

Development of validation instruments for BIPA teaching material in Mindanao, Philippines

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Abstract

This research aimed to develop a validation instruments for Indonesian language for Foreign Speakers (BIPA) teaching materials based on the Pancasila Student Profile (P3) that is contextual and relevant for students of the Indonesian Basic Knowledge Course (KPDI) in Mindanao, Southern Philippines. KPDI is an initiative of the Indonesian Consulate General in Davao City as a form of Indonesian education service, which would serve as a bridge to formal education at the Indonesian School of Davao (SID). This research used a step of research and development (RD) approach with a 4D model (define, design, develop, disseminate), which focuses on the develop step, specifically the development of instruments to test the validity, practicality, and effectiveness of teaching materials being developed. The instruments developed include validation questionnaires by experts in terms of material, language, media, and graphics; observation sheets; teacher and student response questionnaires; as well as reading comprehension tests, which are analyzed using the N-Gain test. It is hoped that the results of the instruments developed can become a reference in preparing BIPA teaching materials, which not only improve students' Indonesian language skills but also instill Indonesian national character values through the Pancasila Student Profile approach.

Keywords: BIPA, Validation Instrument, KPDI, Indonesian Consulate General in Davao City, Indonesian School of Davao

INTRODUCTION

Education has a very strategic role in shaping human civilization, especially in the modern era like today which is marked by the accelerated development of science, technology and social dynamics. The rapidly changing and increasingly complex world requires education to be more adaptive and innovative, so that students are better prepared to face future challenges (Riski, Huda, and Tejero, 2024). One of the important skills that the world of education must develop in facing these challenges is the ability to communicate, in the context of national identity, mastery of the Indonesian language is very important (Susanti et al., 2024). The importance of mastering the national language is very

relevant, especially for Indonesian children who were born and raised outside Indonesia and do not have adequate access to the use of Indonesian language (Mulyaningsih *et al.*, 2024). In the interior of the Southern Philippines, the Consulate General of the Republic of Indonesia (KJRI) in Davao City, through a basic education service program in the form of the Basic Indonesian Knowledge Course (KPDI), is an alternative to providing Indonesian education (Hannun *et al.*, 2023). Through KPDI, students are introduced to Indonesian language, culture, and national insight as provisions for continuing formal education, one of which is at the Indonesian School of Davao (SID) (KJRI Davao City, 2024). Thus, adaptive and innovative education, especially in mastering the Indonesian language, is the key to facing complex global challenges. Programs such as the Basic Indonesian Knowledge Course (KPDI) in the Southern Philippines are a strategic step in introducing language, culture, and national insight to Indonesian children abroad so that they can continue their formal education with a strong national identity.

The educational stakeholders need to emphasize aspects of language skills as an important communication tool to master as a means for students to live in the future. However, the reality shows that the teaching materials used in KPDI do not fully support the needs of students in terms of context, content, and presentation methods (Yudhawasthi and Dewi, 2024). This lack of relevant teaching materials causes the majority of KPDI participants to face difficulties in mastering Indonesian, requiring them to retake the basic level (level 1) BIPA program again when entering education at SID (Riski, Huda, *et al.*, 2024). Apart from that, the results of observations show that KPDI teachers also experience challenges in teaching Indonesian, apart from limited teaching materials that are less relevant, teaching materials are also considered less contextual to the students' backgrounds. Most of these KPDI students do not have a foundation in Indonesian language and the environment in which the students live do not give them opportunities to acquire Indonesian language (Riski and Huda, 2025). In fact, there is evidence that to gain the student's interest, teaching materials should be made interesting for students, for example, through image-based teaching materials (Susanti *et al.*, 2024). Also, the teaching materials for Indonesian students must be in accordance with the needs of students, which is very important in increasing learning engagement, understanding, and love of Indonesian (Riski, Huda, and Tejero, 2024). Therefore, developing BIPA teaching materials that are prepared appropriately, contextually, and adaptively is very important in supporting the Indonesian language learning process at KPDI.

Thus, the BIPA teaching materials developed need to contain elements of the Pancasila student profile (P3) so that apart from teaching Indonesian, students can also get to know Indonesia more closely and understand the values of Indonesian character. Through P3, students are expected to become individuals who are faithful, devout, have noble character, independent, critical, creative, and able to work together and contribute to society (Kurikulum and Pendidikan, 2022). However, in this effort, not only the development of teaching materials is important, but also the development of assessment instruments for the development of teaching materials needed to assess the quality of the teaching materials to be developed (Pribowo, 2018). At the very least, this instrument must be able to measure three important aspects, namely the validity, practicality, and effectiveness of teaching materials in supporting students' language skills (Nieveen, 1999). Assessment for developing teaching materials is crucial to ensure that the teaching materials used not only meet relevant content standards, but also it is suitable to the student's needs (Indonesia, 2005). Teaching materials must also be easy for KPDI teachers to apply in the classroom and can be proven to be able to increase students' competence in understanding and using the Indonesian language, both spoken and written (Yudhawasthi and Dewi, 2024). Thus, developing BIPA teaching materials that contain elements of the Pancasila student profile (P3) is very important for teaching Indonesian language as well as introducing Indonesian character values. The development of assessment instruments needs to be measured based on validity, practicality, and effectiveness to ensure quality and increase students' language competence.

This study addresses a gap in BIPA research, which has largely focused on program implementation rather than on assessing the quality of teaching materials. Specifically, it develops instruments to evaluate the validity, practicality, and effectiveness of P3-based BIPA teaching materials for KPDI students in Mindanao, Southern Philippines. Using the 4D model (Define, Design, Develop, Disseminate), the study aims to create a systematic and contextual assessment tool that supports the development of high-quality teaching materials. This instrument is expected to enhance the relevance and impact of BIPA instruction for learners of Indonesian descent in the region.

MATERIALS AND METHOD

2.1 Materials

This research is part of the research stage in developing BIPA teaching materials based on the Pancasila Student Profile (P3). Research is focused on developing instruments to test the validity, practicality, and effectiveness of the teaching materials to be developed so that the resulting products are more optimal.

2.2 Data collection procedures

Data collection in this research is carried out through stages in the 4D Model, namely define, design, develop, and disseminate (Thiagarajan et al., 1974). Define phase is done by identifying learning needs through problem analysis, student characteristics, task and material analysis, and formulation of learning objectives. At stage design, the researcher prepares a design of teaching materials, which includes the selection of relevant materials, methods, media, and assessment instruments. The main data is collected at the development stage. This research would be carried out until the third stage, namely stage development. The development in question is focused on preparing media validation instruments. The instrument was developed in the form of a questionnaire.

2.3 Data analysis procedures

The data analyzed in this research comes from the validation results of a questionnaire instrument designed to assess BIPA teaching material media based on the Pancasila Student Profile (P3). The selection of experts for validating BIPA teaching materials based on the Pancasila Student Profile is carried out by considering their specialized expertise in the specific areas being assessed. The content expert is selected for their thorough knowledge of BIPA learning materials and their alignment with both the curriculum and the Pancasila Student Profile. The presentation expert is chosen based on their proven experience in presenting material effectively and engagingly to support the learning process. The language expert is identified by their strong linguistic skills and background in teaching Indonesian to non-native speakers, ensuring the language used in the materials is clear and accurate. The graphic expert is selected for their expertise in visual design to ensure the teaching materials are attractive and aid student comprehension. Experts validated the questionnaire items using a 5-point Likert scale namely, in which validators are asked to give ratings based on five categories: Score 5 = Very Good, Score 4 = Good, Score 3 = Fairly Good, Score 2 = Poor, and Score 1 = Very Poor. The scores obtained will be analyzed descriptively quantitatively to calculate the average value and determine the instrument's validity level based on criteria (Arikunto, 2016). In addition, qualitative input from validators will be analyzed thematically as a basis for instrument revision. This procedure aims to ensure that the instruments used in media development are valid and appropriate to the learning objectives. Researchers will also describe a matrix that researchers can use to ensure that the development of BIPA Teaching Materials that will be carried out systematically and organized, producing valid and reliable findings.

RESULT AND DISCUSSION

3.1 P3-Based BIPA Teaching Material Development Matrix

Table 1. P3 Based BIPA Teaching Material Development Matrix

4D Stages	Assessment Aspects	Data Collection Techniques	Data Analysis Techniques	Document Supports	Sup-	Instruments
Develop	Validity	Assessment Sheet	Statistical analysis of validation tests	BIPA book developed		Expert Validation Sheet: Content, Presentation, Language and Graphics
	Practicality	Questionnaires and Observations	Statistical analysis of teacher and student responses	Bipa book developed; Teaching Module (RPP)		Student response questionnaire Teacher response questionnaire Learning activity Observation Sheet
	Effectiveness	Test	Statistical analysis of observation sheets T-test analysis (pretest and post test)	Question <i>pre test</i> ; Question <i>post test</i> ; Reading Assessment Grid		Reading Skills Test;

Table 3.1 shows the P3-Based BIPA Teaching Material development matrix to help researchers design, organize, and evaluate teaching materials systematically to improve students' reading comprehension skills.

3.2 Research Instruments

Based on the teaching material development matrix, the instruments used in this research include questionnaires, tests, observation sheets, documentation study notes, and interview guidelines.

Assessment of the validity of teaching materials

The validation sheet is filled in by experts who have expertise in their field to assess the quality of the teaching materials being developed. This validation includes four experts who have qualifications of expertise in media, language, graphics, and material aspects, with educational attainment at the master's degree level with a minimum of five years of work experience. So that the results obtained are more optimal, the validators in this research consist of language experts, material experts, and media experts. The data collection process is carried out by distributing teaching materials and checklist instruments on validation sheets to experts. Assessment is carried out using a Likert scale, where each instrument consists of several questions (Sugiyono, 2020). Each answer has a rating level, from the very good category to a lower level. Validation of material experts in the development of BIPA teaching materials is very important to ensure content conformity with the curriculum, cultural relevance, and learning effectiveness for non-native speakers (Rochaeni and Khaerunnisa, 2020). The evaluation by media experts in developing BIPA teaching materials aims to ensure the effectiveness of material delivery, clarity of instructions, and alignment with learning objectives, all of which contribute to increasing students' understanding (Putri and Asteria, 2025). Meanwhile, linguist validation ensures that the language in BIPA teaching materials is following the needs and characteristics of students, is communicative, interactive, educative, and has a logical and systematic integration of thought flow to support understanding and character formation (Proklawati et al., 2021). In addition, Rahmawati et al., 2021 stated that graphic validation ensures that the design and layout of teaching materials support learning effectiveness by assessing visual aspects, readability, balance of graphic elements, as well as the suitability of typography and illustrations so that they are attractive and easy to understand by students.

Furthermore, the instrument grid for testing the validity of teaching materials by material (content) experts can be seen in the following table:

Table 2. Content Validation Instrument Grid (Material)

No.	Aspects	Components	Indicators	No. Item	Σ
	Basic material	Material Suitability	Compatibility with CP and ATP	1	1
			Breadth of reading comprehension material.	2	1
			Suitability to students' level of thinking	3	1
		Accuracy of Material	Accurate facts and concepts that are easy to understand	4	1
			The material has elements of the Pancasila Student Profile (P3)	5	1
			Language that supports reading skills	6	1
Supplementary Material	Accuracy of Illustrations	Conformity with BIPA and P3 characteristics	7	1	
		Interesting illustration	8	1	
	Lesson Support Materials	Suitability to the stage of students' intellectual development	9	1	
		Reliable and accurate	10	1	
	Contextual	Conformity with BIPA characteristics in Mindanao	11	1	
		Easy to understand to increase vocabulary	12	1	

Adapted based on BNSP in Permendiknas, 2005 and Rahmawati et al., 2021

Meanwhile, the instrument grid for testing the validity of teaching materials by presentation experts can be seen in the following table.

Table 3. Presentation Validation Instrument Grid)

No.	Aspects	Components	Indicators	No. Item	Σ
	Presentation	Presentation Techniques	Order from easiest	1	1
			Consistent, regular and continuous	2	1
			Balance in each sub-theme	3	1
		Learning Presentation	Presentation that optimizes understanding	4	1
			Clear instructions for each psychomotor activity	5	1
			Suitability of material to reading abilities and learning objectives	6	1
			Contains Pancasila Student Profile (P3)	7	1
Equipment	Presentation Completeness	The introductory section includes the title page, book identity, rules for using the book, and table of contents.	8	1	
		The content section consists of BIPA material that is appropriate to the characteristics of students	9	1	
		The concluding section includes the author's biography	10	1	

Adapted based on BNSP in Permendiknas, 2005 and Rahmawati et al., 2021

Meanwhile, the instrument grid for testing the validity of teaching materials by linguists can be seen in the following table:

No.	Aspects	Components	Indicators	No. Item	Σ
1.	Learner Needs	Suitability to Student Needs	Suitability of language to students' initial abilities	1	1
			Correspondence of reading to reading skills	2	1
			There are no confusing words	3	1
		Communicative and Interactive	Language is easy to understand and interactive	4	1
			Grammatical conformity with applicable Indonesian language standards	5	1
			The material is educational, polite, ethical and elastic	6	1
2.	Integration	Coherence and Integration of Thought Flow	The language used is coherent	7	1
			The sentences used are logical and systematic	8	1
			Illustrations clarify material, improve reading comprehension skills, and build P3 character	9	1

Adapted based on BNSP in Permendiknas, 2005 and Rahmawati et al., 2021 Furthermore, the

grid of graphic test instruments for teaching materials by graphic experts can be seen in the following table:

No.	Aspects	Components	Indicators	No. Item	∑
1.	Outside View	Book Size	The size of the book is standard	1	1
			Suitability of book size to the amount of material	2	1
		Book Design	Proportional book cover layout	3	1
			Use of fonts that are easy to read	4	1
			Conformity of cover typography with positive values P3	5	1
2.	Book Contents	Book Content Design	The layout of the book's contents is clear and neat	6	1
			Layout harmony includes margins, space between text and image illustrations	7	1
			Layout completeness	8	1
			The layouts do not overlap each other	9	1
			Easy to read and understand	10, 11	2

Adapted based on BNSP in Permendiknas, 2005 and Rahmawati et al., 2021

Next, the data obtained from experts is analyzed using descriptive and quantitative methods. This analysis is carried out by applying a certain formula to calculate the average score for each component assessed.

$$P = \frac{n}{F} \times 100$$

Notes:

P = Percentage Results Obtained

n = Number of Scores Obtained

F = Maximum Number of Scores

(Arikunto, 2016)

Table 6. Validity Categorization Table

No.	Mark	Interpretation
1	0 - 20%	Invalid
2	21 - 40%	Not valid
3	41 - 60%	Enough
4	61 - 80%	Valid
5	80 - 100%	Very valid

If the average score obtained is good from both validators then the development of teaching materials can proceed to the next stage, namely analysis of practicality and effectiveness.

Assessment of the practicality of teaching materials

a) Observation sheet

The observation sheet contains observations on the teacher's implementation process, which includes the steps from opening, delivery of material, use of interactive teaching materials, and involvement of students to closing the lesson. Descriptive analysis will be done by grouping data based on categories such as opening, delivery of material, use of teaching materials, student involvement, and closing. If a scale is used, the frequency of each category is calculated. The data is then presented in tables or charts to identify patterns and trends. If there are several observation sessions, comparisons

are made to see changes. Finally, the analysis results are summarized in a descriptive conclusion that describes the effectiveness of learning and aspects that need improvement.

Table 7. Teacher activity observation grid

No.	Aspects	Indicators	No. Item	Σ
1.	Preparatory Activities	Greetings, prayers and presence	1	1
2.	Preliminary Activities	Apperception of learning	2	1
		Information on learning objectives.	3	1
		Information on the operation of P3-based teaching materials	4	1
		Delivery of learning outcomes	5	1
3.	Core activities	Read instructions for using interactive teaching materials	6	1
		Using teaching materials	7	1
		Students read the material	8	1
4.	Closing Activities	Taking quizzes	9	1
		Do questions and answers	10	1
		Appreciation and motivation	11	1
		Work on evaluation questions	12	1
		Summing up the material	13	1
		Closing and prayer	14	1

Adapted based on Rahmawati et al., 2021

b) Teacher and student response sheet

According to Alwi et al., 2020 a teaching material is practical if the teaching material developed can be used easily by students and teachers. In this research, practicality is measured based on teachers' and students' assessments that the material is easy to understand and can be used in the learning process. Teachers' and students' responses to P3-based BIPA teaching materials include the dimensions of Faith, Fear of God Almighty, and Noble Character; dimensions of Global Diversity; Mutual Cooperation dimension; Independent dimension; Critical Reasoning dimension, Creative dimension, as well as general aspects of teaching materials.

Table 8. Teacher and Student Response Instrument Grid

No.	Aspects	Indicators	No. Item	Σ
1	Dimensions of Faith, Fear of God Almighty, and Noble Character	Develop cultural and ethical values in communication.	1	1
2	Dimensions of Global Diversity	Appreciate the cultural diversity of Indonesia and the Philippines.	2	1
		Improve the ability to interact with other cultures.	3	1
3	Mutual Cooperation Dimensions	Develop effective communication within the team.	4	1
4	Independent Dimension	Encourage independence and responsible learning.	5	1
5	Dimensions of Critical Reasoning	Analyze and evaluate information in texts.	6	1
		Think critically and solve problems in understanding text.	7	1
6	Creative Dimensions	Express yourself through creative tasks.	8	1
7	General Aspects of Teaching Materials	Teaching materials are easy to understand and meet your needs.	9	1
		Increase self-confidence in speaking Indonesian.	10	1

Furthermore, the level of practicality of developing P3-based BIPA teaching materials is calculated based on the implementation of learning as follows:

$$P = \frac{n}{F} \times 100$$

Notes:

P = Percentage Results Obtained

n = Number of Scores Obtained

F = Maximum Number of Scores

(Arikunto, 2016)

Next, the researcher interpreted the results of observations regarding the implementation of learning by referring to success indicators based on the following criteria.

Table 9. Practicality Categorization

Respond Percentage (%)	Category
0 -25	Impractical (E)
26-45	Less Practical (D)
46-69	Quite Practical (C)
70-85	Practical (B)
86-100	Very practical (A)

Assessment of the Effectiveness of Teaching Materials

The effectiveness of teaching materials is related to the extent to which teaching materials help improve students' understanding and skills in learning. On the one hand, for teaching materials to

function as effective learning media, they need to fulfil a number of important criteria to improve the quality of the teaching and learning process (Slavin, 2011). At this stage, an assessment of learning mastery is carried out using the product development results. Assessment plays a role in measuring students' abilities before and after learning. Reading comprehension questions include recognizing letters and words, reading simple sentences, understanding the content of the reading, answering questions based on the reading, and determining pictures that match the reading. This research sheet can be used as a reference for assessing the effectiveness of using interactive teaching materials.

The grid of the reading comprehension test instrument using P3-based BIPA teaching materials for KPDI participants in Mindanao, Philippines is as follows:

Table 10. Reading Comprehension Question Grid

No.	Aspects	Indicators	Question Form	Σ
1	Recognize letters and words	Read simple words correctly	Practice	5
2	Read simple sentences	Read short sentences fluently	Practice	2
		Understand the content of the sentences read	Matchmaking	5
3	Understand the content of the reading	Answer questions based on short reading	Short entry	3
		Mention characters or objects in the story	Multiple choice	2
4	Answer questions based on reading	Answer questions about who, what, where, when, and how from simple reading	Multiple choice	3
5	Determine the picture that matches the reading	Match short text with appropriate images.	Matchmaking	5

The method used to measure the effectiveness of using P3-based BIPA teaching materials in this research used the N-Gain Test. This method provides a strong basis for evaluating the extent to which teaching materials contribute to students' understanding. Next, to find the N-Gain value, researchers used the following formula:

$$N_{\text{Gain}} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

(Sukarelawan et al., 2024)

To see the category of increase in N-Gain score, you can refer to the normalized Gain criteria in Table 3.11. Meanwhile, to determine the level of effectiveness of implementing the intervention, you can refer to Table 3.12.

Table 11. Normalized Gain Criteria

N-Gain Value	Interpretation
0,70 $g \geq 100$	High
0,30 $g < 0,70$	Currently
0,00 $< g < 0,30$	Low
$g = 0,00$	No increase occurred
$-1,00 < g < 0,00$	There is a decline

*N-Gain = Normalized Gain

Table 12. Criteria for determining the level of effectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Quite Effective
>76	Effective

(Sukarelawan et al., 2024)

The instruments in this research were adapted from the guidelines for developing teaching materials by the National Education Standards Agency (BNSP) in Permendiknas, 2005 and Rahmawati et al., 2021 which is used to assess the validity of the content, presentation, language and graphics of teaching materials; Apart from that, the observation grid of teacher activities as well as teacher and student responses also refers to Rahmawati et al., 2021 and Alwi et al., 2020 in the context of assessing the practicality of teaching materials. Meanwhile, to measure the effectiveness of teaching materials, a reading comprehension test instrument is developed by adapting learning indicators from Sukarelawan et al., 2024 which emphasizes the N-Gain test as a measuring tool for increasing students' understanding and refers to aspects of mastery of language skills that are relevant to the needs of BIPA students. The development of this instrument aims to ensure that teaching materials meet the criteria of being valid, practical and effective in supporting the learning process, especially for foreign speakers in the BIPA context.

The instrument development in this research has been designed systematically to ensure the validity, practicality and effectiveness of BIPA teaching materials based on the Pancasila Student Profile (P3). Pancasila students must have faith and devotion to God as an effort to form good character and ethics (DDamayanti et al., 2023). For this reason, the instruments used include questionnaires, tests, observation sheets, documentation studies, and interview guides, which play an important role in supporting an accurate and comprehensive data collection process in accordance with the characteristics of good teaching materials. In line with the opinion of Magdalena et al., 2020 and (Aisyah et al., 2020), teaching materials are an important medium in the learning process, which must be arranged systematically and designed to help students understand the material according to the curriculum. The process of validating teaching materials is carried out through validation sheets which are submitted to experts (Nieveen, 1999). In this context, it is carried out in the fields of materials, language, media and graphics, to ensure that the content, presentation, language and appearance of teaching materials comply with the eligibility criteria set by BSNP as regulated in Government Regulation No. 19 (Permendiknas, 2005). Validation of this instrument uses a Likert scale, which makes it easier for validators to provide objective assessments regarding the suitability, feasibility and effectiveness of teaching materials. Furthermore, the practical aspect is evaluated through observation sheets and teacher and student response questionnaires, to measure the extent to which teaching materials can be applied easily and support an effective and enjoyable learning process, in accordance with the criteria for good teaching materials according to (Slavin, 2011),

which emphasizes that learning media must be relevant, easy to use, interesting, and provide real benefits for students. Apart from that, Damayanti *et al.*, 2023 also emphasized that textbooks as a form of teaching material need to be designed systematically to make it easier for students to achieve the expected competencies.

The effectiveness aspect is tested through reading comprehension tests before and after learning, which are designed with indicators ranging from letter and word recognition, sentence understanding, to the ability to answer questions and match pictures with text. The results of the effectiveness test are analyzed using the N-Gain formula to determine the extent to which teaching materials contribute to improving student learning outcomes. This is in line with the opinion of (Yasin, Istiq'faroh, *et al.*, 2023) which states that teaching materials must support independent learning and increase students' understanding through a systematic and flexible approach. Apart from that, the characteristics of good teaching materials also include aspects of independent learning, complete material coverage, stand-alone, adaptive, and user friendly, as explained by (Puspita and Purwo, 2019). Therefore, the entire process of developing instruments in this research is not only based on practical experience but also based on theories and standards for developing teaching materials that have been put forward by experts, so that the research results can be justified academically and are useful in the learning context of non-native speaker students.

Based on this discussion, it can be concluded that the development of the instruments in this research has been carried out systematically and grounded in valid theories and standards to ensure that BIPA teaching materials based on the Pancasila Student Profile (P3) meet the criteria of validity, practicality, and effectiveness. The instruments—including validation sheets, observations, response questionnaires, and reading comprehension tests—assess content, presentation, language, and graphics, while supporting the practicality and effectiveness of the materials in enhancing non-native speaker students' understanding. By referring to BSNP guidelines, expert theory, and appropriate testing approaches such as the N-Gain test, these instruments help produce teaching materials that are academically sound, relevant, engaging, and useful for optimizing the BIPA learning process. The application of these instruments is expected to confirm the quality of the teaching materials, demonstrating ease of use, engagement, and improved student reading comprehension. Overall, the instruments aim to ensure high-quality, contextually relevant teaching materials that support meaningful and measurable learning outcomes for KPDI students in Mindanao, Southern Philippines.

CONCLUSION

The instrument developed in this research was designed systematically to test the validity, practicality and effectiveness of BIPA teaching materials based on the Pancasila Student Profile (P3). This instrument includes questionnaires, tests, observation sheets, documentation studies, and interview guides, which function to collect accurate and comprehensive data. Validation of teaching materials is carried out through validation sheets involving experts in the fields of materials, language, media and graphics, to ensure the suitability of the content, presentation and appearance of the teaching materials. Practicality evaluation is carried out using teacher and student response questionnaires to measure the ease of application of teaching materials in learning. Meanwhile, effectiveness is measured through a reading comprehension test which is analyzed using the N-Gain formula. Based on theories on the development of teaching materials that have been tested by experts, this instrument is considered suitable to ensure that the teaching materials developed meet the criteria of being valid, practical and effective in supporting learning, especially for foreign speakers in the BIPA context.

AUTHOR CONTRIBUTION STATEMENT

Y.T.R. contributed to the formulation of the research problem and literature review relevant to the study topic. N.I. provided support in designing the research methodology and collecting data. W.S. gave input on data analysis and interpretation to support the research findings. N.M. provided theoretical framework support and assisted in developing the discussion. G.G. contributed to editing,

formatting, and ensuring academic accuracy in the manuscript. M.N.H. contributed throughout the research process, coordinated the overall writing, and finalized the manuscript for submission. All authors participated in the preparation and refinement of this research article.

DECLARATION

The author declares that there is no conflict of interest regarding the publication of this article. The author has no affiliation or involvement with any organization or party that has a financial or non-financial interest in the material or subject discussed in this manuscript.

DATA AVAILABILITY

Data supporting the findings in this study are available and can be requested from the corresponding author. However, due to the involvement of educational participants and ethical considerations, some data cannot be published openly.

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