

Integration of Cultural Literacy in the Development of Listening Skills Teaching Materials in BIPA Learning

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Abstract

This study aims to develop cultural-literacy-based listening instructional materials for Indonesian for Foreign Speakers (BIPA) learning and to evaluate their validity, practicality, and effectiveness in improving students' listening skills and cultural understanding. The study employed a Research and Development approach using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. Participants were seventh-semester students of the Indonesian Language and Literature Education Study Program at PGRI Silampari University in the 2025/2026 academic year; the needs analysis involved 24 students, while the large-group trial involved 56 students. Data were collected through interviews, questionnaires, and pretest-posttest assessments and analyzed using Aiken's V, practicality percentages, and N-gain scores. The developed materials achieved an overall Aiken's V coefficient of 0.87, indicating very high validity. Practicality reached 85.83% in the small-group trial and 91.74% in the large-group trial. Students' mean listening scores increased from 40.64 on the pretest to 88.54 on the posttest, with an N-gain of 0.80 or 80.24%, categorized as high and effective. These findings indicate that integrating cultural literacy into listening materials can support more contextual and meaningful BIPA learning by connecting linguistic comprehension with Indonesian sociocultural contexts. However, because effectiveness was assessed using a one-group pretest-posttest design at a single institution, broader causal generalization remains limited. Future studies should employ controlled, multi-site designs involving more diverse BIPA learners.

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Introduction

Indonesian for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA) is a language learning program specifically designed for foreign learners who seek to acquire proficiency in Indonesian (Muzaki, 2021). In higher education, BIPA also constitutes an important component of Indonesian Language and Literature Education programs because it equips prospective teachers with the pedagogical competencies required to teach Indonesian to foreign speakers. Beyond its educational function, BIPA contributes to the internationalization of the Indonesian language and serves as an instrument of cultural diplomacy by promoting a positive image of Indonesia internationally (Wuryaningrum & Syukron, 2015). Accordingly, the Indonesian government, through the Language Development and Fostering Agency, continues to support BIPA programs as part of broader efforts to strengthen the position of Indonesian as a language of international communication.

BIPA learning is not limited to the development of linguistic competence but also functions as a medium through which foreign learners become acquainted with Indonesian culture (Nastiti,

2019). Among the four language skills, listening occupies a fundamental position because it enables learners to recognize linguistic structures, interpret meaning, understand communicative situations, and respond appropriately. Listening involves an active process in which learners receive, comprehend, interpret, and connect spoken information with relevant prior knowledge and experiences (Gulec & Durmus, 2015). As the initial foundation of language acquisition, listening also enables learners to recognize language varieties and understand the sociocultural context in which communication occurs (Tarigan, 2008).

The importance of listening becomes even more evident in BIPA learning because spoken communication frequently contains culturally embedded meanings. Greetings, politeness strategies, idiomatic expressions, social conventions, and other forms of culturally specific language cannot always be understood solely through grammatical and lexical knowledge. Listening competence therefore cannot be separated from the cultural context underlying language use. Foreign learners require not only linguistic knowledge but also sufficient cultural literacy to interpret implicit meanings and respond appropriately in authentic Indonesian communicative situations.

Consequently, the development of BIPA listening materials should move beyond a predominantly linguistic and text-based orientation toward more contextual learning experiences. Teaching materials constitute systematically organized learning resources that guide educators and learners throughout the instructional process (Cahyadi, 2019). In the context of BIPA, listening materials should therefore combine linguistic competencies with Indonesian cultural content. Integrating cultural literacy into listening materials can provide learners with meaningful contexts for understanding spoken language while simultaneously strengthening their intercultural communicative competence (Sapanti & Daulay, 2023).

The need for such materials is reinforced by preliminary findings obtained through needs analysis, syllabus review, and input from lecturers and BIPA students. The existing listening materials were found to remain predominantly focused on linguistic aspects, whereas Indonesian local culture had not been systematically incorporated as a context for language use. As a consequence, learners may acquire listening competence without adequately understanding the social norms, values, customs, and cultural practices represented in spoken discourse. This condition indicates a need for instructional materials that integrate language learning with diverse Indonesian cultural contexts so that learners can understand not only what is being communicated but also the sociocultural meanings underlying the communication.

Previous studies further demonstrate that cultural integration remains a challenge in BIPA learning. Mussaif (2017) reported that BIPA instruction tends to emphasize structural aspects of language without sufficient cultural contextualization. Similarly, Sruniyati et al. (2024) indicated that listening instruction often remains normative and provides limited exposure to local cultural materials. Azizan et al. (2021) also highlighted the predominance of textual materials that are insufficiently contextualized within Indonesian cultural realities. Such limitations may cause learners to encounter difficulties in interpreting implicit meanings in spoken discourse, particularly when cultural knowledge is required to understand the intended message (Ningtyas et al., 2021). Conversely, integrating cultural values into language learning has been identified as an important strategy for strengthening learners' intercultural awareness (Rumboy et al., 2025).

Cultural literacy is therefore particularly relevant to the development of BIPA listening materials. Second-language learning that neglects cultural dimensions may lead to misunderstanding

in intercultural communication (Amala & Asteria, 2024). Cultural literacy can strengthen learners' sensitivity to sociocultural differences and improve their ability to interpret culturally embedded meanings in spoken texts (Anggaira, 2019). Culture-based learning may also increase motivation because learners encounter materials that are more authentic, contextual, and relevant to real-life communication (Handayani & Nurlina, 2024). Furthermore, incorporating Indonesian local culture into BIPA materials can introduce Indonesia's cultural diversity to international learners and simultaneously contribute to cultural diplomacy (Arwansyah et al., 2017). Thus, culture-based listening materials have pedagogical, intercultural, and diplomatic significance.

Despite these potential benefits, existing studies have primarily emphasized the importance of cultural integration in BIPA learning rather than systematically developing and evaluating listening instructional materials that combine cultural literacy with measurable standards of instructional quality. This represents an important research gap because effective instructional materials should not only contain culturally relevant content but should also demonstrate adequate validity, practicality, and effectiveness. The development process should therefore incorporate authentic cultural representations, including oral traditions, customs, social practices, and culturally specific expressions, supported by appropriate audio, video, and textual resources adapted to learners' proficiency levels. The original study specifically identifies validity, practicality, and effectiveness as the three principal dimensions for evaluating the developed materials.

Cultural literacy-based listening materials are also expected to encourage critical and reflective engagement with Indonesian culture. Listening activities can move beyond literal comprehension by inviting learners to analyze cultural meanings, local values, social perspectives, and differences between their own cultural backgrounds and Indonesian society. Such activities position listening as both a linguistic and intercultural learning process. By relating language to authentic social and cultural realities, learners are expected to develop greater motivation, cultural sensitivity, adaptability, and readiness to communicate meaningfully in Indonesian contexts.

Therefore, this study aims to develop cultural literacy-based listening instructional materials for BIPA learning that systematically integrate linguistic competencies with Indonesian cultural contexts and to determine the quality of the developed materials in terms of validity, practicality, and effectiveness. Specifically, the study aims to assess the validity of the developed materials through expert evaluation, examine their practicality based on lecturer assessments and student responses, and determine their effectiveness in improving BIPA students' listening skills and cultural understanding. Through these objectives, the study is expected to contribute to the development of more contextual, culturally responsive, and pedagogically appropriate BIPA learning materials while strengthening the role of BIPA as a medium for intercultural communication and Indonesian cultural diplomacy.

Method

This research was conducted at PGRI Silampari University on seventh-semester students of the Indonesian Language and Literature Education Study Program taking the BIPA course in the 2025/2026 academic year. The seventh-semester students were selected because they already possess adequate linguistic and pedagogical competencies as prospective teachers, enabling them to provide relevant assessments of the development of BIPA listening learning products. This research used a Research and Development (R&D) approach by adapting the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation.

The analysis stage was carried out by identifying students' needs for listening skills teaching materials for the BIPA course based on cultural literacy, analyzing the curriculum and learning outcomes of the course, the characteristics of students as prospective BIPA teachers, and analyzing the relevance of cultural literacy in learning. The design stage included formulating learning objectives, developing a content framework for cultural literacy-based teaching materials, and designing a module format consisting of materials, listening activities, exercises, and evaluations. The development stage was carried out by developing a draft of the teaching materials, conducting validation by design experts, material experts, and language experts, and revising the product based on validator input until a prototype of the teaching materials was obtained that was suitable for use. Module development was based on the results of the needs analysis obtained from students and lecturers. The need for materials that were contextual, appropriate to learning outcomes, easy to understand, utilizing authentic media, and able to integrate linguistic and cultural aspects was translated into learning objectives, selecting local cultural themes, developing gradual listening activities, using audio, video, and authentic texts, and developing assessment instruments that measured listening skills as well as cultural understanding. Thus, each module component, from the material, learning activities, to evaluation, has a clear relationship with the needs identified at the analysis stage so that the development process takes place systematically and in accordance with the principles of the ADDIE model.

The implementation stage was carried out in stages through individual trials (one-to-one) on several students, followed by small group trials involving 5-6 students, and large group trials with 15-30 students. At each trial stage, data was collected using student and lecturer response questionnaires, observation sheets, and student learning outcomes. Data from each stage was analyzed as a basis for product revision before proceeding to the next stage. After the product was declared practical, an effectiveness test was conducted using a quasi-experimental design with a one-group pretest-posttest design to measure the improvement in students' listening skills after using the teaching materials. The evaluation stage was carried out through formative evaluation in the expert validation process and limited trials, as well as summative evaluation based on the results of the effectiveness test to determine the success of the teaching materials in improving listening skills in the BIPA course.

Data collection techniques in this study include interviews, questionnaires, and tests. Interviews were used to obtain information on the needs of teaching materials and learning constraints, questionnaires were used to measure the validity and practicality of the product through validator assessments and student responses, while tests in the form of pretests and posttests were used to measure the effectiveness of the teaching materials. Data analysis was carried out qualitatively and quantitatively, namely needs analysis using an interactive analysis model, validity analysis using the Aiken's V formula, practicality analysis using the average score of user responses, and effectiveness analysis using the N-gain score to determine the increase in student learning outcomes after using cultural literacy-based listening skills teaching materials.

Results and Discussion

Result

The research results are presented based on the ADDIE model stages, namely analysis, design, development, implementation, and evaluation. In the analysis stage, data was obtained regarding the need for BIPA listening skills teaching materials based on cultural literacy through the identification

of student characteristics, learning needs, and obstacles faced in the learning process. These findings became the basis for designing teaching materials at the design stage, including determining learning objectives, selecting materials, compiling listening activities, and integrating cultural literacy elements. Next, in the development stage, product development and validation were carried out by experts to obtain data on the feasibility of teaching materials that became the basis for product revisions. The implementation stage produced data on practicality and effectiveness through trials of teaching materials use, user responses, and student pretest and posttest results. Based on the evaluation results at the evaluation stage, product improvements were made in accordance with the validation and trial findings to obtain teaching materials that met the development criteria.

Analysis of Teaching Material Needs

Based on the results of a questionnaire filled out by 24 students regarding the need for developing listening skills teaching materials in the BIPA course based on cultural literacy, in the aspect of the need for listening materials in statements 1–5, the majority of students stated that they agreed that listening teaching materials need to include the Indonesian cultural context. A total of 20 students agreed and 4 strongly agreed. This statement indicates a high need for cultural integration in listening materials. Furthermore, the current listening materials do not help students understand Indonesian culture, as many as 21 students stated that they agreed and 3 stated that they strongly agreed. In addition, as many as 15 students agreed and 9 people strongly agreed that diverse listening exercises are needed (dialogues, monologues, and stories). The statement that listening teaching materials need to be equipped with explanations of cultural vocabulary, as many as 21 people stated that they agreed and 3 people stated that they strongly agreed. Furthermore, the statement that students need audio or video examples based on local culture, as many as 22 students stated that they strongly agreed and 2 people stated that they agreed.

Regarding the design and presentation of teaching materials, statements 6-10 indicated that students desired visually appealing and easy-to-understand materials. Ten students strongly agreed that visuals should be appealing, and 12 strongly agreed that teaching materials should be systematic. Regarding the statement that students needed systematic and easy-to-understand teaching materials, 12 strongly agreed and 12 agreed. Furthermore, regarding the statement that examples of exercises should be accompanied by transcripts, 11 students agreed and 13 strongly agreed. Regarding the statement that teaching materials should use illustrations, images, or cultural infographics, 20 students agreed and 4 strongly agreed, indicating that culturally based visuals are considered important to help students understand the Indonesian cultural context. Furthermore, regarding the statement that students wanted listening materials in interactive digital form, 19 respondents agreed and 5 strongly agreed. These data reflect students' need for the use of technology and interactive learning formats to support the listening process.

Regarding the ability to understand audio listening material in the BIPA course for seventh-semester students, 18 students agreed and 6 strongly agreed that they still had difficulty capturing information from Indonesian audio. This finding shows that students' listening skills still need to be improved through more focused and contextual exercises. The need for additional exercises is also very evident. Regarding the statement that students need more listening practice to improve comprehension, all respondents agreed, indicating that students really need a greater frequency of listening practice than is currently available. Regarding understanding the variety of Indonesian dialects and cultures, 21 students agreed and 2 strongly agreed that students need such materials.

This indicates that the variety of dialects and cultural diversity of Indonesia still poses a challenge for BIPA students. Regarding the statement regarding the need for practice to improve cultural vocabulary, 22 students agreed and 2 strongly agreed, indicating the urgency of providing a cultural glossary in teaching materials. Finally, the need for immediate feedback after listening practice is very evident, with 10 students agreeing and 14 strongly agreeing. This indicates that students expect assessment, correction, and guidance immediately after doing the practice to be able to understand mistakes and improve their listening skills more effectively.

Teaching Material Design

The prototype of the Listening Skills teaching material in the BIPA course based on cultural literacy refers to the design and development stage of the research product based on the results of the identification of lecturers' and students' needs for BIPA teaching materials used so far. The stages of teaching material development are carried out by collecting learning materials according to predetermined indicators. At this stage, the researcher formulates indicators for teaching material development that refer to the theory of cultural literacy-based teaching material models. The design of the BIPA course teaching materials based on cultural literacy is systematically arranged to support the development of listening skills of students in the Indonesian Language and Literature Education Study Program as a prospective BIPA teacher. The structure of the teaching materials begins with a cover page containing the title of the teaching materials, the author's identity, and illustrations relevant to the content as an initial overview for users. Next, a foreword is presented containing general information about the teaching materials and thanks to the parties who have contributed to its preparation, followed by a table of contents that functions to make it easier for users to find parts of the material systematically.

The core of the teaching materials begins with an introduction that includes learning outcomes, learning objectives, and basic concepts of listening skills as a foundation for students. Next, the material is organized into five learning units, each designed to develop specific listening skill outcomes while building cultural literacy. Critical listening is aimed at practicing the ability to analyze cultural meanings and values reflected in language and societal behavior. Concentrative listening focuses on understanding factual information and cultural symbols found in works of art and traditions. Creative listening aims to develop the ability to interpret and relate information to the context of multicultural life. Exploratory listening is aimed at identifying nationalistic values contained in various cultural discourses, while interrogative listening fosters the ability to ask critical questions and reflect on the values of inclusivity in cross-cultural communication. Each unit contains learning objectives, materials, listening activities, exercises, and assessments designed to measure not only listening skill achievement but also students' ability to identify, interpret, analyze, and reflect on the cultural values contained in the listening material. Thus, cultural literacy is not only presented as learning content, but also becomes a competency that is developed and evaluated through each activity and assessment.

As a closing section, the teaching materials are equipped with a bibliography containing reference sources used in compiling the material, as well as a biography of the author that provides information on the author's educational background, work experience, and academic experience in related fields. The arrangement of these components is designed in an integrated manner to support the achievement of the learning objectives of listening skills in the BIPA course based on cultural literacy systematically and contextually.

Based on the design of the product of the Listening Skills teaching material in the BIPA course above, the teaching material is prepared by paying attention to the material, graphic, and linguistic aspects. First, in the material design stage the researcher collects materials that will be used as BIPA learning materials from various sources. The material developed refers to the objectives that have been designed by the researcher consisting of: understanding listening and the purpose of listening, critical listening in culture as a realm of thought, concentrative listening in the arts, creative listening in multicultural citizenship, exploratory listening in nationalism, and interrogative listening in inclusivity. Second, the presentation aspect, the teaching material is presented in the form of a printed book, the teaching material was developed using the Ms. Word 2019 application. Related to the appearance of the teaching material which is prepared using several colorful designs and images that support this is designed to eliminate student boredom when reading the teaching material. Printed teaching materials in the form of books are generally more practical because they can be read and studied anywhere, do not have a dependency on other technology because they are self-sufficient. This means it can be used directly or requires no other tools, and is easy to carry around without relying on other technologies. Third, the linguistic aspect: the language used is good and correct Indonesian, easily understood by students. Communicative and accessible language can help students understand the material. After the teaching materials are compiled based on the results of the needs analysis, the next step is to validate the teaching materials with experts, namely linguistics, graphics, and materials experts.

Validation of Teaching Materials

Identify the number of linguistic, content, and design validators, their qualification criteria, and the item-level Aiken's V range. A single average of 0.85 is insufficient evidence of construct coverage. Expert assessment of linguistic aspects based on the linguistic feasibility component table, the aspects assessed include seven main indicators, namely simplicity of sentence structure, ease of language for students to understand, clarity of information, accuracy of use of Indonesian language rules, effectiveness and efficiency of language use, inter-sentence, inter-paragraph, and inter-concept relationships, as well as completeness of supporting presentations that include introductions, tables of contents, and bibliographies. Each indicator is assessed using a Likert scale of 1–5 to determine the level of feasibility of linguistic aspects in the developed teaching materials. The assessment of all indicators aims to ensure that the teaching materials use communicative language, in accordance with Indonesian language rules, are easy to understand by students, and have a systematic presentation so that they can support the effectiveness of the learning process in BIPA courses based on cultural literacy. Based on the results of the linguistic expert assessment of BIPA teaching materials, an average V score of 0.85 was obtained with a very valid category which was adjusted to the interpretation of Aiken's V validity in the correlation coefficient > 0.80 .

The developed textbook products were also assessed by presentation and graphics experts. The assessment of the textbook's appearance aspects included clarity of purpose, systematic/sequence of presentation, motivation, interaction, completeness of information, size and type of font, and accuracy of illustrations, graphs and tables, physical appearance, paper quality, and cover. Based on the results of the presentation and graphics expert's assessment, the average V score was 0.87 with a very valid category which was adjusted to the interpretation of Aiken's V validity in the correlation coefficient > 0.80 .

The assessment of the material aspect of the teaching material aims to determine how appropriate the content of the developed teaching material is, so that it can be used by students as a reference book in following the learning. The assessment of the material aspect consists of the suitability of the RPS, suitability with student needs, suitability of the teaching material with student development, the truth of the material substance, suitability of the material with the questions, suitability of the material with the evaluation, and the benefits of increasing knowledge. The assessment of this material aspect consists of several indicators, namely the accuracy of learning outcomes, the accuracy of learning outcomes, the accuracy of teaching materials, the accuracy of assignments, and the accuracy of assessments. The average V value obtained was 0.89 with a very valid category which was adjusted to the interpretation of Aiken's V validity in the correlation coefficient > 0.80 .

The validators' assessment results showed that the teaching materials obtained an average validity coefficient (V) of 0.87, which is included in the very valid category. These results indicate that the content, presentation, language, and design of the teaching materials have met the eligibility criteria based on expert assessment. However, the validation results are not yet a basis for stating that the teaching materials are ready for widespread use, but rather serve as a reference for making product improvements. Revisions made after the validation process included refining the presentation of the material to make it more systematic, improving the use of language to be clearer and more communicative, adjusting examples and learning activities to the learning objectives, and refining the visual aspects and module layout according to validator input. After all revisions were made, the revised prototype was then used in the practicality and effectiveness testing stages.

Practicality Test of BIPA Course Teaching Materials

The one-to-one evaluation was conducted on 3 students. The steps taken were: 1) The researcher distributed BIPA teaching materials to students; 2) Students looked at and read the BIPA teaching materials; 3) The researcher conducted a question and answer session related to the cultural literacy-based BIPA teaching materials that the researcher had developed. The interview question indicators were: 1) the attractiveness of the teaching materials; 2) the readability of the material content; 3) the presentation of images; 4) the presentation of the material in the teaching materials. Based on the results of this one-to-one implementation, it is known that the presentation of material in the BIPA teaching materials based on cultural literacy is clear, neat, and structured. The use of simple language makes the explanation of concepts easy to understand, thus helping students more quickly grasp the material being taught. Each type of listening skill is explained in full, accompanied by relevant materials and exercises, and reinforced with expert opinions so that the presentation is more systematic, theory-based, and easy to follow. This teaching material is also effective in improving listening skills, especially in the context of BIPA learning based on cultural literacy. The material is structured and integrates elements of Indonesian culture through spoken texts, dialogues, and examples of social situations, thus facilitating understanding of meaning, intonation, and expression in language use.

Furthermore, the material presented is highly relevant to the needs of BIPA students because each topic is linked to aspects of Indonesian culture, such as social customs, traditions, values, and everyday communication situations. This approach helps students understand the context of language use more deeply, so that language skills become more precise, communicative, and in accordance with linguistic norms. This relevance also makes it easier for students to

understand the way of thinking and culture of native speakers. Furthermore, the appearance and design of the teaching materials are considered neat, structured, and comfortable to read, with a well-organized layout, illustrations that support understanding, and unobtrusive color choices. The structure of the material is presented coherently so that it is easy to follow from beginning to end.

A small group trial was conducted to determine students' responses to the practicality of BIPA teaching materials based on cultural literacy. This trial involved six students who were asked to fill out a practicality questionnaire consisting of 10 statements with a Likert scale of 1–4. Thus, the maximum score that can be obtained is 240, which is calculated from 6 respondents $\times$ 10 items $\times$ maximum score of 4. Based on the results of filling out the questionnaire, a total score of 206 was obtained. The practicality percentage was calculated using the formula $\text{Practicality Percentage} = (\text{Score obtained} / \text{Maximum score}) \times 100\%$, resulting in a value of $(206/240) \times 100\% = 85.83\%$, which is included in the very practical category. Aspects assessed include ease of understanding the material, clarity of instructions for use, presentation of the material, implementation of learning activities, and the appearance of the teaching materials. The results of the questionnaire showed that most students gave assessments in the agree to strongly agree categories for almost all aspects assessed. However, several students still provided feedback regarding the clarity of instructions for one activity and the need for adjustments to the audio duration. This feedback served as the basis for refining the teaching materials before conducting large-group trials.

Next, the teaching materials were tested on a wider group involving 56 students who all used the same version of the teaching materials as a revised product from the small group trial stage. After participating in learning using the teaching materials, all students filled out a practicality questionnaire consisting of 20 statements with a Likert scale of 1–4. Based on the results of filling out the questionnaire, a total score of 4,108 was obtained. The practicality percentage was calculated using the formula $\text{Practicality Percentage} = (\text{Score obtained} / \text{Maximum score}) \times 100\%$, resulting in a value of 91.74%. These results indicate that the teaching materials for Listening Skills in the BIPA course for prospective BIPA teachers based on cultural literacy are in the very practical category, so they are suitable for use in the learning process.

The effectiveness test was conducted to determine the effectiveness of the BIPA course materials based on cultural literacy that the researcher had developed. This effectiveness test was conducted twice: the first test before using the BIPA course materials based on cultural literacy (pretest) and the second test after using the BIPA course materials based on cultural literacy (posttest).

There is a difference in the average pretest and posttest scores. The average pretest score is 40.64 while the average posttest score is 88.54 (score range 0–100). After the pretest and posttest scores are known, the N-gain and N-gain score tests will be conducted to determine the effectiveness of the BIPA course teaching materials based on cultural literacy. Based on the N-gain test, the average score is 0.80. This figure is included in the g category > 0.7 which means it is in the high category. Then in the N-gain score (%) column, the average score is 80.24%. This figure is included in the > 76 category with effective criteria. So it can be stated that the BIPA course teaching materials based on cultural literacy are effective to use.

Discussion

The findings of this study demonstrate that cultural-literacy-based listening materials developed for BIPA learning successfully met the three principal criteria established in the research objectives:

validity, practicality, and effectiveness. The needs analysis initially revealed a strong demand for listening materials that integrate Indonesian cultural contexts, authentic audio and video, cultural vocabulary, varied listening activities, transcripts, and immediate feedback. Following the systematic ADDIE development process, expert validation produced an overall Aiken's V coefficient of 0.87, with coefficients of 0.85 for language, 0.87 for presentation and graphics, and 0.89 for content. The practicality score reached 85.83% in the small-group trial and increased to 91.74% in the large-group trial, indicating strong user acceptance. More importantly, students' mean listening scores increased from 40.64 on the pretest to 88.54 on the posttest, yielding an N-gain of 0.80 or 80.24%, which was categorized as high and effective. These results suggest that listening instruction becomes more pedagogically meaningful when language input is situated within recognizable sociocultural contexts rather than presented as decontextualized linguistic material. Nevertheless, because the effectiveness assessment employed a one-group pretest–posttest design, the observed improvement should be interpreted as strong evidence of learning gains following the intervention rather than definitive evidence that cultural literacy alone caused the improvement.

At the global level, these findings are consistent with a growing body of research demonstrating that language comprehension is strengthened when learners are exposed to contextualized, multimodal, and culturally meaningful input. Feng and Webb (2020) found that reading, listening, and audiovisual viewing all created opportunities for incidental vocabulary learning, suggesting that multimodal exposure can provide complementary pathways for language development. Similarly, Chen (2021) reported advantages of reading-while-listening for aspects of form and meaning learning, although outcomes varied according to learners' proficiency. Montero Perez (2022) further emphasized that audiovisual input and on-screen text can support vocabulary, grammar, and listening development, while also cautioning that effectiveness depends on the characteristics of learners and materials. Video-based learning research provides comparable evidence: Chen et al. (2022) found that a video-annotation system incorporating vocabulary support enhanced listening comprehension and learning retention, while Dang et al. (2022) demonstrated that viewing an academic lecture generated measurable incidental gains in single words and collocations. More recently, Kurokawa et al. (2025), synthesizing 49 primary studies, identified an overall medium positive effect of captioned viewing on incidental L2 vocabulary acquisition, although learner proficiency and material characteristics moderated the outcomes. Teng (2025) similarly showed that video genre, repetition, vocabulary knowledge, comprehension, and working memory influence vocabulary learning from captioned audiovisual materials. Collectively, these studies support the present finding that the effectiveness of BIPA materials is unlikely to derive from cultural content in isolation; rather, it emerges from the interaction among meaningful cultural context, audiovisual input, structured listening activities, vocabulary scaffolding, repetition, and feedback.

The findings also correspond with contemporary research on intercultural language education. Zhang (2020) argues that authentic audiovisual material can facilitate intercultural learning because it exposes learners to culturally situated verbal and non-verbal meanings. Huang (2021), drawing on intercultural communicative competence, demonstrated that explicit intercultural instruction can strengthen learners' capacity to interpret cultural differences in foreign-language classrooms. Likewise, Lenkaitis et al. (2020) found that language learners develop intercultural competence through openness, cultural awareness, and engagement with unfamiliar

cultural contexts, while Munezane (2021) conceptualized intercultural communicative competence as a dynamic connection between classroom learning and actual intercultural encounters. Culturally responsive instruction has subsequently been shown to promote openness, perspective-sharing, and critical meaning-making in oral language classrooms (Liao & Li, 2023), whereas Mu and Yu (2023) reported that noticing, comparing, and reflecting on cultural differences contributed to the development of intercultural attitudes, knowledge, skills, and awareness. Li et al. (2025) further demonstrated that the quality of intercultural interaction mediates the relationship between foreign-language proficiency and intercultural competence. These findings provide an important interpretive framework for the present study: the cultural component of BIPA listening materials should not be treated as decorative information accompanying linguistic content, but as an interpretive resource that enables learners to understand why particular utterances, politeness strategies, expressions, social conventions, and communicative behaviors carry specific meanings in Indonesian contexts.

The results are equally consistent with Indonesian studies published between 2020 and 2026. Amandangi et al. (2020) demonstrated the potential of Indonesian folklore as cultural-literacy enrichment material for BIPA learners, while Muzaki (2021) emphasized the importance of local cultural content in developing BIPA teaching materials. Azizan et al. (2021) and Ningtyas et al. (2021) specifically highlighted the need for more systematic listening resources for BIPA learners, reinforcing the gap addressed by the present study. The importance of audiovisual cultural input is also supported by Tjahjani and Jinanto (2021), who showed how film can function as a pedagogical medium for delivering culturally embedded foreign-language content. More recently, Sruniyati et al. (2024) developed audiovisual BIPA listening materials incorporating Indonesian regional culture, while Rumboy et al. (2025) demonstrated the pedagogical relevance of integrating local cultural heritage into BIPA materials. Rahmatika et al. (2025) further found that BIPA teachers viewed digital language-learning resources positively for improving motivation, engagement, and vocabulary learning, although limitations in infrastructure, digital literacy, pedagogical alignment, and institutional support remained important challenges. These converging findings indicate that the present product responds to a broader shift in Indonesian language education from structurally oriented instruction toward contextual, culturally situated, and technologically supported learning.

The present findings are also strengthened by a related body of Indonesian instructional-development research involving Muhammad Sufian and colleagues. Koderi et al. (2023), for example, developed a film incorporating Lampung local wisdom to support Arabic communication skills through an ADDIE-based development process, demonstrating that local culture can be transformed into meaningful audiovisual language-learning content. This is conceptually close to the present study because both approaches position culture as the communicative setting within which language is learned rather than as supplementary background knowledge. Mahmudah et al. (2024) further demonstrated the relevance of an auditory-oral approach for Arabic vocabulary acquisition, emphasizing the instructional importance of repeated listening and oral language exposure. From the perspective of engagement, Sari et al. (2024) showed that interactive instructional methods and learning motivation are related to language-learning outcomes. Meanwhile, Pribowo et al. (2024) applied the ADDIE model to develop an interactive flipbook-based educational module and reported favorable expert-validation, learner-response, and effectiveness results. More directly at the intersection of language, contextual values, and instructional development, Erlina et al. (2025b) developed a gender-responsive qira'ah module through ADDIE and found substantial improvement

between pretest and posttest performance. In another contextual language-learning study, Erlina et al. (2025a) integrated religious-moderation values into Arabic instruction through problem-based learning. Across these studies, a consistent principle emerges: educational values and sociocultural contexts become pedagogically productive when they are operationalized within learning objectives, content, activities, media, and assessment rather than merely added as thematic illustrations. This principle strongly corresponds to the present design, in which cultural literacy permeates the listening tasks and assessment processes.

Theoretically, pedagogically, and in terms of educational policy, these findings have several interconnected implications. Theoretically, the study supports a culturally situated conception of listening in which comprehension involves more than decoding phonological and lexical information; learners must coordinate linguistic input with cultural schemata, pragmatic expectations, contextual knowledge, and social conventions. This interpretation extends cultural literacy from knowledge *about* culture toward competence in interpreting culture through language and is compatible with contemporary models of intercultural communicative competence (Huang, 2021; Munezane, 2021). The ADDIE process additionally demonstrates how this conceptual position can be systematically converted into objectives, materials, activities, media, and evaluation. Pedagogically, BIPA instructors should therefore employ culturally authentic but proficiency-appropriate audio and video, culturally contextualized dialogues, cultural glossaries, selective transcripts or captions, reflective comparison activities, and immediate formative feedback. Authentic materials should expose learners to cultural diversity within Indonesia rather than presenting “Indonesian culture” as homogeneous, thereby reducing the risk of stereotyping and encouraging critical cultural interpretation. Multimodal scaffolding is particularly important because individual differences in linguistic knowledge, cognitive style, and listening strategies influence learners’ responses to listening instruction (Fung & Macaro, 2021; Yeldham & Gao, 2021). At the policy level, BIPA curriculum and material-development standards should more explicitly incorporate cultural literacy, intercultural sensitivity, accessibility of digital resources, teacher digital competence, and systematic quality assurance. Institutional investment in teacher development and technological infrastructure is equally important, as technological innovation without pedagogical alignment may produce limited benefits (Rahmatika et al., 2025). Although culturally engaging materials may contribute to positive learning experiences, the present research did not directly measure emotional well-being, mental health, online identity, or social-media behavior; therefore, policy claims concerning these outcomes would extend beyond the available evidence.

The principal novelty and contribution of this study lie in moving beyond the normative assertion that Indonesian culture should simply be included in BIPA materials toward a systematic instructional model in which cultural literacy is embedded throughout the architecture of listening instruction. The developed materials connect critical, concentrative, creative, exploratory, and interrogative listening with cultural domains involving arts and traditions, multicultural citizenship, nationalism, inclusivity, social values, and culturally situated communication. Accordingly, culture operates simultaneously as learning content, a context for interpreting oral discourse, and a competency that is developed and assessed. Methodologically, the study combines needs analysis, ADDIE-based design, multidimensional expert validation, iterative one-to-one and group trials, practicality assessment, and pretest–posttest evidence within a single product-development framework. This approach extends earlier Indonesian studies that have generally emphasized either

BIPA cultural content, listening-material development, or audiovisual media separately by explicitly integrating these dimensions and evaluating the resulting product through validity, practicality, and effectiveness criteria. The study therefore contributes a replicable development logic for preparing prospective BIPA teachers who are expected not only to teach Indonesian linguistic forms but also to mediate culturally appropriate meaning in intercultural communication.

Several limitations and future research directions should nevertheless be considered. First, the study was conducted at one higher education institution and involved prospective BIPA teachers rather than a heterogeneous population of international BIPA learners; consequently, generalization to foreign learners with different first languages, proficiency levels, ages, and cultural backgrounds remains limited. Second, the one-group pretest–posttest design cannot fully control for testing effects, maturation, repeated exposure, instructor effects, or the novelty of the learning materials. The high N-gain should therefore not be interpreted as exclusive evidence of a cultural-literacy effect. Third, the study primarily assessed immediate learning outcomes and did not examine long-term retention, transfer to authentic communication, pragmatic competence, intercultural sensitivity, or independent cultural interpretation. Fourth, future reporting would be strengthened by specifying validator qualifications more explicitly and presenting item-level Aiken's *V* coefficients in addition to aggregate values. Subsequent studies should employ multi-site quasi-experimental or randomized controlled designs comparing cultural-literacy-based and conventional BIPA materials, recruit actual BIPA learners from different linguistic and national backgrounds, incorporate delayed posttests, and separately assess listening comprehension, cultural literacy, pragmatic interpretation, intercultural competence, engagement, and cognitive load. Further comparisons among printed, audiovisual, and interactive digital versions, as well as studies examining captioning, learner-controlled playback, culturally familiar versus unfamiliar topics, and different varieties of spoken Indonesian, would clarify which components contribute most strongly to learning and under what conditions the observed gains can be replicated.

Conclusion

This study developed cultural-literacy-based listening instructional materials for Indonesian for Foreign Speakers (BIPA) learning through the ADDIE model and evaluated their validity, practicality, and effectiveness. The findings demonstrate that the developed materials fulfilled the intended development criteria, with an overall Aiken's *V* coefficient of 0.87, practicality scores of 85.83% in the small-group trial and 91.74% in the large-group trial, and a substantial increase in students' mean listening scores from 40.64 on the pretest to 88.54 on the posttest, corresponding to an N-gain of 0.80 or 80.24%. These results indicate that the materials were not only pedagogically feasible and well received by users but also capable of supporting meaningful improvement in listening performance within the context of this study. Conceptually, the study reinforces the view that listening comprehension in BIPA should be understood as a culturally situated process in which linguistic input is interpreted together with cultural meanings, social conventions, pragmatic expectations, and communicative contexts. Methodologically, the integration of needs analysis, expert validation, iterative trials, practicality assessment, and pretest–posttest evaluation within the ADDIE framework provides a systematic model for developing culturally responsive language-learning materials. Practically, the findings suggest that BIPA instruction can be strengthened through culturally contextualized audio and video, diverse listening tasks, cultural vocabulary support, reflective activities, and structured feedback that connect language learning with authentic

Indonesian sociocultural contexts. Nevertheless, the study was conducted at a single institution, involved prospective BIPA teachers rather than a heterogeneous population of international BIPA learners, and employed a one-group pretest–posttest design without a comparison group; therefore, causal interpretation and broader generalization remain limited. Future research should employ multi-site and controlled experimental designs, involve BIPA learners from diverse linguistic and cultural backgrounds, incorporate delayed posttests, and separately examine listening comprehension, cultural literacy, pragmatic competence, and intercultural communicative competence. Overall, this study provides a viable foundation for advancing BIPA materials from predominantly linguistic resources toward culturally responsive instructional environments that integrate language proficiency with deeper intercultural understanding.

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