

Analysis of the Needs for the Development of Indonesian Culture and Storytelling Based on BIPA Animation Video Teaching Materials

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ABSTRACT

The growing global interest in learning Indonesian necessitates effective and engaging teaching materials for foreign speakers (BIPA/Bahasa Indonesia bagi Penutur Asing). However, traditional BIPA instruction faces challenges, including low student motivation, limited speaking skills, and insufficient integration of Indonesian cultural elements, leading to suboptimal learning outcomes. To address the gaps, this qualitative needs analysis investigates the specific requirements of international students and instructors for storytelling-based animated video teaching materials that incorporate Indonesian culture. Data were collected through purposive sampling, interviews, questionnaires, and observations across six research stages. The study aimed to identify key elements for BIPA materials that enhance speaking skills and motivation while fostering a deeper cultural understanding. Findings reveal that language needs, cultural background, learning styles, storytelling elements, and Indonesian cultural integration influence international students' preferences for BIPA teaching materials. Incorporating these elements into material design will boost effectiveness and appeal. This study concludes that storytelling-based animated videos effectively bridge linguistic competence and cultural comprehension in BIPA learning, contributing to innovative, student-centric materials.

Keywords:

BIPA; Teaching Materials; Animated Videos; Indonesian Culture; Storytelling.

ABSTRAK

Meningkatnya minat global dalam mempelajari bahasa Indonesia membutuhkan materi ajar yang efektif dan menarik bagi penutur asing (BIPA/Bahasa Indonesia bagi Penutur Asing). Namun, pengajaran BIPA tradisional menghadapi tantangan, termasuk motivasi siswa yang rendah, keterampilan berbicara yang terbatas, dan integrasi unsur-unsur budaya Indonesia yang kurang memadai, sehingga menghasilkan hasil belajar yang kurang optimal. Untuk mengatasi kesenjangan tersebut, analisis kebutuhan kualitatif ini menyelidiki kebutuhan spesifik siswa dan instruktur internasional akan materi ajar video animasi berbasis cerita yang menggabungkan budaya Indonesia. Data dikumpulkan melalui purposive sampling, wawancara, kuesioner, dan observasi di enam tahap penelitian. Penelitian ini bertujuan untuk mengidentifikasi elemen-elemen kunci materi BIPA yang meningkatkan keterampilan berbicara dan motivasi sekaligus menumbuhkan pemahaman budaya yang lebih mendalam. Temuan penelitian mengungkapkan bahwa kebutuhan bahasa, latar belakang budaya, gaya belajar, unsur-unsur cerita, dan integrasi budaya Indonesia memengaruhi preferensi siswa internasional terhadap materi ajar BIPA. Memasukkan unsur-unsur ini ke dalam desain materi akan meningkatkan efektivitas dan daya tarik. Penelitian ini menyimpulkan bahwa video animasi berbasis cerita secara efektif menjembatani kompetensi linguistik dan pemahaman budaya dalam pembelajaran BIPA, berkontribusi pada materi yang inovatif dan berpusat pada siswa.

Kata kunci:

BIPA; Materi Ajar; Video Animasi; Budaya Indonesia; Bercerita.

1. Introduction

Learning Indonesian Language for Foreign Speakers (BIPA/Bahasa Indonesia bagi Penutur Asing) has been the focus of attention in recent years, in line with the increasing interest of the international community in learning Indonesia's language and culture (Wati, Puspaningrum, Rukmana, Barinto, & Saddhono, 2024). The number of international students studying in Indonesia continues to increase yearly. Data from the Ministry of Education and Culture of the Republic of Indonesia shows that in 2020, around 14,000 international students were studying in Indonesia (Kebudayaan, 2021). International students who come to Indonesia to pursue higher education need adequate Indonesian language skills to adapt to Indonesia's academic and socio-cultural environment (Ramadan Elbaoui Shaddad & Jember, 2024).

In practice, there are still several obstacles in learning BIPA, such as low motivation to study and a lack of speaking skills among foreign students (Husna & Isnaniah, 2023; Suyitno, 2007). In addition, there is a major challenge in BIPA learning, which is how to develop teaching materials that can attract interest and increase the learning motivation of foreign students (Yulianti & Melasarianti,

2023). Teaching materials that are not attractive and do not by the needs of international students can have an impact on low learning motivation and the achievement of suboptimal learning outcomes (Utami & Rahmawati, 2020). Another challenge in BIPA learning is how to improve the speaking skills and learning motivation of foreign students (Lestari, Fahmy, Wati, Wagiran, & Subyantoro, 2024). In addition, the use of less varied learning methods and the lack of integration of Indonesian culture in teaching materials are also factors that affect the low speaking skills of foreign students (Anggaira, 2019; Ibda, 2019; Tanti, 2024; Alwi, Ernalida, & Lidyawati, 2020).

Several recent studies have shown that the use of animated videos in foreign language learning can improve students' comprehension and speaking skills and increase positive attitudes during learning activities (Pisarenko, 2017; Rizavatmi, 2023; Samusenko, 2021). This is also supported by Mardasari et al. (2021) Who stated that animated videos in BIPA learning can increase understanding and retention of material for international students. Meanwhile, *the storytelling approach* has also been proven to be effective in improving students' pronunciation skills, vocabulary, grammar, and sentence structure, increasing learning motivation, and cultural understanding in foreign language learning (Bagretsova, 2020; Kallinikou & Nicolaidou, 2019; Tandzegolskienė & Balčiūnaitienė, 2018; Vinnikova, 2022). Despite these findings, there remains a gap in research regarding developing high-quality BIPA animation teaching materials that incorporate Indonesian culture and storytelling elements. Existing studies have primarily focused on general language learning benefits, with limited emphasis on the cultural adaptation needs of international students.

The availability of quality BIPA animation video teaching materials that suit the needs of international students is still limited, so it is necessary to seriously select and organize them by considering the characteristics and goals of international students and understanding pedagogical norms (Suyitno, Susanto, Kamal, & Fawzi, 2017). In addition, there are still limited studies that specifically examine the development of BIPA animated video teaching materials that are loaded with Indonesian culture and are storytelling-based. Animated videos that contain Indonesian culture and are based on *storytelling* can be an effective means to introduce Indonesian culture and improve the speaking skills and learning motivation of foreign students (Asteria & Nofitasari, 2023). Therefore, analyzing the need to develop BIPA animation video teaching materials loaded with Indonesian culture and based on storytelling is important.

In developing storytelling-based BIPA animation video teaching materials, it is very important to understand the characteristics and needs of international students. Research conducted by Subandiyah et al. (2019) shows that Indonesian Language learning materials based on local culture are very important for international students to improve their language skills and familiarize themselves with Indonesian culture, supported by diverse cultural backgrounds, so they need teaching materials that can help them understand Indonesian culture better (Yuristia, 2020). Another study conducted by Syaharuddin, Rusmaniah, Ilhami, Nursahid, & Uzhma (2023) shows that using interesting learning media, such as animated videos, can increase learning motivation in shaping foreign language communication competencies (Arifin, 2023; Hafizah, 2023). This is because animated videos can present learning materials visually and interactively, so that they can attract the

attention and interest of international students in learning. Based on these findings, it can be concluded that international students studying BIPA need teaching materials that can help them understand Indonesian culture, improve their speaking skills, and increase learning motivation.

One of the important aspects of learning BIPA is the understanding of Indonesian culture. International students who study BIPA not only need to master the linguistic aspect, but also must understand and appreciate the cultural aspects of Indonesia to be able to understand the diversity and uniqueness of Indonesia's culture (Subandiyah et al., 2019). This is because language and culture are two things that are interrelated and cannot be separated. Research conducted by Susilowati et al. (2021) Shows that international students who study BIPA need teaching materials that can help them understand Indonesia's culture, such as the customs, traditions, and values embraced by Indonesia. Understanding Indonesian culture can help international students adapt to Indonesia's social environment and improve their speaking skills.

One of the main goals in BIPA learning is to improve the speaking skills of international students. However, in practice, there are still some obstacles faced by international students in improving their speaking skills, such as pronunciation, grammar, and choosing the right vocabulary. The results of the study stated that BIPA students face difficulties in pronouncing vocabulary when communicating verbally due to cultural and language differences with their home countries (Zahra, Tiawati, & Rahmat, 2023). The results of another study show the need for digital learning media to improve BIPA students' listening skills so that they can distinguish sounds and understand sentence structures in Indonesian, so that students can speak more easily (Perdani, Nadelia, & Sumartono, 2022). Animated videos were chosen as a learning medium to overcome these problems because animated videos can present learning materials visually and interactively, so that they can attract the attention and interest of international students to learn (Bastian, Andayani, & Suyitno, 2020).

This study aims to analyze the need to develop BIPA animation video teaching materials loaded with Indonesian culture and based *on storytelling* to improve international students' speaking skills and learning motivation. The results of this research are expected to contribute to developing more effective BIPA teaching materials that meet international students' needs. Before developing storytelling-based BIPA animation video teaching materials, it is necessary to conduct a needs analysis to determine the characteristics of international students, the materials needed, and the features that must be present in the teaching materials. This needs analysis is important so that the teaching materials developed can meet the needs and characteristics of international students, so that they can improve their speaking skills and learning motivation effectively.

2. Methods

2.1 Research Design

This study uses a qualitative approach with a needs analysis method. The qualitative approach was chosen because this study aims to understand and analyze the needs of the development of BIPA

animation video teaching materials that contain Indonesian culture and are storytelling-based to improve international students' speaking skills and learning motivation. Descriptive methods describe and interpret data obtained from the field (Creswell, 2019). The population in this study is international students who are learning Indonesian Language for Foreign Speakers (BIPA) at UPN Veteran East Java and BIPA teachers who teach in foreign student classes. The research sample was selected using the purposive sampling technique, which is the selection of samples based on certain criteria (Sugiyono, 2020). The sample criteria in this study are international students who are studying BIPA at UPN Veteran East Java, have a minimum Indonesian language proficiency of A2, and are willing to become respondents.

The main instrument in this study is the researcher himself. In addition, supporting instruments in the form of interview guidelines, questionnaires, and observation sheets are also used. The data collection methods used are interviews, questionnaires, and observations. The interview was conducted to obtain in-depth information on the need to develop storytelling-based BIPA animation video teaching materials that contain Indonesian culture. The questionnaire collected data on international students' learning motivation and speaking skills. Observation was carried out to observe the BIPA learning process in the classroom. This study analyzed the needs by interviewing international students studying BIPA in Indonesia. The interviews were conducted to obtain in-depth information about the problems faced by international students in learning BIPA, especially related to speaking skills and learning motivation. In addition, interviews were conducted to identify international students' preferences for the current teaching materials and their expectations for developing BIPA animated video teaching materials that contain Indonesian culture and are based on *storytelling*.

2.2 Data Collection

Data obtained from interviews, questionnaires, and observations were analyzed using qualitative data analysis techniques, which included data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). Data reduction is done by selecting, focusing, simplifying, and transforming the data obtained. The presentation of data is carried out in the form of narrative text, tables, and graphs. Concluding is carried out by interpreting and verifying the findings of the research. The analysis of the need for the development of BIPA animated video teaching materials that contain Indonesian culture and are storytelling-based is an important first step in the teaching material development process. Needs analysis aims to identify and understand the needs, problems, and preferences of international students related to the BIPA teaching materials currently in use (Gall, Gall, & Borg, 2017). The information obtained from the needs analysis will be the basis for developing teaching materials that suit the needs of international students.

The research procedure consists of several stages, namely (1) Literature Study, at this stage, the researcher conducts a study of literature related to BIPA learning, the use of animated videos in language learning, and a *storytelling* approach in the development of teaching materials; (2) Observation and Interview, the researcher conducts observations in BIPA classes and interviews with

BIPA teachers and foreign students to identify needs, challenges, and preferences in BIPA learning; (3) Preparation of Needs Analysis Instruments based on the results of literature studies and observations/interviews, researchers develop needs analysis instruments that include aspects such as characteristics of foreign students, speaking skills, learning motivation, and preferences for the use of learning media; (4) Instrument Validation, needs analysis instruments that have been prepared are then validated by language learning experts and learning media to ensure their suitability and feasibility; (5) Data Collection, the researcher collects data through the dissemination of needs analysis instruments to foreign students who are studying BIPA in various educational institutions.

2.3 Data Analysis

Data Analysis, data collected from needs analysis instruments are analyzed qualitatively to identify the needs, challenges, and preferences of international students in BIPA learning. The research procedure is presented in the research flow chart in Picture 1 below.



Picture 1. Research Flow Diagram

3. Results and Discussion

This section synthesizes the findings from the needs analysis conducted with international students, BIPA lecturers, and curriculum standards. Rather than reiterating general issues in the introduction, the focus is on interpreting empirical data in light of relevant educational theories and previous research, thereby offering a critical perspective on developing culturally-integrated, storytelling-based animated teaching materials for BIPA.

3.1 Foreign Students' Needs for BIPA Teaching Materials

The highest-ranked priority among international students was linguistic competence, with 50% of participants highlighting language mastery as the primary goal. This aligns directly with Krashen's Input Hypothesis, which posits that learners acquire language most effectively when exposed to input

slightly above their current competence level ($i+1$). Accordingly, BIPA materials must scaffold new content progressively while maintaining comprehensibility.

Simultaneously, students expressed significant preferences for materials that reflect Indonesia's cultural context (40%) and storytelling-based formats (30%). These preferences suggest a demand for functional language use and materials that situate linguistic elements within meaningful and culturally authentic narratives. This finding corresponds with Bruner's Narrative Construction of Reality, which argues that learners process and retain new information more effectively when embedded in narrative form.

Regarding delivery, the preference for digital formats like animated videos supports Mayer's Multimedia Learning Theory, which emphasizes the importance of dual-channel processing (visual and auditory) for knowledge retention. Additionally, the preference patterns align with Gardner's Multiple Intelligences Theory and Kolb's Learning Styles Model, reaffirming the need to design instruction that accommodates visual-spatial learners and active experiential engagement.

The 20% highlighting specific learning styles and the 10% referring to collaboration and communication indicate that while individual learning preferences matter, the need for social interaction in learning cannot be overlooked. This is congruent with Vygotsky's Sociocultural Theory and Long's Interaction Hypothesis, which stress the role of mediated social learning and interaction in second language acquisition.

3.2 BIPA Lecturers' Needs for Teaching Materials

Lecturers emphasized pedagogical challenges in designing interactive, culturally grounded learning experiences. Fifty percent reported difficulties constructing interactive learning environments, while another 50% noted the need for pedagogically sound, storytelling-based animated materials. This highlights a dual challenge: a lack of content and tools to facilitate effective delivery. This resonates with Shulman's Pedagogical Content Knowledge (PCK) framework, which underscores that quality instruction requires mastery of subject matter and effective teaching strategies. Lecturers struggle to provide contextually rich and pedagogically robust lessons without adequate materials.

The lecturers' concerns regarding international students' varied cultural backgrounds (20%) further support the need for storytelling-based teaching strategies. Stories allow abstract linguistic structures to be contextualized, thereby increasing accessibility for students from diverse cultural and linguistic backgrounds. These results echo Subandiyah et al. (2019) and Asteria & Nofitasari (2023), demonstrating that narrative-based, culture-infused materials improve student motivation and intercultural understanding.

The technical and creative needs (30%) expressed by lecturers signal a necessity for institutional support in developing such materials. Producing animated storytelling content requires digital competencies, time investment, and creative resources. This calls for professional

development initiatives and collaborative design efforts involving media specialists and language instructors.

3.3 *Curriculum and Syllabus Needs for BIPA Teaching Materials*

Findings from the curriculum analysis show that current syllabi are often misaligned with the communicative goals of foreign language instruction. Fifty percent of responses emphasized aligning materials with learning objectives and BIPA competencies. This misalignment risks reducing teaching to rule-based grammar instruction rather than communicative competence.

The emphasis on learning objectives echoes the principles of Communicative Language Teaching (CLT), which focuses on real-life communication and contextual use of language. However, only 10% recognized the pedagogical value of storytelling, indicating a gap in curricular perception. This underscores the need to elevate storytelling from a supplementary method to a central pedagogical strategy within the curriculum. Storytelling as a methodology is supported by Tandzegolskienė & Balčiūnaitienė (2018) and Vinnikova (2022), who found that narrative strategies enhance language acquisition, motivation, and cross-cultural understanding. To maximize its effectiveness, curriculum developers must integrate storytelling as a technique and a framework for content organization.

In summary, while storytelling and animated delivery modes are perceived as effective, they are not yet systemically embedded into curricular structures. Developing new syllabi should prioritize both the communicative function of language and the cultural narratives that give meaning to that communication.

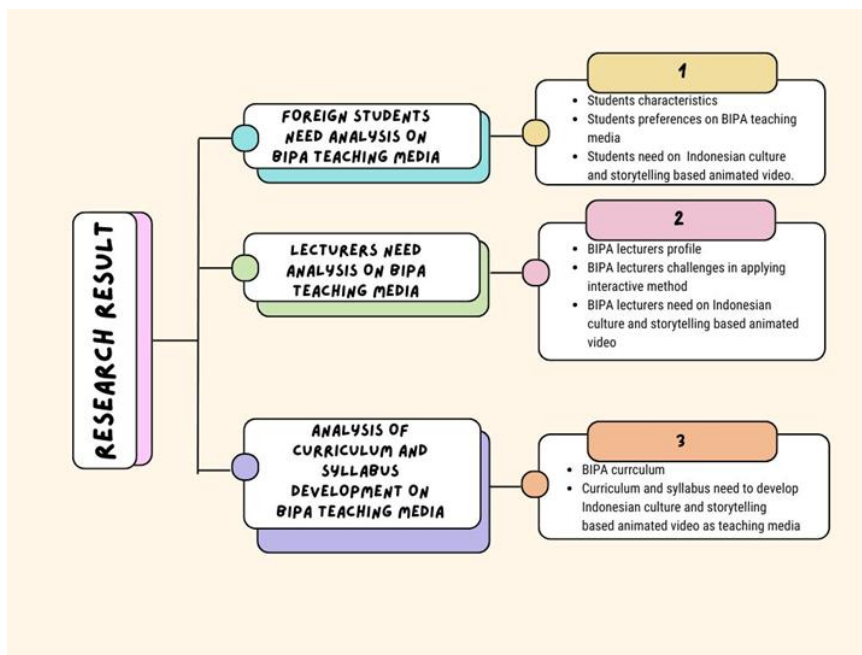
3.4 *Synthesis and Implications*

Taken together, the findings support a strong rationale for developing BIPA teaching materials that are:

Linguistically appropriate, based on comprehensible input principles (Krashen); Culturally contextualized, enhancing cultural competence (Vygotsky, Schema Theory); Narratively structured, to increase retention and emotional engagement (Bruner); Digitally engaging, using multimedia principles (Mayer, Paivio); Pedagogically aligned, supporting diverse learning needs (Gardner, Kolb); Curricularly relevant, advancing communicative goals (CLT). A multidisciplinary approach involving educators, curriculum developers, instructional designers, and cultural experts is necessary to operationalize these insights. Future material development should be guided by empirical data, tested through pilot implementations, and continuously revised based on student feedback and learning outcomes.

This critical discussion moves beyond descriptive reporting by situating the study's findings within broader pedagogical and theoretical frameworks, thus offering a solid foundation for

innovative material development in the BIPA context animated video teaching materials that contain Indonesian culture and are storytelling-based. The results of the study are described in Figure 2 below.



Picture 2. Description of Research Results

3.5 Analysis of Foreign Students' Needs for BIPA Teaching Materials

Based on the above research results, the analysis of international students' needs for BIPA teaching materials can be described into three categories according to Table 1 below.

Table 1. Analysis of Foreign Students' Needs for BIPA Teaching Materials

Characteristics of Foreign Students		Preferences of International Students Towards BIPA Teaching Materials		The Need for International Students for BIPA Animation Video Teaching Materials That Are Loaded with Indonesian Culture and Are Storytelling-Based	
Category	Percentage	Category	Percentage	Category	Percentage
Cultural Background and Language	50%	Teaching material content	40%	Language Requirements	50%
Learning styles and interests	20%	Format of teaching materials	20%	The need for storytelling	30%

Special challenges and needs	20%	Learning methods	30%	Cultural needs	10%
Collaboration and communication	10%	Discussion and conversion	10%	Facility needs	10%

Based on the analysis of the need for teaching materials for the BIPA (Indonesian Language for Foreign Speakers) program in Table 1, it can be seen that language needs occupy the highest priority with an allocation of 50%, showing the importance of language mastery as the main goal. The teaching materials received 40% attention, indicating that the quality of teaching materials is crucial in the learning process. Learning methods and storytelling received 30%, indicating that innovative methods and contextual narratives are important elements to increase student engagement and understanding. Learning styles and interests, teaching material formats, and special challenges and needs each got 20%, indicating that personalization of the learning experience and accessibility of materials are also significant focuses.

On the other hand, supporting aspects such as cultural needs, collaboration and communication, discussion and conversion, and facilities received a smaller portion of 10% each. This reflects that while these elements are essential in creating a holistic learning environment, they are considered less urgent than other major categories. The characteristics of international students show a strong preference for BIPA teaching materials that are adaptive to the students' cultural background and a high need for storytelling-based animation videos that integrate elements of Indonesia's culture. This emphasizes the need for an interactive multimedia approach to meet the expectations of international students in the context of effective and engaging language learning.

3.6 Analysis of the Needs of BIPA Lecturers for BIPA Teaching Materials

Based on the above research results, the analysis of BIPA lecturers' needs for BIPA teaching materials can be described into three categories according to Table 2 below.

Table 2. Analysis of the Needs of BIPA Lecturers for BIPA Teaching Materials

BIPA Lecturer Profile		Challenges Of BIPA Lecturers in Implementing Interactive Learning in the Classroom		The Need for BIPA Lecturers for Animated Video Teaching Materials That Contain Indonesian Culture and Are Based on <i>Storytelling</i>	
Category	Percentage	Category	Percentage	Category	Percentage

Analysis of the Needs for the Development of Indonesian Culture and Storytelling Based on BIPA Animation Video Teaching Materials

Competence and experience of BIPA lecturers	40%	Challenges of interactive learning design	50%	Pedagogical needs of BIPA lecturers	50%
Needs and Teaching Styles of BIPA Lecturers	30%	Challenges related to lecturer competence	20%	Technical and Creative Needs	30%
Challenges and special needs of BIPA lecturers	20%	Challenges related to the characteristics of foreign students	20%	The Need for Evaluation and Development of BIPA Teaching Materials	10%
The role of learning media in BIPA learning	10%	Challenges in making learning media for foreign students	10%	Innovative needs in BIPA learning	10%

An analysis of the needs of BIPA lecturers for BIPA teaching materials in Table 2 shows that several important aspects need to be considered to improve the effectiveness of learning the Indonesian Language for Foreign Speakers (BIPA). Based on data, the competence and experience of BIPA lecturers are the main factors, with a percentage of 40%, followed by the needs and teaching style of 30%. This indicates that the professional development of lecturers is crucial in creating an effective learning environment. In addition, the challenge of interactive learning design also stands out with a percentage of 50%, demonstrating the need for an innovative approach in delivering material to make it more engaging and easy to understand for international students.

In addition, the pedagogical needs of BIPA lecturers reach 50%, which reflects the importance of teaching materials that support effective teaching methods. The need for animated video teaching materials that contain Indonesian culture and are based on storytelling is also in the spotlight, because it can help international students understand the cultural context more deeply. Challenges related to the characteristics of international students and the creation of learning media have a percentage of 20% and 10%, respectively, indicating a special need in designing materials suitable for students' backgrounds and language skills. Overall, this analysis emphasizes the importance of developing teaching materials that are not only informative but also interactive and contextual to meet the various pedagogical and technical needs of BIPA lecturers.

3.7 Analysis of Curriculum Needs and Syllabus of BIPA Teaching Materials

Based on the above research results, the analysis of curriculum needs and the syllabus of BIPA teaching materials can be divided into two categories according to Table 3 below.

Table 3. Analysis of Curriculum Needs and Syllabus for BIPA Teaching Materials Developers

BIPA Curriculum		The Need for A BIPA Curriculum and Syllabus to Develop Animated Video Teaching Materials That Contain Indonesian Culture and are Storytelling-Based	
Category	Percentage	Category	Percentage
Learning objectives and targets of the BIPA curriculum	50%	Conformity with learning objectives and BIPA competencies	40%
Structure and content of the BIPA curriculum	20%	Suitability to BIPA topics and learning materials	20%
BIPA learning approaches and methods	20%	Compatibility with BIPA learning methods	20%
		The effectiveness of storytelling in delivering material	10%
BIPA learning techniques and strategies	10%	Effectiveness of Techniques and strategies in storytelling	10%

Data analysis from Table 3 shows that several important aspects need to be considered in developing BIPA animation video teaching materials loaded with Indonesian culture and based on storytelling. The largest percentage of BIPA curriculum and syllabus needs is the learning goals and targets of the BIPA curriculum at 50%, followed by the structure and content of the curriculum, as well as learning approaches and methods at 20%, and learning techniques and strategies at 10%. This indicates that the main focus in developing teaching materials is to ensure that learning goals and targets are well achieved, while learning structures, methods, and techniques must also support these achievements.

Compared to the suitability of teaching materials to the learning objectives and competencies of BIPA, the largest percentage is the suitability of learning objectives and BIPA competencies of 40%. The suitability of topics, materials, and learning methods each has a percentage of 20%. In comparison, the effectiveness of storytelling in delivering material, techniques, and storytelling strategies only received a portion of 10%. This shows that although storytelling is considered effective as a method of delivering material, the main priority remains the suitability of teaching materials with the learning objectives and competencies to be achieved. This comparison indicates that teaching material developers must emphasize achieving educational goals while considering the effectiveness of delivery methods such as storytelling.

3.8 Analysis of Foreign Students' Needs for BIPA Teaching Materials

To conduct an in-depth and detailed analysis of the needs of international students for BIPA teaching materials, we will discuss each category based on the percentage given and relate it to relevant scientific theories.

3.8.1 Language Requirements

International students need teaching materials that help them understand and use Indonesian effectively. This is a major need because language proficiency is the main goal of BIPA learning. This is by the Input Hypothesis by Stephen Krashen. This theory states that second language learners need slightly more advanced input than their current ability level ($i+1$). Therefore, teaching materials must be designed to provide challenges but remain understandable. Furthermore, this is also by Interlanguage Theory by Larry Selinker. According to this theory, second language learners develop a temporary language system influenced by their native language. Teaching materials must help overcome linguistic interference from students' native languages.

3.8.2 Cultural and Language Background

Understanding Indonesia's cultural context is very important for international students to understand the use of language in real situations. This is by the Sociocultural Theory by Lev Vygotsky: This theory emphasizes that learning occurs through social interaction in a specific cultural context. The integration of cultural elements in teaching materials will make it more effective. In addition, this is by the Cultural Schema Theory. This theory states that cultural schemas influence a person's understanding of the world. Teaching materials that include elements of Indonesian culture will help students build relevant new schemes.

3.8.3 Learning Styles and Interests

Each student has a different learning style, such as visual, auditory, or kinesthetic. Individual interests also affect the effectiveness of teaching materials. This is by the theory of Multiple Intelligences Theory by Howard Gardner. According to this theory, individuals have different types of intelligence, such as visual-spatial, linguistic-verbal, etc. Using animated videos can meet the needs of learners with high visual-spatial intelligence. In addition, this is by the Learning Styles Model theory by David Kolb. This theory identifies four main learning styles: divergers, assimilators, convergers, and accommodators. Teaching materials must include these different learning styles to be more effective.

3.8.4 Format of Teaching Materials

The format of the teaching materials is also important; Some students may prefer digital formats such as animated videos to written text. This is by the Multimedia Learning Theory by Richard Mayer. This theory states that combining text and images is more effective than text alone because it involves

multiple cognitive channels. In addition, this is by the Dual Coding Theory by Allan Paivio. Information is stored in two forms of mental code—verbal and non-verbal—increasing information retention if used together.

3.8.5 *Storytelling Needs*

Storytelling as a teaching method has received significant attention because it can make the material more interesting and memorable. This is by the theory of Narrative Construction of Reality Theory by Jerome Bruner. These theories tend to understand the world through narratives or stories. Using storytelling in teaching materials can increase emotional engagement and facilitate information retention.

3.8.6 *Special Challenges and Needs*

International students may face special challenges, such as difficulties in cultural adaptation or communication barriers that need to be considered in teaching materials. This is by the Affective Filter Hypothesis theory by Stephen Krashen. Emotional factors such as motivation, confidence, and anxiety affect a person's ability to learn a new language. Teaching materials should be designed to reduce stress and increase motivation. In addition, this is by the theory of Zone of Proximal Development (ZPD) by Lev Vygotsky. ZPD is the distance between what students can do on their own and what they can achieve with the help of others. Teaching materials should provide sufficient support to help students reach their full potential.

Learning Methods; The learning method used also plays an important role in determining the effectiveness of teaching materials. This is by the theory of Constructivism by Jean Piaget. Learning is an active process in which students build new knowledge based on previous experiences. In addition, this is by the Experiential Learning Theory by David Kolb. Learning is most effective when students experience the subject matter directly through practical activities or simulations.

Cultural Needs; Understanding the aspects of Indonesia's culture is essential for international students to adapt socially and academically. This is by the theory of the Cultural Competence Model. This theory seeks to understand local cultural values, helping learners become more socially competent in a new environment.

Collaboration and Communication; Collaborating and communicating well are essential in learning a second language. This is by the theory of Communicative Language Teaching (CLT). This approach emphasizes the importance of using language in the context of real communication rather than simply learning the rules of grammar.

Discussion and Conversion; Group discussions or conversions between classmates can speed up the learning process through hands-on practice of using the language. This is by the Interaction Hypothesis theory by Michael Long. Social interaction plays a key role in developing communicative competencies in a second language.

Facility Needs; Access to technology such as computers or the internet is important if the teaching material is in animated videos or other digital formats. This is by the Technology Acceptance Model (TAM) theory. This model describes how users accept and use new technologies based on their perceived usability and ease of use.

3.9 Analysis of the Needs of BIPA Lecturers for BIPA Teaching Materials

3.9.1 BIPA Lecturer Profile

Competencies and Experience; Lecturers' competence and experience are the main factors that affect teaching effectiveness. These competencies include a deep understanding of the Indonesian language, teaching methods, and the ability to integrate cultural elements in learning. Based on the theory of analysis of teaching material needs, lecturer competence is very important because they must be able to convey material in an interesting and relevant way for international students. Teaching experience also plays a role in understanding the various challenges faced in a multicultural classroom.

Teaching Needs and Styles; The teaching style of lecturers needs to be adjusted to the needs of students so that the teaching-learning process becomes more effective. The theory of teaching material needs analysis emphasizes that an adaptive teaching style can increase student engagement and help them understand the material better. In this context, Indonesia's culture-based storytelling can be an effective tool to explain language concepts through narratives that are rich in cultural values.

3.9.2 Challenges of BIPA Lecturers in Implementing Interactive Learning in the Classroom

Interactive Learning Design Challenges; Interactive learning design is one of the biggest challenges for BIPA lecturers. According to the theory of analysis of teaching material needs, interactive learning can increase students' active participation and make learning more enjoyable. However, designing interactive activities that are also culturally charged in Indonesia requires creativity and a deep understanding of how the culture can be integrated into the subject matter.

Challenges Related to Lecturer Competence; Some lecturers may face difficulties implementing interactive techniques due to a lack of training or experience. This theory suggests that improving competence through professional training can help lecturers overcome these barriers and be more confident using innovative storytelling methods.

Challenges Related to the Characteristics of Foreign Students; International students have diverse cultural and linguistic backgrounds, challenging lecturers to deliver material effectively. Storytelling based on Indonesian culture can be a solution because local stories can bridge cultural differences and provide real context for language use.

Challenges of Making Learning Media for Foreign Students; Creating appropriate learning materials for international students requires additional time and resources. Media such as storytelling-based animated videos are interesting and effective in conveying cultural messages visually.

3.9.3 *The Need for BIPA Lecturers for Teaching Materials for Animated Videos Loaded with Indonesian Culture and Based on Storytelling*

Pedagogical Needs; Lecturers need teaching materials that support their teaching methods pedagogically. Storytelling-based animated videos present language content engagingly while introducing aspects of Indonesia's culture to international students.

Technical and Creative Needs; Developing animated video teaching materials requires high technical skills and creativity to ensure engaging and educational content. According to the theory of analysis of teaching material needs, combining technical and creative elements is very important to produce high-quality learning materials.

Evaluation and Development Needs; Continuous evaluation of the effectiveness of teaching materials is necessary to ensure that learning objectives are achieved. Feedback from international students can be used to develop further teaching materials to be more relevant to their needs.

The Role of Learning Media; Learning media plays an important role in the BIPA teaching and learning process. Storytelling-based animated videos help explain language concepts and enrich the learning experience with visual elements that depict daily life in Indonesia.

3.10 *Discussion*

This study revealed several key insights into the development of storytelling-based BIPA animation video teaching materials that incorporate Indonesian cultural elements:

Foreign Student Needs:

- Linguistic competence emerged as the top priority, with 50% of participants emphasizing it as their main learning goal.
- Cultural relevance followed closely, with 40% expressing a desire for materials that reflect authentic Indonesian culture.
- Storytelling-based formats were preferred by 30% of respondents as they enhance engagement and memorability.
- Preferred media included animated videos, indicating the appeal of visual and interactive materials.

Additional needs included accommodating diverse learning styles, collaboration opportunities, and accessible digital infrastructure.

Lecturer Perspectives; BIPA instructors cited challenges in creating engaging and interactive materials, with 50% specifically requesting storytelling-based animation content. The need for pedagogical alignment, technical support, and creativity in developing digital content was highlighted. Lecturers emphasized the importance of materials that could bridge linguistic barriers while representing Indonesia's diverse cultural identity.

Curriculum Alignment; 50% of curriculum-related data emphasized aligning new materials with BIPA learning objectives and competencies. However, current syllabi underrepresented storytelling approaches, indicating a gap between policy and pedagogical innovation.

While previous studies have noted the advantages of animated videos (e.g., Mardasari et al., 2021; Rizavatmi, 2023) and the impact of storytelling on language acquisition (Bagretsova, 2020; Kallinikou & Nicolaidou, 2019), this study uniquely bridges both domains in a BIPA-specific context. The integration of storytelling and Indonesian cultural content in animated video formats, tailored through a systematic needs analysis, distinguishes this work from prior efforts, which often isolated language and culture.

Moreover, this research contributes a multilayered perspective by triangulating the voices of international students, BIPA lecturers, and curriculum mandates, thereby offering a holistic and actionable framework. This approach underscores the pedagogical imperative for culturally embedded, multimedia-based instruction grounded in student preferences and teacher capabilities—a dimension still underrepresented in the current body of BIPA literature.

The novelty of this study lies not only in the empirical data collected but also in its application of contemporary educational theories—from Krashen’s Input Hypothesis to Mayer’s Multimedia Learning Theory—to the specific challenges of BIPA material development. This framework may serve as a model for similar foreign language programs that seek to integrate local culture into modern, student-centric instructional design.

4 Conclusion

This study contributes scientifically to foreign language education by offering a theory-informed framework for designing BIPA materials that integrate language acquisition, cultural immersion, and multimedia pedagogy. Integrating storytelling and Indonesian cultural content into animated video teaching materials bridges the gap between linguistic competence and cultural comprehension. It advances the application of constructivist and sociocultural theories in second language instruction. By empirically grounding these design principles in student and teacher needs, this research fills a significant gap in both BIPA pedagogy and materials development.

Practically, the findings underscore the need for cross-disciplinary collaboration among language educators, curriculum designers, and media specialists to create engaging and pedagogically sound content. Educational institutions should invest in training programs that empower lecturers to effectively adopt storytelling and multimedia tools. Future research should focus on implementing and testing prototype materials in real classroom settings to measure impact on speaking proficiency, motivation, and intercultural competence. Comparative studies examining the efficacy of storytelling-based multimedia materials versus traditional formats will further validate their role in contemporary language education.

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