

Evaluating *Sahabatku Indonesia untuk Pelajar BIPA 3*: A Textbook Evaluation of Language, Presentation, and Graphical Aspects



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ABSTRACT

Studies on *Bahasa Indonesia bagi Penutur Asing* (BIPA) instructional materials have predominantly focused on beginner-level textbooks, leaving intermediate-level materials underexamined. This study evaluates *Sahabatku Indonesia untuk Pelajar BIPA 3* across three dimensions: language aspect, material presentation, and graphical aspect. Employing a qualitative descriptive approach, data were collected through classroom observations, semi-structured interviews with two BIPA teachers and two foreign students, and document analysis guided by Ministerial Regulation Number 8 of 2016. The findings reveal that although the textbook provides clearly stated learning objectives and a consistent unit structure, it presents several pedagogical limitations, including overly formal and complex sentence structures, inconsistent material sequencing, limited grammar-thematic integration, outdated content, and dense visual layouts with insufficient contextual support. The study concludes that the textbook partially supports intermediate-level BIPA learning but requires improvement in linguistic accessibility, thematic relevance, material progression, and visual presentation. These findings contribute to the development of more pedagogically appropriate and learner-centered BIPA instructional materials.

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INTRODUCTION

Textbooks play an important role in language learning as primary instructional tools that guide learners in developing language skills, cultural understanding, and communication competence. In BIPA (*Bahasa Indonesia bagi Penutur Asing*) learning, textbooks help learners understand Indonesian grammar, vocabulary, and socio-cultural contexts through structured learning activities (Aufa & Pusparini, 2024; Kurniawan et al., 2022). The Indonesian Ministry of Education emphasizes that textbooks are the primary operational tools for implementing the curriculum, and are expected to fulfill aspects of material quality, language appropriateness, presentation, and graphical design. Therefore, evaluating textbooks is essential to ensure that learning materials are pedagogically appropriate and support learners' comprehension and communication development (Nugraha, 2022; Peñaloga & Saro, 2023; Ramakrishna & Devi, 2020). Authentic and contextual learning materials have also been shown to support learner engagement and improve language learning experiences (Chen & Chung, 2008; Erbaggio et al., 2012; Teresa et al., 2024).

Sahabatku Indonesia untuk Pelajar BIPA 3 is designed to support learners in expressing experiences, hopes, plans, and opinions through integrated listening, speaking, reading, and writing activities, alongside Indonesian cultural knowledge. Its communicative topics—including hobbies,

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tourism, literacy, and school activities—aim to develop learners’ functional language use. To be effective, BIPA textbooks should not only align with curriculum standards but also provide accessible language input, meaningful activities, and engaging visual presentation (Kusmiatun, 2019; Rofiuddin et al., 2019). However, some textbooks still present linguistic barriers such as overly complex sentence structures, insufficient contextual support, and limited interactive exercises that may hinder learners’ progress (Mahdi, 2024). Texts must also carry themes that resonate with and remain relevant to students in order to sustain engagement (Hossain, 2024).

Initial classroom observations in an intermediate-level BIPA class revealed challenges related to learner engagement, comprehension of textbook materials, and the suitability of provided activities. In the listening-focused session, students experienced difficulties understanding audio materials due to unfamiliar grammar structures and vocabulary, which reduced comprehension and participation. In the speaking-focused session, teachers reported difficulties finding suitable classroom activities, as the textbook provided limited structured speaking exercises appropriate for students’ proficiency level. Consequently, many students struggled to express their ideas due to unfamiliar vocabulary, hesitated to participate in discussions, and encountered difficulties with pronunciation and sentence formation. These challenges indicate that the textbook’s speaking activities may not sufficiently support learners’ communicative development at the intermediate level.

Teacher interviews further revealed that the textbook did not provide sufficient material variety or activity variations to support interactive classroom learning, requiring teachers to independently seek supplementary resources. Additionally, since the textbook is written entirely in Bahasa Indonesia without multilingual support or translation assistance, some students experienced difficulties understanding instructions and following lesson content. These findings emphasize the importance of evaluating BIPA textbooks not only in terms of curriculum alignment, but also regarding learner accessibility, classroom implementation, and communicative effectiveness.

Prior research on BIPA textbooks has concentrated primarily on beginner-level materials (Kurniasih, 2021; Kurniawan et al., 2022), with some studies analyzing multiple BIPA books (Aswan et al., 2023) or examining content feasibility at the B1 level (Handayani & Isnaniah, 2020). An evaluation of an English textbook based on Curriculum Merdeka and CEFR B1 also yielded positive results (Tanto, 2023). Conversely, negative findings have also been reported: some BIPA books were found unsuitable for academic purposes (Marsevani & Febria, 2025), environmental themes were inadequately covered (Pratiwi et al., 2021), and an 11th-grade English textbook met content standards but lacked depth and engagement, affecting student motivation (Manurung et al., 2019).

Research on readability and discourse quality has further identified significant issues. An analysis of BIPA 3 reading texts found that several texts were not fully appropriate for learners’ competency levels (Krismawati & Dewi, 2021), while a cohesion and coherence analysis of a BIPA C1 textbook concluded that the use of such markers needed improvement to support comprehension (Rahmat et al., 2019). Additionally, inconsistencies in readability levels of BIPA reading test instruments were identified—BIPA-2 test materials proved more difficult than those of BIPA-3—indicating problems in text leveling between proficiency levels (Rahmawati & Sulistyono, 2021). These issues are consistent with the classroom findings of this study, in which students experienced difficulties with listening materials, oral participation, and expressing ideas.

The findings from previous studies reinforce the challenges identified during classroom observations. Problems related to readability, cohesion, coherence, and text difficulty can affect learners’ comprehension and participation in classroom activities. Similarly, the observations in this study showed that students experienced difficulties understanding listening materials, expressing ideas in speaking activities, and engaging with textbook content. These issues suggest that some BIPA textbooks may not yet provide sufficiently structured, accessible, and engaging materials for intermediate-level learners.

Although previous studies have contributed significantly to BIPA textbook evaluation, most remain focused on beginner-level materials and limited aspects such as readability and curriculum

alignment. Studies specifically examining intermediate-level textbooks, particularly *Sahabatku Indonesia untuk Pelajar BIPA 3*, remain scarce, and practical classroom challenges faced by teachers and learners have rarely been addressed. Therefore, this study aims to conduct a comprehensive evaluation of *Sahabatku Indonesia untuk Pelajar BIPA 3* across three dimensions: language aspect, material presentation, and graphical aspect. Through this evaluation, the study seeks to examine how effectively the textbook supports intermediate-level BIPA learners, whether materials are presented in an accessible and structured manner, and how graphical elements contribute to the overall learning experience.

METHODS

This section describes how the study was conducted, including the research design, participant selection, data collection methods, instruments used, and data analysis procedures. The study was carried out systematically to ensure clarity, transparency, and reproducibility of the research process. Ethical considerations and the validity of the data were also considered throughout the study.

Design

This study employed a qualitative textbook evaluation design to examine *Sahabatku Indonesia untuk Pelajar BIPA 3* across three aspects: language, material presentation, and visual design. A qualitative descriptive approach was adopted because it enables detailed descriptions and interpretations of a phenomenon based on participants' perspectives and natural settings (Creswell, 2009), and is useful for exploring meanings individuals or groups ascribe to social and educational problems through data collected in natural contexts (Ishtiaq, 2019). This approach was appropriate given that the study aimed to evaluate the textbook's strengths and limitations through classroom observations, interviews, and document analysis rather than measuring learning outcomes quantitatively.

Table 1. *Evaluation Framework*

No	Variables	Indicator	Data Source	Analysis Procedure
1	Language Aspect	Readability	Textbook analysis, interviews	Analyzed based on learners' comprehension and participants' responses
		Information clarity	Textbook analysis, interviews	Examined clarity of instructions, explanations, and examples
		Correct language features	Textbook analysis, interviews	Evaluated grammar accuracy and appropriateness of language use
2	Material Presentation	Indicators clarity	Textbook analysis, interviews	Analyzed clarity of learning objectives and activity instructions
		Sequence of material presented	Textbook analysis, classroom observation	Examined organization and progression of materials
		Motivation	Interviews, classroom observation	Evaluate learners' engagement and interest toward activities
		Complete information	Textbook analysis, interviews	Examined adequacy of explanations, exercises, and supporting materials
3	Graphical Aspect	Fonts type and size	Textbook analysis	Evaluated readability and consistency of font usage
		Layout	Textbook analysis, interviews	Examined organization and visual arrangement of textbook content
		Illustrations	Textbook analysis, interviews	Evaluated relevance and clarity of images in supporting comprehension

The evaluation was guided by Ministerial Regulation Number 8 of 2016 concerning educational textbooks and adapted from the framework of Kurniawan et al. (2022), encompassing three components: language aspect, material presentation, and graphical aspect. Each component was

further divided into specific indicators. The language aspect included readability, clarity of information, vocabulary use, grammar accuracy, and sentence effectiveness. Material presentation focused on clarity of learning objectives, sequence and progression of materials, completeness of information, and motivational value of activities. The graphical aspect examined font readability, layout organization, illustration relevance, and visual support for comprehension. Findings from observations, interviews, and document analysis were triangulated to obtain a comprehensive understanding of the textbook's suitability for intermediate-level BIPA learning.

Participants

This study was conducted in a BIPA class in Batam, Indonesia, a relevant setting given its growing community of foreign learners. Participants consisted of two BIPA teachers (T1 and T2) and two foreign students (S1 and S2) who had direct experience using the textbook at the intermediate level. Students had used the textbook for approximately one semester; teachers regularly used it as part of their instructional practice. Pseudonyms were assigned to maintain confidentiality.

Participants were selected through purposive sampling based on their direct involvement with the textbook. Teacher inclusion criteria required experience teaching intermediate BIPA classes and familiarity with the textbook content; student criteria required active participation in BIPA learning and prior classroom use of the textbook. Although the sample was small, this was appropriate for a qualitative textbook evaluation emphasizing depth over statistical generalization. Rich data were obtained through multiple collection methods, and triangulation across data sources strengthened the credibility of the findings.

Data Collection

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted twice in an intermediate BIPA class of nine students (eight Thai, one Ghanaian), with the first session focusing on listening activities and the second on speaking. Researchers documented student engagement, participation, comprehension difficulties, and teachers' instructional strategies using field notes.

Semi-structured interviews were conducted with two teachers and two students following the observations. Guided by a prepared interview framework to ensure consistency while allowing flexibility, the interviews explored participants' experiences, perceptions of the textbook's suitability, and challenges encountered during its use. Most interviews were conducted in Bahasa Indonesia to ensure clarity of response. The same interview framework was used across all participants, and triangulation was applied by comparing data from observations, interviews, and document analysis to strengthen validity.

Document analysis involved close reading of the textbook, with texts and images carefully examined and interpreted against the evaluation framework.

Instruments

The primary instrument was a semi-structured interview guideline developed around three evaluation aspects: language, material presentation, and graphical aspect. These were adapted from Ministerial Regulation Number 8 of 2016 and Kurniawan et al. (2022), covering indicators including readability, information clarity, grammar accuracy, material organization, motivation, and visual design. Separate interview grids were developed for teachers and students to reflect their distinct perspectives. Each grid specified the variable, indicator, question type, purpose, and expected evidence. Interview questions were explicitly aligned with the evaluation framework to ensure content validity.

Table 2. Summary of Teacher Interview Instrument Indicators

Variable	Indicators	Question Type	Purpose	Expected Evidence	Number of Interview Items
Language Aspect	Readability, Information Clarity, Correct Language Features	Open-ended	To explore teachers' perceptions of language appropriateness, clarity, and grammatical accuracy	Teachers' explanations regarding sentence difficulty, instruction clarity, and comprehension challenges	7
Material Presentation	Indicator Clarity, Sequence of Material, Motivation, Complete Information	Open-ended	To identify teachers' views on organization, objectives, completeness, and engagement	Teachers' opinions on material sequence, learner engagement, and content adequacy	5
Graphical Aspect	Font Type and Size, Layout, Illustration	Open-ended	To examine teachers' perceptions of visual design and readability	Teachers' responses on font readability, layout organization, and illustration effectiveness	5
Total	10 Indicators				17

Table 3. Summary of Student Interview Instrument Indicators

Variable	Indicators	Question Type	Purpose	Expected Evidence	Number of Interview Items
Language Aspect	Vocabulary, Grammar, Sentence Effectiveness, Correct Language Features	Open-ended	To explore students' experiences and difficulties with textbook language	Students' responses on vocabulary difficulty, grammar understanding, and language comprehension	7
Material Presentation	Content Eligibility, Material Organization, Motivation, Learning Objectives	Open-ended	To identify students' perceptions of relevance, organization, and effectiveness of materials	Students' opinions on topic relevance, lesson sequence, and clarity of objectives	5
Graphical Aspect	Font Type and Size, Layout, Illustration	Open-ended	To examine students' perceptions of visual appearance and readability	Students' responses on layout comfort, font readability, and illustration support	5
Total	11 Indicators				17

Data Analysis

Data were analyzed using a qualitative descriptive approach comprising data reduction, data display, and conclusion drawing (Sugiyono, 2013). First, relevant data from observations, interviews, and document analysis were selected and organized. Second, data were categorized according to the three evaluation aspects. Third, data were displayed in structured form to facilitate interpretation, and conclusions were drawn based on patterns identified across sources.

Classroom observation notes were reviewed to identify patterns in student engagement, hesitation, pronunciation difficulties, and comprehension challenges, particularly those related to unfamiliar vocabulary and limited contextual support. Interview transcripts from teachers and students were analyzed thematically: responses were coded and grouped into recurring themes—including

linguistic difficulty, limited speaking activities, and insufficient visual support—organized according to the three evaluation aspects. Document analysis involved close reading of the textbook guided by Ministerial Regulation Number 8 of 2016 and the framework of Kurniawan et al. (2022), examining linguistic features, material organization, and visual design. Triangulation across all three data sources strengthened the validity of the findings.

Ethics

All participants were informed of the study's purpose prior to data collection, and participation was voluntary. Confidentiality was maintained through the use of pseudonyms (T1, T2, S1, S2). All data were used solely for research purposes and reported accurately without manipulation, in accordance with general ethical principles in educational research.

FINDINGS AND DISCUSSION

Language Aspect

The language aspect of *Sahabatku Indonesia untuk Pelajar BIPA 3* presents several challenges for intermediate-level learners in terms of readability, clarity, vocabulary, grammar, and sentence effectiveness.

Regarding readability, sentence structures were frequently perceived as complex and overly formal. Both T1 and T2 emphasized that many listening and reading texts contain dense constructions requiring additional cognitive effort. This is evident in passages such as “*Pada tahun 2017 dia menulis novel yang mengisahkan cinta sepasang anak remaja SMA. Gadis belia yang masih duduk di bangku SMP itu sukses memikat jutaan pecinta novel fiksi remaja*” (“In 2017, she wrote a novel recounting the love story of a pair of high school teenagers. The young girl, still in junior high school, successfully captivated millions of young fiction novel readers”), which contains embedded clauses and formal lexical items such as *mengisahkan* (“to recount/narrate”) and *memikat* (“to captivate”). Similarly, sentences like “*UNBK adalah sistem pelaksanaan ujian nasional dengan menggunakan komputer sebagai media ujiannya*” (“UNBK, the Computer-Based National Examination, is a system for conducting national examinations using computers as the medium”) resemble academic rather than conversational Indonesian, limiting accessibility for intermediate learners. Students reported parallel difficulties: S1 noted that textbook language differed significantly from daily communication, stating, “In class, we learn to use formal language, so when I interact with my friends, I become confused.” S2 similarly observed that everyday interactions involve “slang and shorter sentences,” including informal expressions such as *ngomong* (colloquial for “to speak/say”) and *tengok* (colloquial for “to look/see”), which were absent from the textbook. These findings indicate a gap between the formal language of the textbook and authentic Indonesian communication.

On information clarity, T1 reported that some instructions lacked consistency, making it difficult for students to understand task requirements. Prompts such as “*Berikan respons atas jawaban-jawabannya!*” (“Give responses to the answers!”) and “*Diskusikan dengan teman Anda informasi yang didapat!*” (“Discuss with your friends the information you obtained!”) provide minimal procedural guidance. T2 similarly noted that certain activities were presented only at a surface level without adequate elaboration. Students relied heavily on translation tools to navigate unclear instructions: S1 explained that “if we do not understand the instructions, we study independently and translate them using applications or search for explanations on Google,” while S2 expressed confusion regarding several activities.

In terms of language correctness, the textbook demonstrates strong grammatical accuracy, with T1 confirming no “fatal grammatical errors.” However, grammatical correctness alone did not guarantee comprehensibility. Forms such as “*Dia pun mencurahkan ide dan pikirannya pada sebuah aplikasi daring*” (“He/she then poured out his/her ideas and thoughts into an online application”) contain affixation patterns that may be inaccessible without sufficient scaffolding. S2 reported that affixation remained difficult, particularly words such as *digunakan* (passive form of “to use”), stating

“the prefix and suffix are hard for me,” while S1 experienced confusion using affixes such as *ber-* (a verb-forming prefix indicating a state or activity) and *me-* (an active verb-forming prefix) in different contexts.

Vocabulary was identified as one of the most challenging aspects. The textbook introduces numerous formal and abstract items including *olimpiade* (“olympiad/academic competition”), *provinsi* (“province”), *mengisahkan* (“to narrate/recount”), and *eksemplar* (“copy/edition” of a publication), with S1 stating that “the vocabulary in the book is very challenging.” Learners consequently relied on digital translation tools or peer support. T1 also observed that several vocabulary themes — particularly the continued focus on blogs and older internet platforms — were less relevant to contemporary contexts, reducing learner engagement.

Although grammatical structures were generally aligned with the BIPA 3 level, grammar explanations were often metalinguistic and disconnected from thematic content. For instance, the explanation that “*kah pada kalimat (2) berfungsi menjadikan kalimat lebih formal dan lebih halus*” (“the particle *-kah* in sentence (2) functions to make the sentence more formal and polite”) and “*pun pada kalimat (3) bermakna ‘juga’*” (“the particle *pun* in sentence (3) means ‘also/too’”) are linguistically accurate but may be difficult for learners to process independently. T2 noted that grammar points were sometimes introduced without sufficient contextual reinforcement, a concern echoed by S2, who found sentence structures such as “*Apakah kamu?*” (“Are you...?” —an interrogative construction using the formal question particle *-kah*) “too hard” to understand independently.

Finally, sentence effectiveness was limited by the lack of authenticity in dialogues. Expressions such as “*Aku mau tanya beberapa hal tentang kesukaanmu untuk isi blogku*” (“I want to ask a few things about your preferences to fill my blog”) reflect formal interaction patterns that differ from everyday Indonesian communication. S2 confirmed that “the language in the book is formal,” contrasting with the informal speech used in their daily environment.

The complexity of sentence structures increases cognitive demand, indicating that the textbook does not fully meet the readability and comprehensibility criteria of Ministerial Regulation Number 8 of 2016, which requires educational textbooks to support learners through appropriate language use. According to Martin et al. (2021) and Sweller (2024), instructional materials should be designed in ways that reduce excessive cognitive load and facilitate learner comprehension.

The gap between textbook language and authentic communication further reflects an issue of linguistic authenticity. As argued Kyle et al. (2022) and supported by Pescuma et al. (2023), language learning materials should expose learners to a range of registers, including informal and colloquial expressions, to enable transfer of knowledge to real-world contexts. This aligns with broader findings that authentic language use and contextual exposure are essential for meaningful communication (Hossain, 2024).

Vocabulary-related difficulties, particularly around Indonesian morphology, align with Anggrisia & Billah (2024), who emphasize that affixation presents a significant challenge for second-language learners. Without sufficient scaffolding, learners struggle to process and retain morphologically complex words—a concern further supported by Chen & Chung (2008), who highlight that vocabulary learning requires structured support and repeated exposure to enhance retention and comprehension.

The misalignment between grammar instruction and thematic content also reflects broader concerns in language pedagogy. Nurhayati (2019) argues that grammar should be taught within meaningful contexts, and Johnson (2023) emphasizes that task-based learning helps learners apply grammatical knowledge communicatively. When grammar explanations are isolated from activities, instruction appears fragmented rather than functional. Additionally, when learners must rely on translation tools due to unclear instructions, the material fails to support independent learning—consistent with Mahdi (2024), which identifies linguistic barriers as a major factor affecting second-language comprehension.

Overall, the findings suggest that while the textbook demonstrates strengths in grammatical accuracy and alignment with general BIPA curriculum objectives, it still requires significant improvement in readability, authenticity, vocabulary scaffolding, and integration of language components. Based on the criteria outlined in Ministerial Regulation Number 8 of 2016 and the communicative goals of SKL BIPA, improving these aspects would enhance learners' comprehension and better prepare them for real-world communication.

Material Presentation

The material presentation of *Sahabatku Indonesia untuk Pelajar BIPA 3* demonstrates structural consistency but reveals significant pedagogical limitations in learning objective integration, material sequencing, motivation, and content relevance.

Table 4. Overview of Units in *Sahabatku Indonesia untuk Pelajar BIPA 3*

Unit	Theme/Topic	Main Learning Objectives	Grammar Focus	Language Skills
1	<i>Lomba yang Kuikuti</i>	Understanding and expressing hopes and congratulations through short explanation texts	Expressions of hope and congratulations (<i>semoga, harap, selamat</i>)	Listening, speaking, reading, writing
2	<i>Aktivitas yang Aku Suka</i>	Expressing likes and dislikes in descriptive texts	Particles <i>-lah, -kah, and pun</i>	Listening, speaking, reading, writing
3	<i>Fenomena Penulis Blog</i>	Understanding passive forms and writing explanatory texts	Passive forms <i>di-</i> and affix <i>meng-...-i</i>	Listening, speaking, reading, writing
4	<i>Jalan-Jalan</i>	Expressing experiences through recount texts	Exclamatory sentences and reduplication	Listening, speaking, reading, writing
5	<i>Gerakan Literasi Sekolah</i>	Understanding and producing exposition texts	Prepositions (<i>kata depan</i>)	Listening, speaking, reading, writing
6	<i>Legenda Tempat Wisata</i>	Producing narrative texts related to legends	Conjunctions and request expressions	Listening, speaking, reading, writing
7	<i>Upacara Bendera</i>	Understanding exposition texts about school activities	Suffix <i>-nya</i>	Listening, speaking, reading, writing
8	<i>Penghijauan Sekolah</i>	Writing reader-response texts about environmental issues	Definition sentences and references	Listening, speaking, reading, writing
9	<i>Eksperimen Kelas</i>	Producing explanatory texts related to experiments	Affix <i>meng-...-kan</i>	Listening, speaking, reading, writing
10	<i>Buku yang Kubaca</i>	Writing book review texts	Sentence expansion (<i>perluasan kalimat</i>)	Listening, speaking, reading, writing

Learning objectives are clearly stated at the beginning of each unit and were generally perceived as beneficial by teachers, who reported that objectives helped organize instruction and set clear expectations. However, both T1 and T2 observed that unit activities were not always fully aligned with stated objectives, with some activities focusing more on task completion than on reinforcing intended language features. Students attributed comprehension more to teacher support and peer interaction than to the written objectives themselves, suggesting that the objectives' functional integration into the instructional process remains limited.

Material sequencing was perceived as inconsistent. T1 noted that difficulty levels did not increase gradually across units, while T2 specifically highlighted the blogging unit as considerably heavier than surrounding units, creating "gaps between one unit and another." S2 found topics often unrelated and non-cumulative, and S1 reported independently reviewing previous materials to compensate for unclear continuity between lessons.

Student motivation was strongly influenced by topic relevance and cultural familiarity. S1 expressed strong interest in the *jalan-jalan* unit due to its connection to personal travel experiences, while S2 found competition and daily activity topics more relatable. T1 observed that units involving tourist destinations and local legends generated stronger participation through cross-cultural

comparison, and T2 identified QR-code audio activities as particularly engaging. Conversely, both teachers noted that outdated topics such as blogging reduced student interest.

Content relevance emerged as a broader concern. T1 highlighted that themes such as radio broadcasts and blogging were less familiar to modern learners, requiring supplementary explanation. S1 suggested that more contemporary Indonesian cultural content would be more meaningful, and S2 emphasized that cross-cultural comparisons enhanced contextual understanding.

Regarding material organization, the textbook maintains a consistent internal unit structure, which T1 found helpful for students already familiar with recurring activity patterns. However, both teachers noted insufficient review and reflection activities to consolidate learning. T2 explained that students frequently required additional clarification beyond what the textbook provided, while S1 independently revisited previous lessons and S2 experienced difficulty connecting concepts across units.

The limited integration of learning objectives reflects a key instructional design concern. Lenin Alvarez Llerena (2024) emphasizes that effective instructional design requires alignment between objectives and activities; when objectives are not consistently reinforced, their role becomes superficial rather than functional. The inconsistency in material sequencing further reflects the absence of structured progression, which Li & Xu (2021) identify as essential for cumulative language development, consistent with broader textbook evaluation studies emphasizing systematic organization (Handayani & Isnaniah, 2020; Kurniawan et al., 2022).

The variation in motivation confirms the importance of relevant and meaningful content. Research by Almajali (2022) and Erbaggio et al. (2012) demonstrate that authentic and engaging materials significantly enhance learner motivation and participation, while (Kusmiatun, 2019; Rofiuddin et al., 2019) show that cultural integration improves engagement in BIPA learning specifically. The issue of outdated topics aligns with OECD (2015), which highlights that rapidly evolving social and technological contexts require continuous material updates, and with Teresa et al. (2024), who identify technology integration as a key factor in instructional effectiveness.

The lack of review activities represents a missed opportunity for knowledge consolidation. Martin et al. (2024) identify reinforcement and reflection as essential for strengthening retention. From a broader design perspective, Saddhono et al. (2024) stress the importance of local cultural elements in instructional materials, while Yıldız & Harwood (2024) and Lucy et al. (2020) highlight challenges in designing textbooks that are both culturally relevant and pedagogically effective.

Overall, while the textbook provides structural consistency and clearly stated objectives, improvements are needed in objective-activity alignment, systematic progression, content relevance, and the incorporation of review mechanisms.

Graphical Aspect

The graphical aspect of *Sahabatku Indonesia untuk Pelajar BIPA 3* is generally adequate in supporting readability but presents notable limitations related to font visibility during projection, layout density, and illustration effectiveness.

Both teachers reported that the printed text is clear and readable. However, S1 noted that projected text appeared too small, requiring students to sit closer to the screen, while S2 preferred enlarging key sections for better readability. These findings suggest that while font design suits print, it is less effective in projected classroom formats.

Regarding layout, the textbook was described as structured but visually dense. T1 observed that long text blocks without visual breaks reduced readability, and T2 noted inconsistencies in formatting that made certain pages appear cluttered. S1 appreciated heading clarity but preferred more spacing between sections, while S2 found the layout overwhelming due to tight spacing and excessive text per page.

Illustrations received mixed evaluations. T1 acknowledged that cultural images effectively supported lesson content, while T2 criticized unclear visual elements such as ambiguous dialogue

boxes. S1 found illustrations helpful when accompanied by explanations, particularly for understanding cultural elements such as traditional tools or music, while S2 reported that some visuals lacked sufficient context to support comprehension independently.

Table 5. *Evaluation of the Graphical Aspect in Sahabatku Indonesia untuk Pelajar BIPA 3*

Visual Element	Strengths Identified	Weaknesses Identified	Evidence
Font	Readable in printed format	Less effective in projected display	Teachers and students reported readability issues during projection
Spacing	Some activities provide writing space	Several pages appear visually dense	Students mentioned tight spacing and excessive text
Layout	Consistent section organization	Certain pages appear cluttered	Teachers observed limited visual breaks
Illustration	Cultural images support contextual understanding	Some visuals and dialogue boxes are ambiguous	Teachers reported illustrations not always matching the text
Relevance	Visuals help introduce topics and culture	Some illustrations function decoratively	Students needed additional teacher explanation

The textbook’s limited adaptability to projected or digital formats reflects a broader concern about instructional material design. Wallace et al. (2022) argue that font size and display clarity play a critical role in maintaining learners’ attention across different classroom environments, indicating that materials must consider multiple modes of use beyond print.

Layout density aligns with concerns related to cognitive load in instructional design. Mayer & Moreno (2010) emphasize that well-organized visual layouts with adequate spacing reduce cognitive load and enhance information processing, while Sweller (2024) highlights the importance of managing visual and textual complexity. Ghai & Tandon (2022) further argue that poor layout structure and lack of visual hierarchy reduce learner engagement and increase cognitive strain, consistent with readability research in BIPA contexts (Krismawati & Dewi, 2021; Rahmawati & Sulistyono, 2021).

The effectiveness of illustrations depends on their clarity and integration with textual content. When illustrations are ambiguous or decorative rather than instructional, their pedagogical value is diminished—a concern emphasized by Ghai & Tandon (2022) and Purba (2023), and reinforced by Wallace et al. (2022), who stress the need to align visual and textual elements for learner accessibility. Saddhono et al. (2024) further highlight that culturally contextual visual representation can enhance engagement and understanding.

Overall, the graphical design provides a functional foundation but requires improvement in projected readability, layout clarity, and illustration integration to better support diverse and technology-assisted learning environments.

CONCLUSION

This study evaluated *Sahabatku Indonesia untuk Pelajar BIPA 3* as an instructional textbook for intermediate-level BIPA learners across three dimensions: language aspect, material presentation, and graphical aspect. Overall, the graphical design provides a functional foundation but requires improvement in projected readability, layout clarity, and illustration integration to better support diverse and technology-assisted learning environments and graphical aspect. The findings indicate that while the textbook provides a structured framework covering essential language skills, several areas require improvement to more effectively support learners’ needs.

In terms of language, the use of complex and formal sentence structures, limited exposure to authentic expressions, and insufficient scaffolding for vocabulary and grammar acquisition reduce accessibility for intermediate learners. Regarding material presentation, the textbook demonstrates organizational consistency and clearly stated learning objectives; however, inconsistencies in material sequencing, limited alignment between objectives and activities, and the inclusion of outdated or less contextually relevant topics undermine learning continuity and learner engagement. From a graphical

perspective, while the textbook is generally readable in printed form, layout density and ambiguous visual elements reduce instructional clarity, particularly in projected classroom environments.

Collectively, these findings suggest that effective BIPA instructional materials must balance linguistic accuracy with accessibility, integrate learning components more coherently, and provide content that is contextually relevant and culturally meaningful. Visual design should further support comprehension through clear layouts, purposeful illustrations, and well-integrated visual-textual relationships.

This study has several limitations that should be acknowledged. The small participant sample of two teachers and two students limits the breadth of perspectives represented. Classroom observations were conducted only twice and focused exclusively on listening and speaking sessions, which may not fully reflect the textbook's implementation across all skill areas. The single research site in Batam, Indonesia, further constrains the contextual generalizability of the findings. Additionally, as the study did not measure learner outcomes quantitatively, the findings should be interpreted as an evaluation of textbook suitability and user experience rather than as direct evidence of instructional effectiveness.

Future textbook development should prioritize simplifying language use, incorporating authentic and varied registers, strengthening thematic and grammatical coherence, and enhancing visual presentation for both print and digital environments. Further research is recommended involving larger and more diverse participant groups, multiple instructional settings, extended observation periods, and quantitative learner outcome measures to provide a more comprehensive evaluation of BIPA instructional materials.

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Appendix A. Teacher Interview Instrument Grid

No.	Variable	Indicator	Interview Question (Teacher)	Question Type
1	Language Aspect	Readability	How well do the sentence structures in the textbook match the learners' current language proficiency level? Which parts of the textbook do you find most likely to hinder learners' comprehension, and why? In what ways do you find the language in the textbook easy or challenging to follow?	Open-ended
		Information Clarity	How understandable are the definitions and instructions provided in the textbook? How do learners typically respond to the explanations or instructions in the textbook? Can you provide examples of information in the textbook that you consider either clear or unclear?	Open-ended
		Grammatical Accuracy	Have you noticed any grammatical errors or spelling inconsistencies in the textbook? If so, can you provide examples?	Open-ended
		Indicator Clarity	How are the learning objectives presented in the textbook, and do you find them pedagogically helpful? In your view, are the stated learning objectives realistic and achievable for learners at this proficiency level?	Open-ended
2	Material Presentation	Sequence of Material	How logical and progressive do you find the arrangement and sequencing of materials in the textbook?	Open-ended
		Motivation	Which aspects of the textbook do you consider most engaging for learners, and which are least engaging?	Open-ended
		Completeness of Information	In your opinion, does the textbook provide sufficient content to adequately support learners' language development?	Open-ended
		3	Graphical Aspect	Font Type and Size
Layout	How does the overall layout of the textbook affect learners' ability to comprehend and navigate the content?			Open-ended
Illustration	How does the placement and labeling of illustrations contribute to learners' understanding of the text? Can you provide examples where illustrations either supported or hindered the learning process?			Open-ended

Appendix B. Student Interview Instrument Grid

No.	Variable	Indicator	Interview Question (Student)	Question Type
1	Language Aspect	Vocabulary	How well do the vocabulary choices in the textbook support your understanding and use of Indonesian in daily contexts?	Open-ended
			Have you encountered any difficulties with the vocabulary presented in the textbook? If so, please provide examples.	
		Grammar	Does the textbook provide sufficient context or examples to help you understand new vocabulary?	Open-ended
			How clear and helpful are the grammar explanations in the textbook for your learning?	
			Are there any specific grammar topics in the textbook that you find particularly challenging or well-explained?	
Sentence Effectiveness	Do the sentence examples in the textbook reflect authentic language use that you might encounter outside the classroom?	Open-ended		
	How do the example sentences in the textbook help you understand sentence structure and language use?			
2	Material Presentation	Content Relevance	Does the textbook incorporate cultural elements that enhance your understanding of Indonesian society?	Open-ended
			How relevant are the topics covered in the textbook to your personal interests and language learning goals?	
		Material Organization	Do the lessons in the textbook build effectively upon your prior knowledge?	Close-ended
			Motivation	
		Learning Objectives	How do the stated learning objectives help guide your overall understanding of the material in each unit?	Open-ended
Font Type and Size	Are the fonts and text sizes used in the textbook comfortable to read?	Close-ended		
3	Graphical Aspect	Layout	How does the overall layout of the textbook affect your learning experience?	Open-ended
			How effectively does the combination of text, visuals, and white space in the layout support your learning?	
		Illustration	Are headings, subheadings, and sections clearly distinguished to guide your reading?	Close-ended
Does the overall layout of the textbook make it easy for you to navigate and locate information?				