Developing teaching materials of Indonesian for speakers of other languages based on wetland environment

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Abstract. Universitas Lambung Mangkurat, as one of the universities in South Kalimantan, has a vision "ULM is as a leading and competitive university in the field of wetland environment." Thus, the possibility of introducing local wisdom is one of the efforts to think globally act locally. Therefore, the availability of valid and effective teaching materials is needed as an effort to increase students' understanding and caring attitude about the contextual wetland environment. This research is a research and development on developing BIPA (Indonesian for Speakers of Other Languages) book based on wetland environment. The development steps were adapted into seven simpler main steps. These steps are needs assessment which was done to 9 international students at ULM. The instruments used in this study were a questionnaire and interview on the needs analysis and a questionnaire on the try-out. The data was analyzed qualitatively and quantitatively. Then, the materials were developed. The book covers six units. The units are Tinggal di Banjarmasin, Budaya Sungai di Banjarmasin, Hutan Bakau di Kalimantan Selatan, Bekantan dan Pasar Terapung. Each unit has seven activities covering the listening, speaking, reading, and writing skills. Going further to validation, the product was validated by two validators. It was then revised, tried out, revised again, and published. This book is expected to contribute to enrich students' knowledge on wetland environment and level up students' mastery of Indonesian.

1. Introduction

Universitas Lambung Mangkurat (henceforth ULM) through the ULM International office has collaborated with various overseas universities such as Thailand and the Philippines to accept overseas students to study at Universitas Lambung Mangkurat. This collaboration is one of the efforts and contributions to make ULM a superior campus. To support this goal, Indonesian Language Learning for Foreign Speakers (Bahasa Indonesia Bagi Penutur Asing/ BIPA) has been implemented for years. Basically, BIPA learning is used as an activity that can introduce Indonesian to the international world, for example, BIPA learning at the Indonesian Embassy in Moscow, the Indonesian Embassy in India, and the Indonesian Embassy in Poland [1]. Meanwhile, BIPA learning at ULM aims to equip foreign students who are currently studying at ULM to become proficient in Indonesian both oral and written.

To support the BIPA learning process, BIPA textbooks used are books provided and compiled by the Center for Strategy Development and Language Diplomacy of the Language Development and Development Agency of the Ministry of Education and Culture. In several places/ institutions, this BIPA textbook is also used in Universitas Lambung Mangkurat. This textbook can be used well because it is structured and complete. However, seen from the BIPA learning for foreign students at
ULM, the researchers saw the potential to maximize the value of BIPA teaching materials by using the basis of local wisdom focusing on the wetland environment.

The term local wisdom can be understood as ideas, values, views of local that are wise, full of wisdom, good value, embedded and followed by members of the community. Therefore, local wisdom refers to certain localities and communities [2]–[4]. The possibility of introducing regional excellence is one of the efforts to think globally act locally in which BIPA participants are foreign students studying at Universitas Lambung Mangkurat. Therefore, this is a good opportunity to develop BIPA teaching materials based on local wisdom focusing on the wetland environment in order to produce development research that is beneficial to institutions, regions, and on the sustainability of living things in this case related to wetlands. According to [5], local wisdom in foreign languages is usually associated with local genius, local wisdom, or local knowledge. Local wisdom or "local genius" itself is a term introduced by Wales, namely "The sum of the cultural characteristics which the vast majority of a people have in common as a result of their experiences in early life.” In addition, local genius according to Wales is the ability of local culture to deal with the influence of foreign cultures when the two cultures are connected [6].

Reference [7] states that local wisdom aims to create peace and improve welfare. The form of extracting local wisdom according to [7] is from cultural products related to people's lives, such as work ethics, beliefs, value systems, or how the dynamics takes place. Some of the functions of local wisdom are: (a) marking the identity of an area; (b) the color of togetherness of an area; (c) encouraging the development of togetherness, appreciation, and joint mechanisms to become an integrated society that can ward off various possible destroyers of solidarity; (d) cultural elements that live and exist in society; (e) adhesive elements (cohesive cap); (f) modifying the reciprocal relationship of individuals and groups, as well as the mindset by placing it on the culture they have [8].

Wetlands are life support [9, 10]. Furthermore, [9] through its press release stated that as a life support system, wetlands function as a source of water, a source of food, maintain a wealth of biodiversity, and act as a global climate controller and reduce disaster risk. However, the current condition of the wetland ecosystem in Indonesia continues to decline in its role and function. So, it takes efforts and awareness from all parties to conserve and manage wetlands and spread the knowledge that wetlands are important for living things [10]. Wetlands themselves have a broad definition, namely “Swamp, brackish, peatland and aquatic areas: natural or man-made; permanent or temporary; with water that is stagnant or flowing, fresh, brackish or salty; including sea water areas whose depth is not more than six meters at low tide” [9–11]. Central Africa, northern South America, northern Australia, Indochina and Indonesia have important tropical wetland areas [10].

Wetlands are areas where water meets the ground. This land consists of various ecosystems ranging from rivers, lakes, swamps, to peatlands. According to [12], wetlands are defined in article 1 paragraph 1 of the convention. Its full definition is as follows, “Wetlands include areas of brackish, swampy, peatland, natural or artificial, permanent or temporary, with water that flows or is still (stagnant), fresh, brackish, or salty; including areas with sea water whose depth at low tide (low tide) does not exceed six meters.” One of the studies that is oriented towards wetlands is the research conducted by [13]. This study entitled the development of science teaching materials using a wetland environment-oriented cooperative learning model. The results of their research indicate that the validity of the teaching material is in the valid category, the teaching material is in good category, and the effectiveness of the teaching material is based on the learning outcomes in the medium category. With the integration of the wetland environment, this can help students and students to get an understanding of wetlands and take real action towards conserving wetlands.

Universitas Lambung Mangkurat has a vision "The realization of ULM as a leading and competitive university in the field of wetland environment." In other words, the wetland environment is superior to Universitas Lambung Mangkurat [12]. With this vision, ULM maximizes its efforts as the front line in preserving and developing wetland environments. So, there is the potential to maximize BIPA teaching materials by using a valid and practical wetland base. The specifications of the product that will be produced from this development research are Indonesian language teaching materials for foreign speakers based on a wetland environment consisting of six units with seven -
eight activities in each unit. These activities include listening skills, speaking skills, reading skills, and writing skills.

The development of teaching materials Indonesian-based wetland environment has several objectives:

1. analyzing the need for the availability of wetland environment-based teaching materials;
2. developing practical and valid wetland environment-based teaching materials.

As for the benefits of this research, namely by integrating wetlands into BIPA teaching materials through proper research and development processes, foreign students are expected to take part in preserving, managing, and getting an understanding that wetlands are important for the life of living things. [12] states that educational institutions have a contribution to provide an understanding that land must be needed wisely so that the wetlands themselves provide continuous benefits. Therefore, the availability of practical and valid teaching materials is an effort to increase students' understanding and caring attitude about the contextual wetland environment. This book is expected to contribute to enriching students 'knowledge about the wetland environment and improving students' mastery of Indonesian.

2. Research methods

This research is a Research and Development. The researchers used the research model from Borg and Gall because this development model emphasizes the development of products that are effective and efficient in their application. There are ten development steps described by [14], namely Research and information collecting, planning, developing preliminary forms of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination, and implementation. However, from the ten steps, the researcher adapted this development step into seven main, simpler steps.

The first step is conducting a needs analysis. This step is taken to obtain initial information and identify needs in the field as a basis for product development. The information is obtained through a questionnaire and an interview. A total of 14 respondents participated in this needs analysis, namely nine international students at Universitas Lambung Mangkurat and five BIPA teachers in South Kalimantan.

The second step is the developing of products. In this step, the researchers used a development model from [15] which consists of three main stages. The first stage was identifying learning objectives of the relevant study materials that students who take the program BIPA has knowledge of local wisdom and wetlands when they have done the learning process. The second stage was developing teaching and learning activities in each unit of teaching materials. The third stage was developing a review in the form of questions to monitor student progress and fun field corner.

The third step is validating the product. In this step, the researchers involved experts experienced in the field of teaching Indonesian for Speakers of Other Languages to assess products designed. In more detail, the experts who validated the teaching materials gave attention to the four main elements, namely an overview, introduction, description of teaching materials and coverings.

After the product was validated by expert experts, the product was revised according to experts' advice and comments. Then, the next step is conducting a try-out. Due to the limited number of classes and students taking BIPA classes, limited try-out cannot be carried out. So, the try-out that can be carried out are general try-out (field try-out). The try-out was done on all students who attended the try-out as many as nine people. The purpose of this try-out was to determine the practicality of the teaching materials being developed. The instrument used in the try-out was a questionnaire given to the participants.

After the try-out was carried out, the researchers made a second revision of this teaching material to achieve the appropriate development product. Then, the final step of this research and development is the final product. The expected end product is a teaching material of BIPA based on wetlands that is valid and practical that can be used by the students in the learning process in the classroom in order to maintain local knowledge and introduce the wetlands as an identifier of the Universitas Lambung Mangkurat and South Kalimantan.
The validation sheet given to two experts as product validators in this study was used to measure the validity of the teaching materials. The analysis of the validity of this teaching material is to find the percentage comparison between the total score given by the respondent (\(\Sigma R\)) and the predetermined maximum score (\(N\)) [16]. The product criteria used were adapted from [17] and can be seen in Table 1.

Table 1. Product validity categories.

| No. | Percentage of value | Category  | Follow-up       |
|-----|---------------------|-----------|-----------------|
| 1   | > 75%               | Very high | No need for revision |
| 2   | 51% - 75%           | High      | Little revision |
| 3   | 26% - 50%           | Enough    | Requires revision |
| 4   | <25%                | Less      | Replaced        |

The questionnaire given to students and teachers was used to measure the practicality of this teaching material. The product practicality criteria use the Likert to provide a score for each item with answers strongly agree (4), agree (3), disagree (2), and disagree (1). Analysis of the practicality of this teaching material is to find the percentage comparison between the total score given by the respondent (\(\Sigma R\)) and the predetermined maximum score (\(N\)) [16]. The practicality criteria used in the development of the textbook are shown in Table 2.

Table 2. Practicality of teaching materials categories.

| No. | Percentage of value | Category       |
|-----|---------------------|----------------|
| 1   | 81% \(\leq P \leq 100\%) | Very practical |
| 2   | 61% \(\leq P < 81\%)    | Practical      |
| 3   | 41% \(\leq P < 61\%)    | Quite practical |
| 4   | 21% \(\leq P < 41\%)    | Less practical |
| 5   | <21%                | Very practical |

The seven development steps adapted from the Borg and Gall development model, namely needs assessment, developing materials, expert validation, and first revision were completed in October 2020. The first stage, namely the needs assessment was completed in June 2020. Of the 21 foreign students who are studying at Universitas Lambung Mangkurat, there were nine students and five BIPA teachers who were willing to fill out an instrument in the form of a needs analysis questionnaire.

3. Results and discussion

The results of the needs analysis that have been obtained are as follows. The first question was do you like learning by using teaching materials? All participants answered yes, they need learning materials. To confirm their answer to question number 1, question number 2 was given and the following was the response of the participants. The second question was do you have any difficulties in learning process without teaching materials? Through this response, it can be seen that even though they need learning material, as many as 2 participants answered that they did not find it difficult if during the teaching and learning process, there was no learning material prepared by the teacher. The third question was what kinds of teaching materials that you like? A total of 2 participants stated that they chose printed teaching materials while 7 participants stated that they preferred printed and online teaching materials.

Meanwhile, the fourth question was what do you think of the use of book in the classroom / when you study? In terms of the importance of the existence of teaching materials in the form of books, 5 participants stated that it was important and 4 participants stated that the existence of teaching materials was very important. The fifth question was choose the learning sources that you prefer to have when you study (you may choose more than one option). In this question item, participants can choose more than 1 option, a total of 7 participants choose text and video, 5 participants choose audio, 4 participants choose digital and network materials and 0 participants choose other options. The sixth question was how is the presentation of the material you expect? You may choose more than one
option. The worksheet is the option with the most results chosen by participants (as many as 7 people), followed by exercises, projects and presentations. Also, 0 participants chose other options.

Then, the seventh question was do you know that the vision of ULM is "the realization of ULM as a leading and competitive university in the field of wetland environment?" For questions regarding the Vision and Mission of ULM, as many as 3 participants did not know the Vision and Mission of ULM, while 6 participants did. The eighth question was would you please write anything you know about wetlands. The next question was where do you know about wetlands? This question is a follow-up question from the previous 2 questions and most of the participants stated that they knew wetlands from the university.

The tenth question was Indonesian for Speakers of Other Languages (BIPA) is provided for international students who are studying in ULM. What is your attitude toward integrating wetlands in the learning of BIPA? Regarding how the participants thought about the BIPA program by implementing a wetland environment, 4 participants stated that this was important and 5 participants stated it was very important. The eleventh question was if yes, choose the provided topics that can be included in the materials. Then, on the eleventh question, the researcher provided several BIPA learning topic options which would then be integrated into BIPA teaching materials. The last question was what language skills that are useful for you? You may choose more than one. Meanwhile, the twelfth question contains the skills that will be included in the wetland environment-based BIPA teaching materials.

The questionnaire given to 5 BIPA teachers in South Kalimantan also showed the following results. All BIPA teachers stated that they needed teaching materials when teaching. A total of 2 BIPA teachers stated that they had no difficulties teaching without teaching materials and 3 BIPA teachers stated that they had difficulties. As many as 80% (4 people) of BIPA teachers prefer printed and online teaching materials. And they stated that the existence of teaching materials is important. In addition, they chose video and text as the learning resources to use. Projects and presentations are the options chosen by BIPA teachers.

Regarding the relationship between the wetland environment that is integrated into BIPA teaching materials, all BIPA teachers as participants in this study stated that they knew ULM's vision and mission, namely the realization of ULM as a leading university and competitive in the wetland environment. The sources of their knowledge about wetlands range from the media, local communities, seminars and peers. There are also various points of view regarding the importance of integrating the wetland environment in BIPA teaching, as many as 2 BIPA teachers stated it was very important, 1 teacher said it was important and 2 teachers said it was rather important. Regarding how it is integrated, the dominant participants expressed their proficiency in speaking and reading.

The second instrument in needs analysis is an interview guide. This interview was conducted by researchers on BIPA students and teachers. The purpose of this interview is to confirm the responses given by BIPA students and teachers when filling out the questionnaire. According to BIPA students and teachers, the existence of this wetland-based BIPA teaching material will greatly help them so that learning becomes more contextual. There were several confirmations of the responses given to the questionnaire including the use of online teaching materials, the selection of topics presented in the teaching materials and the elaborated skills on teaching materials.

This needs analysis provides researchers with information and identification of the needs of BIPA students and teachers which are then used as the basis for product development. The fact that there are still obstacles in finding and designing appropriate teaching materials according to student needs can be anticipated through the needs analysis that has been carried out in this study.

The second step in this research is product development based on the results of the needs analysis that has been obtained. The development model from Innotech SEAMEO (1974) is a model used by researchers. With three main stages, the first stage is identifying the learning objectives of the relevant study material. Researchers collected study materials for BIPA teaching materials, local wisdom, and wetlands.

The results of this first step is then followed by the second step that is developing the teaching and learning activities in each unit of teaching materials. The third step is to develop a review in the form
of questions to monitor student progress and a fun corner column which is then adjusted to become the Did You Know?

Next, the researchers validated the product to experts. In this step, researchers involved two experts who are experienced in their fields to assess the product being designed. In more detail, the elements of assessment in this teaching material include an overview, introduction, description of the teaching material, and a conclusion. The first validator gave a very satisfactory score on short descriptions, study instructions, formulation of learning objectives, and exercises. Then, on the benefits for participants, the systematic of teaching materials, the relevance of the subjects, the subject matter of the teaching materials, the subject matter descriptions of the teaching materials, evaluation and references, the first validator gave an assessment of the satisfactory score. Meanwhile, the first validator gave a satisfactory score on scope, feedback and follow-up. Furthermore, the validator noted to add a summary section to the teaching material. In the comments section, the first validator explained that overall it is good and appropriate as a BIPA teaching materials. Some suggestions, for example at the beginning, can be added a description of what skills are the focus of each material, for example reading, listening, speaking and writing. The writing aspect can also be improved in order to produce a reading material that is in accordance with the rules so that it is easy to learn.

Then, the second validator in this study gave a very satisfactory score on almost all elements of the assessment, except for the systematic of teaching materials and feedback and follow-up, namely getting an assessment with a satisfactory score. Based on the validation results, the value obtained from the first validator was 80 and the value obtained from the second validator was 97. The average value of the two validators was 88.5. Hence, this wetland environment-based BIPA teaching material gets very high criteria. Then, after the two experts validated the product, the product was revised according to the advice and comments of the expert experts. From the results of product validation, some notes were given by expert experts. Among them are additional skill descriptions that are the focus of each material and the use of correct Indonesian language rules.

Further step after the revision is a try-out that was conducted on students of international the number of nine people who are willing to follow this try-out online. The following are some of the students’ responses from the questionnaire given.

Question 1. Give your opinion briefly about this teaching material.
Respondent 1’s answer: "In my opinion, the teaching materials of BIPA are very good because we as foreign students are very quick to understand what the teacher/ lecturer means or want to convey to us through short conversations or questions which I think are very interesting. Also in this material it is very helpful because we can find out many things about Banjarmasin which is known as the city of a thousand rivers."

Question 2. In your opinion, will this material be of benefit to BIPA participants?
Respondent 2’s answer: “Personally, it is clear that this is very beneficial for BIPA participants, especially those who previously did not know what Borneo is about after studying this material, they can know what is interesting in South Kalimantan, even they can be curious.”

Question 3. Is the systematic of this teaching material good?
Respondent 3’s answer. "Yes it is good. It is organized very well. It has an order to follow. The material is not directly focusing to the difficult level but starts from the basic one. Like knowing the places, and even some parts of the culture are in the book which is one of the important topics to be teach to international students as they learn Indonesian."

The teaching materials of BIPA based on wetlands environment that have been developed obtained a score of 80 in the category practically to the level of practicality in terms of the ease of use, systematic materials and activities were nice and sequentially cognitively, learning objectives were appropriate and relevant to the level of language acquisition and mastery skills, and the instructions and descriptions of the material and activities are easy to understand.

After the try-out, followed by a second revision of these materials to achieve appropriate product development. Then, the last step of this research and development is the developing the final
product. The final product in this study is a valid and practical BIPA teaching material based on wetlands that can be used by students in the learning process in the BIPA class with the aim of maintaining local wisdom and introducing wetlands as a characteristic of Universitas Lambung Mangkurat and one of the characteristics of South Kalimantan.

In general, the teaching materials of BIPA based on wetlands environment developed in this study have two advantages. The first advantage is that this teaching materials are developed through the needs analysis stage so that the resulting teaching materials are in accordance with the needs of students and teachers. There are three things that are emphasized in the needs analysis, namely the first is the life of the people in Banjarmasin. International students living in Banjarmasin have limited knowledge about life in Banjarmasin. Although they had gathered information about Banjarmasin before they arrived, the information they got was a collection of bits and pieces of information. By providing topics that are close to life in Banjarmasin, these teaching materials can complement the pieces of information that will be complete when they can relate to them upon arrival in Banjarmasin.

The second thing that is emphasized in the development of this teaching material is the existence of culture and language that cannot be separated. The understanding of BIPA students regarding Indonesian culture, especially regarding the culture in the place where they live, will make it easier for them to use language like native speakers of the language [18] and understand the noble values of that culture [19]. BIPA students with different backgrounds and cultures [20], [21] will find it easier with the integration of culture and language in learning Indonesian. This is in line with development research conducted by [22] with the integration of Balinese culture, [19] with the integration of Banyumas culture. Through a culture that is elaborated on teaching materials, BIPA students can learn Indonesian easily using an understanding of the culture and language in which they use the language.

The third thing is the introduction of wetlands. The decrease of the role and function of wetland ecosystem in Indonesia requires effort and awareness of all parties. [10] stated that the knowledge that wetlands are important for living things is important. So, it can be concluded that the initial stage of this effort is carried out to conserve and manage wetlands, namely by introducing wetlands in the integration of BIPA teaching materials. The packaging of the teaching materials about life in Banjarmasin using a wetland environmental basis is a very appropriate collaboration as a form of educational contribution to environmental sustainability with a concentration of wetlands. In the end, the wise use of wet natural resources as expressed by [23] can be felt together in the balance of the ecosystem.

The positive impact of wetlands can be felt by the community if all parties, from the community itself to the government, can work together to maintain and conserve the wetland environment. Starting from self-awareness of the importance of wetlands, making wetland management, to making policies related to the use of wetlands. One of the things done to conserve wetlands, especially in the education sector, is to introduce and study wetlands in lessons.

The second advantage of BIPA teaching materials in this study is that the teaching materials developed are valid and practical teaching materials so that they can be used not only by students in Universitas Lambung Mangkurat but also by students from other universities or institutions that provide the learning of Indonesian for Speakers of Other Languages. As stated by [24], the material, structure, and evaluation have been adjusted with elements that support the achievement of these competencies, namely Indonesian in the academic context specifically based on wetland environment.

The criteria for BIPA teaching materials that can be used as guidelines according to [25] are relevant to the teaching to be achieved. Through the needs analysis in this study, the wetland environment-based BIPA teaching materials developed are a form of effort to achieve the relevance of teaching that is to be achieved. Then, the next criterion, namely the teaching materials used can arouse student motivation and demand active student involvement [25]. The last criterion is to raise linguistic facts and the real use of Indonesian. This wetland environment-based BIPA teaching material contains texts of relevant teaching materials related to language and the use of Indonesian in a contextual and real way.
4. Conclusions
The teaching materials of BIPA based on wetlands environment is entitled *Aku Senang Tinggal di Banjarmasin*. These teaching materials cover the units of *Tinggal di Banjarmasin, Budaya Sungai di Banjarmasin, Hutan Bakau di Kalimantan Selatan, Bekantan dan Pasar Terapung*. Indonesian Language Teaching Materials for Foreign Speakers based on wetland environment that is developed is valid, practical, and ready to use with "very high" product validity criteria and "practical" criteria of practicality. Further revision is still required for the better teaching materials. The limitations that were found during the research on the development of Indonesian for Speakers of Other Languages Teaching Materials based on wetland environments were the number of participants involved in this study. The limitations of the participants made it impossible to carry out large-scale try-out. Therefore, further research is expected to include large-scale try-out. Another thing of concern is the availability of recordings in the listening skills section. In the future, with sufficient time and participants, it is hoped that the availability of recordings in the form of conversations by foreign students containing conversations contained in each unit can then be heard repeatedly as a medium to support learning.

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