
PSYCHOLINGUISTIC INSIGHTS INTO INTERACTION PATTERNS FOR MEANING ACQUISITION IN BIPA LEARNING AT THE UNIVERSITY LEVEL

Didah Nurhamidah^{1*}, Zainal Rafli², Fathiatty Murtadho³, Muhammad Rizal Mahfuzo⁴

¹Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

^{2,3}Universitas Negeri Jakarta, Indonesia

⁴University of Michigan, United States

E-mail: didah.nurhamidah@uinjkt.ac.id

Received: 25th February 2024; Revised: 28th October 2024; Accepted: 28th December 2024

Abstract

This study investigates psycholinguistic perspectives on interaction patterns that facilitate meaning acquisition in BIPA (*Bahasa Indonesia bagi Penutur Asing*/Indonesian for Speakers of Other Languages) learning at UIN Syarif Hidayatullah Jakarta. Employing a descriptive-analytic qualitative approach, the research examines how specific interaction patterns namely Student-Centered, Reciprocal, Collaborative, and Authentic Interactive support cognitive and linguistic processes in second language acquisition. Data were collected through classroom observations, interviews with two instructors and eight students from culturally diverse backgrounds, and thematic analysis of relevant teaching materials. The findings highlight the effectiveness of interactive and contextually enriched teaching strategies in improving students' grasp of literal and contextual meanings, vocabulary mastery, and cultural competence. Drawing on Krashen's Input Hypothesis and Vygotsky's Zone of Proximal Development, this study emphasizes the importance of comprehensible input and scaffolding in fostering meaningful learning. The practical outcomes include recommendations for psycholinguistics-based teacher training programs and the design of interactive instructional materials tailored to the needs of culturally diverse learners. These findings contribute to advancing BIPA teaching practices and strengthening Indonesia's cultural diplomacy initiatives.

Keywords: Meaning Acquisition; Interaction Patterns in Language Learning; Psycholinguistics in BIPA; Interactive Strategies in BIPA Teaching

Abstrak

Penelitian ini mengkaji wawasan psikolinguistik terhadap pola interaksi yang mendukung pemerolehan makna dalam pembelajaran BIPA (*Bahasa Indonesia bagi Penutur Asing*) di UIN Syarif Hidayatullah Jakarta. Dengan pendekatan kualitatif deskriptif-analitis, penelitian ini menganalisis bagaimana pola interaksi seperti *Student-Centered*, *Reciprocal*, *Collaborative*, dan *Authentic Interactive* memfasilitasi proses kognitif dan linguistik dalam pemerolehan bahasa kedua. Data diperoleh melalui observasi kelas, wawancara dengan dua pengajar dan delapan siswa dari berbagai latar belakang budaya, serta analisis dokumen yang dianalisis secara tematik. Hasil penelitian menunjukkan bahwa strategi pengajaran yang interaktif dan kaya konteks efektif dalam meningkatkan pemahaman siswa terhadap makna literal dan kontekstual, penguasaan kosakata, dan wawasan budaya. Dengan mengintegrasikan teori seperti *Input Hypothesis* dari Krashen dan *Zone of Proximal Development* dari Vygotsky, penelitian ini menegaskan pentingnya *comprehensible input* dan *scaffolding* dalam menciptakan pengalaman belajar yang bermakna. Implikasi praktis dari penelitian ini mencakup perancangan program pelatihan guru berbasis psikolinguistik dan pengembangan bahan ajar interaktif yang disesuaikan dengan kebutuhan siswa dari latar belakang budaya yang beragam, sehingga berkontribusi pada peningkatan metode pengajaran BIPA dan mendukung diplomasi budaya Indonesia.

Kata kunci: Pemerolehan Makna; Pola Interaksi dalam Pembelajaran Bahasa; Psikolinguistik dalam BIPA; Strategi Interaktif dalam Pengajaran BIPA

How to Cite: Nurhamidah, D., Rafli, Z., Murtadho, F., & Mahfuzo, M.R. (2024). Psycholinguistic insights into interaction patterns for meaning acquisition in BIPA learning at the university level. *TARBIYA: Journal of Education in Muslim Society*, 11(2), 197-210. <https://doi.org/10.15408/tjems.v11i2.43364>.

Introduction

Bahasa Indonesia untuk Penutur Asing (BIPA), or Indonesian for Speakers of Other Languages, is a program specifically designed to teach Indonesian to non-native speakers. The primary objective of this program is to enable international students to understand, master, and actively use the Indonesian language across various communication contexts, both oral and written. Additionally, the BIPA program seeks to promote Indonesian as an international language of association and to enhance global understanding of Indonesian culture (Rahmawati & Sulistyono, 2021). BIPA serves as a strategic initiative to introduce Indonesian culture on a broader scale through a combination of linguistic and educational approaches (Khoirunnisa & Sunarya, 2023).

As one of Indonesia's leading Islamic universities, UIN Syarif Hidayatullah Jakarta is deeply committed to delivering the BIPA program. This program is designed to address the growing global demand for learning Indonesian, particularly among international students who aim to explore Indonesia's linguistic, cultural, and socio-religious dimensions. Through the BIPA program, UIN Syarif Hidayatullah Jakarta contributes to cultural diplomacy while promoting moderate and inclusive Islamic values. The program's implementation at UIN Jakarta emphasizes communicative, cultural, and religious approaches, distinguishing it from similar programs offered at other universities (Bahtiar & Nasrullah, 2019; Rosiyana, 2020).

The acquisition of meaning is a crucial element in the process of language learning, as it directly relates to learners' ability to understand and use language in a contextual manner. From a psycholinguistic perspective, meaning acquisition is defined as a mental process involving the comprehension of linguistic symbols—such as phonology, morphology, syntax, and semantics—and their relationship to social and cultural contexts (Heidar, 2012; Purba, 2018). This process is essential for learners to grasp both literal and connotative meanings in communication, whether written or spoken. Cognitive processes such as perception, working memory, and context interpretation play a significant role in shaping meaning acquisition, which is further influenced by learners' linguistic interactions and learning experiences (Alduais et al., 2022; Beibei, 2023; Berg & Levelt, 1990). Interactions between students and teachers are fundamental to meaning acquisition, particularly in BIPA classrooms. Active and communicative interactions enable students to associate linguistic symbols with their contextual meanings (Krashen & Terrell, 1998). Teaching methods such as discussions, role-playing, and simulations have proven effective in helping students grasp the overall meaning of language (L. S. Vygotsky, 2020; Melati, 2022). Additionally, authentic communicative approaches that incorporate real-world situations enhance students' ability to acquire linguistic and cultural meanings. However, when classroom interactions are limited to formal, teacher-centered, or passive methods, the process of meaning acquisition is significantly hindered (Kusuma & Kayati, 2023; van Lier & Larsen-Freeman, 1987).

Despite its significance, meaning acquisition in BIPA classrooms is often challenged by linguistic, cultural, and social factors. Linguistically, differences in the phonological and syntactic systems of Indonesian and learners' native languages (L1) create obstacles for learners (van Lier & Larsen-Freeman, 1987). Additionally, cultural nuances, such as idiomatic expressions, traditional phrases, and non-verbal communication, can be difficult for foreign learners to understand (Widdowson, 2005). From a cultural perspective, differences in values between learners and Indonesian society influence how certain concepts and messages are interpreted (Hall & Hall, 2021). Socially, limited interaction with native Indonesian speakers outside the classroom restricts students' opportunities to practice contextual meaning acquisition in real-life settings (Arwansyah et al., 2017; Terrell & Brown, 1981). To overcome these challenges, BIPA instructors must create inclusive, interactive, and context-rich learning environments that provide opportunities for students to engage deeply with language (Asteria et al., 2023; Barnard et al., 2002).

While interaction patterns are essential in BIPA learning, they still face challenges that impede students' ability to acquire meaning effectively. One key issue is the diversity of students' first language (L1) backgrounds, which impacts their understanding of Indonesian as a second language (L2) (Krashen

& Terrell, 1998). Additionally, the limited use of interactive methods in teaching reduces the effectiveness of connecting language to its context (Krashen & Terrell, 1998). Teacher-centered approaches, which promote passive learning, often prevent students from developing contextual and pragmatic comprehension of Indonesian (Bahtiar & Nasrullah, 2019). Moreover, instructors' limited understanding of psycholinguistic strategies hinders their ability to optimize meaning acquisition through approaches that align with students' cognitive development (Rosiyana, 2020).

Although psycholinguistics is widely recognized as an important field in language acquisition, research linking psycholinguistics to interaction patterns in BIPA learning is still limited. Many existing studies have focused on formal linguistic elements, such as grammar and phonology, rather than exploring how meaning is acquired through interaction (Liu, 2023; Terrell & Brown, 1981). Furthermore, limited research has examined how cognitive and psychological factors influence language processing and meaning acquisition in BIPA classrooms (L. S. Vygotsky, 2020). This gap underscores the need for research that explores the interplay between psycholinguistics and interaction patterns to enhance the effectiveness of BIPA learning.

Psycholinguistic approaches are important in the study of BIPA as they provide a comprehensive understanding of how BIPA learners process, comprehend, and produce Indonesian as a second language (Field, 2023; Jackson, 2022; Purba, 2018). Psycholinguistics investigates the cognitive and linguistic processes occurring during language acquisition, such as processing new vocabulary, interpreting sentence structures, and understanding meanings in authentic communication contexts (Carroll, 1971; Zhaksylykkyzy & Nabiyeva, 2021). Additionally, this approach helps identify factors influencing learning, including first language transfer, cognitive limitations, or communication strategies, enabling the design of more effective teaching strategies. By focusing on the role of interaction patterns in meaning acquisition, the psycholinguistic approach offers valuable insights into how educators can create optimal learning conditions for cognitive and linguistic development. This is particularly relevant for multicultural institutions like UIN Jakarta, which cater to learners from varied cultural and linguistic backgrounds.

This study aims to address the issue of interaction patterns in BIPA (Indonesian for Foreign Speakers) learning, particularly in the aspect of meaning acquisition. Through a psycholinguistic approach, this research is expected to provide an in-depth understanding of students' cognitive processes in comprehending the language and offer practical solutions to improve the effectiveness of interactions in BIPA classrooms (Barnard et al., 2002). At UIN Syarif Hidayatullah Jakarta, which has unique characteristics focusing on the integration of knowledge and Islamic values, this approach is highly relevant in developing more dynamic, contextual, and inclusive learning interaction models. Furthermore, this study is anticipated to serve as the foundation for developing BIPA teaching methods that focus on meaning acquisition, thereby meeting the increasingly diverse needs of foreign learners (Krashen & Terrell, 1998).

Previous studies have indicated that a communicative-contextual approach based on local wisdom is effective in BIPA learning. This approach not only enriches learners' vocabulary but also introduces local wisdom that creates an engaging classroom atmosphere and provides valuable insights (Melati, 2022). However, there is a gap in the application of text-based approaches in BIPA teaching, despite their proven success in other contexts. Further exploration is needed to examine the potential, advantages, and implementation of this approach in BIPA instruction (Basori & Maharany, 2021). Additionally, there is a lack of systematic studies on linguistic errors, particularly in the academic writing of BIPA students, which are influenced by first language mastery. This calls for deeper analysis to improve BIPA learning outcomes (Hudhana et al., 2021). From the research conducted, no studies have specifically explored interaction patterns in BIPA learning for meaning acquisition from a psycholinguistic perspective. This perspective includes cognitive and linguistic processes during learner-teacher interactions in the

classroom. Yet, meaning acquisition is a fundamental aspect of second language learning, heavily influenced by interaction patterns.

Research on BIPA learning generally focuses on curriculum development, teaching strategies, or linguistic error analysis (Isnaniah & Islahuddin, 2020; Oktavia, 2019; Solikhah & Budiharso, 2020; Suharyanti et al., 2024; Tiawati et al., 2023), tetapi jarang yang secara spesifik membahas pemerolehan makna. Padahal, pemerolehan However, studies rarely address meaning acquisition, which is a crucial aspect of second language learning involving complex interactions between cognitive and linguistic processes (Chen, 2022; Maksymenko et al., 2023; Mastria et al., 2023). The lack of research becomes more apparent when the psycholinguistic perspective—examining mental mechanisms in understanding and producing meaning—is seldom applied to analyze BIPA learning, particularly in classroom interactions at multicultural institutions like UIN Jakarta. This study aims to fill this gap by offering new insights into the role of interaction patterns in supporting BIPA learners' meaning acquisition.

This research is of high urgency for developing more effective BIPA teaching methods, particularly in meaning acquisition through a psycholinguistic approach. Appropriate teaching methods can help foreign learners not only understand the structure of the language but also grasp the contextual meanings embedded within it. Second language teaching should emphasize communicative and situational approaches that allow learners to engage actively (Krashen & Terrell, 1998; van Lier & Larsen-Freeman, 1987). This study is also relevant because BIPA learning at UIN Syarif Hidayatullah Jakarta must be tailored to the needs of students from various cultural and linguistic backgrounds. By considering the cognitive and psychological aspects of learners, teaching methods can be designed to be more interactive and contextual, thus supporting the process of meaning acquisition to the fullest extent (Krashen & Terrell, 1998).

In the era of globalization, the demand for teaching Indonesian to foreign speakers is increasing as a form of cultural and educational diplomacy. Indonesian is now studied not only as a means of communication but also as a medium for understanding the culture and identity of Indonesia (Boeriswati et al., 2023). Therefore, BIPA educators are required to possess professional competence, not only in language mastery but also in implementing the right approach to facilitate learners' meaning acquisition (Barnard et al., 2002). This research contributes to addressing this need by offering a deeper understanding of psycholinguistic-based learning interactions. Thus, this study is relevant to improving the quality of BIPA teaching at both national and international levels, while supporting the professionalization of educators who can respond to global challenges (Liu, 2023). Through a psycholinguistic approach, teacher-student interactions are not merely about transferring linguistic knowledge but are complex processes involving cognition, social contexts, and cultural understanding. The results of this study affirm that teaching strategies based on active and contextual interactions can significantly enhance lexical and contextual meaning comprehension in second language learning.

BIPA learning faces significant psycholinguistic challenges, such as difficulties in understanding contextual and pragmatic meanings due to cultural differences, first language influence, limited pragmatic understanding, and a lack of contextual interactions in learning (Rahmawati & Sulistyono, 2021; Saddhono et al., 2024). This research is important in supporting Indonesia's cultural diplomacy by enhancing the effectiveness of BIPA teaching, especially in helping learners deeply understand Indonesian from both linguistic and cultural perspectives. By developing psycholinguistic-based teaching methods, this study can strengthen the position of the Indonesian language as a diplomatic tool, fostering learners capable of cross-cultural communication while serving as cultural ambassadors for Indonesia in international settings.

Method

This study employed a qualitative approach with a descriptive-analytical method. This approach was selected to explore the interaction patterns and the process of meaning acquisition in BIPA learning from a psycholinguistic perspective. A qualitative approach was deemed suitable because it allowed for an in-depth exploration of the phenomena based on empirical data collected in the field (Creswell, 2020). The study involved two BIPA instructors and eight BIPA learners from the Language Center at UIN Syarif Hidayatullah Jakarta. The selection of two instructors and eight learners was sufficient for obtaining meaningful insights, as the descriptive-analytical method prioritizes detailed exploration of interaction patterns and meaning acquisition rather than statistical generalization. The two instructors, with their teaching experience, represented teaching strategies and classroom dynamics, while the diverse cultural backgrounds of the eight learners reflected the multicultural context of BIPA learning at UIN Syarif Hidayatullah Jakarta.

The learners involved in the study were eight international students enrolled in the BIPA program at the Language Center. They came from countries such as Thailand, Vietnam, China, and Turkey, each bringing unique linguistic and cultural experiences. Their proficiency levels in Indonesian varied, ranging from beginner to intermediate, with most learners being at the early stages of learning. These differences provided a variety of interaction patterns and approaches to meaning acquisition, which became a central focus of the research. The students' linguistic and cultural backgrounds also influenced how they processed Indonesian as a second language, especially in understanding contextual and pragmatic meanings. This diversity added depth to the analysis and allowed for a comprehensive study of the psycholinguistic processes involved.

Observations were conducted using video recordings and field notes. The video recordings captured interactions in BIPA classrooms, enabling a more detailed analysis of non-verbal expressions, verbal interaction patterns, and learners' responses to teaching. Field notes were used to document the learning context, classroom atmosphere, and spontaneous reactions that might not have been captured in the recordings. The observations took place over four class sessions, each lasting 90 minutes, providing sufficient data on interaction patterns across different stages of the learning process. Semi-structured interviews were conducted in two stages, with each session lasting 30–45 minutes per participant (2 teachers and 8 students). These interviews aimed to gather insights into the participants' experiences and challenges in BIPA learning. Document analysis was carried out using thematic analysis (Braun & Clarke, 2022), which involved several steps: thoroughly reading the documents, coding the initial data, grouping the data into key themes (e.g., teaching strategies or comprehension challenges), reviewing the identified themes, and reporting the findings to integrate insights from the observations, interviews, and document analysis comprehensively.

The data collected in this study were analyzed using thematic analysis as outlined by Braun and Clarke (Braun & Clarke, 2022). The analysis followed several systematic steps. First, the data reduction phase involved sorting the data obtained from observations, interviews, and document analysis. This step aimed to focus on information relevant to the interaction patterns between teachers and students and the process of meaning acquisition in BIPA learning. Second, the categorization phase organized the reduced data into key thematic patterns, such as interaction strategies, linguistic and cultural challenges, and barriers to meaning acquisition. Third, the data interpretation phase involved extracting meaning from the findings by applying theoretical frameworks, specifically linking the empirical data to psycholinguistic theories, including Krashen's Second Language Acquisition Theory (Krashen & Terrell, 1998). Finally, the data verification phase was conducted to ensure the validity of the data through a triangulation method. This involved cross-checking the results from observations, interviews, and document analysis to ensure consistency and scientific reliability.

Results and Discussion

Student-Centric Interaction Patterns

BIPA learning places students at the center of the learning process, with teachers act as facilitators who create an interactive and supportive learning environment. The primary focus of this approach is to provide students with broader opportunities to actively use the Indonesian language through direct experiences in relevant communication contexts (Nunan, 2004). Activities such as small group discussions, role-playing, or authentic situation simulations encourage students to practice speaking, listening, and understanding the meaning of the language more effectively. With this method, students are not merely recipients of the material but also active participants in the process of meaning acquisition. The advantage of this pattern is that students have more opportunities to interact using the Indonesian language, which strengthens their understanding of meaning, both literal and contextual. However, this approach requires careful preparation by teachers, such as designing relevant materials, managing time effectively, and selecting activities that align with students' abilities and needs. If not managed properly, these activities can become unstructured and hinder the achievement of learning objectives. Therefore, a student-centered interaction pattern demands high levels of creativity and pedagogical skills from teachers to ensure that the learning process is effective and meaningful, see table 1.

Table 1. Learning Outcomes with Student-Centric Interaction Patterns

Assessment Aspects	Percentage of Respondents (%)
Classroom activities make me more active	93%
I am more confident in speaking the language	89%
The learning environment is very supportive	84%
The materials provided are relevant	84%
Learning activities improve understanding	86%

Based on the data in the table, the majority of respondents felt that classroom activities made them more active (93%). This study's findings highlight that student-centered interaction patterns are highly effective in improving language skills and facilitating meaning acquisition in BIPA learning. Interactive activities provide a platform for students to practice language use in real-life contexts, which strengthens their understanding of both literal and contextual meanings. However, the success of this approach depends significantly on the teacher's readiness to design appropriate materials and effectively organize learning activities. Thus, this approach is recommended for broader application in BIPA programs, focusing on improving teachers' pedagogical skills and developing instructional materials that facilitate active interaction. Strategies based on psycholinguistics and student-centered interaction create opportunities for students to participate actively in language learning through meaningful and contextual activities.

Reciprocal Interaction

BIPA learning emphasizes dynamic two-way communication between teachers and students. In this interaction pattern, teachers do not merely deliver material passively but also provide stimuli, such as open-ended questions or communicative situations, that encourage students to respond and give feedback (Aprilia, 2020; Terrell & Brown, 1981). Through this interaction, students are given the opportunity to think critically and actively in understanding and interpreting the language, both literally and contextually. An example of this pattern is when a teacher poses an open-ended question, such as, "*Bagaimana pendapat Anda tentang cuaca di Jakarta?*" (What do you think about the weather in Jakarta?), and students respond based on their knowledge and understanding. This pattern allows the process of meaning acquisition to become more natural, as students engage in authentic and continuous dialogue. Reciprocal interaction also helps students recognize their errors through reflection. For instance, a teacher

might ask, "*Bagaimana Anda akan mengatakan kalimat itu dengan lebih sopan?*" (How would you say that sentence more politely?), to encourage students to self-correct. Reciprocal interaction can also be applied by teachers using examples from local culture, such as asking, "*Bagaimana orang Indonesia menyampaikan rasa terima kasih secara formal?*" (How do Indonesians formally express gratitude?), and then guiding students to practice with their peers.

Table 2. Learning Outcomes with Patterns of Mutual Interaction

Assessment Aspects	Percentage of Respondents (%)
Classroom activities help me think critically	90%
Two-way interaction motivates me to speak	85%
I feel involved in the learning process	88%
Stimulus from the teacher helped my understanding	82%
Interactive and supportive learning environment	84%

Based on the data in the table 2, the majority of respondents (90%) felt that class activities helped them think critically. The psycholinguistic-based Reciprocal Interaction strategy in BIPA teaching creates an interactive, supportive, and contextual learning environment. By implementing comprehensible input, scaffolding, and culturally-based approaches, teachers can enhance students' ability to understand language meaning, both literal and contextual, while also strengthening their communication skills in real-life situations. This strategy not only improves students' linguistic skills but also builds their confidence in engaging in authentic interactions.

Collaborative Interaction Patterns

In BIPA learning, collaborative interaction patterns emphasize teamwork among students to complete tasks or solve problems that require the use of Indonesian. This approach encourages active interaction among students, with teachers acting as facilitators providing direction and guidance (Aprila et al., 2017). The main features of this interaction are the creation of opportunities for discussion, negotiation of meaning, and vocabulary enrichment through collective learning. Students exchange ideas and help each other understand more complex language concepts. Examples of this approach include collaborative projects such as creating short dialogues, group presentations, or role-playing activities that require them to interact in Indonesian. These activities provide meaningful learning experiences as students focus not only on the final outcomes but also on problem-solving processes through dialogue and discussion.

The key benefit of this approach is its potential to improve meaning acquisition through intensive peer interaction, enabling students to learn from one another while strengthening their understanding of both literal and contextual meanings in Indonesian. However, the potential drawback of this approach is this pattern may require additional time, particularly for students with diverse levels of competence or collaboration challenges. Teachers must also ensure effective classroom management to sustain productive interactions and encourage active student participation. With proper guidance, collaborative interaction patterns not only aid students in acquiring meaning but also develop their skills in teamwork, communication, and the practical use of Indonesian in authentic and meaningful contexts.

Table 3. Learning Outcomes with Collaborative Interaction Patterns

Assessment Aspects	Percentage of Respondents (%)
I learn more effectively by having group discussions	90%
Collaborative activities help understand new vocabulary	88%
Working with friends makes me more confident	85%
Instructors provide clear direction and guidance	87%
Group interaction makes learning more engaging	92%

Based on the data in the table 3, the majority of respondents (90%) felt that group discussions helped them learn more effectively. The Collaborative Interaction Patterns strategy in BIPA teaching is closely related to the psycholinguistic approach, as it facilitates language acquisition through social interaction, comprehensible input (Krashen), and support within the Zone of Proximal Development (ZPD) (Vygotsky). Within group activities, students provide feedback to one another, share knowledge, and receive scaffolding from peers or teachers to understand more complex concepts (Gehlot, 2021b; Irshad et al., 2021; Zapiti & Psaltis, 2019). This strategy also develops students' pragmatic skills by engaging them in contextual discussions and realistic scenarios, such as simulations or collaborative projects. Furthermore, the cognitive load is shared among group members, making the learning process more efficient while utilizing feedback to address linguistic errors. Thus, this strategy creates an interactive learning environment that supports contextual meaning acquisition and accelerates language mastery.

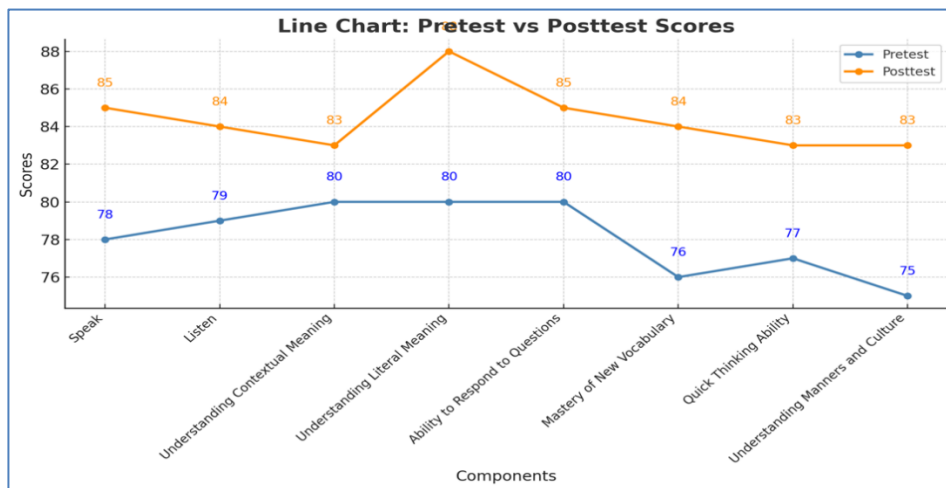
Authentic Interactive Interaction Patterns

BIPA learning focuses on creating real-life communication situations or those closely related to students' daily lives. This approach aims to familiarize students with the active use of the Indonesian language in authentic cultural and social contexts, making the acquisition of meaning more relevant and meaningful (Barnard et al., 2002). These interactions involve activities designed to resemble real-world events, such as shopping at a market, ordering food at a restaurant, traveling to TMII, or communicating in academic settings, which require students to understand and respond to the Indonesian language based on the situations they encounter. The strength of this approach lies in its ability to help students gain a deeper understanding of both literal and contextual meanings, as the activities connect language with direct experiences and Indonesian cultural values. Through these simulations, students also learn to grasp the pragmatic nuances of the language, such as the use of expressions, politeness, and non-verbal cues that often occur in real-life communication. Furthermore, this approach enables students to develop quick thinking skills during interactions, build confidence, and practice using the Indonesian language more spontaneously.

Table 4. Learning Outcomes with Authentic Interactive Interaction Patterns

Assessment Aspects	Percentage of Respondents (%)
Authentic activities help understand language usage	92%
Real situations make learning more enjoyable	90%
I am more confident in using Indonesian	88%
Learning helps to understand cultural nuances	85%
Interaction encourages me to think quickly and responsively	87%

Based on the data in the table 4, the majority of respondents (92%) stated that authentic activities help them understand language use better. The Authentic Interactive Interaction Patterns strategy, as part of the psycholinguistic approach, provides a learning environment that is natural, relevant, and contextual, enabling students to process language in a natural and contextual manner. This strategy supports the Input Hypothesis theory (Krashen) by delivering appropriate comprehensible input and incorporates the Zone of Proximal Development (ZPD) (Vygotsky) through scaffolding, assisting students in overcoming obstacles. Authentic interactions improve students' pragmatic competence by helping them understand and apply language in accordance with cultural and social norms, while also promoting naturalistic learning similar to first language acquisition (Ferguson et al., 2022; Zonzi et al., 2014). Engaging in real-life scenarios through this strategy strengthens students' grasp of meaning, speaking skills, and confidence in using the language spontaneously.



Graphic 1. The Improvement of BIPA students

The graph 1 shows a significant increase in post-test scores compared to pre-test scores across all components of student abilities, reflecting the effectiveness of the implemented teaching methods. The component with the highest improvement is Understanding Literal Meaning (from 80 to 88), which highlights the success in mastering literal meaning. Although the initial scores for Mastery of New Vocabulary and Understanding Manners and Culture were the lowest (76 and 75), both saw significant increases to 84 and 83, showing notable progress. Additionally, the improvements in Understanding Contextual Meaning and Ability to Respond to Questions further underline the effectiveness of the teaching strategies in developing students' contextual comprehension and interaction skills. These outcomes confirm the effectiveness of the psycholinguistic approach in enhancing linguistic skills and comprehension in the BIPA program.

Discussion

This study emphasizes the important role of interaction patterns in BIPA learning in supporting meaning acquisition through dynamic interactions among teachers, students, and peers. These findings are consistent with Krashen's Input Hypothesis, which emphasizes that language acquisition occurs most effectively when learners are exposed to comprehensible input that is slightly above their current proficiency level (Gong, 2023; Li, 2023; Oller & Krashen, 1988). In this context, interaction patterns such as student-centered and reciprocal methods provided structured and targeted input, enabling students to process new linguistic information within meaningful and comprehensible settings.

Additionally, Vygotsky's Zone of Proximal Development (ZPD) theory further supports these findings. ZPD posits that optimal learning occurs when students are given appropriate scaffolding to complete tasks that they cannot manage independently but can accomplish with the assistance of teachers or more capable peers (Gehlot, 2021a; Suardipa, 2020; Wang & Feng, 2023). The collaborative and authentic interactive patterns observed in this study align with ZPD principles, as they allowed students to engage in collective problem-solving and assist one another in understanding both linguistic and contextual meanings (Gehlot, 2021b). Teachers acted as facilitators, tailoring their guidance to students' individual needs and helping them achieve higher levels of comprehension.

By integrating the Input Hypothesis and ZPD theories, this study underscores the importance of fostering an interactive and supportive learning environment. Linguistic input and social support can significantly expand learners' abilities to comprehend and use the Indonesian language effectively. Such an approach is particularly applicable to other BIPA programs, especially in classrooms with culturally and linguistically diverse students.

The findings of this study reveal that interaction patterns promoting meaning acquisition in BIPA learning at UIN Syarif Hidayatullah Jakarta have a significant positive impact on students' language comprehension. Using a psycholinguistic framework, four interaction patterns—Student-Centered, Reciprocal, Collaborative, and Authentic Interactive—successfully created a dynamic and engaging learning environment that supports the acquisition of both literal and contextual meanings. In the student-centered approach, learners were positioned as the central figures in the learning process, with teachers serving as facilitators. The results demonstrated marked improvements in students' speaking skills and contextual comprehension, confirming the effectiveness of these methods. However, the success of such approaches heavily depends on teachers' creativity in designing relevant materials and managing activities effectively to maintain structure.

This study confirms that diverse, psycholinguistic-based interaction patterns can create learning environments that are interactive, contextual, and authentic. These methods not only improve students' linguistic abilities but also deepen their understanding of the social and cultural values embedded in the Indonesian language. To ensure successful implementation, teachers must possess strong pedagogical skills to design learning activities that are relevant, engaging, and aligned with students' needs. Adopting such approaches can enable the BIPA program at UIN Syarif Hidayatullah Jakarta to address the challenges of teaching Indonesian in a global context more effectively.

The insights from this study are applicable to other BIPA programs or foreign language teaching in general. Interaction patterns such as student-centered, reciprocal, collaborative, and authentic methods can help create dynamic and supportive learning environments. Incorporating cultural elements into the learning process can enhance students' pragmatic competence and understanding of social contexts, while psycholinguistic-based teacher training equips educators with strategies like scaffolding and comprehensible input to support learners effectively. Additionally, integrating interactive technologies, such as virtual simulations and digital media, can further strengthen the application of these interaction patterns, thus improving the overall effectiveness of language learning.

Policy implications focusing on teacher training and the development of psycholinguistic-based curricula are essential for improving the quality of BIPA teaching and other foreign language programs. With proper training, teachers can apply strategies that better support language acquisition, while psycholinguistic-based curricula promote contextual, interactive, and relevant learning that meets students' needs. These policies can help cultivate a generation of learners who are proficient in language and culture while also strengthening Indonesia's cultural diplomacy through the BIPA program.

Psycholinguistic-based teacher training programs and the development of interactive teaching materials are critical for enhancing the quality of BIPA learning. Such training aims to equip teachers with an understanding of psycholinguistic concepts, such as comprehensible input and scaffolding, as well as the skills to facilitate interactive activities like group discussions and simulations. Meanwhile, teaching materials are designed to integrate local cultural elements and digital media, creating engaging and adaptive learning experiences for students from various cultural backgrounds. By combining teacher training and well-designed teaching materials, BIPA programs can enhance students' linguistic and pragmatic skills while effectively promoting Indonesia's cultural diplomacy.

Conclusion

This study shows that interaction patterns in the teaching of BIPA (Indonesian Language for Foreign Speakers) at UIN Syarif Hidayatullah Jakarta hold significant importance in supporting students' acquisition of meaning. Through a psycholinguistic approach, four interaction patterns—Student-Centered, Reciprocal, Collaborative, and Authentic Interactive—have been proven effective in enhancing students' understanding of literal and contextual meanings, vocabulary mastery, and speaking skills in various communicative situations. When implemented effectively, these patterns can boost students'

confidence, enrich pragmatic understanding, and create a more dynamic and meaningful learning environment.

As a recommendation, BIPA instructors are encouraged to optimize these interaction patterns by designing materials and activities that align with the students' proficiency levels and learning needs. Creativity and pedagogical skills of the instructors are key to fostering an inclusive, interactive, and contextual learning atmosphere. With a well-planned and sustainable approach, the BIPA program at UIN Syarif Hidayatullah Jakarta is expected to serve as an exemplary model of effective and excellent Indonesian language learning at both national and international levels, while simultaneously supporting Indonesia's cultural diplomacy on the global stage.

This study contributes to second language acquisition theory by highlighting the significance of authentic interaction in enhancing students' pragmatic and linguistic understanding, an area that has been relatively underexplored. The findings demonstrate that psycholinguistic-based interaction patterns, such as Reciprocal Interaction and Authentic Interactive Interaction, facilitate meaning acquisition through comprehensible input and relevant social contexts. Additionally, the study offers practical steps for BIPA teachers, including designing culturally relevant authentic simulations, such as role-plays based on local traditions, and implementing psycholinguistic evaluation models to assess students' linguistic and pragmatic comprehension through context-based activities. This approach provides a practical framework that can be adopted by other BIPA programs to enhance the Inclusive and contextual effectiveness of second language learning.

Future research can explore how interaction patterns are applied in BIPA programs with participants from diverse cultural backgrounds to understand the influence of cultural differences on learning strategies. Furthermore, research could focus on the effectiveness of psycholinguistic approaches in advanced-level BIPA classes, particularly in developing pragmatic competence and speaking fluency. These studies would offer deeper insights into interaction patterns and teaching strategies within increasingly diverse BIPA program contexts.

References

- Alduais, A., Alfadda, H., Baraja'a, D., & Allegretta, S. (2022). Psycholinguistics: Analysis of Knowledge Domains on Children's Language Acquisition, Production, Comprehension, and Dissolution. *Children*, 9(10). <https://doi.org/10.3390/children9101471>.
- Aprilia, M. (2020). Pemerolehan Bahasa Anak Usia 2, 5 Tahun: Aspek Fonologis. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, 13(2), 186–197.
- Arwansyah, Y. B., Suwandi, S., & Widodo, S. T. (2017). Revitalisasi peran budaya lokal dalam materi pembelajaran bahasa Indonesia bagi penutur asing (BIPA). *Elic*, 1(1).
- Asteria, P. V., Rofiuddin, A., Suyitno, I., & Susanto, G. (2023). Indonesian-based Pluricultural Competence in BIPA Teachers' Perspective. *Eurasian Journal of Applied Linguistics*, 9(1). <https://doi.org/10.32601/ejal.901016>.
- Bahtiar, A., & Nasrullah, A. (2019). Multiliterasi dalam Pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA) Berbasis Sastra Warna Lokal Betawi Di Uin Syarif Hidayatullah Jakarta. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa Dan Sastra Indonesia*, 1(1). <https://doi.org/10.26499/bahasa.v1i1.25>.
- Barnard, R., Richards, J. C., & Rodgers, T. S. (2002). Approaches and Methods in Language Teaching. *TESOL Quarterly*, 36(4). <https://doi.org/10.2307/3588247>.

- Basori, B., & Maharany, E. R. (2021). Genre-Based Approach in Teaching BIPA. *KOLOKTIUM Jurnal Pendidikan Luar Sekolah*, 9(2). <https://doi.org/10.24036/kolokium-pls.v9i2.481>.
- Beibei, S. (2023). Psychological Impact of Languages on the Human Mind: Research on the Contribution of Psycholinguistics Approach to Teaching and Learning English. *Journal of Psycholinguistic Research*, 52(6). <https://doi.org/10.1007/s10936-023-09977-w>.
- Berg, T., & Levelt, W. J. M. (1990). Speaking: From Intention to Articulation. *The American Journal of Psychology*, 103(3). <https://doi.org/10.2307/1423219>.
- Boeriswati, E., Ningsih, R. Y., & Rahayu, W. (2023). Web-Based Design of BIPA Placement Test Instrument for Foreign Speakers. *International Journal of Learning, Teaching and Educational Research*, 22(2). <https://doi.org/10.26803/ijlter.22.2.22>.
- Braun, V., & Clarke, V. (2022). Everything changes... well some things do: Reflections on, and resources for, reflexive thematic analysis. *QMIP Bulletin*, 1(33). <https://doi.org/10.53841/bpsqmip.2022.1.33.21>.
- Carroll, J. B. (1971). Current Issues in Psycholinguistics and Second Language Teaching. *TESOL Quarterly*, 5(2). <https://doi.org/10.2307/3585992>.
- Chen, Y. (2022). Psycholinguistic Analysis of the Semantic Meaning of Sentences in Listening Comprehension and Its Implications. *Journal of Contemporary Educational Research*, 6(11). <https://doi.org/10.26689/jcer.v6i11.4465>.
- Creswell, J. W. (2020). Penelitian Kualitatif & Desain Riset : Memilih di Antara Lima Pendekatan. In *Mycological Research*.
- Ferguson, C., van den Broek, E. L., & van Oostendorp, H. (2022). AI-Induced guidance: Preserving the optimal Zone of Proximal Development. *Computers and Education: Artificial Intelligence*, 3. <https://doi.org/10.1016/j.caeai.2022.100089>.
- Field, J. (2023). Psycholinguistics and second language acquisition. In *The Routledge Handbook of Applied Linguistics*. <https://doi.org/10.4324/9781003082644-29>.
- Gehlot, L. (2021a). Cognitive Development by Zone of Proximal Development (ZPD). *Journal of Education Culture and Society*, 12(2). <https://doi.org/10.15503/jecs2021.2.432.444>.
- Gehlot, L. (2021b). Cognitive development by Zone of Proximal Development (zpd) Gettier problem & corpus linguistics in epistemology. *Journal of Education Culture and Society*, 12(2). <https://doi.org/10.15503/jecs2021.2.432.444>.
- Gong, J. (2023). The Concept, Content and Implication of Krashen's Input Hypothesis. In *Proceedings of the 2022 4th International Conference on Literature, Art and Human Development (ICLAHD 2022)*. https://doi.org/10.2991/978-2-494069-97-8_154.
- Hall, J. E., & Hall, M. E. (2021). Guyton and Hall: Textbook of Hall, J. E., & Hall, M. E. (2021). Guyton and Hall: Textbook of Medical Physiology 14th Edition. Elsevier, 973–989. Medical Physiology 14th Edition. *Elsevier*.
- Heidar, D. M. (2012). First language acquisition: Psychological considerations and epistemology. *Theory and Practice in Language Studies*, 2(2). <https://doi.org/10.4304/tpls.2.2.411-416>.
- Hudhana, W. D., Wiharja, I. A., & Hamsanah Fitriani, H. S. (2021). Bentuk Kesalahan Kalimat Dalam Karya Ilmiah Mahasiswa Bipa Thailand. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 10(2). <https://doi.org/10.31000/lgrm.v10i2.4741>.

- Irshad, S., Maan, M. F., Batool, H., & Hanif, A. (2021). Vygotsky's Zone of Proximal Development (ZPD): An Evaluative Tool for Language Learning and Social Development in Early Childhood Education. *Multicultural Education*, 7(6).
- Isnaniah, S., & Islahuddin. (2020). Management of Indonesian Language Learning for Foreign Speakers (BIPA) at Islamic Religious Higher Education Institutions (PTKI) in Indonesia and Thailand. *Jurnal Pendidikan Islam*, 9(1). <https://doi.org/10.14421/jpi.2020.91.1-27>.
- Jackson, C. N. (2022). The Psycholinguistics of Adult Second Language Acquisition. In *The Routledge Handbook of Second Language Acquisition and Psycholinguistics*. <https://doi.org/10.4324/9781003018872-5>.
- Khoirunnisa, A. S., & Sunarya, Y. (2023). Implementasi Pembelajaran Lintas Budaya dalam Perspektif Pengajar BIPA: Tantangan dan Peluang. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 9(1). <https://doi.org/10.30605/onoma.v9i1.2338>.
- Krashen, S., & Terrell, T. (1998). The natural approach: Language acquisition in the classroom. In *Prentice Hall Europe*.
- Kusuma, E. R., & Kayati, A. N. (2023). Pola Kesalahan Berbahasa pada Pembelajaran BIPA Program Darmasiswa. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 8(1). <https://doi.org/10.21107/metalingua.v8i1.19210>.
- L. S. Vygotsky. (2020). Mind in society: The development of higher psychological processes. In *Accounting in Australia (RLE Accounting)*.
- Li, Y. (2023). Study on the Significance of the Input Hypothesis to English Teaching. *Journal of Education and Educational Research*, 3(2). <https://doi.org/10.54097/jeer.v3i2.9002>.
- Liu, C. (2023). A critical understanding of second language acquisition from two sociolinguistic strands: The Variationist approach and the Investment Perspective. *Journal of Language Teaching*, 3(3). <https://doi.org/10.54475/jlt.2023.006>.
- Maksymenko, S., Ivashkevych, E., Kharchenko, Y., Tarnavska, O., & Sinjavaska, N. (2023). Semantic and Pragmatic Meaning of Discursive Units in the Process of Communication of a Psychotherapist with a Client. *Psycholinguistics*, 34(1). <https://doi.org/10.31470/2309-1797-2023-34-1-129-172>.
- Mastria, S., Agnoli, S., Corazza, G. E., Grassi, M., & Franchin, L. (2023). What inspires us? An experimental analysis of the semantic meaning of irrelevant information in creative ideation. *Thinking and Reasoning*, 29(4). <https://doi.org/10.1080/13546783.2022.2132289>.
- Melati, I. K. (2022). Strategi Pembelajaran BIPA dengan Pendekatan Komunikatif-Kontekstual Berbasis Kearifan Lokal. *Basastra*, 11(2). <https://doi.org/10.24114/bss.v11i2.37351>.
- Nunan, D. (2004). Task-Based Language Teaching. In *Task-Based Language Teaching*. <https://doi.org/10.1017/cbo9780511667336>.
- Oktavia, W. (2019). Implementasi Kurikulum Bipa (Bahasa Indonesia Bagi Penutur Asing) Berbasis Cultural Islamic Studies (Intergrated Curriculum) Di Perguruan Tinggi Islam. *Jurnal Bahasa Lingua Scientia*, 11(1). <https://doi.org/10.21274/ls.2019.11.1.127-144>.
- Oller, J. W., & Krashen, S. D. (1988). The Input Hypothesis: Issues and Implications. *Language*, 64(1). <https://doi.org/10.2307/414800>.
- Purba, N. (2018). The Role of Psycholinguistics in Language Learning and Teaching. *Tell: Teaching of English Language and Literature Journal*, 6(1). <https://doi.org/10.30651/tell.v6i1.2077>.

- Rahmawati, L. E., & Sulistyono, Y. (2021). Assessment and Evaluation on Text Readability in Reading Test Instrument Development for BIPA-1 to BIPA-3. *Asian Journal of University Education*, 17(3). <https://doi.org/10.24191/ajue.v17i3.14522>.
- Rosiyana, R. (2020). Pengajaran Bahasa Dan Pemerolehan Bahasa Kedua Dalam Pembelajaran Bipa (Bahasa Indonesia Penutur Asing). *Jurnal Ilmiah KORPUS*, 4(3). <https://doi.org/10.33369/jik.v4i3.13839>.
- Saddhono, K., Istanti, W., Kusmiatun, A., Kusumaningsih, D., Sukmono, I. K., & Saputra, A. D. (2024). Internationalization of Indonesian culinary in learning Indonesian as a foreign language (BIPA): A case of American students. *Research Journal in Advanced Humanities*, 5(1). <https://doi.org/10.58256/rjah.v4i4.1315>.
- Solikhah, I., & Budiharso, T. (2020). Exploring cultural inclusion in the curriculum and practices for teaching bahasa indonesia to speakers of other languages. *Journal of Social Studies Education Research*, 11(3).
- Suardipa, I. P. (2020). Proses Scaffolding pada Zone of Proximal Development (ZPD) dalam Pembelajaran. *Widyacarya*, 4(1).
- Suharyanti, D., Sundusiah, S., & Halimah, H. (2024). Identification of curriculum and empirical needs for the writing BIPA 4 GBL model. *Inovasi Kurikulum*, 21(1). <https://doi.org/10.17509/jik.v21i1.65868>.
- Terrell, T. D., & Brown, H. D. (1981). Principles of Language Learning and Teaching. *Language*, 57(3). <https://doi.org/10.2307/414380>.
- Tiawati, R. L., Pebriani, Y., & Dwinitia, S. (2023). BIPA TEACHING TRAINING FOR PROSPECTIVE BEGINNER-LEVEL EDUCATORS IN ISI PADANG PANJANG. *Human: Journal of Community and Public Service*, 2(1).
- Van Lier, L. A. W., & Larsen-Freeman, D. (1987). Techniques and Principles in Language Teaching. *TESOL Quarterly*, 21(1). <https://doi.org/10.2307/3586360>.
- Wang, Z., & Feng, J. (2023). Teaching Quality Evaluation based on Student's Zone of Proximal Development (ZPD) Prediction. *Journal of Education and Educational Research*, 6(1). <https://doi.org/10.54097/jeer.v6i1.14157>.
- Widdowson, H. (2005). H.G. Widdowson, 2004, Text, Context, Pretext. *International Journal of Applied Linguistics*, 15(3). <https://doi.org/10.1111/j.1473-4192.2005.00100f.x>
- Zapiti, A., & Psaltis, C. (2019). Too good to be true? Towards an understanding of the zone of proximal development (ZPD) dynamics from a piagetian perspective: Gender composition and its changing role from early to middle childhood. *Psihologija*, 52(4). <https://doi.org/10.2298/PSI181023006Z>.
- Zhaksylykkyzy, K., & Nabiyeva, G. (2021). Modern methods of psycholinguistics and neurolinguistics in the second language acquisition. *Eurasian Journal of Philology: Science and Education*, 183(3). <https://doi.org/10.26577/ejph.2021.v183.i3.ph2>.
- Zonzi, A., Barkham, M., Hardy, G. E., Llewelyn, S. P., Stiles, W. B., & Leiman, M. (2014). Zone of proximal development (ZPD) as an ability to play in psychotherapy: A theory-building case study of very brief therapy. *Psychology and Psychotherapy: Theory, Research and Practice*, 87(4). <https://doi.org/10.1111/papt.12022>.