



# Malay Culture in Audio Visual Media as a Learning Model for BIPA

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**Abstract**

*This study aims to analyze the use of audio visual media in learning Indonesian for Foreign Speakers (BIPA). One of the main challenges in BIPA learning is the low motivation of participants. This lack of motivation is often caused by the monotonous classroom atmosphere. To increase learning motivation, an interesting and innovative approach is needed, especially for teenage and early adult participants. This research uses a descriptive qualitative method with a case study approach. The research subjects were beginner level participants of the Indonesian for Foreign Speakers Program (BIPA) at Prima University Medan, while the research object was the use of audiovisual media in BIPA learning. The results showed that audiovisual media can be used effectively to support BIPA learning objectives. Audio Visual are able to facilitate the learning of listening, speaking, reading, and grammar, while creating a more pleasant classroom atmosphere. In addition to entertaining and attracting participants' interest, audiovisual also have various other benefits in BIPA learning. It is recommended for practitioners to continue to develop and integrate audiovisual media into BIPA learning materials.*

## INTRODUCTION

The teaching of Indonesian as a Foreign Language (BIPA) has experienced remarkable growth alongside the rising global interest in Indonesia's language and culture. An effective BIPA learning model not only enhances learners' linguistic skills but also serves as a gateway to the rich tapestry of local wisdom that forms an integral part of Indonesia's identity. The local wisdom of Malay customs, with its profound cultural and historical values, presents vast potential to support a contextual and meaningful BIPA learning process. This fusion of language and cultural heritage creates a unique educational experience that resonates deeply with learners, fostering not just linguistic competence but also an appreciation for Indonesia's diverse cultural narratives.

The use of audiovisual media in teaching Indonesian as a Foreign Language (BIPA) has proven effective in enhancing students' interest and engagement. This medium facilitates the delivery of interactive materials, combining visual and auditory elements to make learning more accessible for foreign students. By integrating the local wisdom of Malay customs through audiovisual media, the learning process is expected to provide a more authentic, engaging, and culturally relevant experience aligned with Indonesia's rich cultural heritage.

This article explores a BIPA learning model based on the local wisdom of Malay customs, developed through the use of audiovisual media. This approach aims to facilitate foreign learners in mastering not only linguistic aspects but also understanding the cultural values surrounding them, fostering a deeper appreciation of Indonesia's cultural heritage. The specific Malay custom highlighted in this BIPA learning model is the *Nasi Hadap-Hadapan* tradition, practiced in Malay wedding ceremonies. In addition to learning the Indonesian language, students are also expected to gain insight into the culture of North Sumatra, particularly its rich Malay heritage.

The word media comes from Latin which is the plural form of *medium*, which means intermediary or connector between the source of the message and the recipient of the message. Interactive learning media refers to learning methods that utilize information and communication technology (Berutu, et. al., 2024). This media serves as a means of delivering messages between teachers and participants, allowing interaction between humans and technology through application programs and electronic devices used as part of the



educational process. Nowadays, learning media has become an important element that must be prepared by teachers to create an interesting, fun, motivating, and encouraging learning atmosphere. By utilizing learning media, the interaction between teachers and participants becomes more effective, allows better communication, and encourages participants to be active in learning activities.

Learning media should be designed according to the needs of students. Effective media can be realized if teachers are able to develop media in manual and electronic forms (Siahaan, et al., 2023). Manual learning media can be made by utilizing simple materials to more complex materials, depending on the teacher's skills in preparing and compiling the material optimally (Simamora, et al., 2023).

## METHODS

This study employed a qualitative methodology with a case study approach. The participants consisted of beginner-level students in the Indonesian Language for Foreign Speakers (BIPA) Program at Prima University Medan, while the focus of the research was the implementation of audiovisual media in BIPA instruction. Data on lesson planning were gathered from beginner-level BIPA instructors and the lesson plans they prepared. Additionally, data concerning the learning process and evaluation of learning outcomes were collected through observations of BIPA classroom activities.

Data collection was conducted using in-depth interviews, observations, and documentation studies. Interviews and observations aimed to obtain concrete information about the role of teachers in designing, implementing, and evaluating BIPA learning. In qualitative research, data collection is not guided by theory but guided by facts found during research in the field (Abdussamad 2022). Thus, this qualitative research is a type of research in which the researcher is highly dependent on information from the object/participant on a wide scope, questioning that is broad in nature: broad scope, general questions, data collection consisting mostly of words/texts from participants, explaining and analyzing words and conducting research subjectively (Cresswell 2012).

The documentation study involved analyzing materials such as teaching notes, syllabi, and lesson plans used by the BIPA instructors. To ensure data validity, continuous observation and triangulation methods were employed. Triangulation was achieved by comparing information from multiple sources, including BIPA teachers and beginner-level participants. This process included verifying, rechecking, and cross-referencing the collected data for accuracy and consistency.

The data were analyzed qualitatively using an interactive approach comprising three stages: data reduction, data presentation, and conclusion drawing. Data reduction was performed continuously throughout the process, while the presentation of data was organized systematically and narrated descriptively. Conclusions were derived from the analysis results and through collaborative discussions between the researchers and the instructors.

## RESULTS AND DISCUSSION

### BIPA Learning Planning

Teacher beginner-level BIPA classes are obligated to create and organize lesson plans prior to conducting learning activities. These lesson plans are developed for each BIPA subject and tailored specifically for each session. This information was gathered through interviews with beginner-level BIPA instructors. The lesson plans are structured around core competencies and include various components, such as teacher and class identification, competency standards, basic competencies, indicators, learning objectives, instructional materials, methods, learning steps, tools and resources, as well as assessment criteria.

In developing a lesson plan, there are several important aspects that must be considered. Teachers need to design, coordinate, and determine various learning components, such as learning objectives (competencies), materials to be delivered to achieve these competencies, implementation strategies, and assessment methods used to evaluate the success of learning. These components are interconnected and influence each other,

forming a unified whole. In the beginner level BIPA class, the *lesson plan* is prepared by the teacher using a computer.

### Determination of Materials and Selection of Learning Strategies

Determination of materials and selection of learning strategies are two interconnected components in the learning process. Learning materials must be taught and understood by participants to achieve competency standards and basic competencies, which are later assessed using assessment instruments based on learning outcome indicators. In this context, the delivery of information to achieve competence is closely linked to the chosen learning strategy. Various learning strategies can be applied in BIPA classroom instruction.

Beginner-level BIPA teachers have planned teaching strategies or methods before the implementation of BIPA learning. The method chosen by the teacher is cooperative learning method with audio visual model. Cooperative learning prioritizes group work and encourages mutually supportive, sharing, and reinforcing interactions between participants. Audio visual model uses videos to facilitate active, innovative, creative, and fun learning. This model emphasizes the active participation of participants in the learning process, with video as the main media.

### Assessment

Assessment of learning outcomes is important to monitor the development and progress of learners. In the lesson plan prepared by the teacher, there is also an assessment plan that will be implemented. The assessment is carried out in two forms: written and oral. The written assessment includes questions about new Indonesian culture contained in the story, while the oral assessment is conducted through speaking activities. This assessment is planned to be conducted at the end of each learning session. Thus, if one core competency is delivered over two meetings, the teacher will carry out the assessment twice.

### Learning Activities

Teachers' activities in starting BIPA learning for beginner level are carried out according to the predetermined schedule. Before starting the lesson, the teacher first greets and introduces himself to the participants. As usual, the lesson begins with a greeting, "Good morning!" which is greeted enthusiastically by BIPA participants with the answer, "Good morning, Mom!" The teacher then asked how the participants were doing by asking, "How are you?" Some participants responded immediately, while others tried to answer even though they still felt awkward. Today is the first day of the first semester of the BIPA Program at Prima University Language Center. This beginner class consists of five participants who have diverse backgrounds and experiences in Indonesian. The After greeting and asking for news, the teacher introduced herself in Indonesian, "Introduce, my name is Mrs. Maulida." Next, the teacher checked the participants' attendance and tried to get to know them better.

The teacher continued the learning activities according to the material to be studied, which was about Malay culture. media used is audiovisual media. The audiovisual used will display a video of the *nasi hadap-hadapan* tradition in Malay wedding ceremonies. The students paid close attention to the video.





Picture 1. The content of the video

Source : <https://www.youtube.com/watch?v=8fzGfsjPSgA>

However, before starting, the teacher must first teach how to pronounce "Nasi Hadap-Hadapan" in Indonesian and pronounce it with the participants. After the participants have finished learning how to pronounce it, they are required to watch a video presented by the teacher in the listening and speaking lesson. A clip of the video can be seen in Figure 1.

### Assignment Activities

The morning learning activity for BIPA using audiovisual media embedded with the local wisdom of Malay culture can be conducted as follows:

#### Activity 1

The instructor invites students to watch a video about the "Nasi Hadap-Hadapan" tradition.

#### Activity 2

Participants begin identifying new elements (Indonesian culture) observed in the video.

#### Activity 3

The instructor and participants discuss the new elements discovered in the video.

#### Activity 4

The instructor explains the meaning of the "Nasi Hadap-Hadapan" tradition, which is one of the Malay cultural traditions in North Sumatra.

### Assessment Process

The instructor assesses the participants' ability to master the material through the assessment process. This assessment focuses on two main aspects, namely skills and understanding. This can be seen from the assessment techniques used, in the form of tests with instruments in the form of practice. Participants' learning outcomes basically reflect changes in behavior, which include broad cognitive, affective and psychomotor aspects. One of the functions of assessment, as stated by Sudjana (2006), is to measure the extent to which learning objectives are achieved. Therefore, assessment should refer to learning objectives derived from subject competencies. Based on observations and lesson plans, the assessment conducted by teachers only covers aspects of skills and understanding, as reflected in the assessment instruments.

### CONCLUSION

Based on the results of the research that has been conducted, it can be concluded as follows.

1. The way BIPA teachers plan the learning program is by preparing subject matter for each meeting in accordance with the competency standards and basic competencies that participants must master. BIPA materials are sourced from BIPA books published by Balai Bahasa. The planning made by the teacher in writing is outlined in the form of a lesson plan. In addition to the materials, the lesson plan also contains learning objectives, learning methods, and assessment of learning outcomes.

2. The BIPA learning process starts with the following steps:
  - a. The session begins with greetings, checking participants' attendance, explaining the learning objectives, and conducting an apperception activity.
  - b. BIPA teachers at the beginner level facilitate the teaching and learning process by presenting material to participants through cooperative learning methods using audio visual media.
  - c. The lesson concludes with the teacher summarizing the material, providing evaluations, and delivering cultural messages to the BIPA participants.
3. Assessment of BIPA learning outcomes is conducted using test techniques, both written and oral tests. Audiovisual media is not only an engaging learning tool but also a logical method to implement. By using audiovisual media, teachers can train nearly all competencies. There are many other advantages to using audiovisual media. Participants have provided positive feedback after using audiovisual media in BIPA learning.

The application of audio visual media in BIPA classes is an added value in the BIPA Program. Participants feel comfortable with such BIPA class atmosphere. Participants feel not bored because of the activities carried out in the classroom with other teachers. Therefore, suggestions for practitioners to continue to develop and integrate audio visual media into BIPA learning materials. Hopefully, this research can inspire other researchers to continue similar research in other fields.

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