

The Needs of Beginning Thai BIPA Learners on Indonesian Cultural Content

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Abstract. Indonesia and Thailand share the same cultural knowledge regarding rice food consumption and the heroic epic Panji or Inao. However, research exploring learning materials about this two cultural knowledge as BIPA learning materials for beginner Thai BIPA learners has not been intensively conducted. This research focuses on efforts to identify the need for Indonesian-Thai cultural content material for BIPA students at the beginner level. This research design uses ADDIE by adapting the first two steps, namely first, compiling questionnaires and interviews with BIPA Thai elementary students and teachers to obtain projections of the needs and preferences of non-text BIPA textbooks containing Inao's story. Second, conduct a needs and preferences analysis of the results of questionnaires and interviews of beginner-level BIPA Thai learners. The respondents of this study were six BIPA students from the State University of Malang, Walailak University of Thailand, and the Islamic University of Malang. The results showed that the culture of rice consumption, the story of Inao or Panji, and Indonesian tourist attractions that became world heritage designated by UNESCO are interesting and need to be the content of BIPA learning materials, with the medium of electronic books, BIPA pages, and social media platforms (IG, FB, Twitter, and Youtube). The implication of this research is the preparation of BIPA learning designs for Thai BIPA students with cultural content of rice consumption, the story of Panji or Inao, and Indonesian tourist attractions that are UNESCO world heritage.

Keywords: BIPA, BIPA Thai learners, Panji-Inao, Rice Consumption Culture

1 Introduction

Bahasa Indonesia is a foreign language for Thai Indonesian for non-native speakers (BIPA) learners. BIPA learning has a different character from Indonesian learning in general, which is intended for Indonesian learners. The specificity of BIPA learning is determined by various internal and external aspects of learners (Fatahillah, 2020; Laksono, 2020; Suciyatmi et al., 2023). The internal aspects of BIPA learners include the level of learner ability, learning goals and interests, and differences in learning motivation in Indonesian. While external aspects that affect foreign language learning include the target language, culture, learning components, places, and outputs that are required to be produced from the learning (Kusmiatun, 2018).

Culture is one of the external aspects that affect foreign language learning. Indonesia is a country rich in culture, and a multicultural country. Indonesia's richness and cultural diversity are both historical and social facts. The uniqueness of diverse cultures has implications for the perspective, behavior, and formation of individual character as values that live and are passed down from generation to generation in society (S Wahyuni et al., 2019; Sri Wahyuni et al., 2022). This richness of Indonesian culture can be integrated with various learning materials including BIPA learning. With this integration, BIPA learners will hopefully find it easier to master Indonesian language skills because learning a language is essentially learning culture.

The level of learning ability of BIPA learners is one of the strategic aspects of learning BIPA. The higher the level of language competence of BIPA learners, the higher and more complex the level of preparation, material, and learning design that must be designed by BIPA teachers (Laksono, 2020; Laksono & Ismiatun, 2023). This challenge is linear with the mastery that BIPA teachers have in preparing material that is in line with the level of competence of BIPA learners.

Different cultural backgrounds for BIPA learners, especially beginner learners, affect the material presented.

Cultural clashes in BIPA classes are inevitable, especially the culture of origin of learners with Indonesian culture as the target language (Kusmiatun, 2018; Murtianis & Rohmadi, 2019). In this context, the formulation of BIPA teaching materials containing the culture of origin of learners and Indonesian culture is an urgent matter to consider. This is in line with the results of the study of Laksono & Ismiatun (2023) which states that the introduction of local Indonesian culture must be taught by BIPA teachers in the classroom.

An earlier study that focused on BIPA learning based on Indonesian folklore, the inclusion of traditional herbal drinks in BIPA, and traditional dragon snake game material in Thailand called *ngu kin hang* and *congklak* or *dakon* game, which is known as *maak lum* in Thai. (Murtianis & Rohmadi, 2019; Tiawati, 2015; Wardani & Ulya, 2019). The first study seeks to offer the closeness of Thai and Indonesian learning cultures in terms of traditional games to be included in BIPA materials. While the second study has included elements of Indonesian herbal drinking culture in BIPA learning for Thai students. Furthermore, the third study produced findings that the appropriate learning model for exposing folklore to BIPA learners is a receptive and productive model applied to improve language skills including listening, reading, speaking, and writing. Improving language skills, especially writing and speaking, is the main focus in measuring the Indonesian language skills of BIPA students (Laksono, 2017).

Previous research on BIPA teaching materials that are specific to certain levels has been carried out as "Utilization of Literature as BIPA Teaching Materials" to be able to create their literary works with their respective creativity by taking themes from Indonesia and conducting appreciation activities on their works (Nurhuda et al., 2017). Similar research was also conducted by Hidayat Widiyanto, entitled "Local Wisdom of Javanese Culture as Indonesian Teaching Material for Foreign Speakers (BIPA)". The research describes how to use the local wisdom of Javanese culture as BIPA teaching material. (Lestari & Jazeri, 2021).

The next research was entitled "Development of Audio Visual Media for BIPA Learning (Indonesian for Foreign Speakers) at the Elementary Level". The research aims to develop audio-visual learning media in the form of videos as Indonesian learning media for Foreign Speakers at the basic level guided by the BIPA book (Sudana et al., 2017).

Another research was conducted under the title "Development of Word Card Media in Indonesian Learning for Foreign Speakers". The purpose of the study was to describe the process of developing word cards as a learning medium that will be applied to BIPA students at levels A1 and A2 of the University of Muhammadiyah Surakarta. The results of the study show that the design of word card media development is by the principles of preparing visual media and by SKL (Graduate Competency Standards) or BIPA Level A1 and A2 teaching materials (Ellsa & Rahmawati, 2020).

Research using teaching materials was also conducted by Arif Fatahillah, with the title "Development of BIPA Teaching Materials for Beginner Level (Beginner) at Songserm Wittaya Mulnithi Kuthao Hadyai Thailand". The results of this study are (1) the results of needs analysis according to the perceptions of BIPA learners and teachers which produce the characteristics of BIPA teaching materials at the beginner level, (2) teaching materials are developed with materials/topics, presentation of materials/topics, language and readability, and graphics, and (3) the results of product assessment or validation by experts and practitioners as a whole obtained a percentage of 88%. It can be concluded that BIPA teaching materials are needed at the beginner level at Songserm Wittaya Mulnithi Kuthao Hadyai Thailand (Fatahillah, 2020).

Previous research that prioritizes cultural elements in BIPA learning has not explored the types of Indonesian culture and Thai cultures that have closeness and are practiced as cultural activities together. This study is urgent considering that Thai and Indonesian cultural elements share the same cultural knowledge related to rice processing and consumption culture through the mythical figure of the rice goddess (Dewi Sri, Indonesia) and Mae Posop (Dewi rice in the Thai version) as well as the figures of Panji (Indonesia) and Inao (Inu Kertapati/Panji). The research focuses on analyzing the needs of beginner-level Thai BIPA learners related to Indonesian-Thai cultural teaching materials.

2 Methodology

This research uses a research development design type of Research and Development (R & D) development. R&D is a scientific way to research, design, manufacture, and test the validity of products that have been produced (Sugiyono, 2015). The scope of R & D in this study is a preliminary analysis of the needs of BIPA Thai learners related to Indonesian-Thai cultural elements as teaching materials. The source of this research data is six entry-level Thai students from the Islamic University of Malang, the State University of Malang, and the Walailak University of Thailand. The six students were respondents to this study. The data in this study is a questionnaire using the Likert scale and the results of interviews with six respondents that have been compiled by researchers.

Table 1. Questionnaire Analysis of Needs and Preferences of BIPA Teaching Materials Containing Indonesian-Thai Culture for Beginner Level BIPA Thailand Students

No	Questions	Preference Scale				
		Strongly Agree	Agree	Quite Agree	Disagree	Strongly Disagree
1.	Are you interested in learning Indonesian for Foreign Speakers (BIPA)					
2.	Are you studying Indonesian for Foreign Speakers (BIPA)					
3.	Does nonfiction reading material (booklets, posters, textbooks) help you learn BIPA?					
4.	Does fiction reading material (short stories, short films) help you study BIPA?					
5.	Do materials with local Indonesian content that are also found in Thailand (such as Inao/Panji, Wat/Candi, Food staples of rice, and the story of the rice goddess: Dewi Sri/Mae Posop) help you learn BIPA?					
6.	Do you know about the story of Inao (Panji) which is popular in Thailand?					
7.	Is Inao's story (Panji) the right and interesting content for BIPA learning materials?					
8.	Is the content about Wat/Temple appropriate and interesting content for BIPA learning materials?					
9.	Is the content about the culture of eating rice the right and interesting content for BIPA learning materials?					
10.	Is the content about traditional Indonesian food appropriate and interesting for BIPA learning materials?					
11.	Is the content about Indonesian nature scenery appropriate and interesting for BIPA learning materials?					
12.	Is the content about Indonesian village life appropriate and interesting for BIPA learning materials?					
13.	Is the content about Indonesian city or metropolitan's life appropriate and interesting for BIPA learning materials?					
14.	Is Indonesia's UNESCO heritage content appropriate and interesting for BIPA learning materials? (such as Batik, Komodo National Park)					
15.	Do you like learning BIPA using printed books?					
16.	Do you like learning BIPA using e-books?					
17.	Do you like learning BIPA through reading on the BIPA website?					
18.	Do you like learning BIPA through podcasts?					
19.	Do you like learning BIPA through social media? (IG, FB, Twitter)?					
20.	Do you like learning BIPA through Youtube?					

The R&D model used in this study is the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model. ADDIE was developed by Robert Maribe Branch (2009). This model uses five stages of development, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. An analysis is related to analysis activities on the situation and environment so that it can be found what products need to be developed. Design is a product design activity. Evaluation is the activity of assessing each step of the activity.

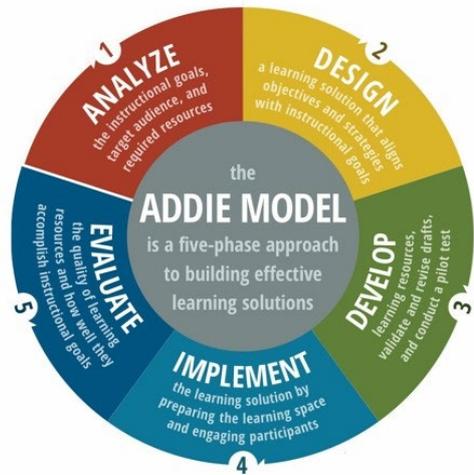


Figure 1. Design R&D ADDIE Model (Podcast, 2020)

Based on the picture above, this study was conducted with the following steps: 1) compile questionnaires and interviews for elementary level BIPA Thai students and teachers to obtain projections of needs and preferences for non-text BIPA textbooks containing Inao stories, and 2) conduct needs and preferences analysis of questionnaire results and interviews of beginner level BIPA Thai students.

3 Result

The results of the questionnaire of six respondents on the needs and preferences of BIPA teaching materials containing Indonesian and Thai culture were obtained as follows.

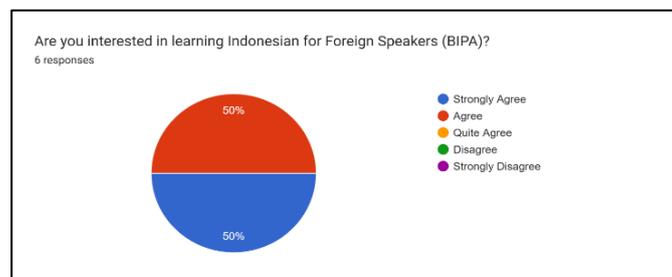


Figure 2. BIPA Learning Interests

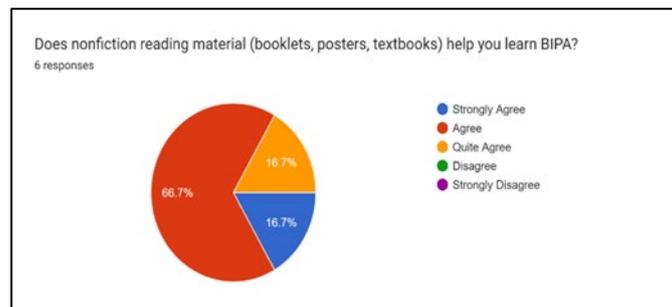


Figure 3. Nonfiction Reading Material Helps Learn BIPA

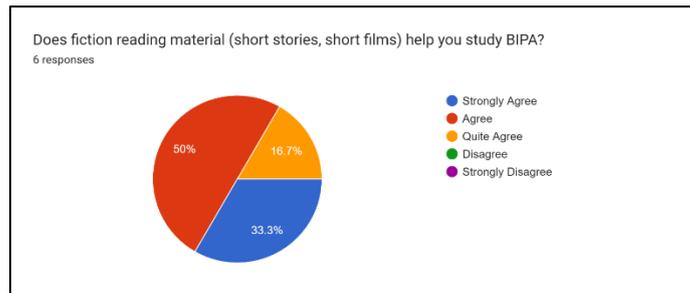


Figure 4. Fiction Reading Material Helps Learn BIPA

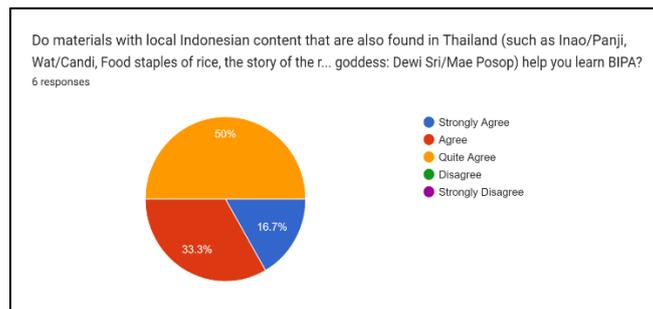


Figure 5. Content Local Indonesian materials such as stories of Dewi Padi and Panji are also found in Thailand (Mae Posop and Inao)

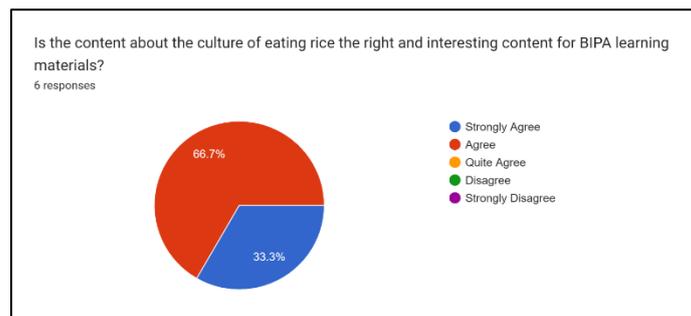


Figure 6. Culture of Eating Rice is Right and Interesting for BIPA Learning Content

For Thai BIPA learners, nonfiction content in the form of booklets, posters, and textbooks helps them learn BIPA more than fiction content such as figures 3 and 4. The characteristics of nonfiction texts that present data and information are seen as more helpful for learners to learn BIPA. Learning materials according to the field of study pursued by BIPA learners make it easier for them to focus on learning BIPA (Laksono, 2020). The character of factual nonfiction texts with the use of standard language that uses denotative meanings is relatively easier to understand than fictional texts. Simplification of readings about local culture used by BIPA teachers can also facilitate the process of understanding cultural content for BIPA students (Laksono & Ismiatun, 2023).

Although the findings show that Thai BIPA learners prefer similar story content found both in Indonesia and Thailand such as temples (wat), fairy tales of rice goddesses, and Inao characters (Panji) are content they like to present in BIPA teaching materials. As an area whose population has an agrarian culture and consumes rice (rice), stories related to the rice goddess confirm this staple food's existence (Ambarwati, 2019; Nastiti, 2020; Yoo-In, 2011).

4 Discussion

Rice fields with abundant irrigation systems make rice thrive both in Indonesia, especially Java and Thailand. Because of the consumption of rice and its derivatives, the people of Indonesia and Thailand have processed foods in the form of cakes and dishes based on rice flour and rice. The results of the questionnaire also prove that BIPA students from Thailand want content that contains the culture of eating rice and exposure to traditional Indonesian cakes. In accordance with the results of the study of Laksono & Ismiatun (2023) which states that local cultural content can make BIPA students more interested in learning in class because they can understand the culture of the language they are learning.

The rice goddess for the agrarian communities of Indonesia and Thailand has its own place. The study of the Rice Goddess referred to as Mae Posop in Thailand is estimated to appear 500 years ago in royal ritual literature and Dewi Sri in the view of Indonesian agrarian society is closely correlated with the fertility goddess and rice guardian (De, 2014; Nastiti, 2020). Both are the main goddesses for the people of Thailand and Indonesia. Before planting and harvesting rice, the people of Indonesia and Thailand perform certain rituals that show respect for the rice goddess (Winowatan & W, 2023). Cultural similarities as potential rice consumers are explored to facilitate entry-level BIPA Thailand students to learn with material content that is close to their daily experiences.

The heroic story of Panji (Raden Inu Kertapati), who was the prince of the Jenggala kingdom, spread widely to other Southeast Asian regions, including Thailand. In Thailand, Inu Kertapati became Inao. The story of Panji from Indonesia was brought and adapted by two princesses of the Ayutthaya Kingdom in the mid-17th to early 18th centuries through the rice and horse trade (Putri, 2018). The two princesses obtained Panji's stories from their servants who came from the Malay region. At that time the kingdoms on the island of Java bought rice from the kingdom of Ayutthaya and vice versa the kingdom of Ayutthaya bought horses from the kingdom in Java. According to Thai Inao expert, Rujaya Abhakorn, the continuity and expansion of the story of Panji Indonesia was carried out massively by the kingdom, especially the Chakri Dynasty through King Rama I who transformed Panji as the story of Dalang and King Rama II who adapted the story of Panji into Inao, until Inao was claimed as a work of great Thai poetry (Putri, 2018; Taum, 2018). Although (Kieven, 2014) notes that the expansion of Panji stories was a contribution to the Majapahit kingdom which at that time also expanded its territory to Southeast Asia.

The story of Inao which is rooted in the story of Panji Indonesia is an indication that the perspective of thinking, the pattern of relations between the leader (King) and his people, and even the agrarian knowledge of the Thai and Indonesian people have closeness and similarities that have been established for a long time. This narrative is relevant to be written as teaching material for BIPA Thailand students. The narrative about Panji and Inao is of interest to BIPA Thai learners, as evidenced by the results of the questionnaire showing that 50% quite agree and the other 50% agree that the story of Inao or Panji is interesting as BIPA learning material content.

“ I will be enthusiastic about reading it, because Inao is very popular in Thailand.” (NM).

Indonesia's natural beauty, rural life, metropolitan life, as well as UNESCO heritage from Indonesia such as batik and Komodo national park sites are interesting content that they want to explore in BIPA textbooks. One respondent in the interview stated that he wanted material about Inao, which became a popular story in Thailand and turned out to be rooted in Indonesia in BIPA reading books.

When asked respondents what was most interesting about Indonesia. Another respondent stated that Indonesia has many regional languages and he was curious how Indonesian was able to become the language of instruction accepted by all tribes with different languages (respondent, AN). For these respondents, it is not easy for Indonesia to manage regional language differences with various tribes, let alone accept Indonesian as the official language of the country. The respondent in full stated that

“Indonesia has a vast territory with a variety of rich cultures, I felt like I wanted to read series about beautiful places in Indonesia in the BIPA book” (TPO).

The reasons six respondents are interested in learning BIPA can be categorized into three, namely scientific motives, economic motives, and geographical proximity motives. One respondent expressed an opinion indicating that he wanted to study further in Indonesia and study BIPA for a scholarship from the Government of Indonesia.

“Indonesia has a lot of unique building architecture, which is used as houses, houses of worship, the ornaments vary in each region and that's cool. I want to learn about Indonesian architecture and hope to continue my studies on architecture in Indonesia” (NA).

The beautiful landscape of Indonesia is also one of the BIPA learning material content that BIPA Thai learners want to know more, in line with the results of a questionnaire that shows respondents' enthusiasm for places in Indonesia that have been named as UNESCO as world heritage because they are the habitat of endemic ancient giant lizards.

“ Komodo National Park is one of the places I want to visit and of course, it will interest me to read if it is in the BIPA learning material ” (YA).

The results of interviews with BIPA Thailand students corroborate previous research which found that material on Indonesian tourism for BIPA Thailand students at Fathoni University is grateful (Tawandorloh et al., 2021). In addition, other BIPA teaching materials that became topics were hospitality, introduction to journalism, translation, introduction to business, and Introduction to office administration. The materials are focused on skills or practices. Identifying previous topics that have been presented and proven to be of interest, according to the needs and preferences of BIPA Thai learners, is an effort to facilitate the success of BIPA teaching that is right on target, acceptable, and attracts BIPA learners. The results of interviews with respondents showed that economic motives and geographical proximity factors are the reasons for learning BIPA.

“Tourist visits from Indonesia are increasing from time to time, I want to be a tour guide for tourists from Indonesia, that's the reason I learned BIPA.” (SK).

“Indonesia is not far from Thailand, besides wanting to learn about Indonesia I also want to trade and serve goods needed by Indonesian tourists (JE).

Thai learners' arguments for learning BIPA need to be adequately formulated to be formulated into reading material that helps them project their needs to Indonesian. The findings Maharany (2017) showed that in the last week of week 14, Thai BIPA learners experienced an increase in the production of new vocabulary, which was caused by topic factors and language concepts taught at each meeting. Although according to (Maharany, 2017) on the topic of time, Thai BIPA learners have difficulties due to different cultural concepts, on other topics such as the limbs of BIPA learners it is easier to learn because there is no need to connect with the concept of time.

The implications of the research results were strategically considered to process cultural content topics related to relatively complicated concepts of time. The next important note is how to manage cultural content that contains cultural practices of rice consumption, Inao stories, and tourist attractions into learning materials that are in line with the needs and preferences of BIPA Thailand learners by considering the concept of the latest (never-before-read) cultural content in topics to enhance the production of new vocabulary.

The BIPA teacher should take into account the material's medium while creating lessons for BIPA Thailand students at the basic level. Compared to printed books, BIPA Thai students prefer BIPA learning material content to be accessed through electronic books and social media platforms such as BIPA websites, podcasts, IG, FB, Twitter, and Youtube. However, this study has not touched the characteristics of BIPA learning content on social media that are specifically needed and liked by respondents. The implication of this research is the preparation of BIPA learning designs for Thai BIPA students with cultural content of rice consumption, the story of Panji or Inao, and Indonesian tourist attractions that are UNESCO world heritage.

5 Conclusion

Indonesian cultural topics that are close to Thai culture, namely rice consumption culture, Panji or Inao stories, and Indonesian tourist attractions are content that beginner BIPA Thai learners are interested in exploring as learning materials. Before the three cultural topics are combined into BIPA learning materials, it is important to consider the traits of beginning BIPA Thai learners who like using electronic books and social media platforms to access the content they need to learn. While the scientific, economic, and geographical proximity elements of Thailand and Indonesia need to be taken into account when developing learning materials for beginner-level BIPA Thai students.

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