

Developing Academic Literacy in Indonesian as a Foreign Language: Writing Strategies and Genre Awareness among BIPA Students

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Abstract

The development of academic literacy has become a critical concern in Indonesian as a Foreign Language (Bahasa Indonesia bagi Penutur Asing/BIPA) programs, particularly as international students are increasingly required to produce academic texts in Indonesian higher education contexts. This study investigates how writing strategies and genre awareness contribute to the development of academic literacy among BIPA learners. Adopting a qualitative-dominant mixed-methods design, the study involved 15 BIPA students enrolled in an intermediate-to-advanced academic writing course at a public university in Indonesia. Data were collected through academic writing tasks, a writing strategy questionnaire, classroom observations, and semi-structured interviews. Qualitative data were analyzed thematically and through genre analysis, while quantitative data were used descriptively to support qualitative findings. The results reveal that academic literacy development among BIPA learners is shaped by the dynamic interplay of metacognitive writing strategies, genre awareness, and linguistic background. Learners who actively employed global writing strategies—such as planning, monitoring, and substantive revision—demonstrated stronger control over academic genres, particularly in argumentative and research-based writing. However, genre awareness was uneven across task types, with reflective genres being more accessible than analytically demanding academic genres. Linguistic background, especially differences in writing systems, further mediated learners' ability to realize genre conventions effectively. Overall, the findings underscore that academic literacy in BIPA contexts extends beyond language accuracy to encompass strategic, rhetorical, and sociocultural competencies. This study contributes to L2 writing research by providing empirical evidence from Indonesian higher education and offers pedagogical implications for genre-based and strategy-oriented instruction in BIPA programs.

Keywords: *Academic Literacy, BIPA, Writing Strategies, Genre Awareness, Academic Writing.*

Introduction

The global expansion of international student mobility has intensified scholarly attention to academic literacy development in languages beyond English. While academic writing research has long been dominated by Anglophone contexts, recent scholarship increasingly emphasizes the need to investigate how academic literacy is constructed in less commonly taught languages, where linguistic structures, rhetorical traditions, and epistemological norms diverge from English-centered models (Hyland, 2022; Lillis & Scott, 2007; Widodo, 2021). Academic literacy in this sense extends beyond grammatical accuracy to encompass the ability to engage with disciplinary genres, construct arguments, integrate sources, and position oneself within academic discourse communities (Lea & Street, 1998; Wingate & Tribble, 2012). For foreign learners of Indonesian, these demands are particularly complex, as they must negotiate not only a new language but also unfamiliar academic conventions embedded in local educational and cultural practices.

In Indonesia, the growing prominence of *Bahasa Indonesia bagi Penutur Asing* (BIPA) programs reflects the country's increasing role in regional and global academic exchanges. Universities across Indonesia now host international students from Asia, Africa, Europe, and the Middle East who are

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required to produce academic texts in Indonesian for coursework, research assignments, and scholarly communication (Setiawan, 2021; Wijayanti & Lee, 2023). However, empirical studies consistently report that BIPA students encounter persistent difficulties in academic writing, particularly in organizing ideas, developing arguments, employing appropriate academic style, and adhering to genre-specific conventions (Putra, 2020; Kusuma & Fitriani, 2022; Setiawan & Kusuma, 2022). These challenges suggest that limited academic literacy—rather than linguistic proficiency alone—constitutes a central obstacle to successful writing in Indonesian higher education.

Academic literacy scholars argue that writing difficulties in additional languages cannot be adequately explained through deficit models that focus solely on grammar or vocabulary (Lea & Street, 1998; Lillis, 2001). Instead, academic writing is increasingly conceptualized as a socially situated practice shaped by institutional expectations, disciplinary genres, and cultural norms (Hyland, 2004, 2022; Street, 2015). From this perspective, foreign students' struggles in Indonesian academic writing reflect gaps in genre awareness and strategic knowledge of how texts are structured, evaluated, and legitimized within Indonesian academic communities. Indonesian academic discourse, for instance, often values indirectness, cohesion, and rhetorical harmony, which may contrast sharply with the more explicit and adversarial styles familiar to students from Western or Middle Eastern academic traditions (Renandya & Widodo, 2019; Widodo, 2021). Such contrasts complicate the development of academic literacy among BIPA learners and underscore the need to examine writing as a culturally mediated activity.

Within academic literacy research, writing strategies and genre awareness are increasingly recognized as key mediators of successful academic performance. Writing strategies—such as planning, drafting, revising, and resource integration—enable learners to manage the cognitive and rhetorical demands of academic tasks (Kormos, 2019; Bai, 2021). Genre awareness, meanwhile, refers to learners' understanding of the communicative purposes, structural patterns, and linguistic features of academic texts (Hyland, 2004; Tardy, 2009). Studies in English as a second language contexts demonstrate that students who develop explicit genre awareness are better able to produce coherent, persuasive, and discipline-appropriate texts (Negretti & McGrath, 2018; Han & Hiver, 2018). Nevertheless, how writing strategies and genre awareness operate in Indonesian as a foreign language remains largely unexplored, leaving a critical gap in applied linguistics research.

Emerging studies in BIPA contexts have begun to document linguistic and rhetorical challenges faced by foreign students, yet most remain descriptive and rarely engage with academic literacy frameworks in depth (Putra, 2020; Kusuma & Fitriani, 2022; Wijayanti & Lee, 2023). In particular, little is known about how BIPA learners strategically approach academic writing tasks or how they perceive and enact genre conventions in Indonesian academic discourse. Without such insights, pedagogical interventions risk focusing narrowly on language form, overlooking the broader literacy practices required for academic participation (Wingate, 2015; Widodo, 2021). Addressing this gap is essential for designing writing instruction that supports not only linguistic development but also learners' integration into Indonesian academic communities.

Responding to this need, the present study investigates the development of academic literacy among BIPA students by examining their writing strategies and genre awareness in Indonesian academic writing. By foregrounding academic literacy as a socially and culturally situated practice, this study seeks to extend L2 writing research beyond Anglophone paradigms and contribute empirical evidence from Indonesian higher education. Specifically, it explores how foreign students understand academic genres, deploy writing strategies, and navigate the expectations of Indonesian academic discourse. The findings are expected to inform both theory and pedagogy by offering insights into how academic literacy can be more effectively scaffolded within BIPA programs, thereby supporting foreign learners' academic success and intercultural engagement.

Literature Review

Academic Literacy Development in Indonesian as a Foreign Language (BIPA)

Academic literacy in Indonesian as a Foreign Language (Bahasa Indonesia bagi Penutur Asing/BIPA) extends beyond grammatical accuracy and vocabulary acquisition, encompassing learners' ability to engage with academic conventions, disciplinary genres, and culturally embedded norms of scholarly communication. Previous studies emphasize that BIPA learners bring diverse linguistic, cultural, and educational backgrounds that significantly shape their academic literacy development (Suyitno et al., 2019). As a result, academic writing in Indonesian poses distinctive

challenges, particularly in mastering rhetorical organization, coherence, and genre-specific expectations.

Research on BIPA teaching materials highlights the central role of instructional design in supporting academic literacy. Arumdyahsari et al. (2016) demonstrated that systematically developed BIPA materials at the intermediate level improved learners' comprehension of academic texts and their written production. Effective materials were found to integrate reading and writing tasks while exposing learners to authentic academic discourse. This finding supports the view that academic literacy emerges through sustained engagement with meaningful academic texts rather than isolated language exercises.

Error-based analyses further reveal persistent challenges in BIPA academic writing. Susanto (2007) identified recurrent morphological and syntactic errors in foreign learners' writing, which often stem from cross-linguistic interference and limited exposure to Indonesian academic conventions. These errors do not merely reflect linguistic deficiencies but indicate gaps in learners' understanding of academic discourse norms. Consequently, academic writing instruction in BIPA contexts must address both linguistic accuracy and genre-specific conventions explicitly.

In addition to linguistic and cognitive dimensions, affective and experiential factors also shape academic literacy development. Susanto et al. (2020) found that international students' emotional experiences in online BIPA learning environments influenced their engagement with academic tasks, including writing. Feelings of uncertainty and cultural distance often affected learners' confidence in producing academic texts. This suggests that academic literacy development in BIPA requires pedagogical approaches that attend to learners' emotional well-being alongside linguistic and rhetorical instruction.

Writing Strategies and Metacognitive Awareness in BIPA Academic Writing

Writing strategies constitute a crucial component of academic literacy for BIPA learners. Kamal (2018) reported that foreign learners employ a range of cognitive and metacognitive strategies—such as planning, monitoring, and revising—to cope with the demands of academic writing in Indonesian. These strategies enable learners to manage linguistic limitations while gradually aligning their texts with academic expectations. However, the effectiveness of such strategies is closely linked to learners' awareness of academic genres.

Recent evidence underscores the importance of metacognitive awareness in academic writing performance. Budiana et al. (2026) demonstrated a significant relationship between metacognitive awareness and academic writing quality among foreign students enrolled in Indonesian language programs. Learners who consciously regulated their writing processes produced more coherent and structurally appropriate academic texts. This finding reinforces the argument that writing instruction in BIPA should explicitly cultivate learners' metacognitive skills.

Genre awareness has also been identified as a determining factor in successful academic writing. Studies on BIPA learning behavior indicate that learners often struggle with argumentative and analytical writing due to limited understanding of genre-specific purposes and structures (Suyitno et al., 2018). Without explicit instruction in genre conventions, learners tend to produce descriptive texts that fall short of academic standards. Genre-based pedagogy, therefore, offers a promising framework for enhancing academic literacy in BIPA contexts.

Supporting this perspective, communicative and genre-oriented instructional materials have been shown to improve learners' academic writing competence. Suyitno et al. (2019) emphasized that integrating genre-based writing tasks into BIPA instruction helps learners internalize rhetorical patterns and academic norms. Through repeated practice and guided analysis of academic genres, learners develop greater control over textual organization and argumentation.

Sociocultural and Interactional Dimensions of BIPA Academic Literacy

Academic literacy in BIPA is also deeply embedded in sociocultural and interactional contexts. Dialogical interaction in Indonesian language classrooms has been found to foster learner engagement and awareness of language use in academic settings. An ethnographic study by Fawzi et al. (2026) revealed that dialogical teaching strategies encouraged learners to negotiate meaning actively and develop sensitivity to discourse structures. Although conducted in a secondary education context, these findings offer valuable implications for BIPA instruction, particularly in promoting interactive learning environments that support academic discourse development.

Learners' linguistic backgrounds further shape their academic literacy trajectories. Rahmawati et al. (2025) identified substantial difficulties among learners with non-Latin script backgrounds in mastering Indonesian orthography and text organization. These challenges directly affected their ability to produce coherent academic writing. Such findings highlight the need for differentiated instruction that explicitly addresses genre structure and writing conventions for diverse learner populations.

Digital media and technological innovation have also influenced academic literacy practices in BIPA. A systematic literature review by Maulidia et al. (2025) found that digital tools support collaborative writing, iterative revision, and genre exploration in BIPA learning. While technology offers valuable affordances, its effectiveness depends on pedagogical designs that foreground academic literacy and genre awareness rather than mere technological adoption.

Finally, sociocultural values and academic ethics play a critical role in shaping genre awareness in Indonesian academic writing. Studies on language attitudes and cultural values suggest that academic discourse in Indonesian reflects broader norms of politeness, responsibility, and scholarly ethics (Suyitno et al., 2025). For BIPA learners, understanding these implicit norms is essential to producing academically appropriate texts. Thus, academic literacy in BIPA should be conceptualized as a multidimensional competence integrating linguistic proficiency, writing strategies, genre awareness, and sociocultural understanding.

Method

Research Design

This study employed a qualitative-dominant mixed-methods design with an embedded quantitative component to explore the development of academic literacy among BIPA learners, particularly focusing on writing strategies and genre awareness. The qualitative approach was used to capture learners' writing processes, strategic behaviors, and genre understanding in depth, while quantitative data supported the analysis of demographic distribution and frequency of observed writing strategies. This design was chosen to provide a comprehensive understanding of how academic literacy is constructed through both cognitive and sociocultural dimensions in Indonesian as a foreign language context.

The research was conducted in a formal BIPA instructional setting over one academic semester. Academic writing tasks served as the primary site of inquiry, allowing for naturalistic observation of learners' writing development within an authentic learning environment. Such a design aligns with previous studies on academic literacy and second language writing that emphasize contextualized and process-oriented investigation.

Participant

The participants consisted of 15 BIPA learners enrolled in an intermediate-to-advanced Indonesian language program at a public university in Indonesia. Participants were selected using purposive sampling, with the criteria that they (1) were non-native speakers of Indonesian, (2) were enrolled in an academic writing-oriented BIPA course, and (3) had prior experience producing written texts in Indonesian.

The participants represented diverse linguistic and cultural backgrounds commonly found in BIPA programs. This diversity enabled the study to examine variations in writing strategies and genre awareness across different first-language backgrounds and educational experiences.

Table 1. Demographic Profile of BIPA Learners (N = 15)

Variable	Category	Frequency
Gender	Male	7
	Female	8
Age	18–22 years	6
	23–27 years	7
	28–35 years	2
Region of Origin	East Asia	6
	Southeast Asia	5
	Middle East	3
	Africa	1

All participants provided informed consent prior to data collection, and pseudonyms were used to ensure confidentiality.

Research Procedure

Data collection was conducted in four stages. First, participants completed the writing strategy questionnaire at the beginning of the semester to establish baseline strategic awareness. Second, academic writing tasks were administered sequentially across the semester, each followed by guided feedback sessions. Third, classroom observations were conducted throughout the instructional period to capture real-time writing behaviors and interaction patterns. Finally, semi-structured interviews were carried out after the completion of all writing tasks to allow participants to reflect on their writing development and genre understanding. All written texts were collected digitally, while interviews were audio-recorded and transcribed verbatim. The iterative nature of data collection allowed the researchers to identify emerging patterns and refine analytic focus as the study progressed.

Research Analysis

Data analysis followed a thematic and genre-based analytic framework. Qualitative data from writing samples, interviews, and observations were analyzed using thematic analysis, involving coding, categorization, and pattern identification. Initial codes focused on writing strategies (e.g., planning, revising, translating from L1), while subsequent coding addressed genre awareness indicators such as rhetorical structure, coherence, and use of academic language features. Genre analysis was applied to the academic texts to examine how learners constructed genre-specific elements, including thesis statements, argument development, and concluding moves. Quantitative data from questionnaires and demographic profiles were analyzed descriptively to support qualitative findings. To enhance trustworthiness, the study employed data triangulation, member checking, and peer debriefing. These strategies ensured analytical rigor and strengthened the credibility of the findings.

Result

The results reveal that the development of academic literacy among BIPA learners is shaped by the dynamic interplay between writing strategies, genre awareness, and learners' linguistic backgrounds. Three major themes emerged from the analysis: (1) strategic orchestration in academic writing, (2) uneven genre awareness across academic tasks, and (3) the mediating role of linguistic background in genre control.

Strategic Orchestration in Academic Writing

Analysis of writing tasks, questionnaires, and interviews indicates that BIPA learners did not rely on single writing strategies but employed clusters of cognitive and metacognitive strategies. Most participants demonstrated strong planning behaviors, such as outlining ideas and identifying key terms before writing. However, strategic monitoring and revision were often limited to surface-level linguistic corrections rather than rhetorical restructuring.

Learners who actively engaged in metacognitive regulation—planning, monitoring, and evaluating—produced texts with clearer argument progression and more consistent academic tone. In contrast, learners with limited metacognitive awareness tended to translate directly from their first language, resulting in fragmented arguments and genre-inappropriate structures.

Table 2. Dominant Writing Strategies Identified among BIPA Learners

Writing Strategy Category	Description	Number of Learners
Planning	Brainstorming, outlining, goal setting	13
Translating from L1	Drafting ideas first in L1	9
Monitoring	Checking coherence and organization	6
Revising (surface-level)	Grammar and vocabulary correction	11
Revising (global-level)	Reorganizing ideas and arguments	5
Self-evaluation	Reflecting on task fulfillment	4

These findings suggest that while most learners are strategically active, higher-level academic writing performance is associated with global rather than surface-level strategy use.

Uneven Genre Awareness across Academic Writing Tasks

Genre analysis revealed significant variation in learners' control of academic genres. Reflective essays were generally well-structured, with learners demonstrating personal engagement and

coherence. However, argumentative essays and short research-based reports posed greater challenges, particularly in articulating claims, supporting arguments with evidence, and maintaining formal academic register.

Many participants displayed partial genre awareness, recognizing the purpose of the task but struggling to operationalize genre conventions in writing. For instance, argumentative texts often lacked explicit thesis statements or relied on narrative explanations instead of evidence-based reasoning.

Table 3. Genre Awareness Indicators across Writing Tasks

Genre Indicator	Reflective Essay	Argumentative Essay	Research-Based Report
Clear thesis statement	High (12)	Moderate (7)	Moderate (6)
Logical argument development	Moderate (8)	Low (5)	Low (4)
Use of academic register	Moderate (9)	Low (6)	Moderate (7)
Use of evidence/citation	Low (3)	Low (4)	Moderate (6)
Genre-appropriate conclusion	High (11)	Moderate (7)	Moderate (6)

The table highlights that genre awareness declines as task complexity increases, underscoring the need for explicit genre-based instruction in BIPA academic writing.

Linguistic Background as a Mediating Factor in Genre Control

Learners' first-language writing systems emerged as a critical mediating factor in academic literacy development. Participants with Latin-based L1 writing systems demonstrated greater ease in organizing texts and adhering to academic conventions. In contrast, learners from non-Latin writing backgrounds reported difficulties in paragraphing, sentence boundary control, and cohesive device usage. These linguistic challenges directly affected genre realization. Learners from non-Latin backgrounds were more likely to prioritize grammatical accuracy over rhetorical structure, often at the expense of argument clarity. Interview data revealed that these learners perceived academic writing primarily as a language accuracy task rather than a genre-driven communicative act.

Table 4. Genre Control by L1 Writing System

Aspect of Academic Writing	Latin-Based L1 (n=9)	Non-Latin L1 (n=6)
Coherent paragraph structure	High	Moderate
Argument clarity	Moderate–High	Low–Moderate
Use of cohesive devices	Moderate	Low
Genre-specific organization	Moderate–High	Low
Confidence in academic writing	High	Moderate

This pattern suggests that genre awareness and strategic writing competence develop unevenly across linguistic backgrounds, reinforcing the importance of differentiated pedagogical support in BIPA programs.

The findings demonstrate that academic literacy development among BIPA learners is not linear but stratified. Learners may exhibit strong strategic engagement without corresponding genre control, or genre awareness without sufficient metacognitive regulation. The most successful academic writers were those who combined metacognitive strategy use, explicit genre awareness, and linguistic adaptability.

These results provide a strong empirical basis for discussing how academic writing instruction in BIPA should move beyond surface-level language accuracy toward genre-informed and strategy-based pedagogies.

Discussion

The findings of this study reinforce the view that academic literacy in Indonesian as a Foreign Language (BIPA) is a multidimensional competence that cannot be reduced to linguistic accuracy alone. The results demonstrate that learners' success in academic writing is closely associated with their ability to orchestrate writing strategies and align them with genre expectations. This supports earlier arguments that academic literacy involves cognitive, rhetorical, and sociocultural dimensions operating simultaneously (Suyitno et al., 2019). Learners who were able to regulate their writing processes more effectively produced texts that better conformed to academic norms. Conversely, those who focused primarily on grammatical correctness often failed to achieve genre-appropriate organization. This

pattern highlights the limitations of form-focused approaches in BIPA academic writing instruction. Therefore, academic literacy should be conceptualized as a process-oriented and genre-sensitive practice.

One prominent finding concerns the dominant use of planning strategies among BIPA learners. Most participants engaged in pre-writing activities such as brainstorming and outlining, indicating an emerging awareness of academic task demands. This aligns with Kamal's (2018) findings that BIPA learners actively employ cognitive strategies to manage writing complexity. However, planning alone did not guarantee high-quality academic texts. Learners who failed to move beyond initial planning often produced texts with weak argument development. This suggests that planning must be accompanied by monitoring and evaluative strategies to support genre realization. The results thus extend previous research by showing that strategy use must be sequential and integrated rather than isolated.

The limited use of global revision strategies observed in this study is particularly noteworthy. While many learners revised surface-level features such as grammar and vocabulary, few engaged in substantive reorganization of ideas. This finding corroborates earlier observations that foreign language writers tend to prioritize linguistic accuracy over rhetorical effectiveness (Susanto, 2007). Such tendencies may stem from learners' perceptions of academic writing as a language test rather than a communicative act. Without explicit instruction, learners may not recognize revision as a meaning-making process. This underscores the need for pedagogical interventions that redefine revision as an essential component of academic literacy. Genre-based feedback may play a crucial role in fostering deeper revision practices.

Genre awareness emerged as a decisive factor differentiating successful and less successful academic writers. The results show that learners demonstrated stronger control over reflective writing than argumentative or research-based genres. This pattern is consistent with previous studies indicating that personal and experiential genres are more accessible to BIPA learners than analytically demanding genres (Suyitno et al., 2018). Argumentative writing requires mastery of rhetorical moves such as claim-making, evidence integration, and stance-taking, which are culturally and academically embedded. Learners' difficulties in these areas point to gaps in explicit genre instruction. Thus, genre awareness should be taught systematically rather than assumed to develop implicitly. These findings reinforce the relevance of genre-based pedagogy in BIPA contexts.

The observed decline in genre performance as task complexity increased further highlights the stratified nature of academic literacy development. While learners could identify the purpose of academic tasks, many struggled to operationalize genre conventions in practice. This partial genre awareness mirrors findings reported by Arumdyahsari et al. (2016), who noted that exposure to academic texts alone is insufficient to ensure genre mastery. Learners require guided analysis of genre structure and rhetorical function. Without such scaffolding, academic writing risks becoming formulaic or descriptively oriented. Therefore, academic literacy instruction must move beyond exposure toward explicit genre modeling. This shift has important implications for curriculum design in BIPA programs.

Linguistic background also played a mediating role in learners' academic writing performance. Participants with non-Latin writing system backgrounds experienced greater difficulty in paragraphing, cohesion, and text organization. These findings align with Rahmawati et al. (2025), who reported persistent challenges among learners transitioning from non-Latin scripts to Indonesian orthography. Such challenges can divert cognitive resources away from higher-level rhetorical concerns. As a result, genre control may develop more slowly for these learners. This highlights the importance of differentiated instruction that accounts for orthographic and rhetorical transitions. Addressing these challenges explicitly can support more equitable academic literacy development.

Metacognitive awareness emerged as a key factor enabling learners to overcome both linguistic and genre-related challenges. Learners who demonstrated reflective control over their writing processes were better able to adapt strategies to task demands. This finding strongly supports Budiana et al. (2026), who established a direct relationship between metacognitive awareness and academic writing performance in BIPA contexts. Metacognitive learners were more likely to evaluate whether their texts fulfilled genre expectations. Such self-regulation allowed them to move beyond surface correctness toward communicative effectiveness. These results emphasize the need to integrate metacognitive training into academic writing instruction. Strategy instruction should therefore include reflective components that promote learner autonomy.

The sociocultural dimension of academic literacy is also evident in the findings. Learners' perceptions of academic writing were shaped by their prior educational experiences and cultural norms.

Some participants viewed academic writing as an authoritative and rigid activity, limiting their willingness to experiment with argumentation. This resonates with Susanto et al.'s (2020) findings on the emotional and experiential dimensions of BIPA learning. Feelings of uncertainty and fear of making mistakes can constrain learners' engagement with academic genres. Creating supportive and dialogical learning environments may help mitigate these affective barriers. Such environments allow learners to negotiate meaning and genre expectations collaboratively.

The role of instructional interaction further supports the importance of dialogical pedagogy. Although not the primary focus of this study, classroom observations revealed that interactive feedback sessions encouraged learners to reflect on genre conventions. This finding is consistent with Fawzi et al. (2026), who highlighted the role of dialogical interaction in fostering engagement and discourse awareness. Interactive instruction allows learners to articulate their understanding of academic writing norms. It also provides opportunities for corrective feedback that targets genre-level issues rather than surface errors. Therefore, dialogical and genre-focused pedagogy should be integrated into BIPA academic writing courses. Such integration can accelerate learners' academic literacy development.

Finally, the findings collectively suggest that academic literacy in BIPA develops through the convergence of strategy use, genre awareness, linguistic background, and sociocultural engagement. Learners who successfully combined these dimensions produced texts that more closely approximated academic norms. This supports the argument that academic literacy should be approached holistically rather than through fragmented instructional components (Suyitno et al., 2019). The study contributes to existing literature by empirically demonstrating how these dimensions interact in BIPA academic writing. Importantly, it highlights the need for pedagogical models that explicitly integrate metacognitive strategy training and genre-based instruction. Such models are essential for preparing BIPA learners to participate meaningfully in Indonesian academic discourse.

Conclusion

This study investigated the development of academic literacy in Indonesian as a Foreign Language (BIPA) learners by examining the roles of writing strategies and genre awareness in academic writing performance. The findings reveal that academic literacy among BIPA students is not an automatic outcome of language exposure but a developmental process shaped by strategic writing practices and explicit understanding of academic genres. Students who demonstrated stronger genre awareness were better able to structure arguments, align linguistic choices with communicative purposes, and conform to academic discourse conventions. Moreover, the use of metacognitive and cognitive writing strategies significantly supported students in planning, drafting, and revising academic texts. These results confirm that academic writing competence in BIPA contexts extends beyond linguistic proficiency to include discursive and rhetorical knowledge. The study also highlights the interdependence between genre-based knowledge and strategic writing behavior in fostering academic literacy. Overall, this research contributes empirical evidence that integrating genre awareness and writing strategies is essential for developing sustainable academic literacy among BIPA learners.

Implications

The findings of this study suggest important implications for the teaching of BIPA, particularly in academic-oriented programs. First, BIPA instruction should explicitly incorporate genre-based pedagogy that introduces students to the structural, rhetorical, and linguistic features of academic genres commonly used in higher education. Teaching academic writing as a socially situated practice can help learners understand not only *how* to write but *why* certain conventions are valued in academic contexts. Second, writing instruction should emphasize the development of writing strategies, including planning, monitoring, and revising, to support learners' autonomy and reflective learning. Integrating strategy instruction into writing tasks can enhance students' ability to manage complex academic writing demands. These pedagogical approaches can foster deeper engagement with academic discourse and support learners' long-term academic success.

This study opens several avenues for future research. Further studies could employ longitudinal designs to examine how genre awareness and writing strategies develop over time among BIPA learners. Comparative studies across proficiency levels or academic disciplines may also provide deeper insights into disciplinary variations in genre learning. Additionally, future research could integrate qualitative methods, such as text-based interviews or classroom discourse analysis, to capture learners' evolving perceptions of academic writing. Expanding the participant pool and institutional contexts would enhance the generalizability of findings. Ultimately, continued research in this area can

strengthen the theoretical and pedagogical foundations of academic literacy development in BIPA and other foreign language contexts.

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