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IMPLEMENTATION OF BEGINNER-LEVEL BIPA TEACHING MATERIALS THROUGH AUDIOVISUAL MEDIA AT UNIVERSITAS MUHAMMADIYAH JAKARTA

Fairuz Zahira[1], Adam Ilham[2], Amelia Hamidah[3], Khaerunnisa[4]
Universitas Muhammadiyah Jakarta[1234]
Email: fairuzahiraaa24@gmail.com[1], madaaaaa@gmail.com[2],
ameliahamidah2@gmail.com[3], khaerunnisa@gmail.com[4]

ABSTRACT
This study aims to describe the implementation of beginner-level Indonesian for Foreign Speakers (BIPA) teaching materials based on everyday-life contexts through audio and visual media on the topics of food and shopping at Universitas Muhammadiyah Jakarta. The study employed a qualitative approach using a descriptive method. Data were collected through observation, interviews, and documentation involving three BIPA instructors and beginner-level BIPA learners. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. The findings indicate that context-based teaching materials supported by audio and visual media enhanced learners' understanding of vocabulary, simple expressions, and Indonesian communicative culture, particularly in food and shopping situations. Learners demonstrated a good understanding of invitation and prohibition expressions, recognized bargaining practices in traditional markets, and were able to apply Indonesian in everyday communication simulations. This study contributes to the development of BIPA instruction by providing a more contextual, communicative, and learner-centered approach that aligns with the needs of international learners.

Keywords: *BIPA; teaching materials; audiovisual media; everyday-life contexts; food and shopping*

INTRODUCTION
Bahasa Indonesia bagi Penutur Asing (BIPA), or Indonesian for Foreign Speakers, is a language learning program designed to assist international learners in acquiring Indonesian according to their communicative needs. As Indonesia's cooperation with various countries in the fields of education, culture, economy, and tourism continues to expand, the interest of foreign communities in learning Indonesian has also increased significantly. This condition has encouraged numerous universities in Indonesia, including Universitas Muhammadiyah Jakarta, to establish BIPA programs as part of the internationalization of the Indonesian language. In addition, the Indonesian government has provided various BIPA teaching materials through the Sahabatku Indonesia program as a reference for BIPA instruction.

In BIPA instruction, teaching materials play a crucial role because they serve as guidelines for both instructors and learners throughout the learning process. According to Kurniasih (2021), BIPA teaching materials function not only as sources of learning content but also as instruments for helping learners achieve language competencies that align with instructional standards. Therefore, teaching materials should be systematically organized, communicative, and responsive to learners' needs at each proficiency level.

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Beginner-level BIPA learners are generally at the stage of acquiring basic vocabulary, simple expressions, and sentence patterns commonly used in everyday communication. Consequently, the learning materials presented should be closely related to learners' real-life experiences. One of the topics most frequently encountered in daily life is Food and Shopping. These topics enable learners to practice various communicative situations, such as ordering food in restaurants, understanding menus, asking about prices, conducting buying and selling transactions, and interacting with sellers in Indonesian. Learning activities that are associated with authentic situations facilitate learners' comprehension of language meaning while simultaneously increasing their confidence in communication.

However, in practice, BIPA instruction still faces several challenges. The learning process often remains centered on textbooks and teacher explanations, limiting learners' opportunities to observe and listen to language use in authentic contexts. As a result, some learners are able to memorize vocabulary and grammatical structures but are not yet accustomed to using them in real communicative interactions. This condition indicates that language learning should not merely emphasize grammatical and lexical aspects but should also provide contextualized learning experiences.

One alternative that can be implemented is the use of audio and visual media in the learning process. Audio media help learners improve their pronunciation, intonation, and articulation of Indonesian, whereas visual media provide concrete representations of the communicative situations being studied. Research conducted by Dadi Satria, Sulis Triyono, and Herman Dwi Surjono demonstrated that the use of audiovisual media in BIPA instruction stimulates learners' auditory and visual senses as well as their learning activities, thereby making the instructional process more interactive and communicative.

Previous studies have shown that the use of audiovisual media can increase learners' motivation and participation in BIPA instruction and make the learning process more interactive and communicative. However, most studies have mainly focused on the effectiveness of audiovisual media in general language learning contexts. Studies that specifically examine the implementation of beginner-level BIPA teaching materials based on everyday-life contexts, particularly on the topics of food and shopping, through the integration of audio and visual media are still limited. In addition, learners' responses toward the use of contextual audiovisual materials in beginner-level BIPA learning have received little attention. Therefore, this study is important because it provides an in-depth description of the implementation process and learners' responses toward the use of contextual audiovisual materials in beginner-level BIPA instruction at Universitas Muhammadiyah Jakarta.

As one of the institutions that administer BIPA programs, Universitas Muhammadiyah Jakarta accommodates learners from various countries with diverse linguistic and cultural backgrounds. This diversity presents both challenges and opportunities for instructors to design learning experiences that are communicative and easily understood by learners. Therefore, examining the implementation of beginner-level BIPA teaching materials based on everyday-life contexts through audio and visual media on the topics of food and shopping is particularly important. These topics were selected because they are directly related to activities frequently encountered by foreign learners during their stay in Indonesia and are expected to help them use Indonesian more confidently in authentic situations.

Based on the aforementioned considerations, this study aims to describe the implementation of beginner-level BIPA teaching materials based on everyday-life contexts through audio and visual media on the topics of food and shopping at Universitas Muhammadiyah Jakarta. The findings of this study are expected to provide insights for BIPA instructors in developing learning experiences that are more contextual, communicative, and aligned with the needs of foreign learners.

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METHOD

This study employed a qualitative approach using a descriptive method. This approach was chosen because the study aimed to provide an in-depth description of the implementation process of beginner-level BIPA (Indonesian for Foreign Speakers) teaching materials based on daily life contexts through audio and visual media in the topic of food and shopping. According to Creswell and Poth (2018), qualitative research is used to gain an in-depth understanding of a phenomenon based on the experiences, behaviors, and interactions of participants in their natural settings. Therefore, this approach was considered appropriate for describing the BIPA learning process that takes place in the classroom without administering any treatment or experimentation to the research subjects.

The study was conducted at the Indonesian for Foreign Speakers (BIPA) Program of Muhammadiyah University of Jakarta. The research site was selected because Muhammadiyah University of Jakarta is one of the higher education institutions that offers a BIPA program for international learners from various countries. The diversity of learners' linguistic and cultural backgrounds became an important consideration in examining the implementation of teaching materials based on daily life contexts.

The research subjects consisted of three BIPA instructors and two beginner-level BIPA learners who participated in lessons on the topic of food and shopping. The learners originated from Cambodia and were between 19 and 22 years old. They had been studying Indonesian in the BIPA program for approximately six months and had reached the beginner (A1) proficiency level. The participants were selected through purposive sampling because they were directly involved in the implementation of contextual teaching materials and audiovisual media during the learning process.

The research data were collected through observation, interviews, and documentation. Observation was conducted to directly examine the learning process, the use of teaching materials, the utilization of audio and visual media, and the interactions between instructors and learners during the learning activities. Semi-structured interviews were conducted with instructors and several BIPA learners to obtain information regarding their experiences during the learning process. Meanwhile, documentation was carried out by collecting teaching materials, learning instruments, photographs of activities, and other documents supporting the study.

The primary research instrument in this study was the researcher, while the supporting instruments included observation guidelines, interview guidelines, and documentation sheets. The observation guidelines were used to record the implementation of learning activities, the use of audio and visual media, and learners' responses to the materials provided. The interview guidelines were developed based on the research focus to ensure that the data obtained remained aligned with the objectives of the study.

To ensure the trustworthiness of the findings, this study employed data triangulation by comparing information obtained from observations, interviews, and documentation. Triangulation was also conducted by comparing the perspectives of instructors and learners regarding the implementation of contextual audiovisual materials. This process was intended to improve the credibility and validity of the research findings.

The data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and categorized the data according to the research focus. Subsequently, the data were presented in the form of descriptive narratives to facilitate interpretation. The final stage involved drawing

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conclusions based on the results of the analysis supported by observational, interview, and documentation data, thereby providing a comprehensive description of the implementation of beginner-level BIPA teaching materials based on daily life contexts through audio and visual media on the topic of food and shopping at Muhammadiyah University of Jakarta.

RESULTS AND DISCUSSION

A. Implementation of Audio Media

Audio media were implemented through listening activities using recordings of everyday conversations related to food and shopping situations. The recordings contained expressions for ordering food, asking about prices, and bargaining in traditional markets. Through these listening activities, learners were able to recognize Indonesian pronunciation, intonation, and commonly used expressions in authentic communicative situations. During classroom observations, learners demonstrated their understanding by repeating expressions such as "Berapa harganya?" and "Boleh ditawar?" with appropriate pronunciation and intonation.

B. Implementation of Visual Media

Visual media were implemented through presentation slides, pictures, and illustrations of Indonesian foods, beverages, traditional markets, and convenience stores. These visual representations helped learners understand vocabulary more easily because they directly associated language forms with concrete objects and situations. Pictures of menus, food stalls, and shopping interactions also encouraged learners to participate actively in simulations and role-play activities.

Based on the analysis of students' answer sheets on the topic of Food and Shopping (Level 1, Unit 5), the findings indicate that the learners demonstrated a satisfactory understanding of Indonesian shopping culture and the language skills required in such contexts. Data obtained from the answer sheets of two Cambodian learners, namely Soleh Mael and Las Sim, revealed similarities in their mastery of the essential concepts introduced in this unit.

Table 1 The similarities of the essential concept

No	Learning Indicator	Student Response	Result
1	Asking about prices	How much does it cost?	Correct
2	Identifying invitation expression	Word of invitation	Correct
3	Identifying to buy food	Canteen	Correct
4	Activities in traditional markets	Bargain price	Correct
5	Get to know the word prohibition	Prohibition	Correct
6	Knowledge roadside stall madura	24 hours	Correct
7	Interaction seller-buyer	Return	Correct
8	Example of drinks cold	Iced tea	Correct
9	Arrange the correct sentences	I want to buy meatballs	Correct
10	Expression of politeness	Politeness	Correct

As presented in Table 1, both students answered all multiple-choice questions correctly, achieving an accuracy rate of 100%. This result suggests that the instructional delivery through presentation slides, which introduced the linguistic expressions silakan ("please" or an invitation expression) and jangan ("do not" or a prohibition expression), was highly effective. Their understanding of cultural aspects was equally evident, as both learners successfully identified the characteristics of a Warung Madura, a local convenience store in Indonesia that typically operates twenty-four hours a day. This finding supports Purwahida's (2016) argument that contextual learning materials closely related to learners' everyday

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experiences facilitate the internalization of new vocabulary.

In the essay section, both learners demonstrated adaptive abilities in applying sentence structures to authentic communicative situations. When asked to construct prohibition sentences, they were able to produce functional expressions such as "Don't throw garbage here." Although a minor error occurred in writing the prepositional phrase di sini ("here") as a single word, the intended communicative function was conveyed appropriately. Thomas-Hunt et al. (2003) argue that minor mechanical or typographical errors among beginner language learners do not constitute a significant obstacle as long as the communicative purpose of the text is maintained.

Furthermore, regarding sociolinguistic competence, particularly the ability to negotiate prices politely, Soleh Mael wrote the expression, "…Sir, can the price be reduced?", while Las Sim produced the sentence, "…Ma'am, may the price be lowered?" These responses are consistent with the instructional objectives of the cultural interaction component of shopping practices in Indonesia, namely fostering learners' awareness that sellers in traditional markets are generally approachable and receptive to price negotiations. The use of kinship terms such as bapak ("Sir") and ibu ("Ma'am") in economic transactions also confirms Kridalaksana's (1985) theory concerning the strong influence of Indonesia's kinship system, which is reflected in sociocultural politeness strategies and speech practices.



Picture 1. Documentation

Overall, the evaluation results highlight that the integration of grammatical components and situational-cultural contexts plays a crucial role in facilitating comprehension among beginner BIPA learners. As proposed by Janssen et al. (2010), authentic task-based language learning activities, such as shopping simulations, stimulate more active cognitive processes because learners directly practice language functions that fulfill immediate communicative needs. The learners' ability to recognize the meaning of kembalian ("change" returned after a transaction) and their use of the expression terima kasih ("thank you") at the end of role-play activities indicate that the learning objectives of this instructional unit were achieved comprehensively.

C. Learners' Responses toward Audiovisual Materials

The learners showed positive responses toward the use of audiovisual materials. They appeared more enthusiastic and actively participated in classroom activities compared to learning activities that relied solely on textbooks. Based on the interview results, learners stated that audio recordings helped them understand how Indonesian is naturally spoken, while visual media enabled them to remember vocabulary more easily. They also expressed greater confidence when performing role-play activities involving food ordering and shopping transactions. These findings indicate that audiovisual materials contributed positively to learners' motivation, comprehension, and communicative confidence.

CONCLUSION

This study demonstrates that the implementation of beginner-level BIPA teaching materials based on everyday-life contexts through audio and visual media on the topics of food and shopping at Universitas Muhammadiyah Jakarta contributed positively to learners' comprehension and communicative confidence. The integration of contextual materials and audiovisual media facilitated learners' understanding of vocabulary, simple sentence patterns, and sociocultural aspects of Indonesian communication. The learners also demonstrated positive responses toward the learning activities and showed greater confidence in using Indonesian in everyday communicative situations.

Theoretically, this study reinforces the view that contextual and authentic task-based language learning can improve learners' comprehension and communicative competence. Practically, the findings may serve as a reference for BIPA instructors in developing more contextual and communicative teaching materials. This study was limited to the topics of food and shopping and involved a limited number of participants. Therefore, future studies are recommended to examine the implementation of context-based teaching materials across broader themes and different BIPA proficiency levels to obtain a more comprehensive understanding of effective BIPA instruction.

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