Development of Transcultural Multimedia Teaching Materials for BIPA Learners Based on Interpretative, Interpersonal, and Presentational Communication Models

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ARTICLE INFO	ABSTRACT
	This study aims to develop transcultural multimedia teaching materials for learners of Indonesian as a Foreign Language (BIPA) using a three-mode communication approach: interpretive, interpersonal, and presentational. Employing a Research and Development (R&D) method, the process involved six key stages including needs analysis, planning, product development, and limited trials. Validation from five experts yielded an average score of 4.55, indicating high quality. A field trial involving 30 foreign learners demonstrated significant improvement in learner motivation, cultural understanding, and communication skills. This study's mixed-methods analysis demonstrates that a technologically advanced, culturally aware curriculum greatly improves students' language proficiency and critical intercultural competency, which are required for effective communication in the real world. Interactive features, contextual videos, and reflective activities effectively enhanced pragmatic competence and intercultural awareness. Participant feedback highlighted the need for more regionally diverse content and adaptive learning paths. This study underscores the importance of integrating cultural and technological elements in language education to foster comprehensive communicative and intercultural competence. In the end, these study findings offer a revolutionary BIPA model. *This is an open access article under the <u>CC BY-NC-SA</u> license.*

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1. INTRODUCTION

Indonesian for Foreign Speakers (BIPA) has increasingly become a pivotal instrument in Indonesia's cultural diplomacy efforts, particularly in the context of globalizing education and fostering

cross-cultural understanding (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). As globalization connects people across borders, the need for language programs that go beyond merely teaching linguistic structures becomes more pressing. The BIPA program, therefore, has a dual function: not only does it aim to teach the Indonesian language, but it also serves to introduce foreign learners to the rich cultural heritage, social norms, and unique ways of thinking inherent to Indonesian society. The primary goal of BIPA is to equip foreign learners with not just the ability to communicate in Indonesian, but also the cultural fluency needed to understand and engage with the diverse cultural landscape of Indonesia. Hence, the BIPA learning approach must be inherently transdisciplinary, cross-cultural, and oriented towards fostering meaningful and contextually aware communication. Teachers must have adequate skills and competencies to implement the 21st-century curriculum to teach BIPA students. They are expected to innovate in teaching, teach competencies according to current trends, and design learning that can attract happiness and meaning. This is the difference between 21st-century learning and conventional, traditional, or classical learning, as in the previous era (Inayati, 2022).

However, one of the most pressing challenges in BIPA learning is the limited availability of comprehensive teaching materials that integrate both the linguistic elements of the language and the essential aspects of Indonesian culture, particularly those that focus on cross-cultural communication skills. Traditional teaching materials often concentrate primarily on language structures—grammar, vocabulary, and pronunciation—without sufficiently addressing the cultural and social context in which language is used. This gap in instructional materials hampers foreign learners' ability to fully engage with the language in real-life situations, where cultural nuances and appropriate communicative behaviors play a significant role.

Several studies have highlighted the importance of integrating cultural content into BIPA teaching materials. Research conducted by Suharsono, et al. (2022) found that the inclusion of agrarian culture into beginner-level BIPA teaching materials significantly contributed to helping foreign students grasp the context and underlying values of Indonesian society. By understanding these cultural nuances, students were better able to navigate social interactions and communicate effectively with Indonesian speakers. This aligns with a contextual learning approach, which emphasizes connecting the content to learners' own experiences and backgrounds, thereby making the learning process more relevant and engaging. Contextualizing language learning in this way helps students understand not just the "how" of language use, but also the "why" behind the social and cultural contexts in which language is used (Hassan, 2014). In line with Butt et al. (2000) and INTEF, (2021)opinion, the meaning of a text is greatly influenced by the cultural context and social situation, such as the speaker-listener relationship and the purpose of communication. This reinforces the idea that understanding language requires insight into the "why" behind the use of that language.

In response to these challenges, the development of innovative teaching materials that focus on listening skills has gained attention. The use of the American Council on the Teaching of Foreign Languages (ACTFL, n.d.) approach, which emphasizes proficiency through context-based activities and real-life scenarios, has been shown to improve the effectiveness of language learning in BIPA programs. Ningtyas et al. (2021) found that teaching materials developed using this approach were feasible and contributed positively to students' language acquisition, although some revisions were needed to further enhance the content quality and pedagogical coherence. By integrating listening, reading, and speaking practices, these materials provided students with a more holistic learning experience, enabling them to apply their language skills in varied communicative situations.

At the same time, the rapid advancement of educational technology has introduced new opportunities for enriching BIPA (Bahasa Indonesia bagi Penutur Asing) programs through interactive multimedia. The use of multimedia learning tools—such as videos, animations, interactive quizzes, and virtual environments—has revolutionized language teaching by increasing engagement, enabling personalized learning, and providing instant feedback. Rohimatusafiah et al. (2023) demonstrate that scientifically designed interactive multimedia improves student motivation and enhances learning outcomes. Similarly, Andriani et al. (2022)emphasize that mobile-based applications assist learners in

vocabulary mastery, while Lestari et al. (2021)reports positive learner responses toward multimedia e-modules. However, these materials primarily focus on linguistic and technological aspects, lacking a systematic integration of transcultural communication principles (Diani & Halimi, 2024). Asteria et al., (2023) and (Solikhah & Budiharso, 2020) also argued that most BIPA teachers have not yet understood or applied the concept of transcultural competence in depth; culture is taught only as additional information, not as a competence that is developed transformatively.

Although some efforts—such as the use of cultural videos (Suharsono et al., 2022)or localized cultural modules (Prasetyo, 2023)—attempt to incorporate cultural content, the presentation often remains monocultural, centered exclusively on Indonesian cultural contexts. These materials tend to ignore learners' cultural backgrounds, resulting in a one-directional cultural transfer rather than a dialogic, reflective interaction across cultures. Consequently, the existing BIPA resources, while technologically enriched, fall short in preparing learners for intercultural communication and do not fully address the cultural complexities experienced by foreign learners in authentic interactions.

This reveals a critical research gap: the scarcity of BIPA teaching materials that integrate multimedia with a transcultural approach—one that promotes mutual cultural understanding and accommodates learners' diverse cultural identities. By integrating transcultural communication models into BIPA multimedia design, learning can be transformed into a reciprocal cultural exchange. Such integration facilitates deeper cultural awareness, enhances learners' intercultural competence, and supports smoother adaptation in real-life social interactions. Therefore, the development of BIPA materials that are not only interactive but also transculturally reflective is urgently needed to bridge this gap and meet the demands of globally oriented language education (Marsevani et al., 2024; Rafli & Halimah, 2023; Subandiyah et al., 2019).

Effective language instruction should aim to develop communicative ability in addition to grammatical knowledge (Canale & Swain, 2023). While linguistic skills are crucial in BIPA learning, research shows that communication proficiency in the Indonesian language cannot rely solely on grammar and vocabulary knowledge. A well-rounded language education program must also focus on developing communication skills in three primary modes: interpretive, interpersonal, and presentational communication. The interpretive mode includes the ability to understand and interpret spoken and written language in context, focusing on listening and reading comprehension. The interpersonal mode involves engaging in dialogue, both verbal and written, with the aim of facilitating effective communication in social situations. The presentational mode, on the other hand, emphasizes expressing ideas independently in both oral and written forms, with the goal of building public speaking and presentation skills. This approach, which aligns with both the Common European Framework of Reference for Languages (CEFR) and ACTFL guidelines, ensures that learners are not only able to comprehend and interact in the language but can also confidently present their ideas to various audiences (ACTFL, 2012; Byrnes, 2018; Council of Europe, 2001)

Moreover, transcultural learning—learning that bridges cultures—has become an integral part of language teaching, particularly in programs aimed at foreign speakers. The inclusion of local wisdom and cultural values within the curriculum is essential to developing learners' cultural awareness and sensitivity. (Mahmud, 2023)conducted research on the use of local cultural content in teaching materials, focusing on Indonesian fishermen's culture, and found that integrating such topics into language instruction significantly increased students' interest and motivated them to engage more deeply with the language. Teaching materials based on local wisdom help learners appreciate not only the language but also the cultural richness of Indonesia, which is essential for effective cross-cultural communication. In language teaching, using multimedia (text, audio, visual) to convey cultural and language content can be done comprehensively so that students' communicative abilities can be effectively achieved (Chen & Liu, 2023). Digital media can increase learning motivation and student engagement and provide flexibility in learning time and location. Furthermore, it can facilitate access for students from various countries and enable a more personalized learning experience (Fadilah & Alberida, 2023).

However, despite the growing recognition of the importance of both cultural integration and communication skills in BIPA programs, there has been limited research that combines a comprehensive three-mode communication model with transcultural content into multimedia-based teaching materials. This gap in existing research and materials presents an opportunity for innovation. Therefore, this study aims to develop transcultural multimedia teaching materials for foreign speakers of Indonesian by integrating the interpretive, interpersonal, and presentational communication models. Specifically, the purpose of this research is to design and produce teaching materials that provide learners with a balanced, contextual, and communicative learning experience—one that not only enhances comprehensive language skills but also incorporates Indonesian cultural values and communication practices. Through this, the study seeks to contribute effective, culturally-rich instructional resources that better prepare BIPA learners for real-life communication.

2. METHODS

This study employed a Research and Development (R&D) approach adapted from the model developed by (Borg & Gall, 1983). While the original model consists of ten stages, this research applied only six main stages: (1) preliminary study and information gathering, (2) planning, (3) initial product development, (4) initial trial, (5) product revision, and (6) limited trial. The stages of mass production, dissemination, and operational field testing were excluded, as the study focused on the early development and feasibility evaluation of transcultural multimedia teaching materials for BIPA learners.

Preliminary Study and Information Gathering

The first phase involved a needs analysis conducted with 15 BIPA teachers and 40 foreign learners from various countries who were studying Indonesian at three language institutions in Jakarta and Yogyakarta. Participants were selected using purposive sampling, considering their backgrounds as Indonesian language teachers and foreign language learners.

Data were collected using three primary instruments:

a. in-depth interview guides for teachers to explore gaps in instructional materials, the need for cultural content, and classroom challenges,

b. questionnaires for students consisting of Likert-scale and open-ended items focusing on learning motivation, difficulties, and media preferences, and

c. classroom observation sheets to record actual language use, interaction patterns, and emerging cultural misunderstandings.

Data validation was conducted through triangulation of interview results, questionnaire data, and observational findings to ensure accuracy and credibility.

Planning and Product Design

Based on the needs analysis, a teaching material framework was designed to integrate the three modes of communication—interpretive, interpersonal, and presentational—in line with ACTFL and CEFR standards. The content was based on real-life Indonesian situations such as traditional markets, greetings, and everyday social interactions. These were transformed into multimedia formats, including videos, audio clips, animations, and context-rich exercises.

Initial Product Development

The development process utilized tools such as Articulate Storyline and Camtasia Studio to create interactive learning modules, which included:

a. Interactive listening and speaking tasks,

b. Dialogues with cultural annotations,

c. Situational role-play prompts, and

d. Vocabulary activities with visual and audio supports.

The initial product was internally reviewed by an instructional design team to ensure the accuracy and coherence of its content, language, and visual design.

Initial Trial

The prototype was piloted with 30 foreign learners from two different language institutions. The purpose of this trial was to assess the effectiveness of the materials in improving both linguistic and cultural competence. Data collection tools included:

a. Student questionnaires evaluating usability, engagement, and cultural understanding,

b. Observation checklists to measure learner participation and ease of navigation, and

c. Semi-structured interviews with learners and teachers to gather qualitative feedback.

Product Revision

Based on the feedback from the initial trial, the materials were revised to improve their content and design. Revisions included:

a. The addition of regional cultural examples (e.g., Javanese and Minangkabau etiquette),

b. Enhanced audio narration and visual design,

c. Improved user navigation to allow learner-driven progression through modules.

Limited Trial

The revised product was then tested again with the same institutions to confirm the effectiveness of the improvements. In addition to learner and instructor feedback, the materials were evaluated by five BIPA experts using a validation rubric that assessed content accuracy, language use, media quality, and practicality. The overall average validation score was 4.55 out of 5, placing the product in the "very good" category and indicating that the teaching materials were both pedagogically sound and practically viable for transcultural BIPA instruction.

3. FINDINGS AND DISCUSSION

Validation and Feasibility of Teaching Materials

The development of transcultural multimedia teaching materials underwent a rigorous expert validation process involving five professionals with extensive backgrounds in BIPA curriculum design, educational technology, and cross-cultural education. The assessment utilized a validation rubric adapted from Borg & Gall (1983) and Sugiyono (2017), which included four dimensions: content relevance, language clarity, media quality, and overall practicality. Each criterion was rated on a scale of 1 to 5.

The results, as summarized in Table 1, show an overall average score of 4.55, with particularly strong ratings in content and media categories. These high scores reflect both the academic rigor and practical effectiveness of the materials when implemented in real instructional settings.

Table 1. Expert Validation Results

Aspect	Avg. Score	Category	Description
Content	4.6	Very Good	Relevant to learner needs and objectives
Language	4.4	Good	Appropriate grammar and vocabulary usage
Media	4.7	Very Good	Clear, engaging audio-visual components
Practicality	4.5	Very Good	User-friendly interface and accessibility
Overall	**4.55**	**Very Good**	

Source: Adapted from Borg & Gall (1983), Sugiyono (2017)

These findings demonstrate that the developed materials meet pedagogical standards and are suitable for application in real-world BIPA classrooms. The experts also provided qualitative feedback

highlighting the materials' strengths in presenting authentic sociocultural contexts through multimedia and the balanced use of visual, textual, and auditory input.

For instance, one expert in instructional design commented, "The way cultural values are embedded in role-play scenes shows high awareness of pragmatic competence, not just linguistic correctness." Another evaluator noted that the visual and auditory synchrony helped support learners with varying learning preferences, reinforcing Mayer's cognitive theory of multimedia learning (Mayer, 2022).

In addition, experts suggested that the presence of context-specific cues—such as setting, dress, and intonation—made the materials more relatable and effective than traditional text-based modules. These observations confirm Martínez & Gómez (2022), who emphasize that culturally grounded, multimodal tools enhance learner engagement and long-term retention.

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Limited Trial and Learner Feedback

A limited field test was conducted with 30 foreign learners from diverse cultural backgrounds, studying at three established BIPA institutions located in Jakarta and Yogyakarta. Learners participated in three 90-minute instructional sessions using the developed materials. Following the sessions, participants completed structured questionnaires and participated in focus group discussions. These instruments were designed to capture both quantitative data on satisfaction and engagement, as well as qualitative insights into learner perceptions and attitudes.

Figure 1. Learner Satisfaction Scores
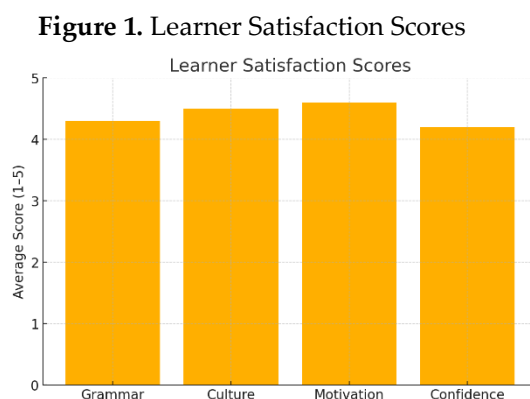
Note: Visualization simulated for clarity. Actual data available in appendices.

Quantitative analysis revealed consistently high satisfaction scores. Specifically, 93% of learners rated the materials as "good" or "very good" in terms of facilitating comprehension of Indonesian grammar. For cultural understanding, 90% agreed that the multimedia approach significantly enhanced their awareness of norms, values, and contextual language use. In terms of motivation, 86% felt inspired to continue studying Indonesian after using the materials.

Thematic coding of interview transcripts revealed three dominant themes: (1) increased learner confidence, (2) improved situational fluency, and (3) emotional engagement through culturally rich content. Participants reported a heightened sense of relevance and connection to real-life Indonesian contexts. For example, structured dialogues featuring informal language in marketplaces helped them feel more prepared to engage in everyday conversation.

One learner from Germany commented:

"The material gave me a real sense of how to behave in Indonesian settings. The animations about politeness and how to speak to elders were especially useful."

Another participant from Japan noted:

"I liked how the modules allowed me to hear the tone and intonation that Indonesians use when they are being polite. It helped me feel less afraid to speak."

Several learners also indicated that the materials allowed them to reflect on similarities and differences with their own cultural communication styles, thereby enriching their intercultural competence. These responses align with findings from García & Torres (2023), who observed that culturally adaptive instructional designs enhance learner identity formation, ownership of the target language, and long-term motivation. In addition, instructors reported increased participation and willingness to take risks in speaking activities following module usage. This behavioral shift suggests that the combination of culturally contextualized dialogue and interactive features creates a psychologically safe and engaging learning environment.

Media Use and Cultural Comprehension

Direct classroom observations and teacher logs recorded during the trial revealed increased participation and reduced learner hesitation. Learners displayed heightened attentiveness during video segments and often mimicked speech intonation and gestures shown in animations. This behavioral data supports Mayer's (2022) principles of cognitive multimedia learning, particularly the role of dual-channel processing and coherence.

In one observed activity, learners were tasked with role-playing a restaurant scene using expressions and gestures modeled in the module. Teachers reported that 90% of learners used culturally appropriate body language and expressions—such as using soft tone, offering smiles, and saying "permisi" or "maaf"—which they had learned from the videos.

These findings also resonate with the dual coding theory proposed by Paivio (2007), which explains how combining verbal and non-verbal information facilitates better retention and comprehension. Learners who were exposed to both audio narration and culturally relevant visual cues demonstrated stronger recall in post-activity quizzes.

In one example, learners who viewed a video on etiquette when meeting elders were able to reenact appropriate greetings during in-class simulations, showing significant improvement in pragmatics. Feedback from instructors noted increased learner accuracy in choosing formal versus informal expressions based on context. Furthermore, students demonstrated a capacity to transfer learned cultural behaviors into new settings. For instance, after completing modules on market transactions, some learners voluntarily applied those phrases and gestures during extracurricular field trips to local markets arranged by the institutions. This transfer of learning into authentic contexts signifies the materials' high ecological validity.

This correlates with Zhao & Li (2022), who argue that multimodal reinforcement (text, audio, image) enhances sociolinguistic competence. It also supports Lee & Kim (2022), who emphasize that interactive, culturally embedded media significantly contribute to performance in real-world communication tasks. Overall, the findings suggest that multimedia learning tools that are culturally grounded not only enhance language acquisition but also prepare learners to function effectively within the social and communicative norms of Indonesian society.

Enhancement of Three-Mode Communication Skills

The limited trial measured satisfaction and the effectiveness of the materials in enhancing students' communication skills across the three modes.

1. Improvement in Interpretive Communication Skills

   Classroom observation data and teacher logs indicated increased participation and reduced learner hesitation. Learners showed high attentiveness during video segments and frequently mimicked the speech intonation and gestures displayed in the animations. This supports the principles of Mayer's (2022) cognitive theory of multimedia learning, particularly the roles of dual-channel processing and coherence. To fully understand, you need to be able to read both verbal and nonverbal cues (like tone of voice and body language). After doing the activities, learners who heard and saw culturally relevant audio and visual cues were better at remembering what they had learned.

2. Fostering of Interpersonal Communication

   The materials significantly encouraged interpersonal communication. In one observed activity, learners are doing the activity with role-playing a restaurant scene using expressions and gestures modeled in the module. Teachers reported that 90% of learners used culturally appropriate body language and expressions, such as gentle tone, smiling, and saying "permisi" or "maaf"—which they had learned from the videos. The psychologically safe learning environment that the materials fostered was key to its success. A participant from Japan commented that hearing polite tones and intonation helped her feel "less afraid to speak." This behavioral shift suggests combining culturally contextualized dialogues and interactive features creates a safe and engaging learning environment (Abou-Khalil et al., 2018; Wu & Hung, 2022).

3. Development of Presentational Communication

   Although less explicit, the presentational mode, such as presentation, was also used during the activity. After completing a module, several reflective activities prompted students to prepare and share a brief presentation or a written summary comparing Indonesian communication etiquette with that of their home country. These tasks made students think about what they wanted to say, choose the right words, and explain things clearly to their classmates. This process helped people feel more confident about making their own language. This research is also in line with the results from Lam (2024) and Romadlon (2023). As shown in Figure 1, the average score of 4.2 shows that students' overall confidence increased, which made them more ready to do presentational tasks.

Enhancement of Cultural Awareness

The integration of cultural elements—including indirect communication, respect for hierarchy, and social norms—was found to significantly influence learners' attitudes, knowledge, and intercultural awareness. Throughout the module, learners were exposed to scenarios reflecting core Indonesian values such as harmony (rukun), politeness (sopan santun), and mutual respect (tenggang rasa).

A post-activity reflection asked students to write a paragraph comparing Indonesian communication etiquette with that of their home countries. Responses were analyzed using qualitative content analysis, and three key themes emerged: cultural relativism, pragmatic adaptability, and increased sensitivity to indirectness in language.

Example reflections from participants:

- "In my country, directness is common, but here I learned that being indirect can be a sign of respect."
- "I understood that raising your voice is not acceptable in many public situations in Indonesia."
- "The idea of showing deference to elders through body language and intonation was new to me."

These reflections revealed a growing awareness of intercultural pragmatics. Learners not only memorized facts about Indonesian culture but also began to critically analyze and contrast them with their own. This supports Kramsch's (2021) theory of symbolic competence and intercultural reflection, which highlights the importance of dialogic comparison in language learning.

Instructors also reported more nuanced classroom discussions following the reflection activities. Learners expressed interest in how communication style reflects societal structure in Indonesia, such

as the use of honorifics and avoidance of confrontation. This dialogic process contributed to increased metacognitive awareness.

In a follow-up questionnaire, 88% of participants agreed or strongly agreed that they felt more aware of cultural subtleties after using the module. Furthermore, 75% stated that they would apply these insights in real interactions with Indonesian speakers. This suggests that transcultural integration not only enhances knowledge but also influences attitudes and behavior.

These findings are supported by Suherda et al. (2024), who emphasize the value of reflection-based cultural learning in fostering global citizenship. They also align with the goals of the CEFR (Council of Europe, 2001), which prioritizes intercultural competence as a core component of language proficiency.

In sum, the enhancement of cultural awareness in this study extends beyond passive exposure to culture; it enables learners to engage critically, compare perspectives, and embody respectful interaction practices, equipping them for meaningful cross-cultural communication.

Feedback and Planned Improvements

While most feedback was positive, learners expressed a desire for greater exposure to Indonesia's cultural diversity. Specifically, there were recurring requests for:

- Inclusion of dialects and regional expressions (e.g., Betawi, Minang, Sundanese)
- Nuances of etiquette and values in different provinces
- More varied scenarios in informal and familial settings (e.g., family gatherings, student social life, neighborhood interactions)

These comments were consistent across all three institutions, suggesting that learners sought a more holistic understanding of Indonesian sociocultural landscapes beyond Java-centric narratives.

In addition to learner feedback, instructors recommended integrating regionally representative speakers and expanding the contextual scope of learning materials. One instructor stated:

"It would be beneficial to have examples of Bahasa Indonesia usage in Bali or Aceh, which reflect regional pragmatics. Learners often assume the language is monolithic."

To address these needs, the research team proposes a development roadmap that includes the following:

1. **Regional Expansion Modules**: These will incorporate scenario-based content from across Indonesia, integrating audio-visual material from Bali, Sumatra, Kalimantan, and Eastern Indonesia. Situational dialogues will include localized vocabulary and customs.

2. **Cultural Deep Dives**: Interactive cultural explainer videos will focus on traditional ceremonies, culinary expressions, and localized communication practices.

3. **Interactive Choice Pathways**: Learners can select their preferred cultural contexts (e.g., urban vs rural, west vs east) and follow a tailored learning sequence based on their interests.

4. **Mobile Accessibility and VR Integration**: Future versions will be optimized for mobile use and will explore VR-based immersion to allow learners to experience cultural environments virtually.

This developmental strategy aligns with Sutanto et al. (2021),who emphasized the importance of cultural pluralism and contextual richness in language instruction. It also supports adaptive learning theories (Lee & Kim, 2022), where learner agency and cultural proximity enhance both motivation and cognitive engagement.

Furthermore, these improvements will allow the materials to support differentiated learning—catering to students with specific regional travel plans, research focuses, or personal connections in Indonesia. By grounding instruction in the realities of Indonesia's pluralistic society, BIPA programs can better prepare learners for authentic, respectful, and informed intercultural interaction. This improvement also aligns with (Ngo & Vo, 2025), which broadens the point that in designing BIPA

teaching materials based on multimedia, the materials will be made more adaptive, contextual, and interesting, in accordance with the development of modern technology and pedagogy, and will improve technology-based cross-cultural learning.

4. CONCLUSION

Based on the findings from expert validation, learner trials, and multimedia analysis, this study concludes that the developed transcultural multimedia teaching materials are pedagogically sound, culturally responsive, and practically feasible for BIPA learning contexts. The materials successfully integrate interpretive, interpersonal, and presentational communication modes while embedding core Indonesian cultural values such as politeness, respect for hierarchy, and indirectness in communication.

Validation results confirmed high quality in content, language use, media design, and usability, while trial data revealed improvements in learner motivation, confidence, and intercultural awareness. Learners were able to reflect critically on their own cultural assumptions and apply the target language in authentic situations.

The incorporation of multimedia features—such as animations, contextual videos, and interactive exercises—enabled learners to engage cognitively and emotionally with the materials. Furthermore, the inclusion of reflective activities and regionally diverse content contributed to the development of intercultural communicative competence.

This study highlights the importance of designing BIPA materials that are not only linguistically accurate but also culturally meaningful and technologically adaptive. Future directions include expanding regional representation, improving mobile access, and exploring immersive experiences such as virtual reality to deepen cultural immersion.

In conclusion, the study provides a replicable model for developing culturally grounded multimedia resources in foreign language education, aligning with global standards and the dynamic needs of 21st-century learners. These resources will help students understand the language and develop their speaking skills.

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