



## Development of a Digital Tolerance Module as a Supplement to Basic BIPA Learning to Improve Intercultural Communication Competence

Dewi Lailatul Maghfiro<sup>1</sup>, Prima Vidya Asteria<sup>2</sup>

<sup>1,2</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Surabaya, Jawa Timur, Indonesia

\*E-mail: [primaasteria@unesa.ac.id](mailto:primaasteria@unesa.ac.id)

### ABSTRACT

This study aims to develop a digital tolerance module as a supplement to elementary-level BIPA learning in order to improve intercultural communication skills. The research used the Research and Development (R&D) method adapted from Borg and Gall, which includes 1) potential and problems, 2) data collection, 3) product design, 4) product validation, 5) product revision, 6) testing, and 7) final revision. The research subjects were a small heterogeneous class of UNESA Basic Level BIPA learners from various countries. Data collection techniques were obtained through interviews, document studies, and validation questionnaires regarding materials and media. The research instruments included interview guidelines, document studies, and expert validation questionnaires on materials and media. The research data analysis used qualitative and quantitative methods (mixed methods). The results showed that the development of this digital module produced a supplementary product that integrated tolerance values into Basic BIPA language materials through interactive multimedia features. The development procedure successfully transformed learners' needs for sociocultural material into a product design that was validated by experts. Based on the validation test results, the digital tolerance module scored 85% in the "Highly Valid" category in terms of material and media. These findings indicate that the digital tolerance module is suitable for use as a supplement to Basic BIPA learning to support the strengthening of intercultural communication competencies.

*Keywords: digital tolerance module, basic BIPA learning, intercultural communication competence*

## Pengembangan Modul Digital Toleransi sebagai Suplemen Pembelajaran BIPA Dasar untuk Meningkatkan Kompetensi Komunikasi Interkultural

### ABSTRAK

Penelitian ini bertujuan untuk mengembangkan modul digital toleransi sebagai suplemen pembelajaran BIPA tingkat Dasar guna meningkatkan kompetensi komunikasi interkultural. Penelitian menggunakan metode *Research and Development* (R&D) yang merupakan adaptasi Borg and Gall, meliputi 1) potensi dan masalah, 2) pengumpulan data, 3) desain produk, 4) validasi produk, 5) revisi produk, 6) uji coba, dan 7) revisi akhir. Subjek penelitian adalah satu kelas kecil heterogen pemelajar BIPA tingkat Dasar UNESA dari berbagai negara. Teknik pengumpulan data diperoleh melalui wawancara, studi dokumen, dan angket validasi mengenai materi dan media. Instrumen penelitian memuat pedoman wawancara, studi dokumen, dan angket validasi ahli materi serta media. Analisis data penelitian menggunakan kualitatif dan kuantitatif (*mix methods*). Hasil penelitian menunjukkan bahwa pengembangan modul digital ini menghasilkan produk suplemen yang mengintegrasikan nilai-nilai toleransi ke dalam materi kebahasaan BIPA tingkat Dasar melalui fitur multimedia interaktif. Prosedur pengembangan berhasil mentransformasi kebutuhan pemelajar akan materi sosiokultural ke dalam desain produk yang divalidasi oleh ahli. Berdasarkan hasil uji validasi, modul digital toleransi memperoleh skor 85% dengan kategori "Sangat Valid" pada aspek materi dan media. Temuan ini menunjukkan bahwa modul digital toleransi layak digunakan sebagai suplemen pembelajaran BIPA tingkat Dasar untuk mendukung penguatan kompetensi komunikasi interkultural.

*Kata kunci: modul digital toleransi, pembelajaran BIPA, kompetensikomunikasi interkultural*

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## INTRODUCTION

Language serves as a medium for conveying a group's values, norms, and traditions, thus forming a collective identity. In the Indonesian context, Indonesian serves as a symbol of national unity and identity. The recognition of Indonesian as the tenth official language by UNESCO (Kojima, Yulianeta, and Moriyama 2025) further strengthens its strategic position as a global language. One realization of this internationalization potential is the implementation of the BIPA (Indonesian for Foreign Speakers) program, which plays a crucial role in introducing Indonesian internationally (Andriyana and Iswatiningsih 2022). The success of the BIPA program is inseparable from its unique learning characteristics, as it is specifically designed for non-native speakers with linguistic and cultural needs that differ from those of native speakers (Tanwin 2020). Learning effectiveness depends on the teacher's ability to understand the learner's cultural background, motivation, and learning style. This understanding enables teachers to design relevant strategies, thereby preventing culture shock (Pratiwi 2020). The BIPA program is not limited to teaching language but also serves as a means of introducing Indonesian social and cultural values, including mutual cooperation, courtesy, and tolerance. The value of tolerance is crucial because Indonesia is a multicultural society that places social harmony as the foundation of intergroup interaction. Tolerance is an attitude of mutual acceptance and respect for differences with humility, patience, appreciation, and open-mindedness (Sodik 2020).

Consequently, the value of tolerance is universal, relevant, and contextual, both in everyday life and in cross-cultural interactions. One challenge for basic BIPA learners is understanding the cultural context inherent in language use. Although they can master vocabulary and simple sentence structures, many learners fail to grasp implicit meanings, norms of politeness, or idiomatic expressions common to Indonesian culture. This can hinder intercultural communication competency, particularly in responding to social situations, understanding variations in greetings, and using eve-

ryday expressions appropriately. This principle aligns with the objectives of the BIPA program, which requires learners to speak Indonesian naturally within a socio-cultural context. Therefore, tolerance material remains relevant to support BIPA learners' achievement of cultural competence. Learning conditions in elementary BIPA classes emphasize this urgency. Elementary BIPA learners are placed in multicultural classes consisting of learners with diverse linguistic and cultural backgrounds (Asteria et al. 2023). They are introduced to Indonesian through simple texts (Maranta, Widharyanto, and Setyaningsih 2023), but these teaching materials often fail to represent cultural dimensions in depth. However, based on the Basic BIPA Graduate Competency Standards (SKL) and the cultural syllabus, material related to tolerance has not received explicit emphasis. The SKL emphasizes basic language skills, while the cultural syllabus only touches on customs, food, and habits without emphasizing values related to intercultural competence. Thus, there is a gap between learning demands and available teaching materials, particularly in the context of developing tolerance values for elementary learners. The development of globalization and artificial intelligence (AI) has opened up new opportunities for cross-cultural learning through personalized learning (Mahpudz 2024).

Artificial intelligence (AI) technology can personalize learning, adjust the difficulty level of the material, and provide automated feedback (Indriani et al. 2024). Digital modules containing text, audio, video, and games (Fidarti and Nurharini 2023) can enhance the learning experience of BIPA learners through interactive, flexible, and easily accessible media (Khasanah and Nurmawati 2021). However, most BIPA digital media currently focuses predominantly on linguistic aspects such as vocabulary and grammar, without integrating socio-cultural values, including tolerance. This creates a gap between learners' linguistic abilities and their socio-cultural abilities, leaving them unprepared for real-life interactions in Indonesian society.



Previous research reinforces the urgency of developing this product. *venz & Klimova (2022)* highlights the importance of intercultural learning activities, but has yet to produce concrete products for elementary-level learners. Furthermore, *Pramesti (2022)* developed a BIPA e-module using an R&D approach, but its primary focus was still on linguistic aspects. Another study by *Nabilah et al. (2023)* examined learners' attitudes toward intercultural communication but did not offer pedagogical interventions in the form of teaching materials. *Ghanimah (2024)* emphasized the instillation of tolerance values in early childhood education, not in the context of second language learning. *Nazarqulova et al. (2025)* further discussed the importance of intercultural competence, but their study was conceptual without the development of learning media. Based on these conditions, innovative learning media are needed that can integrate language with tolerance values explicitly, systematically, and contextually. This study developed an artificial intelligence-based digital module that not only presents linguistic material but also integrates cross-cultural values of tolerance in the context of basic-level BIPA learning, an innovation that has not been widely studied in research on BIPA teaching. The focus of this research is directed at the module development process and product validity, as an initial stage of research and development (R&D) before the module is implemented more widely.

## METHOD

Research and development is a method used to produce a specific product (*Sugiyono 2024*). This study employed the research and development (R&D) method, adapting Borg and Gall's seven stages: 1) potential and problems, 2) data collection, 3) product design, 4) product validation, 5) product revision, 6) trial testing, and 7) final revision. However, the scope of this study is limited to the product development stage through product validity testing; the implementation stage is not discussed further. This study employed a mixed methods approach, integrating qualitative and quantitative approaches. The qualitative approach

was used to analyze learner needs and describe the development process, while the quantitative approach was used to test the product's feasibility through expert validation and assessment questionnaires. The Borg & Gall model was chosen because of its flexibility and adaptability to educational developments, including the application of technology and intercultural values, which are the focus of this study (*Razak, 2017; Yuliana, 2018*).

The research and data collection phase was conducted through an analysis of the needs of basic BIPA learners and teachers, as well as a review of the Graduate Competency Standards (SKL) and the basic BIPA cultural syllabus. The planning stage included developing learning objectives, mapping tolerance material, and designing an AI-based model flow. The initial product development stage involved creating a digital module containing text, dialogue exercises, and illustrations tailored to the characteristics of basic BIPA learners. Validity testing was conducted through validation by material experts and media experts. The material experts assessed the appropriateness of the linguistic content, the relevance of tolerance values, and the appropriateness of the learning to the characteristics of basic BIPA. The media experts assessed the appearance, navigation, visual appeal, and technical feasibility of the digital module. The validation instrument was a scaled assessment sheet with a comment section for providing input for revisions. Qualitative data, including interviews with BIPA teachers to analyze the needs of basic BIPA learners and teachers, and validator input comments, were analyzed for product improvements. Quantitative data, in the form of validation scores, were analyzed to determine the product's validity level based on a standardized assessment scale. Quantitative data were calculated using the formula:  $P = f/n \times 100\%$

The standard score set by the validator is a minimum of 70, according to the Minimum Completion Criteria (KKM). The calculation results were then compared to the KKM score categories. Therefore, based on the achieved results, the product can be considered valid and suitable for use in the basic BIPA learning process. The grade cat-

egories are shown in the table below.

Table 1  
KKM Validity Grade Category

Score	Letter	Category
85–100	A	very valid
70–84	A-	valid
56–69	B	quite valid
40–55	B-	less valid
0–39	C	not valid

## RESULT

### Potential and Problems

Based on interviews with two BIPA instructors at Surabaya State University, it was discovered that the BIPA program at Surabaya State University is a heterogeneous class with students from various countries. Students have cultural backgrounds from their home countries, so cultural differences between their home countries and those in Indonesia need to be addressed. Therefore, it is crucial to introduce intercultural learning to basic BIPA students. This helps them understand that language is inseparable from the cultural values and norms of the community it speaks from, and hopefully minimizes culture shock. This process also identified challenges often faced by basic BIPA students, such as confusion in interpreting social norms, customs, and habits of the diverse Indonesian community. Tolerance is a crucial aspect in the context of cross-cultural understanding because it highlights the values of peaceful co-existence. Therefore, tolerance is positioned not merely as a moral value but also as a communicative competency encompassing the ability to understand, adapt to, and be open to differences. Therefore, the development of a tolerance module supports strengthening the intercultural communication competency of basic BIPA students. The need for these teaching materials is reinforced by the importance of speaking skills for learners to interact appropriately and fluently. Responding to the need for practical and contemporary material delivery, based on interviews with basic BIPA

teachers at Surabaya State University, digital modules are considered capable of facilitating material delivery and presenting an engaging aspect for learners. Furthermore, the need for modules integrated with AI technology and with intercultural content is a strategic step that is contextual to Indonesian social life because it can provide a participatory learning experience through conversation simulations and help learners understand the forms of tolerance that exist in Indonesian society.

### Data Collection

Data collection was conducted through document studies from various relevant sources. The data used included tolerance values, speaking skills data, and AI data. Data on tolerance values were obtained from journals or articles discussing the definition and forms of tolerance in Indonesian society. Data collection for the development of the digital tolerance module material was conducted through a literature review based on relevant previous research. Although no explicit tolerance module design was found, several studies discussing tolerance values could be adapted. These values were then selected and integrated with the context of basic BIPA learning needs. The forms of tolerance included in the module are 4 (mutual cooperation, respecting other people's time, tolerant of different opinions, and respecting other people's holidays).

Table 2  
Reference Tolerance Values

No.	References	Selected Tolerance Value
1	Marhayati, 2021	Mutual cooperation
2	Izzati, 2021	An attitude of respect for others accompanied by mutual respect
3	Putri et al., 2022	Honoring holidays
	Mustaghfirin, 2024	

learner's ability to introduce themselves, convey simple information, and respond to short, everyday conversations. Therefore, data collection focused on indicators of basic vocabulary use and simple sentence structures in communication contexts. This data was selected according to the needs of basic BIPA learners.



Table 3  
 Grammar Data

No.	Reference	Selected Tolerance Value
1	Novianti, Nita, and Nurlaelawati, 2016	Kompetensi Bahasa: Simple sentence Vocabulary related to the speech acts of greeting, saying goodbye, saying thank you, and apologizing
2	Permendikbud No.27 Tahun 2017 about SKL BIPA Course and Training	Simple communicative competence level A1: 1. Social expressions (sorry, thank you, congratulations) 2. Simple invitations 3. Simple expressions of agreement/disagreement Expressions of respect for time

AI usage data was obtained through platforms like ChatGPT, which researchers used to generate simple dialogue texts, select vocabulary, and supporting illustrations, both as part of the module narrative and simply as development ideas.

Table 4

AI Usage Data Summary

No.	Prompt dalam AI ChatGPT	Result
1	Make an illustration (people doing community service + some are saying goodbye to church in neat clothes)	 Community service and residents leaving for Sunday worship
2	1) From the paragraph, create a short and simple dialogue that shows a situation of mutual cooperation in cleaning (community service) where one of the residents asks for permission not to attend because he wants to go to Sunday service and the others still respect him.  2) Create a simple dialogue about respecting other people's time.	

ule's needs so that the digital module can be well-structured, both in terms of theme and knowledge content, to meet the basic BIPA SKL requirements.



Cover Design  
 Times New Roman; 68,6  
 Akzidenz-Grotesk; 68,7  
 Times New Roman; 20,4



Foreword  
 Akzidenz-Grotesk;  
 35 Akzidenz-Grotesk;  
 20 Akzidenz-Grotesk; 24



List of Content  
 Akzidenz-Grotesk; 35  
 Akzidenz-Grotesk; 20  
 Akzidenz-Grotesk; 24



Assignment Method  
 Akzidenz-Grotesk; 35  
 Akzidenz-Grotesk; 18  
 Akzidenz-Grotesk; 14  
 Akzidenz-Grotesk; 24



Learning objectives  
 Akzidenz-Grotesk;  
 29,5 Akzidenz-Grotesk;  
 16,6 Akzidenz-Grotesk;  
 19 Akzidenz-Grotesk;  
 20 Akzidenz-Grotesk; 24



Material  
 Akzidenz-Grotesk; 28  
 Akzidenz-Grotesk; 20  
 Akzidenz-Grotesk; 20,5  
 Akzidenz-Grotesk; 17  
 Akzidenz-Grotesk; 24



Exercises  
 Akzidenz-Grotesk; 20  
 Akzidenz-Grotesk; 17  
 Akzidenz-Grotesk; 18  
 Akzidenz-Grotesk; 24



Back Cover

### Product Validation

The digital module product that has been developed will then undergo a validation stage by experts to evaluate its suitability before being implemented with learners. This stage is part of the product's quality improvement process, including content, design, and language. The product will undergo validation by language learning experts related to the content and media experts. Each expert will evaluate the product based on specific aspects, using a questionnaire as an assessment instrument. The validation results will serve as the basis for revising and refining the final product. After receiving assessments from both validators, the following table presents the scores.

Table 6  
 Validation Results Summary

Expert Code	Position	Assessment Aspect	Total Score	Result
Material expert	BIPA Lecturer at Surabaya State University	Material	80	80%
		Language and Readability		



Media expert	Lecturer of the Undergraduate Program in Educational Technology	Graphic Design	63	90%
		Technology Functionality		
		Interactivity and Multimedia		
Validity Value				85%

experts scored the digital tolerance module for its content and presentation. This score was categorized as "Very Valid" after going through the calculation stage according to the Minimum Compe-

tency (KKM). Revisions were then made based on the suggestions and criticisms provided.

### Product Revision

During the validation stage, several suggestions and criticisms were received for improvements to the digital module, both in terms of content and presentation. Revisions must be made before the digital tolerance module can be implemented in basic BIPA learning. This stage is the final revision before the media can be applied. The following are the results of the revisions based on the suggestions and criticisms from the two validators.

Table 7

Product Revision

No.	Revision	Font Format and Size	Before Revision	After Revision
1	Providing information or terms	Akzidenz-Grotesk; 20, 17, 18, & 24		
2	Give a description of the noun or verb	Akzidenz-Grotesk; 20, 17, 18, & 24		
3	Question correction page 9	Akzidenz-Grotesk; 20, 17, 18, & 24		

4	Logo UNESA in Cover	Times New Roman MT Condensed; 68,6 & 20,4		
5	Cek typo	Akzidenz-Grotesk; 17, 26, 19, 18		

The product trial was implemented in a single offline meeting with a small, heterogeneous class of elementary-level BIPA learners at Surabaya State University, led by a BIPA instructor. This implementation was carried out using learning tools in the form of a Lesson Implementation Plan (RPP) as an operational guideline to align the use of digital module features and AI-based conversation simulations with systematic classroom activities. Furthermore, the effectiveness of the module was measured using a test instrument in the form of practice questions on appropriateness to the communication context, which required learners to analyze sentence accuracy based on sociocultural norms in Indonesia.

Table 8  
 Test Instrument

Through this true or false instrument, learners are tested on their understanding of the value of

No.	Context	Sentence	True	False
1	Inviting friends to participate in community service	"Lets join in the community service with our friends."		
2	Refusing to participate in community service	"I don't want to help because it's none of my business."		
3	Responding to the call for mutual cooperation	"Okay, I'll help take out the trash."		
4	Keep the appointment	"Thanks for arriving on time."		
5	Underestimating the delay	"Its okay to be an hour late."		
6	Apologize for being late	"Sorry for being late due to traffic."		
7	Respecting different opinions	"We may have different opinions, but we still respect each other."		
8	Impose one's opinions	"If you disagree, you're wrong."		
9	Wish you a happy holiday	"Happy holidays, may you be happy with your family."		
10	Underestimating other people's holidays	"Your holiday is not important, so I don't care."		



tolerance in various situations, such as the context of mutual cooperation and respect for differences of opinion. The limited trial phase within the seven steps of Borg and Gall's development is not described in detail in this article because the focus of the research is directed at the product development and validity testing process. However, the existence of the lesson plan (RPP) and test instruments is integral to ensuring that the developed product can be implemented measurably in a real-life learning environment.

### Final Revision

This stage concludes the product trial in a small, heterogeneous class of elementary-level BIPA learners at Surabaya State University, with the assistance of a BIPA instructor during the product implementation. In the final revision stage, the instructor no longer provides additional feedback, as the product has undergone improvements during the initial revision stage (based on the validator's suggestions). Consequently, the final product is ready for use without further adjustments. The final revision stage is not discussed in this article as it falls outside the scope of the research focus.

### DISCUSSION

The development of a digital tolerance module in this study was conducted to address the main challenges in basic BIPA learning: the low intercultural communication competency of learners and the limited availability of teaching materials that explicitly introduce the value of tolerance as part of Indonesian cultural practices. Module development was based on the Borg and Gall model, simplified into seven systematic stages, from needs analysis to final revision. The resulting product is not only grounded in theory but also responsive to the actual needs of learners in the field. The needs analysis revealed a gap between learners' relatively developed linguistic abilities and their limited ability to understand cultural contexts. These findings formed the basis for developing a module oriented toward developing intercultural communication competencies, spe-

cifically through contextual dialogue, social practice exercises, and reflection activities that encourage learners to understand and apply the value of tolerance in real-life communication. The validation process demonstrated that the module met the standards for appropriate content, design, and material integration, thus declaring it highly valid as a learning tool. This validity confirms that the module structure is appropriate to the needs of elementary learners and is able to present material that not only teaches linguistic elements, but also builds cultural awareness as a foundation for social interaction. Theoretically, these results confirm that the digital module can function as a bridge between language acquisition and the formation of intercultural competence, because the product developed not only provides a conceptual understanding of tolerance, but also facilitates communication experiences that support the formation of an open attitude and adaptability in a multicultural society. Thus, the highly valid quality of the module indicates that the development process has succeeded in producing a relevant, comprehensive teaching tool that is able to enrich the practice of elementary BIPA learning, while also contributing to strengthening a learning approach that integrates language and culture more operationally.

This research produced a digital module containing the value of tolerance as a supplement to basic BIPA learning, following the seven simplified development stages of Borg and Gall. The development process began with potential and problems, data collection, product design, product validation, product revision, limited trials, and final revision. Validity results indicated that the digital tolerance module was categorized as highly valid (85%), both in terms of material and media. This demonstrates the module's suitability for use as supporting teaching materials in basic BIPA learning, particularly for strengthening understanding of the value of tolerance and supporting the development of learners' intercultural communication competencies.

This is a description and results of previous research. The results of the research show that the

role of teachers in instilling the value of tolerance in children includes designing a tolerance curriculum, having optimal and proportional competence and having a strong commitment to providing examples to children regarding character values, one of which is the value of tolerance. The teacher's role in instilling the value of tolerance can also be through learning activities using several methods such as providing role models, providing direction, habituation, involving stories, role playing and collaborative activities, storytelling activities, game activities and the use of media, proven to be effective in increasing understanding and understanding tolerance attitude. Apart from teachers, parents, the community also plays an important role in instilling the values of tolerance because young children also live in a pluralistic society (Ghanimah, 2024).

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