on certain topics while expressing strengths and weaknesses from this point of view. Level C1 (Pra-mahir/Pre-Continuation) has a description of (a) being capable of producing texts on difficult topics clear, structured, and detailed, which shows the pattern of organization, use of connectors, and cohesive devices well, (b) being able to understand various longer, more challenging, broad-reaching, and recognize meaning implicit, (c) able to express himself smoothly and spontaneously without being seen with clearly looking for words, (d) able to use language flexibly and effectively for social, academic, and professional, and (e) capable of producing clear, well-structured, and written details about a complex subject, demonstrate regular use of organizational patterns, connectors, and tools cohesion. Furthermore, level C2 has a description of (a) being able to understand very well all that is heard or read, (b) able to summarize information from various

spoken sources and written, reconstructing the argument with a cohesive presentation, and (c) capable express himself with spontaneous, very fluent and accurate, knowing difference in meaning, even in most situations complex.

Related to that, in the CEFR, students or BIPA students are divided into six levels, levels A1, A2, B1, B2, C1, and C2. Development of CEFR-based BIPA teaching materials appropriate to the language and cultural conditions. A multilingual Indonesia needs to be done to meet the demands of increased functionality Indonesian becomes an international language following Article 44 of Law Number 24 Years 2009 concerning Flags, Languages , and Symbols Country, as well as the National Anthem. One reference that can be adopted is the CEFR considering its practicality and convenience to be applied in BIPA learning, including the BIPA textbook, “Sahabatku Indonesia” publications published by the Agency for Development and Language Development, Ministry of Education and Culture in 2016. The BIPA book “Sahabatku Indonesia” can be downloaded on the Language Agency website and has been circulated also in print (Septyani et al., 2020). It is considered representative to serve as a guide for BIPA learning, moreover with ease of access.

Learning Indonesian for Foreign Speakers (BIPA) has different characteristics from learning Indonesian for native speakers. For BIPA learning to be successful, various supporting factors are needed that follow the characteristics of BIPA learning (Krismawati & Dewi, 2021). One of the supporting factors in learning BIPA is textbooks such as the BIPA book “Sahabatku Indonesia”.

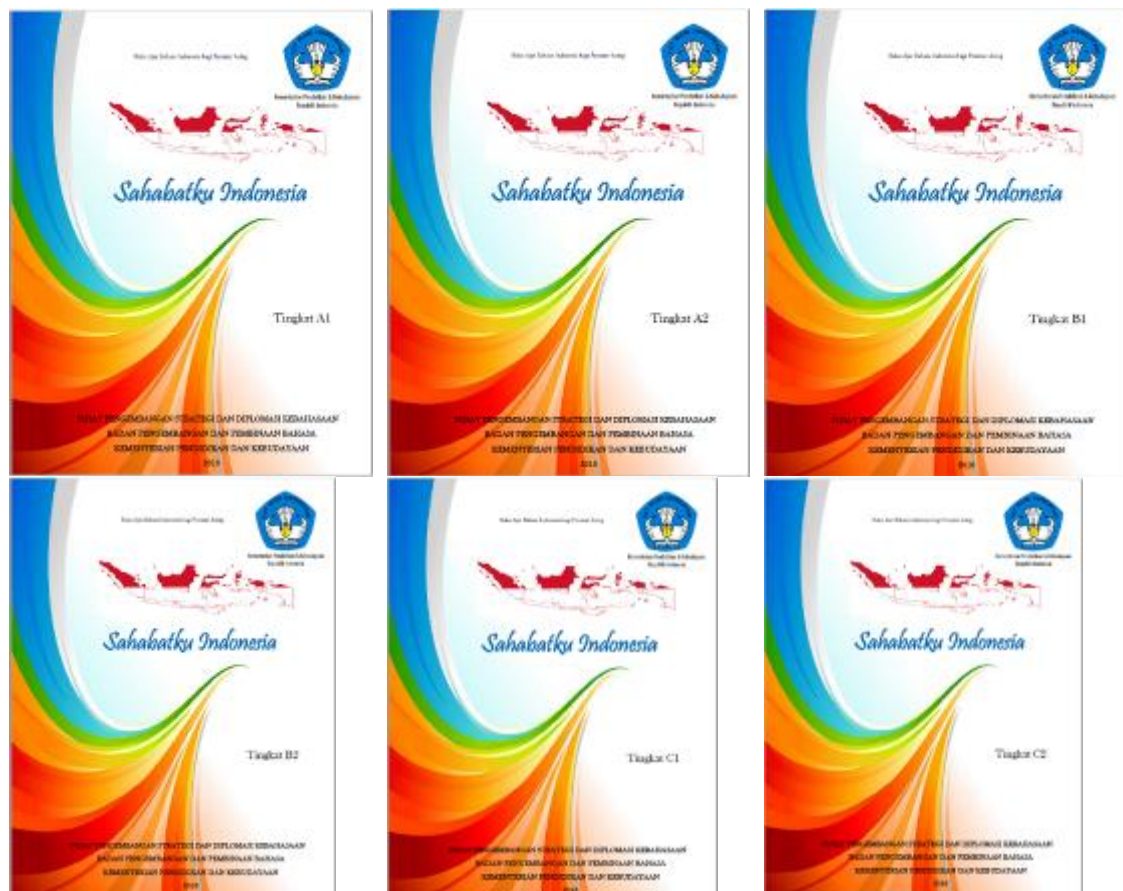


Figure 7. Cover of BIPA book “Sahabatku Indonesia”

The BIPA book “Sahabatku Indonesia” is a series of textbooks intended for students Indonesian for Foreign Speakers (BIPA), published by the Development and

Agency Language Development through the Center for Development of Strategy and Language Diplomacy (PPSDK) in 2016. The book refers to the Common European-based curriculum Framework of Reference (CEFR) and consists of six volumes divided into six levels of BIPA student competencies, namely levels A1, A2, B1, B2, C1, and C2. The material in the textbook developed in an integrated manner into four language competencies, including listening, speaking, reading, and writing. In addition, there are exercises, grammar, and sections of cultural notes to develop insight into Indonesia for BIPA students (Ahsani et al., 2021).

The BIPA book “Sahabatku Indonesia” level A1 contains 10 units/themes including Unit 1 is Greeting, Unit 2 is Getting to Know, Unit 3 is My Family, Unit 4 is Congratulations Birthday, Unit 5 is Travel, Unit 6 is Animal Lovers, Unit 7 is Directions, Unit 8 is Daily Activities, Unit 9 is Santi’s Houses, and Unit 10 is Indonesian Popular Songs. The BIPA book “Sahabatku Indonesia” level A2 book contains 12 units/themes including Unit 1 is My Big Family, Unit 2 is Daily Activities, Unit 3 is Let’s Shopping, Unit 4 is Asti’s House, Unit 5 is Indonesian Food, Unit 6 is Hobbies, Unit 7 is Movies, Unit 8 is Jobs, Unit 9 is New Neighbors, Unit 10 is Exercise (Sport), Unit 11 is Transportation, and Unit 12 is Travel. Each unit, both in the book teaches BIPA A1 and A2, it contains four language skills (reading, listening, speaking, and writing). The BIPA book “Sahabatku Indonesia” level B1 contains 12 units/themes including Unit 1 is Wish/Hope, Prayer, and Congratulations, Unit 2 is Purpose and Consent, Unit 3 is When I Am Sick, Unit 4 is How to Do Something, Unit 5 is What are you doing?, Unit 6 is Past Events, Unit 7 is Plans in the Future, Unit 8 is Memorable Day, Unit 9 is Bedtime Stories, Unit 10 is Who Borrowed Your Book?, Unit 11 is Let’s Shopping!, and Unit is 12 Let’s Sing. The BIPA book “Sahabatku Indonesia” level B2 contains 10 units/themes including Unit 1 is Profession, Unit 2 is Government System, Unit 3 is Official Letters, Unit 4 is Tourism, Unit 5 is Historic Sites, Unit 6 is Negotiate, Unit 7 is Media, Unit 8 is People Stories, Unit 9 is National Holidays, and Unit 10 is National figure. Each unit, both in the book teaches BIPA B1 and B2, contains four language skills, grammar in Indonesia, and aspects of Indonesian culture. The BIPA book “Sahabatku Indonesia” level C1 contains nine units covering Unit 1 is Proposal Activities, Unit 2 is Job Application Letters, Unit 3 is Natural Phenomena, Unit 4 is Social Problems, Unit 5 is Invitation Letters, Unit 6 is Personal Letters, Unit 7 is Tips, Unit 8 is Popular Scientific Texts, and Unit 9 is Biography of Famous People. The BIPA book “Sahabatku Indonesia” level C2 contains seven units/themes covering Unit 1 is Offering Services and Responding, Unit 2 is Arguing, Unit 3 is Description of Place and Activities, Unit 4 is Reports, Unit 5 is News, Unit 6 is Commands and Suggestions, and Unit 7 is Study of Literature work. Like the BIPA B1 textbook and B2, each unit in the BIPA textbook C1 and C2 contains four skills language, Indonesian grammar, and Indonesian culture.

Conclusion

Common European Framework of Reference for Languages (CEFR) is a Common European framework of reference for languages that includes learning, teaching, and language assessment. The CEFR concept is important known and studied by the learners/students and language learners/teachers, especially in the context of learning Indonesian for Foreign Speakers (BIPA). The CEFR concept has implications in the book Teach BIPA My Best Friend Indonesia with six levels, namely A1 (Pre-Beginner), A2 (Beginner), B1 (Pramadya), B2 (Madya), C1 (Advanced/Premier), and C2 (Advanced/Advanced). In addition, BIPA teaching

materials were developed in the BIPA textbook “Sahabatku Indonesia” CEFR-based presents four skills Indonesian language, grammar, and culture.

Through the Center for Strategy Development and Language Diplomacy (PPSDK), the Language Development and Development Agency plays a crucial role in enhancing the international status of Indonesians. This essential function is played out, among other ways, through the support of Indonesian language instruction for foreign speakers (BIPA) in numerous countries. One of these is the preparation of BIPA teaching materials in the guise of “Sahabatku Indonesia” in six books at levels A1, A2, B1, B2, C1, and C2. Integrated learners can develop their language proficiency in the four skills of listening, speaking, reading, and writing through the use of text-based materials and learning assignments. In addition, learning materials and assignments are designed in an integrated manner to facilitate the development of the Indonesian perspective. Each unit is furnished with structured tasks in the form of exercises for evaluation purposes.

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