



Developing contextual-based BIPA teaching materials integrating muhammadiyah values to enhance learners' communicative competence

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ABSTRACT

This study aims to develop and evaluate contextual-based Indonesian language teaching materials for foreign speakers (BIPA) within the Muhammadiyah university setting. Addressing the limitations of existing culture-based materials, the study proposes an institution-based approach that integrates Muhammadiyah values, academic practices, socio-religious perspectives, and authentic campus communication contexts into instructional design. A mixed-method research design was employed within a research and development (R&D) framework guided by the ADDIE model. The study involved 15 BIPA learners, 2 instructors, and 3 experts. The needs analysis revealed that learners required instructional materials integrating linguistic, communicative, academic, socio-cultural, and institutional dimensions, with institutional context emerging as the most important component. The developed materials were validated by experts and were rated highly appropriate due to their alignment with learners' communicative needs, authentic learning situations, and integration of institutional cultural values. The effectiveness test demonstrated a statistically significant improvement in learners' communicative competence between the pre-test and post-test, with a large effect size indicating substantial learning gains. The findings suggest that the integration of authentic campus interactions and Muhammadiyah-based contextual content can enhance learners' ability to communicate effectively in academic and social environments. This study contributes to BIPA pedagogy by extending contextualization beyond local cultural representation toward an institution-based framework that integrates cognitive, cultural, and contextual dimensions. The findings provide a practical model for developing context-sensitive BIPA materials in Islamic higher education institutions and other educational settings with distinctive institutional identities.

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Introduction

The global expansion of Indonesian as a foreign language has significantly increased the demand for effective Teaching of Indonesian to Foreign Speakers (BIPA) programs, particularly in higher education institutions (Arisnawati et al., 2022; Syafruddin et al., 2025). This trend reflects the growing international interest in mastering Bahasa Indonesia for academic, professional, and intercultural purposes, driven by globalization and the internationalization of higher education (Kurniasih et al., 2022). As international mobility, academic exchange, and cross-cultural collaboration continue to grow, Bahasa Indonesia is increasingly positioned not only as a communication tool but also as a medium for cultural understanding and diplomatic engagement, supported by national language policies and soft power initiatives (Diana et al., 2025; Syafruddin et al., 2025). Consequently, the development of high-quality teaching materials has become a central concern in BIPA pedagogy, as effective materials play a crucial role in facilitating meaningful learning, cultural integration, and communicative competence (Tomlinson, 2023).

Beyond linguistic knowledge, one of the primary objectives of BIPA instruction is the development of learners' communicative competence. Communicative competence refers to the ability to use language appropriately and effectively in various social and cultural contexts, enabling learners to participate meaningfully in authentic communication (Taguchi, 2026; Ahmed, 2023; Kugai, 2023). According to the communicative competence framework, this construct encompasses four interrelated dimensions: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Nurmayanti, 2025; Faisal, 2025; Kang, 2024). Linguistic competence concerns mastery of grammar, vocabulary, and pronunciation, which serve as the foundation for accurate language production and comprehension (As & Marleni, 2023; Mahmoud & Ahmed, 2021; Putri et al., 2025). Sociolinguistic competence involves the ability to adapt language use according to social norms, cultural expectations, and communicative contexts (Echavez, 2024; Associate, 2025; Burhanuddin, 2023; Rafli et al., 2026). Discourse competence refers to the ability to produce coherent and cohesive spoken and written communication, enabling learners to organize ideas meaningfully across different communicative situations (Zhou et al., 2024; Rafli et al., 2026; Nailissaadah & Triastuti, 2023). Meanwhile, strategic competence enables learners to employ communication strategies to overcome linguistic limitations, negotiate meaning, and maintain interaction during communication (Taguchi, 2026; Ahmed, 2023; Kugai, 2023). Consequently, BIPA teaching materials should not merely facilitate language acquisition but should also provide authentic communicative situations that support the development of these interconnected competencies (Putri et al., 2025; Rafli et al., 2026; Nailissaadah & Triastuti, 2023). In this regard, contextualized learning environments become essential because they expose learners to meaningful language use embedded within actual social and institutional practices, allowing learners to develop communicative competence through authentic interaction and contextual understanding (Zhou et al., 2024; Echavez, 2024; Burhanuddin, 2023).

Recent studies indicate that the development of BIPA teaching materials has been predominantly oriented toward cultural integration, emphasizing the role of local wisdom and cultural content in enhancing language learning. A number of studies have developed culture-based materials drawing on specific regional identities, such as Bangka Belitung culture (Husnayaini & Indrawati, 2025; Rahmat et al., 2024); Javanese cultural values Diadara, 2026; and North Sumatran local culture (Oktora & Khairina, 2023). Other works have incorporated broader cultural and literary elements into instructional design, including culture-literature integration and the 5C framework (Purbarani & Muliastuti, 2023), as well as culturally embedded materials in university contexts (Iskandar et al., 2020). In addition, several studies have explored innovative approaches such as transcultural multimedia materials (Herawati et al., 2025), cultural immersion strategies (Andriyanto et al., 2025), and the use of local cultural artifacts such as batik within portfolio-based learning models (Diadara, 2026). These studies collectively demonstrate that cultural context plays a significant role in facilitating learners' engagement, intercultural competence, and communicative development in BIPA learning.

Although these studies demonstrate the importance of cultural context in BIPA learning, several limitations remain evident. First, most studies concentrate on regional culture, local wisdom, cultural heritage, or cultural artifacts as the primary source of contextualization in teaching materials (Oktora & Khairina, 2023; Rahmat et al., 2024; Husnayaini & Indrawati, 2025). Second, existing materials generally position culture as the main contextual resource while providing limited attention to institutional values, academic discourse, and organizational practices that shape learners' authentic language experiences in educational settings (Purbarani & Muliastuti, 2023; Herawati et al., 2025; Andriyanto et al., 2025). Third, previous studies frequently emphasize cultural exposure and intercultural understanding, with relatively limited discussion regarding how contextualized materials underwrite to the development of communicative competence across its linguistic, sociolinguistic, discourse, and strategic dimensions (Iskandar et al., 2020; Rahmat et al., 2024; Herawati et al., 2025). These limitations illustrate a significant

research gap and suggest the need for a more comprehensive approach that integrates institutional context into BIPA material development.

However, the wealth of studies available, most existing BIPA teaching materials continue to emphasize general cultural themes, local wisdom, and cultural artifacts, while giving limited attention to the institutional contexts in which learners study and interact (Rahmat et al., 2024; Husnayaini & Indrawati, 2025; Andriyanto et al., 2025). This limitation is particularly apparent in Muhammadiyah universities, one of the largest Islamic higher education networks in Indonesia, which integrate Islamic values, academic excellence, and social engagement within their educational practices (Nashir, 2024; Hermansya et al., 2022). Muhammadiyah boosts values such as Islamic ethics, moderation, social responsibility, community service, academic integrity, mutual respect, and ethical communication, which are reflected in classroom interactions, student organizations, community engagement programs, academic discussions, and religious activities (Santoso, 2024; Naim & Istanto, 2025; Barry & Azani, 2026; Syakur et al., 2024; Amin & Malik, 2024; Megawati et al., 2025). These institutional values provide to a supportive learning environment that encourages meaningful participation, communication, and character development among learners (Murzaki, 2025; Amin & Malik, 2024; Megawati et al., 2025). From a sociocultural learning perspective, such an environment promotes authentic opportunities for language use through participation in real interaction and academic practices. Therefore, the Muhammadiyah university context empowers foreign learners to acquire Indonesian not only as a linguistic system but also as an equipment for engaging with institutional values and meaningful social interactions. The lack of BIPA teaching materials that explicitly incorporate these institutional characteristics highlights an important gap and underscores the need for contextual-based materials tailored to the Muhammadiyah educational environment.

The integration of campus interactions, academic practices, and Muhammadiyah values into BIPA teaching materials provides a meaningful mechanism for enhancing learners' communicative competence (Taguchi, 2026; Ahmed, 2023; Kugai, 2023). Through exposure to authentic communicative situations such as classroom discussions, academic consultations, student organization activities, community service programs, and everyday campus interactions, learners encounter language as it is naturally used within a real academic community (Zhou et al., 2024; Eustaqio, 2022; Nailissaadah & Triastuti, 2023). These experiences facilitate students to develop linguistic competence through contextual vocabulary and grammatical usage, sociolinguistic competence through understanding appropriate language use in different social situations, discourse competence through participation in coherent spoken and written interactions, and strategic competence through the use of communication strategies to negotiate meaning and overcome communication challenges (Nurmayanti, 2025; Faisal, 2025; Kang, 2024). Furthermore, the integration of Muhammadiyah values such as ethical communication, mutual respect, moderation, and social responsibility aids learners understand the cultural and social norms that shape language practices within the institutional environment (Santoso, 2024; Naim & Istanto, 2025; Barry & Azani, 2026). From a sociocultural view, meaningful participation in authentic social and academic practices facilitates language development by connecting linguistic knowledge with real communicative experiences and contextual understanding (Zhou et al., 2024; Eustaqio, 2022; Ahmed, 2023). As a result, language learning becomes more authentic, meaningful, and communicatively oriented rather than merely focusing on the acquisition of linguistic forms (Putri et al., 2025; Nailissaadah & Triastuti, 2023).

The novelty of this study lies in its shift from a predominantly culture-based approach toward an institution-based contextual model of BIPA material development. Previous studies have generally incorporated cultural content through local traditions, cultural artifacts, tourism destinations, folklore, or regional customs to introduce Indonesian culture to foreign learners (Oktora & Khairina, 2023; Purbarani & Muliastuti, 2023; Husnayaini & Indrawati, 2025; Rahmat et al., 2024). While such materials effectively promote cultural awareness and intercultural understanding, they often provide generalized contexts that are not directly connected to learners' actual learning environments (Iskandar et al., 2020; Herawati et al., 2025; Andriyanto et al., 2025). In contrast, this present study creates instructional materials based on authentic interactions and communicative practices within a Muhammadiyah university setting. The materials incorporate campus-related situations such as classroom discussions, academic consultations, student organization activities, community service programs, and institutional communication practices, while simultaneously integrating Muhammadiyah values including Islamic ethics, social responsibility, moderation, and respectful communication (Syakur et al., 2024; Amin & Malik, 2024; Megawati et al., 2025). Consequently, contextualization is achieved not only through cultural representation but also through learners' engagement with the institutional environment in which language is actively used. This distinction offers a more authentic and situated learning experience that supports the development of communicative competence in real academic and social contexts, consistent with sociocultural perspectives that emphasize learning through participation in meaningful social practices (Zhou et al., 2024; Eustaqio, 2022; Ahmed, 2023).

Building on this novelty, this study contributes to the field of BIPA pedagogy by reconceptualizing material development through an institution-based perspective that extends beyond the dominant culture-oriented approach. It foregrounds institutional context particularly the socio-religious values and educational practices of Muhammadiyah universities as a critical dimension in shaping contextualized language learning, thereby strengthening the theoretical linkage between contextual learning and cognitive linguistics. In addition, the study proposes a contextual-based framework that integrates authentic campus interactions, academic discourse, and institutional values into instructional materials, offering a practical model for enhancing learners' communicative competence and contextual awareness. Empirically, it provides evidence of the effectiveness of such materials in improving learner engagement, cultural understanding, and communicative performance, contributing to the growing discourse on context-sensitive and institutionally grounded language teaching.

Based on these considerations, this study is guided by the following research questions: (1) What are the contextual needs of BIPA learners in the Muhammadiyah university setting? (2) How can contextual-based BIPA teaching materials be systematically developed by integrating institutional values and academic practices? (3) To what extent do the developed contextual-based BIPA teaching materials integrating Muhammadiyah values enhance learners' communicative competence, including linguistic, sociolinguistic, discourse, and strategic competence, as well as their contextual understanding of academic and social interactions within the Muhammadiyah university environment?

Method

This study employed a mixed-method research design to develop and evaluate contextual-based BIPA teaching materials within the Muhammadiyah university setting. A mixed-method approach was selected because the development of instructional materials requires both an in-depth understanding of learners' contextual needs and empirical evidence regarding the effectiveness of the developed materials (Creswell, 2018; Guetterman & Manojlovich, 2024; Guetterman et al., 2024). Qualitative data were used to explore learners' linguistic, academic, social, religious, and communicative needs within the Muhammadiyah university atmosphere, while quantitative data were used to measure the effectiveness of the materials in enhancing learners' communicative competence. The integration of qualitative and quantitative approaches enabled a more comprehensive understanding of both the development process and learning outcomes than could be achieved through a single-method approach. The study adopted a research and development (R&D) framework guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Branch, 2010), which provides a systematic and iterative procedure for instructional design and material development.

To address the first research question concerning learners' contextual needs, the analysis phase focused on identifying learners' linguistic, academic, social, religious, and everyday communication needs within the Muhammadiyah university environment (Macalister & Nation, 2020). Linguistic needs included vocabulary, grammar, and pronunciation required for academic communication. Academic needs referred to classroom discussions, presentations, consultations with lecturers, and academic writing activities. Social and everyday communication needs involved interactions with peers, participation in student organizations, and daily campus communication. Religious and institutional needs included understanding Muhammadiyah values, religious practices, and culturally appropriate communication within the university context. Data were collected through questionnaires and semi-structured interviews with BIPA learners and instructors to explore learners' difficulties, expectations, and experiences in using Indonesian in academic and socio-cultural settings.

The second research question, which concerns the systematic development of contextual-based BIPA teaching materials, was addressed through the design and development phases of the ADDIE model. Based on the needs analysis findings, instructional materials were designed by integrating Muhammadiyah values, academic discourse, and authentic campus interactions into communicative learning activities. Muhammadiyah values, including Islamic ethics, social responsibility, moderation, mutual respect, and ethical communication, were operationalized through dialogue models, reading passages, communicative tasks, role-play activities, discussion topics, and project-based assignments derived from authentic campus situations (Syakur et al., 2024; Amin & Malik, 2024; Megawati et al., 2025). The materials incorporated contextual scenarios such as classroom discussions, academic consultations, student organization activities, community service programs, and campus religious events to provide learners with meaningful opportunities to use Indonesian in realistic contexts (Zhou et al., 2024; Eustaqio, 2022; Nailissaadah & Triastuti, 2023).

Prior to implementation, the materials underwent expert validation involving three specialists: a BIPA expert, a language teaching materials expert, and a Muhammadiyah education expert. The validation

process evaluated four aspects, namely content relevance, language appropriateness, instructional design, and contextual integration of Muhammadiyah values. Each aspect was assessed using a structured validation instrument. Content validity was analyzed using Aiken's V coefficient to determine the degree of agreement among experts regarding the relevance and appropriateness of the developed materials (Ilyana et al., 2025; Aiken, 1985; Penfield & Giacobbi, 2004). Revisions were made based on the experts' suggestions before the materials were implemented in classroom learning.

To address the third research question regarding the effectiveness of the developed materials, quantitative data were obtained from pre-test and post-test assessments to measure learners' improvement in communicative competence. The assessment focused on linguistic, sociolinguistic, discourse, and strategic competence as indicators of communicative competence (Nurmayanti, 2025; Faisal, 2025; Kang, 2024). The data were analyzed using descriptive statistics and inferential analysis, particularly paired sample t-tests, to determine whether there was a statistically significant difference between pre-test and post-test scores. All statistical analyses were conducted using IBM SPSS Statistics (version 23). The level of significance was set at $p < 0.05$, indicating that the improvement observed was statistically meaningful.

Qualitative data from classroom observations and interviews were analyzed using thematic analysis to identify patterns related to learners' engagement, interaction, contextual understanding, and meaning-making processes during learning activities (Kabir, 2021; Byrne, 2022). The study involved a total of 20 participants, consisting of 15 BIPA learners, 2 instructors, and 3 expert validators, selected through purposive sampling. To ensure the trustworthiness and rigor of the findings, data triangulation, member checking, expert validation, and pilot testing were conducted throughout the research process.

Results and Discussion

Results

1. Learners' Contextual Needs in the Muhammadiyah University Setting

This section presents the results of the needs analysis conducted to identify learners' contextual requirements in learning Indonesian as a foreign language within the Muhammadiyah university setting. The analysis focuses on several key dimensions, including linguistic, communicative, academic, socio-cultural, and institutional aspects, which are considered essential for supporting meaningful and contextually relevant language learning. The data were obtained through a questionnaire administered to BIPA learners and analyzed using descriptive statistics to determine the level of need for each aspect. The results of this analysis are summarized in Table 1.

The needs analysis questionnaire employed a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High) (Dörnyei & Dewaele, 2023). The mean scores were interpreted using the following criteria: 1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, and 4.21–5.00 = Very High (Best et al., 2017). These categories were used to determine the priority level of learners' contextual needs within the Muhammadiyah university environment can be seen in Table 1.

Table 1. Results of Needs Analysis of BIPA Learners

<i>No</i>	<i>Aspect of Needs</i>	<i>Indicators</i>	<i>Mean Score</i>	<i>Category</i>
1	Linguistic Needs	Understanding basic grammar and vocabulary	3.85	High
2	Communicative Needs	Ability to participate in classroom discussions	4.20	Very High
3	Academic Context	Using Indonesian in presentations and academic interactions	4.10	Very High
4	Socio-cultural Context	Understanding cultural expressions in daily communication	3.95	High
5	Institutional Context	Understanding Muhammadiyah values and campus practices	4.30	Very High
6	Learning Materials	Need for contextual and real-life based teaching materials	4.25	Very High
7	Interactional Activities	Engaging in role-play and task-based learning	4.05	Very High

The results of the needs analysis, as presented in Table 1, indicate that BIPA learners demonstrate a consistently high to very high level of need across all aspects. These quantitative findings are further supported by qualitative data obtained from interviews and classroom observations, which provide deeper insights into learners' experiences and challenges.

Interview data reveal that many learners experience difficulties in expressing ideas during classroom discussions despite having a basic understanding of grammar and vocabulary. Several participants reported

that they often hesitate to speak due to uncertainty about appropriate expressions in academic and social contexts. This finding aligns with the high score in communicative needs (4.20), indicating that learners require more opportunities to practice meaningful interaction.

In relation to the academic context, interview responses indicate that learners struggle with using Indonesian in formal situations, such as presentations and discussions with lecturers. They expressed the need for exposure to authentic academic discourse, including how to structure arguments, ask questions, and respond appropriately in classroom settings. This supports the quantitative finding (4.10), highlighting the importance of integrating academic communication into teaching materials.

Classroom observations further confirm these findings. It was observed that learners tended to rely on memorized expressions and showed limited ability to adapt language use in spontaneous communication. Interaction in the classroom was often dominated by a few students, while others remained passive, indicating a lack of confidence and insufficient contextual support from existing materials.

Regarding the socio-cultural aspect, both interviews and observations show that learners often misunderstand culturally embedded expressions and pragmatic meanings. This supports the need for integrating cultural context into instruction (3.95). However, more importantly, learners emphasized the importance of understanding the institutional context, particularly Muhammadiyah values and practices. Many participants reported that they were unfamiliar with socio-religious norms, such as appropriate greetings, communication etiquette, and classroom behavior within the Muhammadiyah environment. This finding is strongly reflected in the highest mean score for institutional context (4.30). Classroom observations also indicate that learners who better understood these contextual aspects were more confident and actively engaged in interactions.

Furthermore, both interviews and observations highlight the need for contextual and interactive learning materials. Learners expressed a preference for materials that include real-life scenarios, role-play activities, and task-based learning, which is consistent with the high scores for learning materials (4.25) and interactional activities (4.05). Observational data show that students became more engaged when activities involved simulation of real communication, such as discussions and role-play tasks.

Overall, the triangulation of questionnaire, interview, and classroom observation data indicates that BIPA learners require instructional materials that integrate linguistic competence with communicative, academic, cultural, and institutional dimensions. The prominence of institutional context as a key need highlights the importance of developing contextual-based materials that are specifically aligned with the Muhammadiyah university setting. These findings provide a strong empirical foundation for the subsequent development of teaching materials in this study.

2. Development and Expert Validation of Contextual-Based BIPA Teaching Materials

To ensure the quality, relevance, and appropriateness of the developed contextual-based BIPA teaching materials, expert validation was conducted involving three experts in language teaching and material development. The validation process aimed to evaluate the materials in terms of content, language use, instructional design, and contextual relevance, particularly the integration of Muhammadiyah values and academic practices. The result of validation is represented in Figure 1.

The validation process involved three experts consisting of a BIPA specialist, a language teaching materials expert, and a Muhammadiyah education expert. The overall validation score was 4.32, which falls within the “very high” category, indicating that the developed materials are highly appropriate for implementation. The validation focused on four aspects, namely content appropriateness, language use, instructional design, and contextual relevance.

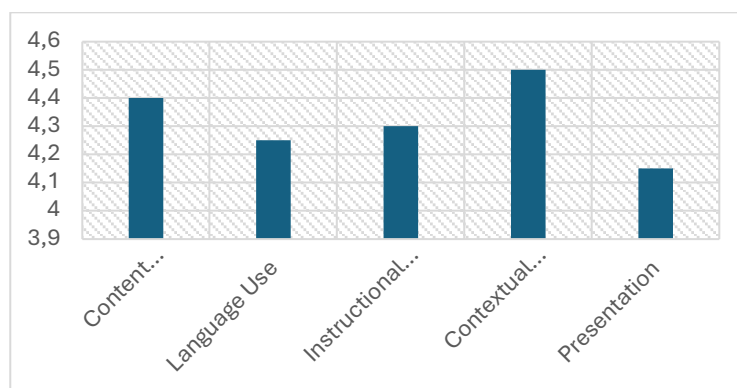


Fig. 1. Results of Expert Validation

The results of expert validation, as presented in Figure 1, indicate that the developed materials are generally categorized as highly appropriate, with all aspects scoring in the high to very high range. The highest score is found in the contextual relevance aspect (4.50), suggesting that the integration of Muhammadiyah values and institutional context is considered highly effective and appropriate. This finding supports the central premise of this study that institutional context plays a crucial role in enhancing the authenticity of BIPA teaching materials.

The content appropriateness aspect (4.40) also received a very high rating, indicating that the materials align well with learners' needs identified in the previous stage. Similarly, instructional design (4.30) shows that the organization of materials and the inclusion of task-based activities are pedagogically sound and support meaningful learning.

In terms of language use (4.25), experts noted that the materials employ clear and appropriate language suitable for BIPA learners, although minor revisions were suggested to improve consistency and simplify certain expressions. Meanwhile, the presentation aspect (4.15), although still categorized as high, received the lowest score among all aspects, indicating the need for improvement in layout and visual design. Some expert feedback and revision is presented in Table 2.

Table 2. Summary of Expert Feedback and Revisions

<i>No</i>	<i>Aspect</i>	<i>Expert Feedback</i>	<i>Revision Made</i>
1	Language Use	Some instructions were too complex for beginner-level learners	Simplified instructions and adjusted sentence structures
2	Instructional Design	Tasks need clearer sequencing and guidance	Added step-by-step task instructions and examples
3	Contextual Content	Muhammadiyah values are relevant but need more explicit explanation	Included brief explanations and contextual notes
4	Presentation	Layout is less engaging and lacks visual variation	Improved layout, added visuals, and adjusted formatting
5	Activities	More interactive activities are needed	Added role-play and discussion-based tasks

The expert validation results confirm that the developed materials are both pedagogically sound and contextually relevant. The high score in contextual relevance highlights the significance of integrating institutional identity into language learning materials, which distinguishes this study from previous culture-based approaches.

The revisions made based on expert feedback further enhance the clarity, usability, and engagement of the materials, ensuring that they are accessible to learners while maintaining their contextual richness. This iterative validation process strengthens the reliability and quality of the developed materials, making them suitable for implementation in the Muhammadiyah university setting.

3. Effectiveness of Contextual-Based BIPA Teaching Materials

The effectiveness of the developed contextual-based BIPA teaching materials was evaluated through pre-test and post-test assessments administered to 15 BIPA learners. The analysis aimed to determine whether the implementation of the materials significantly improved learners' communicative competence and contextual understanding. Result of the analysis of pretest and posttest is presented in Table 3.

Table 3. Descriptive Statistics of Pre-test and Post-test Scores

<i>Test</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pre-test	15	62.40	8.12
Post-test	15	78.73	6.45

The descriptive statistics indicate a substantial increase in learners' performance, with the mean score rising from 62.40 in the pre-test to 78.73 in the post-test. This suggests an overall improvement in learners' communicative competence after the implementation of the contextual-based materials.

Table 4. Paired Sample t-test Results

<i>Variable Pair</i>	<i>Mean Difference</i>	<i>t-value</i>	<i>Sig. (2-tailed)</i>
Pre-test - Post-test	-16.33	-8.521	0.000

The paired sample t-test results show that the significance value ($p = 0.000$) is lower than 0.05, indicating that the improvement in learners' scores is statistically significant. This confirms that the developed materials have a meaningful impact on learners' communicative performance.

The improvement in learners' communicative competence can be attributed not only to the contextual nature of the materials but also to the integration of Muhammadiyah values and authentic campus practices. Through exposure to classroom discussions, academic consultations, community service activities, and communication norms embedded within the Muhammadiyah environment, learners were able to develop a deeper understanding of how Indonesian is used in real academic and social interactions. The inclusion of values such as ethical communication, mutual respect, moderation, and social responsibility also helped learners interpret language within its appropriate cultural and institutional context, thereby supporting more meaningful and authentic communication.

To further examine the magnitude of the improvement, Cohen's *d* was calculated. The result shows a large effect size ($d = 1.45$), indicating that the intervention had a strong practical impact on learners' performance. This suggests that the improvement is not only statistically significant but also educationally meaningful.

Discussion

1. Discussion of Learners' Contextual Needs

The findings of this study reveal that BIPA learners demonstrate a strong need for instructional materials that integrate linguistic, communicative, academic, socio-cultural, and institutional dimensions. The findings of this study reveal that BIPA learners demonstrate a strong need for instructional materials that integrate linguistic, communicative, academic, socio-cultural, and institutional dimensions. This supports previous research emphasizing that language learning becomes more effective when instructional materials connect linguistic knowledge with communicative practice and culturally embedded contexts (Aristia et al., 2025; Mishan & Timmis, 2015; Wibowo et al., 2018). While linguistic competence remains important, the higher emphasis on communicative and contextual aspects reflects a shift toward meaningful language use. This aligns with recent studies emphasizing that the integration of cultural and contextual elements in instructional materials plays a crucial role in improving learners' communicative competence (Aristia et al., 2025). Recent research on intercultural communicative competence further highlights that effective language learning requires not only linguistic knowledge but also the ability to interpret, negotiate, and respond appropriately across diverse cultural and social contexts (Xu et al., 2025; Akyıldız et al., 2021). These studies stress that communicative competence is inherently intercultural, involving the integration of language, culture, and context, which supports the need for instructional materials that are contextually grounded and culturally meaningful.

More importantly, the prominence of institutional context as the highest-rated need highlights a critical dimension that has been largely overlooked in previous BIPA material development studies. Existing literature on intercultural communicative competence suggests that effective language learning requires not only cultural awareness but also the ability to operate within specific social and institutional environments (Kim, 2020; Hossain, 2024; Braine, 2024). In this regard, the Muhammadiyah university context provides a unique socio-religious and academic environment that shapes language use in authentic ways.

From a cognitive and experiential perspective, these findings support the argument that language learning is more effective when learners engage with meaningful and contextually relevant input. Recent research on experiential and contextual learning demonstrates that learners show better engagement and learning outcomes when instructional materials are closely aligned with their real-life contexts (Mebert et al., 2020; Shatson Fasco et al., 2024; Kong, 2021). Therefore, the results suggest that contextualization in BIPA learning should extend beyond cultural representation to include institutional and experiential dimensions.

These findings suggest that contextualization in BIPA learning should be understood as a multidimensional construct rather than merely the inclusion of cultural content. The prominence of institutional context indicates that learners require access to the social norms, academic discourse, and interactional practices that shape language use within their learning environment. From a sociocultural perspective, language acquisition occurs through participation in authentic communities where meaning is negotiated through social interaction. Therefore, institutional context functions not only as background information but also as a mediating factor that supports the development of communicative competence. This finding extends existing BIPA research by demonstrating that learners' contextual needs encompass not only cultural understanding but also institutional participation and academic socialization.

2. Discussion of Material Development

The development of contextual-based BIPA teaching materials in this study demonstrates that integrating institutional values and academic practices into instructional design significantly enhances the

relevance and authenticity of learning materials (Robiah et al., 2024). The use of the ADDIE model enabled a systematic and iterative process, ensuring that the materials were grounded in learners' needs and pedagogically validated.

The expert validation results confirm that the integration of Muhammadiyah values, authentic campus interactions, and task-based activities contributes to the overall quality of the materials. This finding is consistent with recent studies emphasizing that communicative and task-based approaches are central to contemporary language teaching, as they promote meaningful interaction and real-world language use (Teng, 2023; Teng et al., 2025).

The developed materials incorporated several authentic campus-based activities. For example, learners participated in role-play activities simulating academic consultations with lecturers, discussions on student organization programs, and community service planning meetings. Dialogue models were also developed based on common communicative situations within Muhammadiyah universities, such as introducing oneself during campus orientation, discussing social responsibility projects, and participating in academic discussions. In addition, reading passages and communicative tasks integrated Muhammadiyah values including ethical communication, moderation, mutual respect, and social responsibility. These activities enabled learners to practice Indonesian in situations that closely reflected their actual academic and social experiences.

However, this study extends previous research by demonstrating that contextualization should not be limited to cultural content alone. Instead, institutional identity should be positioned as a core component of instructional design. In line with recent research in Islamic higher education contexts, integrating religious values with language learning has been shown to support both linguistic development and value-based education (Permanasari et al., 2023; Noviyanti, 2024; Shaw et al., 2021). Thus, the developed materials offer a more holistic framework that combines cultural, cognitive, and institutional dimensions.

3. Discussion of Material Effectiveness

The effectiveness of the developed materials is evidenced by the significant improvement in learners' communicative competence, supported by statistical results and qualitative observations. The large effect size indicates that the intervention has a strong practical impact, confirming that contextual-based materials can substantially enhance language learning outcomes.

The improvement in communicative competence can be explained by the close alignment between the learning materials and the learners' actual communicative environment. Rather than practicing isolated linguistic forms, learners engaged in authentic academic and social interactions that mirrored their daily experiences within the Muhammadiyah university setting. Through activities such as classroom discussions, academic consultations, student organization meetings, and community service projects, learners developed not only linguistic knowledge but also an understanding of when, why, and how language should be used appropriately in specific institutional contexts. This contextual familiarity appears to have reduced communication anxiety and increased learners' confidence to participate actively in Indonesian-language interactions (Penuel et al., 2024; Tan et al., 2023).

Furthermore, qualitative findings reveal that learners become more engaged when materials reflect their lived experiences. This supports the argument that contextual relevance enhances cognitive processing and facilitates meaningful language use. In line with recent studies, experiential and interaction-based learning approaches are shown to improve not only linguistic competence but also intercultural communicative competence (Wibowo et al., 2024).

Importantly, this study provides empirical evidence that institutional context plays a crucial role in language learning effectiveness. While previous research has highlighted the benefits of culture-based materials, the findings of this study demonstrate that institution-based materials offer an additional layer of contextual relevance that enhances both linguistic and communicative outcomes.

Overall, the results confirm that contextual-based BIPA teaching materials grounded in the Muhammadiyah university setting are not only effective but also provide a more comprehensive approach to language learning. This reinforces the study's central claim that language material development should integrate cultural, cognitive, and institutional dimensions to achieve optimal learning outcomes.

A significant contribution of this study lies in its reconceptualization of contextualization in BIPA material development. Previous studies have predominantly relied on local culture, folklore, traditional customs, cultural heritage, and regional identities as the primary sources of contextual content learners (Oktora & Khairina, 2023; Purbarani & Muliastuti, 2023; Husnayaini & Indrawati, 2025; Rahmat et al., 2024). While these approaches successfully promote cultural awareness, they often provide generalized contexts that are not directly connected to learners' actual learning environments. In contrast, the present study positions institutional context as a central component of contextual learning by integrating Muhammadiyah values, academic discourse, campus communication practices, and authentic social

interactions into instructional materials. This institution-based contextual model expands existing culture-based approaches and offers a new framework for developing BIPA materials that are more closely aligned with learners' educational experiences and communicative needs in higher education settings.

Conclusion

This study concludes that contextual-based BIPA teaching materials grounded in the Muhammadiyah university setting can effectively enhance learners' communicative competence and contextual understanding by integrating linguistic, communicative, academic, socio-cultural, and institutional dimensions. The findings emphasize that institutional context, including academic discourse, campus communication norms, and socio-religious practices, plays an important role in helping learners use Indonesian meaningfully within their educational environment. The integration of Muhammadiyah values, such as ethical communication, moderation, mutual respect, and social responsibility, further supports the development of learners' sociolinguistic, discourse, strategic, and linguistic competence through authentic campus-based activities. Theoretically, this study offers an institution-based contextualization model that expands previous culture-based approaches in BIPA material development. Practically, the model can be adapted for Islamic higher education institutions through project-based learning, community engagement, and real-world communicative tasks. However, the study is limited by its small number of participants and single institutional context, so future research should test the model across diverse educational settings and explore the use of AI, digital platforms, and technology-enhanced learning to strengthen BIPA learning.

Declarations

- Author contribution** : Khaerunnisa was responsible for the entire research project. She also led the manuscript writing and collaboration with the second, third, fourth, fifth, sixth, seventh, and eighth authors. Mutiarani, Wika Soviana Devi, Apri Utami Parta Santi, Rina Nuryani, and Zahara Cahya Septiani participated in data collection, transcription, and analysis. Halimah and Muraina Kamilu Olanrewaju revised the manuscript and approved the final manuscript.
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