

AUDIOVISUAL BIPA LEARNING: INTRODUCING TRADITIONAL CLOTHING IN SUMATERA FOR ELEMENTARY STUDENTS

Widya Arfiyanti Puspa Sari¹, Dian Syahfitri^{2*}, Agita Karina³, Sadar M. Rajagukguk⁴, Tuty Susianti Sihombing⁵

Jl. Sampul No. 3, Sei Putih Baru, Kec. Medan Petisah, Kota Medan, Sumatera Utara, 20118, Indonesia

Email: widyarfy@gmail.com¹

Abstract

Effective Indonesian Language for Foreign Speakers (BIPA) instruction for elementary school children can be enhanced through the use of engaging audiovisual media relevant to Indonesian culture. This study presents an audiovisual-based BIPA learning model focused on introducing traditional clothing from provinces in Sumatera. The research employs a qualitative descriptive approach and is designed as a creative teaching concept rather than empirical research. In this approach, upper elementary students (ages 11-12 level A2) are shown audiovisual content featuring traditional clothing, followed by a picture-guessing activity to identify the displayed attire. After that, the students present the philosophical meaning of the traditional clothing. This strategy aims to make it easier for beginning BIPA learners to understand and retain new vocabulary related to Indonesian culture, particularly Sumatera. The use of audiovisual media is expected to increase student interest, while the picture-guessing activity reinforces memory and comprehension of the material. This culture-based learning approach is also anticipated to be engaging and contextual, aligning with the communicative and meaningful language learning needs of young learners.

Keywords: BIPA, audiovisual media, traditional clothing, Sumatera island, elementary school

Abstrak

Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) yang efektif untuk anak tingkat sekolah dasar dapat ditingkatkan melalui penggunaan media audiovisual yang menarik dan relevan dengan budaya Indonesia. Studi ini menyajikan model pembelajaran BIPA berbasis media audiovisual yang memfokuskan pada pengenalan pakaian adat di pulau Sumatera. Penelitian ini bersifat deskriptif kualitatif dan dirancang sebagai gagasan pembelajaran kreatif, bukan hasil penelitian empiris. Dalam pendekatan ini, siswa sekolah dasar tingkat tertinggi (anak dengan usia 11-12 tahun level A2) diberikan tayangan audiovisual mengenai pakaian adat tersebut, kemudian diikuti oleh aktivitas tebak gambar untuk mengidentifikasi pakaian yang ditampilkan. Setelah itu, siswa menyampaikan makna filosofis dari pakaian adat tersebut. Melalui strategi ini, diharapkan pembelajar BIPA tingkat dasar dapat lebih mudah memahami dan mengingat kosa kata baru yang berhubungan dengan budaya Indonesia, khususnya Sumatera. Penggunaan media audiovisual diharapkan dapat meningkatkan minat belajar siswa, sementara aktivitas tebak gambar dapat memperkuat daya ingat dan pemahaman mereka terhadap materi. Pembelajaran berbasis budaya ini juga diharapkan menjadi pendekatan yang menarik dan kontekstual, sejalan dengan kebutuhan pembelajaran bahasa yang komunikatif dan bermakna bagi anak-anak.

Kata Kunci: BIPA, media audiovisual, pakaian adat, pulau Sumatera, sekolah dasar

Introduction

Indonesian Language Education for Foreign Speakers (BIPA) is essential for Indonesian children living abroad as well as for foreign nationals studying in Indonesia. Education abroad does not always adhere to the norms of the host country. The Indonesian government has made efforts to provide compulsory education for Indonesian children living overseas by establishing Indonesian Overseas Schools (SILN), which model their curriculum and teaching methods after schools in Indonesia, ensuring that cultural values are not diminished even though they reside abroad (Mustain et al., 2021).

Indonesian, as one of the languages offered as part of the LOTE curriculum, has a significant population of learners at the school level. BIPA students at both elementary and secondary levels come from diverse backgrounds; some have an intrinsic interest in Indonesian culture, while others study the language as part of their curriculum requirements (Dewi, 2023). Elementary school students abroad and foreign students generally require an introduction to and deeper understanding of Indonesian culture, taught progressively.

The government is committed to ensuring that the younger generation, especially those studying abroad, receives an education that fosters national awareness. This is intended so that the youth do not forget their identity and nationality, even if they attend Indonesian schools. Of course, there are differences between the two in terms of customs, culture, behavior, and other factors (Nurmanita et al., 2024). Therefore, exploring learning themes related to local culture for elementary school students in SILN or similar institutions is crucial.

Indonesian Language Education for Foreign Speakers (BIPA) at the elementary school level, particularly for children, needs to be designed with local cultural aspects in mind to make it more engaging and relevant. In Indonesia, particularly on Sumatera Island, there is a rich variety of traditional clothing that reflects the diversity of regional cultures and traditions. Sumatera was chosen as the focus area for BIPA teaching materials due to a lack of educational resources that expose this region. Traditional clothing from Sumatera can play a significant role in shaping students' understanding of the norms and traditions prevalent in specific areas.

The scarcity of teaching resources, especially those related to North Sumatra's culture, is a primary factor driving this research. Contributing issues include limited resources, time constraints, and a shortage of educators capable of developing relevant learning materials. Often, teaching focuses more on general content highlighting basic features of the Indonesian language without providing opportunities to explore cultural aspects in depth, such as Sumatera's traditional clothing rich in traditional values (Putri et al., 2024).

Highlighting local culture in language learning is essential for introducing national values and identity to students, especially foreign learners. The cultural diversity introduced during the learning process can help students not only understand the language but also appreciate the richness of local culture that forms part of community identity. In the context of BIPA learning, incorporating cultural elements like traditional clothing can make lessons more contextual and meaningful for students while supporting culturally-based language learning objectives.

Through interactive learning methods involving activities such as picture guessing games, it is hoped that students will engage more actively in learning and reinforce their memory of new vocabulary. These activities also allow students to learn while playing, making the learning process more enjoyable and less monotonous. Additionally, using audiovisual media showcasing traditional clothing visually can strengthen students' understanding of the forms and meanings behind each displayed outfit. Utilizing audiovisual media as a learning tool can enhance students' interest and comprehension regarding the material taught. One strategy that can be implemented is introducing Sumatera's traditional clothing through interactive audiovisual presentations where students can see and recognize these traditional garments firsthand.

The ranking of BIPA based on CEFR (Common European Framework of Reference) serves as a foreign language reference framework in Europe. In this context, Indonesian is equivalent to Indonesian as a foreign language. CEFR divides its framework into six levels: A1, A2, B1, B2, C1, and C2. The significance of these levels is: (1) A1 means lower beginner level; (2) A2 means upper beginner level; (3) B1 means lower intermediate level; (4) B2 means upper intermediate level; (5) C1 means advanced level; and (6) C2 means very advanced level (Sudaryanto & Widodo, 2020). Based on this level reference, learners who can participate in this study are at level A2.

Thus, this research aims to provide an overview of BIPA learning based on audiovisual media regarding traditional clothing in Sumatera for elementary school students at A2 level. A2 is an appropriate level because learners are already able to comprehend audiovisual contexts and balance basic understanding that can help them start linking language with cultural contexts. This learning is expected to assist BIPA learners in recognizing various traditional outfits from Sumatera, understanding the social and cultural contexts associated with these garments, and using new vocabulary correctly in sentences. Consequently, this learning not only teaches Indonesian culture and language but also stimulates students memory and creativity.

Method

The approach used in this study is descriptive qualitative. Qualitative research is a method for understanding and interpreting the meanings that individuals or groups assign to social or human issues. According to (Lewis, 2015), qualitative research seeks to explore and understand the complexity of human behavior and the context in which it occurs. In qualitative methods, the use of audiovisual media serves as a teaching aid due to its ability to present information engagingly and in a manner that is easy for children to understand. In practice, students will watch audiovisual presentations showcasing various traditional outfits from Sumatera, followed by a picture guessing activity and discussions about the meanings of these traditional garments with educators to reinforce their understanding of the material taught.

The audiovisual media used includes videos, images, and interactive presentations that depict traditional clothing such as Ulos, Bundo Kandung, and other traditional outfits from Sumatera. Each traditional outfit presented will be briefly explained regarding its origins, functions, and the cultural meanings behind it. The picture guessing activity becomes a game where images or slides of traditional clothing are shown to students, who are then asked to guess the name and the region of origin of the clothing, thereby strengthening their understanding of the cultural context. As stated by (Denzin & Lincoln, 2005) engaging students in interactive activities can enhance their learning experience by making it more relatable and memorable.

This qualitative descriptive approach not only focuses on student comprehension but also on efforts to enhance their active engagement in the learning process. Through the use of audiovisual media, students are invited to participate visually and sensorially, which has been proven to improve memory retention and understanding of the material (Merriam, 2009). This approach is particularly beneficial in connecting cultural elements with language learning, as it allows students to grasp the material in a contextual and concrete manner. Furthermore, this communicative and interactive approach enables students to learn while playing, making the learning experience more enjoyable and relevant, especially for children who are more responsive to experiential teaching methods.

Result and Discussion

The expected outcomes of this learning method are an increased understanding among students of new vocabulary related to traditional clothing, as well as their ability to connect this vocabulary with broader cultural contexts. This culturally-based learning is anticipated to make students more open and appreciative of Indonesia's cultural diversity, particularly regarding traditional attire. Through the picture guessing activity, students not only learn the language but also gain a more interactive and enjoyable experience in getting to know local culture.

Additionally, this research indicates that learning using audiovisual media can help enhance students motivation to learn, making them more interested in exploring and understanding culture. With this enjoyable approach, it is hoped that students will find it easier to remember and use the vocabulary they have learned in everyday contexts.

A. BIPA Learning in Elementary Schools

Indonesian Language Education for Foreign Speakers (BIPA) is one of the efforts to support the government in enhancing the role of the Indonesian language as an international language. The enhancement of the Indonesian language's function will undoubtedly impact Indonesia's position on the international stage, strengthening national identity and increasing national competitiveness. The achievement of Indonesian as an international language means that it can be used as an official language in international meetings and as a means of communication in various political, social, cultural, and economic interests among countries (Muzaki, 2021).

BIPA learning in elementary schools is becoming increasingly important as foreign students show greater interest in studying Indonesian culture and language. At the elementary level, BIPA learning needs to be designed according to the characteristics and cognitive needs of children so that they remain engaged and can easily understand the material. A communicative and contextual approach is highly effective for BIPA students as it helps them understand the language within meaningful local cultural contexts. For instance, in Sumatera, introducing culture through traditional clothing can provide an interesting and impressive image for foreign students, helping them experience the uniqueness of local culture while learning new vocabulary. By showcasing local culture, language learning can become more relevant for foreign students studying in Indonesia and enhance their overall understanding of the country.

Not only for foreign students in Indonesia, but BIPA learning also plays a crucial role for Indonesian children living abroad. This education serves as a means to preserve cultural identity and language for diaspora children. Culturally focused learning can strengthen their pride and attachment to their homeland. Through materials that highlight cultural elements, such as traditional clothing from Sumatera, Indonesian children abroad can learn contextual aspects of the language while maintaining emotional ties to Indonesian culture. Thus, BIPA learning in elementary schools not only supports language proficiency but also acts as a cultural bridge connecting students with their cultural heritage.

B. Audiovisual Media in BIPA Learning

The use of audiovisual media in Indonesian Language Education for Foreign Speakers (BIPA) is becoming increasingly important in enhancing student engagement and understanding. Audiovisual media can provide real contexts that support vocabulary acquisition, pronunciation, and understanding of local Indonesian culture. Through visual and audio exposure, students not only learn the language theoretically but also observe expressions, gestures, and essential nonverbal communication aspects crucial for intercultural communication. Arsyad (2017) adds that audiovisual media is readily available and can be tailored to learners' proficiency levels.

In addition to improving language comprehension, audiovisual media also offers benefits and contributions to increasing motivation among BIPA students. Learning methods that utilize this media tend to be more engaging and motivating because they align with the learning preferences of a digital generation that is more visual and interactive. BIPA educators must be more creative in adapting content that incorporates cultural elements when teaching the language. They can also develop their own audiovisual media or utilize existing resources according to their students' needs. Therefore, audiovisual media is considered one of the effective culturally-based tools utilized in BIPA learning (Riyanti, 2019)

C. Picture Guessing Game and Meaning of Traditional Clothing in Sumatera

The picture guessing game is a fun activity for children that involves using images, where children interact with one another in groups to guess and find the pictures provided by the educator. According to Piaget, play serves as a medium that enhances children's cognitive, social, and language development. Play allows children to practice the competencies and skills they need in a relaxed and enjoyable manner. Through play, children learn new words, thereby enriching their cognitive and linguistic development more skillfully (Mochamad Surya et al., 2021)

The learning of picture guessing and the meaning of traditional clothing in Sumatera is very important in the BIPA program because it provides students with a deeper understanding of the rich and diverse local culture. Each traditional outfit in Sumatera, such as Ulos from North Sumatra and Bundo Kandung from West Sumatra, carries philosophical meanings that reflect the noble values of the local community, such as kinship, grandeur, and wisdom. Studying traditional clothing can help students not only recognize cultural identities but also develop an appreciation for the moral values inherited from their ancestors. By understanding the meanings behind each traditional outfit, BIPA students, both in Indonesia and abroad, can gain insights into the cultural principles that underpin the lives of the people of Sumatera.

Understanding the concept of traditional clothing also has significant benefits in supporting more meaningful language learning. Language learning integrated with cultural elements will motivate students more and enable them to understand the context of language use more deeply. For foreign students, learning about traditional clothing from Sumatera can also help them adapt and communicate more effectively with local communities as they have understood important cultural symbols. Additionally, for Indonesian children living abroad, studying traditional clothing from Sumatera can strengthen their sense of identity and enrich their knowledge about their national culture. Thus, introducing the concept of traditional clothing serves not only as language material but also as an educational medium that connects students with national values and Indonesia's diversity.

D. Steps for Implementing Learning

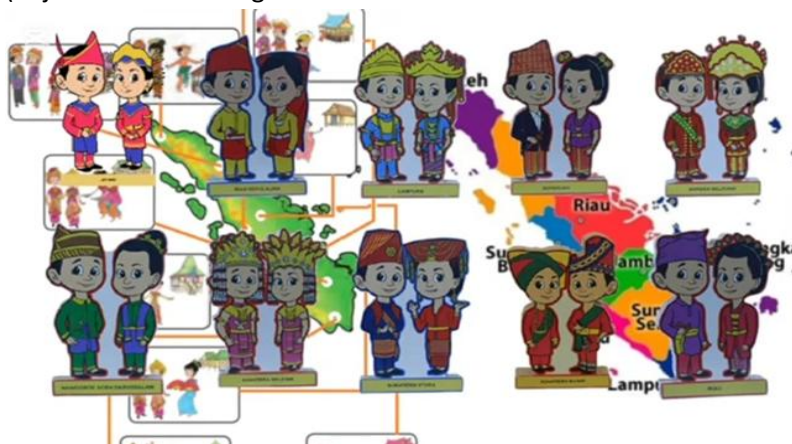
No	Activity	Activity Description
1.	Preparation of Materials	Select videos or audiovisual presentations that showcase traditional clothing from various regions in Sumatera. For example, a video about traditional ceremonies and the clothing worn during these events. 
2.	Student Preparation	A2 level children aged 11 to 12 years who are in the 6th grade or the highest level at their school will be the target audience for this learning material. Children aged 11 to 12, who are in the 6th grade, are at an important stage of cognitive development where they begin to think abstractly and critically. Recent research shows that at this age, children can understand more complex concepts and develop good analytical skills, enabling them to connect new information with existing knowledge. Therefore, they become an effective age group for receiving deeper and more diverse learning.
3.	Introduction to Traditional Clothing	Begin with a brief discussion about traditional clothing. Ask students about their knowledge of traditional clothing in their region or in Indonesia in general, then proceed to introduce the provinces of Sumatera.
4.	Presentation of Audiovisual Material	Show the selected audiovisual presentation featuring various types of traditional clothing from Sumatera. If students still do not remember, the audiovisual presentation can be repeated.

Picture 1. Audiovisual Media of Traditional Clothing in Sumatera

<https://youtu.be/pv0M4wliRV0?feature=shared>

5. Interactive Activity

After watching, conduct a picture guessing activity. Display images of the traditional clothing studied and invite students to guess the type of clothing and its region of origin. BIPA learners at the basic level will guess the names of traditional clothing from several provinces in Sumatera: Aceh (Linto Baro and Daro Baro), North Sumatra (Ulos), West Sumatra (Baju Bundo Kanduang), Riau and Riau Islands (Baju Kebaya Labuh and Teluk Belanga), Jambi (Baju Kurung Tanggung), South Sumatra (Baju Gede), Bengkulu (Baju Betabur Celana and Rok Songket), Lampung (Baju Adat Tulang Bawang), and Bangka Belitung (Baju Seting and Kain Cual).



Picture 2. Guess the Picture of Traditional Clothing in Sumatera

6. Meaning of Traditional Clothing

Learning the meanings of traditional clothing can be conducted based on information provided by the educator, who can then ask students about the meanings according to images randomly chosen by them. Students write down the meanings of the traditional clothing explained by the educator through audiovisual media. Subsequently, students can rewrite these meanings in their own words on provided paper. The meanings of ten traditional outfits from Sumatera are as follows:

- 1) Aceh (Linto Baro and Daro Baro): Linto Baro for men and Daro Baro for women symbolize honor and cultural identity of Aceh. Linto Baro is typically worn during wedding ceremonies and is complemented by distinctive accessories such as kopiah meukeutop.
- 2) North Sumatra (Ulos): Ulos is a woven cloth typical of the Batak tribe, considered a symbol of love and strength. Ulos is given during various traditional ceremonies as a blessing.
- 3) West Sumatra (Bundo Kanduang): This traditional attire symbolizes the greatness and honor of Minangkabau women. Bundo Kanduang is usually worn with a gold headdress as a symbol of social status and culture.

	4) Riau (Baju Kebaya Labuh and Teluk Belanga): Baju Kebaya Labuh is worn by women, while Teluk Belanga is traditional attire for Malay men. Both symbolize simplicity and neatness in Malay culture. 5) Riau Islands (Kain Cual): Kain Cual, which features floral and fauna motifs, is often used during important events and is believed to protect its wearer from evil spirits. 6) Jambi (Baju Kurung Tanggung): Baju Kurung Tanggung is a typical garment often worn by Malay women in Jambi, symbolizing modesty and elegance. 7) South Sumatra (Aesan Gede): Aesan Gede is a traditional outfit that symbolizes the grandeur and beauty of the Sriwijaya kingdom, often worn during wedding ceremonies. 8) Bengkulu (Baju Betabur): This outfit is adorned with golden thread that symbolizes wealth and prosperity. 9) Lampung (Tulang Bawang): This traditional attire is decorated with typical Lampung ornaments that reflect local wisdom and bravery. 10) Bangka Belitung (Pakaian Seting dan Kain Cual): Seting is a traditional outfit worn with Kain Cual, reflecting the openness and hospitality of Bangka Belitung society. (Kepustakaan Presiden, 2020).
7. Assessment and Appreciation	Conduct objective assessments for all groups that have attempted to guess ten pieces of traditional clothing from Sumatera provinces. The educator can give appreciation to the group with the best effort.
8. Reflection	Invite students to share what they learned from this activity. Discuss the importance of preserving culture and recognizing traditional clothing from various regions as part of national diversity.

Source: Literature Study Data

By implementing this learning approach, students can recognize Indonesia's diversity through traditional clothing from Sumatera Island. This learning is not merely about memorizing concepts but also enriches creativity, builds confidence in using Indonesian vocabulary, and conveys meanings and ideas within students minds.

Conclusion

The BIPA learning based on audiovisual media that emphasizes the introduction of traditional clothing from Sumatera also plays an important role in strengthening students connection to Indonesian culture. By utilizing audiovisual media, students find it easier to understand cultural elements that may feel abstract when presented conventionally. Through the picture guessing activity, students not only learn to

recognize traditional clothing from Sumatera but also comprehend the cultural meanings embedded within, which helps cultivate their appreciation for cultural diversity.

Moreover, learning about the meanings of traditional clothing can enhance students confidence in expressing their ideas both verbally and in writing, which is very beneficial for their understanding of the Indonesian language. This approach not only improves language comprehension but also provides a rich and authentic learning experience. Thus, BIPA learning based on local culture serves not only as an effective language learning tool but also as a medium to preserve and introduce culture to the younger generation in a contextual and engaging manner.

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