

---

**DEVELOPMENT OF AI-ASSISTED PAMALI MODULE TO ENHANCE READING SKILLS  
BIPA LEARNERS AT BASIC LEVEL**

Putri Saskia\*, Prima Vidya Asteria  
*Universitas Negeri Surabaya*  
*Surabaya, Jawa Timur, Indonesia*

---

**ARTICLE INFO**

*Article history:*

Received: 17-11-2025

Accepted: 18-12-2025

Published: 28-12-2025

*Keyword:* BIPA, Pamali Module, Pluricultural

**ABSTRACT**

This study aims to develop an AI-assisted digital module to improve reading skills as a supplement to basic BIPA learning. This study uses the Borg and Gall model adaptation research and development (R&D) method with seven steps to determine the validity of the resulting product. The development process was carried out to determine the product's quality, with a validity of 94.5% (highly valid), making the digital module suitable for use.

---

**INTRODUCTION**

BIPA stands for Bahasa Indonesia bagi Penutur Asing (Indonesian Language for Foreign Speakers), a language-learning program for foreign learners who want to master Indonesian (Muzaki, 2021). The strengthening of Indonesian language use is seen based on data from the Ministry of Education and Culture's BIPA, namely that BIPA learning facilitation has 194,192 learners spread across 56 countries, so that learning Indonesian for Foreign Speakers (BIPA) is a form of diplomacy and international network expansion for Indonesia (Saddhono et al., 2024). According to Purba et al. (2024), BIPA learning is learning with a program that includes language skills such as speaking, writing, reading,

---

\* Corresponding author.

*E-mail addresses:* [putri.22002@mhs.unesa.ac.id](mailto:putri.22002@mhs.unesa.ac.id)

ISSN: 2597-7385 (Online) - ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

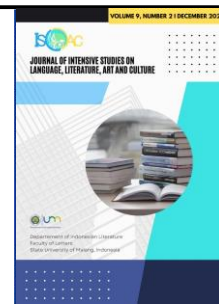
---

## ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



and listening for foreign speakers who want to learn Indonesian. This means that BIPA teaching needs to focus on language skills. According to Utami and Khaerunnisa (2024), reading skills are the process of capturing the message conveyed for the learner's understanding of meaning. Reading skills are also an obstacle for BIPA learners, so visual teaching materials can increase reading interest among learners who do not enjoy reading (Hertiki, 2021).

Basic level (A1-A2) BIPA learners are vulnerable to adjusting to BIPA learning, especially regarding the integrated language and culture of their country of origin. The characteristics of learners in BIPA learning pose challenges related to different linguistic (plurilingual) and cultural (pluricultural) competencies (Yuniatin et al., 2022). Cultural or pluricultural competence, according to Sayant & Asteria (2025), is the aspect of knowledge that shapes intercultural interactions, understood as culture that occurs in the communication process. The presence of pluricultural learning makes it easier for BIPA learners to engage in activities and adapt to Indonesian culture, reducing the likelihood of cultural shock (Lailiyya & Asteria, 2024). The development of cross-cultural understanding will make learners more accepting of the socio-cultural conditions of Indonesian society, thereby fostering self-actualization. The use of digital modules also needs to be supported by discussions of local Indonesian culture, which is an important topic in BIPA teaching. One example of local cultural wisdom is pamali. Pamali is not only a reflection of culture but also an indicator of social values and norms regarding taboos in certain areas (Syarubany et al., 2021). Learners enabling learners to learn what is acceptable and unacceptable in Indonesia.

AI-assisted modules are included in flexible and easily accessible mobile devices. This mobility is important for BIPA teachers who want to have good access to teaching. The development of modules takes into account pedagogical principles in language learning. AI assists in the process of interaction, motivation, and cultural understanding, which is the essence of BIPA learning. Collaboration between learning and artificial intelligence technology is a strategic step towards overcoming learning challenges,

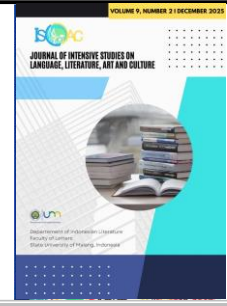
---

# ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

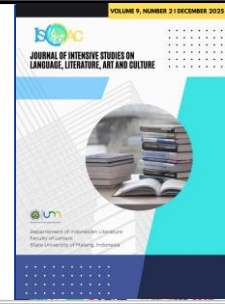
<https://journal-sastra.um.ac.id/index.php/isllac/index>



enabling it to be oriented towards global needs through digital technology. AI-assisted modules are included in flexible and easily accessible mobile devices. This mobility is important for BIPA teachers who want to have good access to teaching. The development of modules takes into account pedagogical principles in language learning. AI assists in the process of interaction, motivation, and cultural understanding, which are essential elements in BIPA learning. Collaboration between learning and artificial intelligence technology is a strategic step towards overcoming learning challenges, enabling it to be oriented towards global needs through digital technology.

Previous research by Utami & Rahmawati (2020) reported that a digital module was developed for basic-level BIPA learners. Then, Kurniawan's (2024) research found that the study successfully integrated digital modules using artificial intelligence (AI). Hasanah's (2021) research indicates that the study successfully developed teaching materials to improve the reading skills of BIPA learners. Then, research by Melinda & Muzaki (2023) states that the results included folk tales as oral traditions customary in society and successfully implemented BIPA material covering four language competencies. Finally, research by Ikhsan & Aulia (2024:127) states that the need for teaching media has led to the development of animated videos with cultural content, using AI, as teaching material for BIPA learners.

The digital module on the theme of pamali, which is part of the local wisdom of Indonesian society, and the use of AI in developing the module are expected to provide a solution for BIPA learning. The theme of pamali will bring newness to research on BIPA learning, given its limited teaching materials, its pluricultural content, and insights into learning and cultural exchange, thereby increasing global interest in the Indonesian language. This research developed a module entitled "Mari Mengenal Pamali di Indonesia" as a BIPA Basic Level learning material to improve the reading skills of BIPA learners with relevant multicultural ethical content related to the theme.



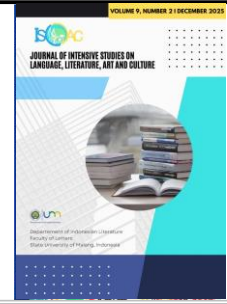
## **METHOD**

This study uses a research and development (R&D) method that adapts 7 of the 10 steps of the Borg and Gall model, as outlined by Sugiyono (2024). The seven stages adopted have been tailored to the needs of comprehensive research. These stages include 1) potential and problems, 2) data collection, 3) product design, 4) product validation, 5) product revision, 6) testing, and 7) final revision. These stages are used to determine the product manufacturing process and validity. This study uses a mixed-method approach. Qualitative methods are used to analyze and describe research needs through interviews, observation of the stages carried out, and product validation by validators. Quantitative methods are used to calculate the validity of the developed product, using a reference average score of at least 70.

The research subjects who used the validated product were nine basic-level BIPA learners from Surabaya State University, from various countries. The instruments used in the research included interview guidelines, validation sheets, and document and literature studies, ensuring data collection aligned with the research instruments: conducting interviews with BIPA teachers, administering validation questionnaires to validators, and collecting data to support the research. This study aims to determine the product development process and its validity. Product validity is determined by language learning and media experts. Language learning experts assess validity in terms of module material, while media experts assess validity in terms of module usage. Validity is assessed using the category table below.

### Product validity categories

SCORE	LETTER	CATEGORY
85-100	A	highly valid
70-84	A-	Valid



56-69	B	Sufficiently Valid
40-55	B-	Less valid
0-39	C	Invalid

Table 1. Method Source: Listiawan (2016)

A product will be deemed successful if it has completed seven stages of development and achieved an average validation score of at least 70 from validators. This will determine the feasibility of a developed product.

## FINDINGS AND DISCUSSION

### Findings

This section explains the development process using the seven stages of the Borg and Gall adaptation model and assesses the product's validity. The following are the study's results.

#### 1) Development Process

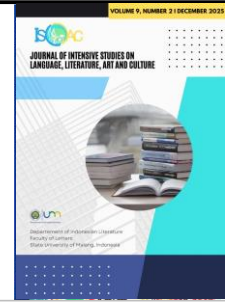
##### a. Potential and Problems

The results of interviews with BIPA teachers at Surabaya State University on July 30, 2025, with two BIPA teachers revealed the following needs: a) the need for pamali as a pluricultural content, b) the need for reading skills along with linguistic knowledge, c) the need for BIPA modules, and d) the need for teaching materials that integrate AI.

##### b. Data collection

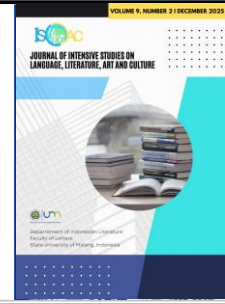
###### (1) Pamali data

No	Article	Selected pamali
1.	Harpriyanti, H., & Komalasari, I. (2018). The Meaning and Value	1. Do not sleep during ashur 2. Do not sleep after eating.



	of Pamali Education in the Banjar Community in Barikin Village, Hulu Sungai Tengah Regency. <i>STILISTIKA</i> , 3(2).	<ol style="list-style-type: none"> <li>3. Do not pee in the forest</li> <li>4. Do not sit in front of the door.</li> </ol>
2.	Permasih, D., Koswara, D., & Kosasih, D. (2014). Educational Values in Folklore: The Kapamalian Aspect in Tanjungwangi Village, Cicalengka District, Bandung Regency. <i>Lokabasa</i> , 5(2), 127-134.	<ol style="list-style-type: none"> <li>1. Do not go out at magrib</li> <li>2. Do not eat while standing.</li> <li>3. Do not swap clothes.</li> </ol>
3.	Adung, N., Arifin, M. B., & Rijal, S. (2020). Pamali in the Culture of the Manggarai Ethnic Group of East Nusa Tenggara in Samarinda: A Semiotic Review. <i>Cultural Studies: Journal of Language, Literature, Arts, and Culture</i> , 4(2), 250-263.	Do not point to the grave.
4.	Lastaria, L., & Azzakiyah, L. F. (2022). Pali in the Daily Activities of the Dayak Ngaju Tribe in Mantangai Hulu Village, Kapuas Regency. <i>SAWERIGADING</i> , 28(2), 119-129.	<ol style="list-style-type: none"> <li>1. Do not take photos with an odd number of people.</li> <li>2. Do not step over other people.</li> </ol>

Table 2. Data Collection



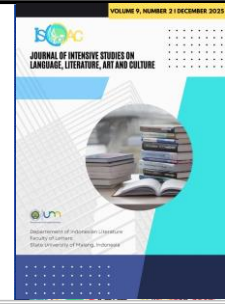
(2) The form of pamali is based on the theory of relationships related to spirituality or belief characteristics (Burkhard, 1993)

No	Form of relationship	Pamali
1.	Relationship with oneself	1. Do not sleep after eating. 2. Do not sit in front of the door. 3. Do not eat while standing.
2.	Relationships with others	1. Do not step over other people 2. Do not take photos with an odd number of people 3. Do not switch clothes
3.	Relationship with the environment/nature	1. Do not point at graves. 2. Do not pee in the forest.
4.	Relationship with God or faith	1. Do not go outside at magrib 2. Do not sleep at asar.

Table 3. The Form of Pamali

(3) Material data in the module



No	Material	Source
1.	Negative word	Rasul, F. (2016). Forms of Negation in the Muna Language. <i>Humanika Journal</i>
2.	Conjunctions and prepositions	Holidah, U., Rosidah, A., & Yahya, A. (2021). Inappropriate use of conjunctions and prepositions in Indonesian at Muhammadiyah Pringsewu High School. <i>Bagimu Negeri: Journal of Community Service</i> .
3.	Interrogative	Pandean, M. L. (2018). Interrogative



	words	sentences in Indonesian. Linguistic Studies.
--	-------	----------------------------------------------

Table 4. Material Data

(4) AI assistance data used

No	Prom in ChatGPT AI	Evidence
1.	Create a cover for the module titled "Let's Learn About Pamali in Indonesia." It should feature a group of people communicating, with a map of Indonesia in the background. The cover should be brown and green.	<p>buatkan cover modul judul untuk "Mari Mengenal Pamali di Indonesia". Jadi ada kumpulan orang banjar dan sunda saling berkomunikasi kemudian di belakangnya terdapat peta indonesia. Cover nuansa coklat dan hijau</p> 
2.	Make the background illustration look like a forest.	 <p>jadikan ilustrasi background seperti di hutan</p>



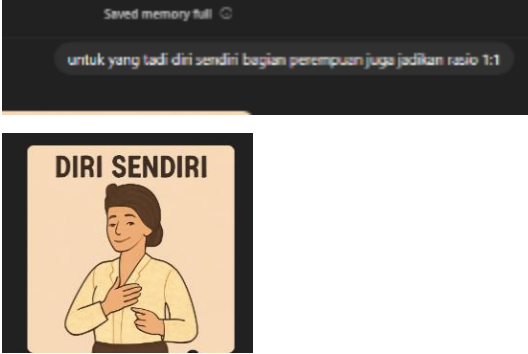
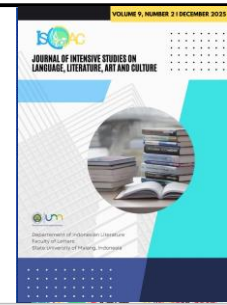
		
3.	<p>Make the illustration and the grave more clearly visible.</p>	
4.	<p>Women also use a 1:1 ratio.</p>	

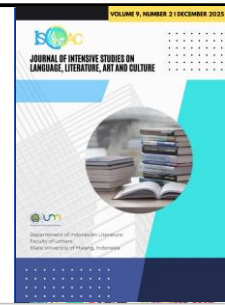
Table 5. AI Assistance Data Used (a)



No	Prom in Pixverse AI	Evidence
1.	The woman wearing a hijab is speaking, while the woman in the red dress listens.	
2.	Women walk without touching men's bodies.	
3.	The man speaks, and women look at him.	

Table 6. AI Assistance Data Used (b)

No	Prom in Canva AI	Evidence
1.	Character 887755, Dina, age 20, long black hair, yellow shirt, with her friend 334455 Rina, long black hair, brown shirt, standing in front of the cemetery, and Dina pointing towards the cemetery. Consistent 3D animation characters.	
2.	Character 887755, Dina, age 20, long black hair, yellow shirt, with her friend 334455 Rina,	




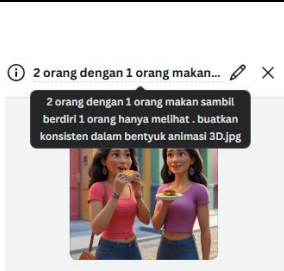
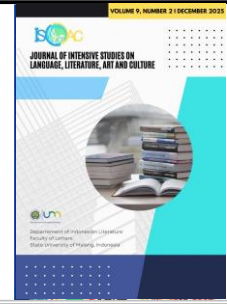
	<p>long black hair, brown shirt, standing in front of the cemetery, and Dina pointing towards the cemetery. Consistent 3D animation characters.</p>	 <p>Karakter 887755, Dina usia 20 r... Karakter 887755, Dina usia 20 rambut hitam panjang kemeja kuning bersama temannya 334455 Rina juga rambut hitam panjang baju coklat berada di luar kuburan untuk pulang. Karakter konsisten animasi 3D.jpg</p> <p>Detail</p> <p>Disimpan di Proyek</p> <p>Jenis Gambar</p> <p>Dimensi 2432 x 1664 px</p> <p>Pemilik saskia 3105</p> <p>Tanggal dibuat 14 Jul 2025</p>
<p>3.</p>	<p>Two people: one eating while standing, the other just watching. Create a consistent 3D animation.</p>	 <p>2 orang dengan 1 orang makan... 2 orang dengan 1 orang makan sambil berdiri 1 orang hanya melihat . buatlah konsisten dalam bentuk animasi 3D.jpg</p> <p>Detail</p> <p>Disimpan di Proyek</p> <p>Jenis Gambar</p> <p>Dimensi 2048 x 2048 px</p> <p>Rasio aspek 1:1</p> <p>Pemilik saskia 3105</p> <p>Tanggal dibuat 16 Jul 2025</p>

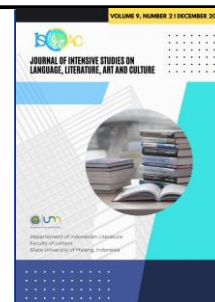
Table 7. AI Assisted Data Used (c)

c. Product design

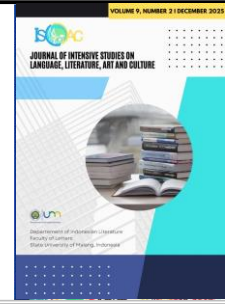
No	Picture	Section	Font format; size
1.		Front cover	Font: Impact; 95, 75, Times New Roman; 20



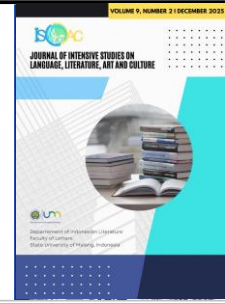
2.		Book Identity	Times New Roman; 62,5 & 22
3.		Foreword	Times New Roman; 51,4 & 15,2



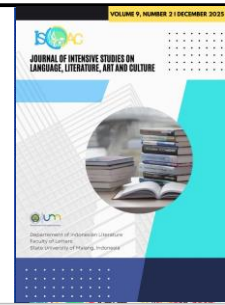
4.		Table of contents	Times New Roman; 51,3 & 22,4
5.		Instructions for using the module	Times New Roman; 25, 15, & 14
6.		Learning objectives	Times New Roman; 18,4 & 20,5
7.		Overview of learning material	Times New Roman; 15, 16, & 17



8.		Practice questions	Times New Roman; 31 & 18,2. Open Sans; 11
9.		Remedial	Times New Roman; 42, 20 & 15,7



<p>10.</p>		<p>Enrichment</p>	<p>Times New Roman; 14,7 , 19, &amp;15</p>
<p>11.</p>		<p>Reflection</p>	<p>Times New Roman; 32, 17 &amp; 18</p>
<p>12.</p>		<p>Glosarium</p>	<p>Times New Roman; 51 &amp; 18, 3</p>






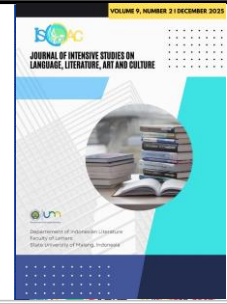
<p>13.</p>		<p>Daftar pamali dalam modul</p>	<p>Times New Roman; 34 &amp; 18,3</p>
<p>14.</p>		<p>Referece</p>	<p>Times New Roman;51 &amp; 14,3</p>
<p>15.</p>		<p>Back cover</p>	<p>Comic Sans; 85</p>

Table 8. Product Design

d. Product Validation

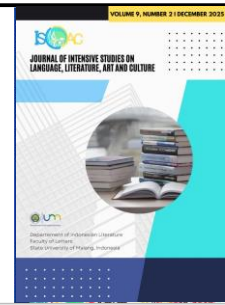
No	Types of	Position	Assessment	Score	Total	Calculation	Result
----	----------	----------	------------	-------	-------	-------------	--------





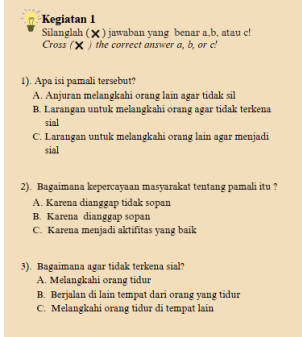
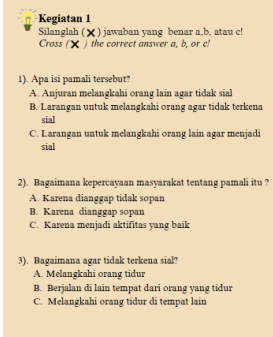


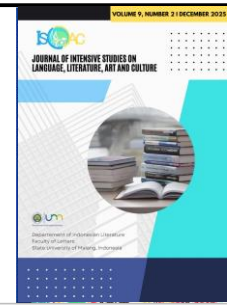
	<i>Experts</i>		<i>aspect</i>		<i>Score</i>		<i>Input</i>
1.	Ahli Pembelajaran Bahasa	BIPA instructor at Surabaya State University	Material Aspects	73	96	96%	Bisa diberi logo Unesa dan cek ebberapa typo
			Languag e and Opennes s	23			
2.	Media expert	Lectur er in Educat ional Techn ology at Suraba ya State Univer sity	Visual appeara nce	38	79	93%	Sudah baik dan layak
			Function ality aspects of technolo gy	23			
			Interacti vity and Multime dia Aspects	18			
<b>Nilai Kevalidan</b>						94,5%	

Table 9. Product Validation

e. Product Revision



No	Revision	Image Before Repair	Image After Repair	Description
1.	Can be provided with the Unesa logo			The initial design did not include a logo. Improvements were then made by adding a logo as the identity of the compiling institution.
2.	Check for typos			The initial design contained an error in the word "perncernan" in the explanatory sentence. This was then corrected to "pencernaan".
				The initial design contained an error in the question, using the word "sil" instead of "sial" (damn). This has been corrected.



		<p style="text-align: center;"><b>PAMALI DALAM MODUL</b></p> <p>Pamali berdasarkan hubungan dengan diri sendiri</p> <ol style="list-style-type: none"> <li>1. Jangan tidur setelah makan</li> <li>2. Tidak boleh duduk di depan pintu</li> <li>3. Jangan makan sambil berdiri</li> </ol> <p>Pamali berdasarkan hubungan dengan orang lain</p> <ol style="list-style-type: none"> <li>1. Jangan melangkahi orang lain</li> <li>2. Jangan foto dengan orang berjumlah ganjil</li> <li>3. Tidak boleh bertukar pakaian</li> </ol> <p>Pamali berdasarkan hubungan dengan alam/lingkungan</p> <ol style="list-style-type: none"> <li>1. Jangan memujuk kuburan</li> <li>2. Jangan kencing di hutan</li> </ol> <p>Pamali berdasarkan hubungan dengan Tuhan</p> <ol style="list-style-type: none"> <li>1. Tidak boleh keluar saat magrib</li> <li>2. Tidak boleh tidur di waktu asar</li> </ol>	<p style="text-align: center;"><b>PAMALI DALAM MODUL</b></p> <p>Pamali berdasarkan hubungan dengan diri sendiri</p> <ol style="list-style-type: none"> <li>1. Jangan tidur setelah makan</li> <li>2. Tidak boleh duduk di depan pintu</li> <li>3. Jangan makan sambil berdiri</li> </ol> <p>Pamali berdasarkan hubungan dengan orang lain</p> <ol style="list-style-type: none"> <li>1. Jangan melangkahi orang lain</li> <li>2. Jangan foto dengan orang berjumlah ganjil</li> <li>3. Tidak boleh bertukar pakaian</li> </ol> <p>Pamali berdasarkan hubungan dengan alam/lingkungan</p> <ol style="list-style-type: none"> <li>1. Jangan memujuk kuburan</li> <li>2. Jangan kencing di hutan</li> </ol> <p>Pamali berdasarkan hubungan dengan Tuhan</p> <ol style="list-style-type: none"> <li>1. Tidak boleh keluar saat magrib</li> <li>2. Tidak boleh tidur di waktu asar</li> </ol>	<p>The initial design contained an error in the word “kelur” in the sentence pamali. This was then corrected to “keluar.”</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

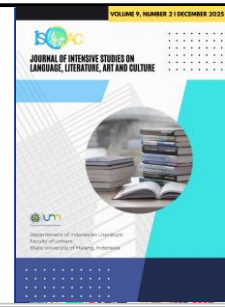
Table 10. Product Revision

f. Product trial

The trial was conducted in a face-to-face BIPA class at Surabaya State University. The lesson began with an opening activity that included greetings, attendance, and a discussion to introduce the material, followed by the main activity, which was learning using the BIPA module. After understanding the module, learners practiced the exercises. Then, to conclude the lesson and reinforce their understanding of the material, the learners reflected on what they had learned.



Image of module implementation in learning



g. Product revisions

No	Revision	Before Repair	After Repair	Description
1.	Beri subtitle Inggris			The pamali animations of each form have been subtitled in English.

Table 11. Product Revision

The final results of the module can be accessed at the link, including:

- 1) <https://heyzine.com/flip-book/ccfc0d8670.html> (heyzine flipbook) atau [https://drive.google.com/drive/folders/1EpQTm5\\_4BmwvInGeJ6R7n3y5ZSdgmGKs?usp=drive link](https://drive.google.com/drive/folders/1EpQTm5_4BmwvInGeJ6R7n3y5ZSdgmGKs?usp=drive_link) (pdf)

## Discussion

### Development process

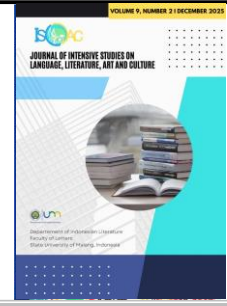
---

# ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



Module development requires a systematic approach to ensure learning objectives are achieved effectively. The Borg and Gall development model is a systematic, iterative process that ensures the resulting product is valid and reliable. Based on this, the Borg and Gall development model will produce a product that is not only measurable with new steps but also has a real impact on its users. This study followed seven steps from the model, adapted to the research's needs.

The first stage of the research was to identify potential issues by analyzing BIPA learning needs through interviews with two UNESA BIPA teachers. The results showed that a module on Indonesian culture was needed to promote cross-cultural understanding, and that the theme of pamali could be integrated to help learners better understand what is and is not acceptable in specific communities. Furthermore, grammar covering negative words, conjunctions, prepositions, and question words is very important to teach to BIPA learners at the basic level. In addition, this grammar can still be correlated with the themes of the modules developed. The use of AI in designing modules can also be applied to make them more varied and creative. These results were obtained from two BIPA teaching sources at Surabaya State University. Based on the interview guidelines, the researcher developed an AI-assisted digital pamali module to improve the reading skills of basic-level BIPA learners.

Furthermore, the interview results show that BIPA learners from various countries face difficulties in understanding Indonesian culture. This is because the research subjects are at a basic level; therefore, they can be introduced to the ethics of tolerance and the prohibitions found in tradition. The integration of the pamali theme is appropriate in introducing social and moral values in a real way. The interviews also revealed the importance of innovative BIPA teaching materials that are not monotonous. This is necessary for teachers to teach creatively while still maintaining the 2017 SKL (Basic Competency Standards) as a reference. The 2017 BIPA SKL also includes knowledge in the form of grammar appropriate to the level. The development of AI is a strategic step toward depicting Indonesian culture, because preserving local cultural values can lead to a more

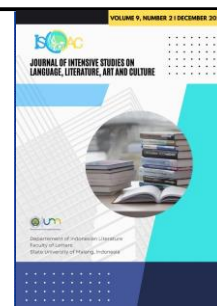
---

## ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



meaningful internationalization of the Indonesian language.

The next stage is data collection, which is crucial for obtaining relevant, verified information. This stage is carried out meticulously to obtain data that accurately describes the research object. This study collects data on linguistic elements, grammar, and culture related to the research topic that can be incorporated into BIPA learning and align with the characteristics of the basic BIPA level, thereby enabling researchers to design objectives and processes to determine the direction of the research. The research refers to the 2017 BIPA Graduate Competency Standards (SKL) in the design of learning materials for foreign speakers. At BIPA level 1, intended for basic learners, the data collected must be appropriate to their level of difficulty and ability.

Regarding knowledge of BIPA level 1, the researcher selected linguistic elements: negative words, conjunctions, prepositions, and question words. These elements were chosen because they could be adapted to the topics of the modules to be developed. The collection of linguistic elements was carried out through document studies, namely, research journals and BIPA level 1 reference books by the language agency. Then, the researcher collected data on the research topic, namely taboos that still exist in Indonesian society, from various regions.

The pamali data that has been collected is classified according to its form based on the theory of relationships in spirituality (Burkhard, 1993 in Syafiul et al.), which categorizes relationships into four types, namely relationships with oneself, relationships with others, relationships with nature, and relationships with God or belief systems. This classification makes it easier for BIPA learners to understand the social function and cultural value of pamali. This collection stage includes cultural values and linguistic elements that can shape the communication patterns typical of Indonesian society, namely, pluriculturalism in terms of ethical tolerance. The next step, still in the data collection stage, is sorting and analyzing the data, which helps ensure the accuracy and appropriateness of the pamali sentences in the digital module. Researchers examine each piece of data to avoid material errors. The pamali sentences in the selected regional languages are also adjusted to

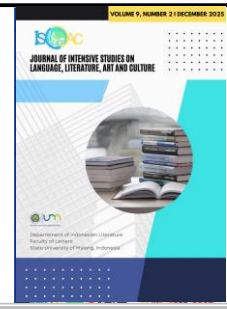
---

## ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



Indonesian communication rules. Then, cultural values that can serve as aspects of tolerance for BIPA learners are also organized, given the various cultural backgrounds of the research subjects. These cultural values are organized to avoid cultural sensitivity arising from differences between Indonesian society and learners at risk. Therefore, the selected sentences are reviewed to ensure they contain no offensive elements while still representing local values.

The sorting stage also includes selecting an artificial intelligence (AI) platform to support the development of illustrations, concepts, and interactive animations. Each AI selected is tailored to the research purpose included in the module. The Canva platform is used to create characters for animations and attractive module designs. In contrast, Pixverse AI is used to produce short animated videos with characters created on the Canva platform. These moving elements allow learners to understand the intended taboos in context. Then, ChatGPT is used as a tool for narrative development, module text compilation, and language alignment with the taboos' cultural context. The collaboration of these AI platforms aligns with Fauziyati's (2023:25) view, which presents AI as software that can perform tasks involving reasoning and perception. This helps researchers in carrying out the research process. In addition, AI assistance creates creative and informative displays and information, thereby creating an innovative learning experience through the theme of Indonesian culture.

After all the data needed for product development has been collected, the following process is product design. This stage aims to visualize the concept and research data into an editing platform, namely Canva. Product design includes the systematic design of modules, visual selection and editing, and the compilation of all interactive modules in accordance with the learning flow. The design process took about two months, from June to July 2025. During this period, the researchers strive to develop the digital modules effectively, ensuring they incorporate aesthetic elements and meaningful content that is communicative and contextual to the module's topic. During the design process, the researchers also received input and suggestions from their supervisors and fellow

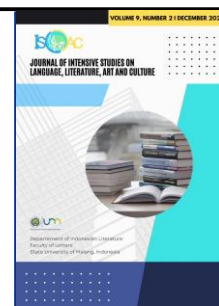
---

## ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



researchers to improve the module design, including grammar, design appearance, and module interactivity. The researchers accepted this input and made improvements, enabling the module development to be completed successfully.

The research continued with product validation by experts. The validation stage involved two validators, namely language learning experts and media experts. The two validators assessed the product on content suitability, clarity of instructions, linguistic structure, visual appearance, and ease of use of the module. The two validators selected by the researchers were BIPA lecturers from UNESA and information technology lecturers from UNESA. The validation process resulted in a "highly valid" rating. Therefore, the module has met the criteria for both content and media, and is ready to be used in the trial phase of BIPA learning. The product trial phase involves applying the validated digital pamali module to be tested on UNESA's basic level BIPA learners. There were nine research subjects, comprising learners from Ecuador, India, Botswana, South Korea, Tanzania, Taiwan, the UK, and Japan. The diversity of their countries of origin can determine whether the pamali digital module product can be used in cross-cultural learning and for learners with varying levels of language proficiency. The interactive, creative, and communicative pamali digital module helps them understand the meaning and context more easily.

At the end of the learning process, learners are given exercises as an evaluation to assess their understanding of the material studied. The development stage ends with a final revision of the product. In the trial class, the teacher gave feedback to add English translations to the Pamali video animation. This was because the BIPA learners in the trial class were at a basic level. The translations need to be added to make it easier for Lea.

### **Validity of the Pamali Digital**

In the validity test, language learning experts scored 96%, and media experts scored 93%. The scores from the two validators were then averaged. The validity test results obtained from the validators' validation were 94.5%, which was categorized as "Highly valid". These results show that the Pamali digital module meets the standards for graphics

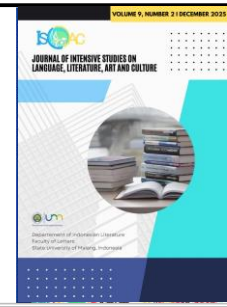
---

# ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 9 Issue 2, 2025

Journal homepage :

<https://journal-sastra.um.ac.id/index.php/isllac/index>



and content, making it suitable for the BIPA learning process. These results show that the Pamali digital module meets the standards for graphics and content, making it suitable for the BIPA learning process.

## CONCLUSION AND SUGGESTIONS

The research successfully developed a digital module to improve the reading skills of basic-level BIPA learners that is suitable for use. The results showed a validity category of 94.5% through the seven stages of the Borg and Gall adaptation model.

Further research recommendations relate to the role of AI, which can be made more engaging not only through text and moving images but also through voiceovers, making the animations appear more lifelike. Attention should also be paid to the English translation, which could be reviewed to make it easier for learners to understand. Teachers can develop other cultural themes.

## REFERENCES

- Hasanah, D. U., Kurniasih, D., & Agustina, T. (2019). Analysis of Teaching Material Needs for Reading Skills in Basic Level BIPA Students at IAIN Surakarta. *Dialektika: Journal of Indonesian Language, Literature, and Language and Literature Education*, 6(2), 114-125.
- Ikhsan, A. N., & Aulia, H. R. (2024, September). Analysis of Teaching Media Needs for "VIRAL (Video Animation of Local Wisdom)" for BIPA Learning. In *Proceedings of the National Seminar on Education* (Vol. 3, No. 1).
- Kurniawan, A. (2024). Development of Android-Based E-Modules using Artificial Intelligence Technology in Media and Production Materials. *Devosi: Journal of Learning Technology*, 13(2), 27-34.
- Lailiyya, N. K., & Asteria, P. V. (2024). The function of pluricultural-based communication ethics in BIPA textbooks published by the Ministry of Education and Culture. *Bapala*, 11(3), 98-109
- Muzaki, H. (2021). Development of Level 3 BIPA teaching materials based on the local culture of Malang. *SEMANTIKA Scientific Journal*, 2(02).
- Purba, S. K., Annisa, A. M., Puandra, E. M., Everyanti, I. C., & Chairunisa, H. (2024). Literature Review: Bipa (Bahasa Indonesia Penutur Asing) As An Effort To Internationalize The Indonesian Language. *Journal Of Education And Teaching Review (Jrpp)*, 7(2), 8869-8875.
- Saddhono, K. (2024, December). Indonesian for the World: BIPA (Indonesian for Foreign Speakers) as a Form of Community Service Towards an International Language. In *Proceedings of the National Seminar on Community Service, Faculty of Foreign Languages*,

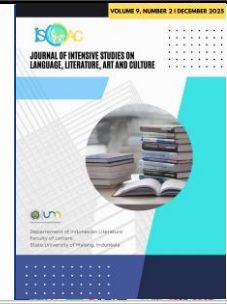
---

**ISLLAC: Journal of Intensive Studies on Language, Literature,  
Art, and Culture**

**Volume 9 Issue 2, 2025**

**Journal homepage :**

<https://journal-sastra.um.ac.id/index.php/isllac/index>



Maharaswati University, Denpasar (Senadiba) 2021 (pp. 2-26).

Syant, T. F. P., & Asteria, P. V. (2025). Development of a Digital Learning Module on the Theme of Mojokerto Tourism with Pluricultural Content for Level 1 BIPA Learners. *Bapala*, 12(1), 254-270.

Syarubany, A. H. M., Azzahra, M. P. K., Rahayu, R. S., & Prayoga, S. (2021). The influence of pamali as local wisdom in realizing values and norms in the social life of Generation Z. *Jurnal Kewarganegaraan*, 5(2), 570-577.

Sugiyono. (2017). *Educational research methods: Quantitative, qualitative, and R&D approaches*. Alfabeta.

Utami, M. R., & Khaerunnisa, K. (2024). MRU reading skills in teaching BIPA level 1 using Canva media. *Journal of Education and Psychology*, 1(2), 118-128.

Yuniatin, A., & Asteria, P. V. (2022). Development of Intermediate BIPA Teaching Materials Based on Plurilingual and Pluricultural Competencies Integrated with Local Wisdom. *Bapala*, 9(2), 142-152.