



GHÂNCARAN: JURNAL PENDIDIKAN BAHASA DAN SASTRA INDONESIA

<http://ejournal.iainmadura.ac.id/index.php/ghancaran>

E-ISSN : 2715-9132 ; P-ISSN: 2714-8955

DOI 10.19105/ghancaran.vi.21605



Enhancing Sociolinguistic Competence through a Digital Flipped Classroom: A Case Study in Indonesian as a Second Language Learning

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Abstrak

Kata Kunci:
flipped
classroom;
BIPA;
kompetensi
sosiolinguistik;
pembelajaran
digital;
kesantunan
berbahasa.

Pengajaran Bahasa Indonesia bagi Penutur Asing (BIPA) sering kali mengesampingkan kompetensi sosiolinguistik yang justru krusial dalam komunikasi antarbudaya. Penelitian ini bertujuan untuk mendeskripsikan implementasi model flipped classroom dalam mengembangkan kesadaran pragmatik dan kemampuan adaptasi ragam bahasa di kalangan pemelajar BIPA. Dengan pendekatan studi kasus kualitatif, penelitian ini melibatkan pemelajar BIPA tingkat menengah dari berbagai latar budaya. Data dikumpulkan melalui tes lisan, rekaman kelas, wawancara mendalam, dan artefak digital siswa. Hasil menunjukkan peningkatan signifikan, terutama pada kemampuan adaptasi register dan ekspresi budaya, masing-masing meningkat rata-rata 15 poin. Secara kualitatif, peserta menunjukkan perkembangan dalam penggunaan strategi kesantunan dan pergeseran ragam tutur yang lebih kontekstual. Model ini terbukti membuka ruang pembelajaran yang lebih reflektif, partisipatif, dan relevan secara budaya. Penelitian ini merekomendasikan integrasi materi digital otentik dan praktik interaktif dalam desain kurikulum BIPA masa depan, guna membentuk pembelajar yang tidak hanya fasih berbahasa, tetapi juga peka secara sosial dan budaya.

Abstract

Keywords:
flipped classroom;
BIPA;
sociolinguistic
competence;
digital learning;
pragmatic
awareness.

Indonesian language instruction for foreign learners (BIPA) often places strong emphasis on grammatical proficiency while overlooking sociolinguistic competence—an aspect that is crucial for effective intercultural communication. This study aims to describe the implementation of a flipped classroom model in developing pragmatic awareness and register adaptation among BIPA learners. Using a qualitative case study approach, the research involved intermediate-level BIPA students from diverse cultural backgrounds. Data were collected through oral tests, classroom recordings, in-depth interviews, and student-generated digital artifacts. The results indicate significant improvement, particularly in register adaptation and cultural expression, each showing an average gain of 15 points. Qualitatively, learners demonstrated progress in using politeness strategies and shifting speech styles more contextually. The model created a learning space that was not only reflective and participatory, but also culturally relevant. This study recommends the integration of authentic digital content and interactive practices into future BIPA

curriculum design, in order to support the formation of learners who are not only fluent, but also socially and culturally sensitive in their use of the Indonesian language.

Terkirim: 20 Agustus 2025; Revisi: 25 Agustus 2025; Diterbitkan: 10 September 2025

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INTRODUCTION

In recent years, there has been a noticeable surge of global interest in learning Bahasa Indonesia through the *Bahasa Indonesia bagi Penutur Asing* (BIPA) program (Budiawan, 2019; Budiawan & Sari, 2021; Wijayanti, Natasya Dwi et.al., 2025). More than a tool of linguistic exchange, Indonesian is increasingly positioned as an instrument of cultural diplomacy, regional soft power, and intercultural dialogue (Azizah et.al., 2022; Budiawan et.al., 2025; Khoirunnisa & Sunarya, 2023; Saddhono, 2024). Yet, as the language reaches a broader and more diverse audience, a recurring pedagogical challenge comes to the surface—one that cannot be addressed by grammar drills or textbook comprehension alone (Maharany et.al., 2021).

Despite achieving considerable gains in structural accuracy, many BIPA learners continue to struggle with the subtle demands of sociolinguistic competence: knowing not just what to say, but how, when, and to whom (Budiawan, 2023a; Saddhono, 2012). Misuse of honorifics, failure to shift registers appropriately, or misreading indirect speech acts are just a few examples of pragmatic gaps that lead to real-world communication breakdowns. Such issues are not isolated; they are reported even among intermediate and advanced learners in academic institutions, including Universitas PGRI Semarang. In these contexts, seemingly minor missteps—such as using informal language in formal meetings, or responding too directly to nuanced requests—can produce unintended impoliteness and cultural friction (Budiawan & Rukayati, 2018; Budiawan & Sari, 2021; Nisa et.al., 2024; Ristyandani et.al., 2024).

Strengthening sociolinguistic competence is therefore not a peripheral concern but a central dimension of BIPA learning. Beyond improving fluency, it equips learners with the ability to interpret social cues, express respect, and build trust in intercultural encounters (Maine, 2021). Without this sensitivity, even grammatically correct utterances may be perceived as blunt, distant, or inappropriate, undermining learners' efforts to connect with Indonesian speakers on equal and respectful terms. In the long run, this competence also supports Indonesia's broader role in cultural diplomacy, since successful communication depends not only on conveying ideas but also on sustaining relationships (Papa, 2015). Attending to sociolinguistics, then, is not simply about

preventing errors; it is about enabling learners to participate in Indonesian society with empathy, tact, and cultural awareness (Maine, 2021).

The root of this issue lies not merely in the learner, but in the teaching paradigm itself. Traditional BIPA instruction, with its emphasis on linguistic form and standardized materials (Saddhono, 2012), often falls short in equipping students to navigate Indonesia's rich sociolinguistic landscape (Anwar & Rosyid, 2023). In particular, features like *unggah-ungguh basa* (Javanese speech levels) are deeply embedded in cultural and hierarchical norms that cannot be adequately conveyed through structural explanations alone (Atmawati, 2021; Errington, 1985; Sumekto et.al., 2022). Prior research (Adam & Sailuddin, 2023; Koran, 2016) has shown that without explicit and contextualized instruction in pragmatics, learners tend to transfer interactional norms from their first language—often with unintended social consequences.

As BIPA reaches learners in increasingly diverse sociocultural settings—from Moscow to Bangkok—the limitations of a one-size-fits-all pedagogical model become more pronounced. It is in this context that the digital flipped classroom emerges not as a technological novelty, but as a pedagogical necessity (Wikanta et.al., 2023). By moving basic input (e.g., explanations, exposure) outside the classroom and freeing in-person time for meaningful interaction and cultural reflection, the flipped model offers a more responsive approach to building sociolinguistic competence (Gustian dkk., 2023; Wikanta et.al., 2023). While its efficacy has been demonstrated in general language learning contexts (Akçayır & Akçayır, 2018; Yan et al., 2024), its application in BIPA—particularly in fostering pragmatic and intercultural awareness—remains underexplored.

This study aims to address that gap by designing and evaluating a flipped classroom model tailored specifically to the development of BIPA learners' sociolinguistic competence. Drawing on Hymes (1972) framework of communicative competence, the proposed model integrates three interdependent components: (1) digital pre-class materials featuring authentic communication scenarios (e.g., bargaining in markets, university consultations, ceremonial speech); (2) face-to-face class sessions that emphasize pragmatic interpretation, role-play, and guided interaction; and (3) reflective exercises that foster meta-pragmatic awareness and cross-cultural empathy. This structure aligns with Santosa's (2014) call to address the "contextual deficit" in language education—the gap between classroom instruction and the complex realities of everyday discourse (Rosa dkk., 2022; Sukatin, Qomariyyah, Yolanda Horin, Alda Afrilianti & Bella, 2019; Vos & Fouché, 2021; Wang et.al., 2021).

The study contributes to ongoing conversations in three key ways. First, it expands the scope of flipped classroom research beyond its traditional focus on grammar and receptive skills (Strelan et.al., 2020), into the relatively uncharted domain of pragmatics and sociolinguistics. Second, it responds to emerging calls for culturally grounded BIPA instruction that reflects Indonesia's linguistic diversity and sociocultural complexity (Bakhtiar dkk., 2024; Hamdiah dkk., 2024). Third, it builds upon—while respectfully diverging from—previous work by scholars such as (Budiawan, 2021; Dewi & Asteria, 2022), by offering a model that combines digital storytelling, authentic discourse analysis, and guided role-play as tools for sociolinguistic development.

It is important to acknowledge the limitations of this research. As a qualitative case study situated in one institutional context, its findings are not intended to be universally prescriptive. However, they may offer practical insights for BIPA instructors and curriculum designers seeking to better integrate digital tools while remaining attuned to the human dimensions of language learning. In an increasingly interconnected world, sociolinguistic competence is not a luxury—it is a prerequisite for effective and respectful cross-cultural communication. This study represents a modest but deliberate step in that direction, guided by the belief that language instruction must evolve not only with technology, but with the deepening complexity of global human interaction.

METHOD

This study adopted a qualitative case study approach to explore how a digital flipped classroom model could support the development of sociolinguistic competence among BIPA learners at Universitas PGRI Semarang. The research was conducted over the course of one academic semester (approximately four months, from February to May 2024). The instructional intervention was embedded in a speaking course, with a clear timeline that included an initial pre-test in the first week, ongoing classroom observations and reflective activities throughout the semester, and a post-test administered in the final week. The interval of roughly three months between the pre-test and post-test allowed sufficient time for learners to engage with the flipped classroom model in a sustained and meaningful way, while also providing a basis for tracing gradual changes in their communicative practices.

The participants in this study were 11 international students at the intermediate level, enrolled in the course during the 2023/2024 academic year. They were purposefully selected to reflect diverse linguistic and cultural backgrounds—including learners from Thailand, India, and several African nations. This small yet diverse group

allowed for in-depth analysis while maintaining contextual sensitivity (Bazen et al., 2021).

The intervention consisted of two integrated components. First, students accessed pre-class digital materials via the university's learning management system. These materials included short videos depicting authentic Indonesian interactions, such as market transactions, classroom discussions, and ceremonial greetings. Each video highlighted specific pragmatic features like honorifics, speech acts, and register shifts. Second, in-class sessions were designed to apply and extend these insights through structured role-plays, peer feedback, and reflective discussions. The flipped model emphasized moving beyond form to meaningful, culturally appropriate use of language (Bergmann & Sams, 2012).

To capture the complexity of learning processes, we employed a multi-method data collection strategy (Creswell John and Creswell David, 2023). Classroom role-play sessions were video recorded and transcribed. Semi-structured interviews with students and instructors offered deeper insight into their experiences, perceptions, and challenges with the model (Sudaryanto, 2015). Additionally, we collected digital artifacts such as learners' reflective vlogs and revised dialogue scripts, which served as windows into their developing awareness of sociolinguistic norms (Guion dkk., 2011; Koran, 2016).

Data were analyzed using a combination of discourse analysis (Santosa, 2014) and thematic analysis (Braun & Clarke, 2008). We looked closely for indicators of emerging pragmatic competence—particularly in the appropriate use of politeness strategies, code switching, and speech register alignment. Interview transcripts were coded inductively to surface recurring themes, while student artifacts were reviewed for patterns of reflection and self-correction.

To ensure trustworthiness, we employed several validation strategies. Triangulation was conducted across data types (observations, interviews, artifacts). Member checking allowed participants to confirm the accuracy of interpretations. The research team also engaged in peer debriefing to reduce bias and enhance analytical depth (Noble & Heale, 2019).

While we recognize the limitations of a single-site case study—especially regarding generalizability—our aim was not to offer universal prescriptions, but to generate grounded insights. By situating our inquiry in a real-world BIPA context, we sought to illuminate how flipped pedagogies might bridge the persistent gap between linguistic form and social meaning. The study builds upon and humbly extends prior

work (Budiawan, 2023b; Dewi & Asteria, 2022; Efendi dkk., 2023), offering a pedagogical model that invites further adaptation, refinement, and discussion within the broader BIPA community.

RESULT AND DISCUSSION

Quantitative Improvement in Speaking Competence

The pre- and post-test results demonstrated measurable improvement across all key aspects of sociolinguistic speaking competence. As shown in Table 1, learners made substantial progress, particularly in the areas of register adaptation and cultural expression, with average gains of +15 points each. This suggests a growing sensitivity not only to grammatical accuracy but also to contextually appropriate language use—an area traditionally underemphasized in BIPA instruction.

Assessment Criteria	Pre-test Average	Post-test Average	Improvement
Fluency	78	85	+7
Grammatical Accuracy	76	82	+6
Pronunciation	77	84	+7
Register Adaptation	68	83	+15
Cultural Expression	70	85	+15
Politeness Strategies	75	82	+7

Table 1. Comparison of Pre-test and Post-test Scores

Notably, Participant Bikas from India showed marked improvement in both fluency and nonverbal expression. His average fluency score increased from 76 to 79, while his use of body language and facial expressions rose to a consistent 86–88 range across sessions. Similarly, Participant Nisa from Thailand showed consistent mastery in register switching and politeness strategies, often using formal pronouns like “Ibu” and “Bapak” when addressing lecturers and shifting seamlessly to informal expressions with peers. These results are consistent with findings by (Strelan et.al., 2020), who reported the effectiveness of flipped classrooms in language learning. However, our data indicate an even more nuanced gain in sociopragmatic awareness, suggesting that targeted pre-class materials and contextualized practice sessions create a more fertile environment for pragmatic development.

Qualitative Shifts in Pragmatic Awareness

Beyond the numbers, qualitative data from classroom observations and interviews with participants revealed deeper transformations in learners' communicative behavior. In pre-tests, many students responded to different social scenarios with relatively flat register usage. For example, both Bikas and Nisa initially used formal language across all contexts—including informal peer interactions—indicating limited awareness of register variation.

By the end of the program, however, students began demonstrating more adaptive behavior. Kenneh, for instance, initially defaulted to using “saya” even when interacting with close peers, but in post-test performance, he comfortably alternated between “saya” and “aku” depending on the social role. He also began using hedging expressions such as “bolehkah saya bertanya” when addressing lecturers—something absent in his pre-test data. Similarly, Nisa reported that completing pre-class exercises helped her feel “more confident and ready” to speak in class, especially after learning and rehearsing specific lexical items related to her real-life experiences.

Participant reflections also highlighted increased cultural sensitivity. When asked about politeness strategies, both learners described nuanced shifts in how they addressed peers versus authority figures. Nisa explained: “When I speak to my lecturer, I say ‘Bapak, boleh saya bertanya...’, but with friends I say ‘eh, aku mau nanya nih’.” This contrast shows an emerging awareness of not just grammar, but social expectation.

Role of Digital Scaffolding and Out-of-Class Preparation

A recurring theme in interview data was the importance of pre-class exposure to authentic materials. Students consistently cited the digital modules—particularly the video dialogues and simulated scenarios—as useful tools for understanding not just what to say, but how to say it appropriately. As Bikas explained, watching the video dialogues before class allowed him to mentally prepare and “speak more smoothly, like how Indonesians do it.”

Interestingly, students also valued opportunities for informal practice outside the classroom. Bikas frequently mentioned practicing at the campus gazebo or reading Indonesian newspapers, while Nisa reported role-playing with her Thai friends to rehearse polite expressions. These out-of-class efforts complemented the flipped design and helped reinforce the sociolinguistic patterns introduced during formal instruction. These findings align with Koran's (2016) assertion that pragmatic competence develops

gradually through repeated exposure and reflection. However, our flipped model appears to accelerate this process by providing structured input beforehand, thus allowing learners to approach class activities with greater focus and cultural readiness.

DISCUSSION

The findings of this study offer valuable insights into how a flipped classroom model, when intentionally designed to support sociolinguistic development, can enhance learners' sensitivity to context and communicative nuance in Bahasa Indonesia. The quantitative data show a consistent increase across all speaking dimensions assessed, particularly in areas that are often overlooked in traditional BIPA classrooms, such as register adaptation and cultural expression. From an initial average of 68 and 70 respectively, these two indicators rose to 83 and 85 following the intervention—gains that point to more than surface-level fluency. They suggest a growing internalization of pragmatic expectations, or what Hymes (1972) would describe as the ability to speak not just grammatically, but appropriately.

Behind these numbers are human stories of learning and negotiation. Several participants, particularly Kenneh, Bikas, and Nisa, began the study with relatively rigid or formulaic communication strategies. Their pre-test performances often revealed limited variation in pronoun use or tone, regardless of social role or context. However, through repeated exposure to culturally embedded digital scenarios and active classroom engagement, their speech patterns began to shift. Bikas, for example, initially used the pronoun “saya” universally, even in peer conversations, but by the second cycle he confidently alternated between “saya” and “aku”, mirroring more natural discourse conventions. Similarly, Nisa and Kenneh demonstrated increased awareness of indirect speech acts and politeness strategies, and during interviews, they described how watching video dialogues before class helped them “know how Indonesians actually speak in real life.”

Classroom observation further revealed that learners were not simply reproducing pre-learned phrases, but actively negotiating meaning based on context. During role-play exercises, several students paused mid-sentence to reframe or soften their speech, particularly when speaking to figures of authority. While these moments may seem minor, they point to a deeper shift: students were not just learning what to say, but learning to monitor how they say it—an important milestone in developing metapragmatic awareness. These changes resonate with previous research suggesting that pragmatic competence is built over time through contextual practice and reflective

learning (Adam & Sailuddin, 2023; Koran, 2016), but our study adds that a flipped classroom can serve as a catalyst in this process when digital scaffolding is paired with real-time feedback and structured social interaction.

Interestingly, some of the most meaningful progress appeared not in the classroom, but in students' informal spaces of learning. Kenneh, Bikas, and Nisa reported spending time outside of class reviewing transcripts, chatting with friends, or simply observing how Indonesians interacted in everyday settings. In interviews, they spoke of moments when a word learned in a video suddenly made sense during a conversation with a shopkeeper or when hearing familiar phrases used on the bus. These spontaneous encounters, enabled in part by the preparatory structure of the flipped model, underscore the importance of linking classroom input with the lived reality of the learner—a pedagogical bridge that is often absent in more traditional models of BIPA instruction.

Nevertheless, the development of sociolinguistic competence was not without its challenges. Some students struggled with interpreting indirect expressions or failed to pick up on subtle social cues, particularly during spontaneous speaking. Hesitations and over-formalization were still evident in certain role-play performances, and learners occasionally defaulted to safe or rehearsed language. This suggests that while flipped classrooms can accelerate growth, sociolinguistic mastery remains a gradual and recursive process. More time, more repetition, and perhaps more community engagement are needed to solidify the gains observed during this short-term intervention.

Even with its limitations, this study demonstrates the promise of flipped models in enriching BIPA instruction—especially when they foreground not just content delivery, but cultural immersion. The combination of digital exposure, guided practice, and learner reflection created conditions that allowed students to not only improve their speaking skills, but to begin positioning themselves within the social fabric of Indonesian communication. As Indonesian continues to grow as a regional and global language, pedagogical models that honor its pragmatic richness and cultural depth will be essential. This research is a modest step toward that direction, and we remain hopeful that further inquiry—across institutions and cultural contexts—will continue to refine how language education can serve both linguistic growth and intercultural understanding.

Taken together, these findings suggest that sociolinguistic competence is not merely a byproduct of language proficiency, but a distinct skill that must be intentionally nurtured through context-rich, learner-centered pedagogies. The flipped classroom

model, when thoughtfully applied, creates space for this growth by balancing structured exposure with authentic engagement, and by encouraging learners to move beyond correctness toward appropriateness, empathy, and cultural attunement. While this study was limited in scope, it offers a grounded example of how digital learning environments can be shaped not just to deliver language, but to foster intercultural readiness—an increasingly vital outcome in today’s globalized language classrooms. Future research may continue to expand on these foundations, exploring how similar approaches might evolve across different levels of proficiency, cultural backgrounds, or technological access. In the end, the goal is not simply to teach Indonesian, but to cultivate communicators who can navigate its rich social textures with care, humility, and respect.

CONCLUSION

This study suggests that a flipped classroom model can support BIPA learners in moving beyond structural accuracy toward a deeper awareness of how Indonesian is used in social and cultural contexts. The findings indicate that when learners engage with authentic digital input before class and then practice through guided interaction, they begin to recognize when and how to adjust speech, use politeness strategies, and shift registers appropriately. These changes point to the value of treating sociolinguistic competence not as a secondary skill, but as an integral part of language learning that enables learners to connect with others respectfully and meaningfully.

At the same time, we recognize the modest scope of this research and its contextual limitations. The insights offered here are not prescriptive, but rather an invitation to continue exploring how digital tools and classroom interaction might be combined to nurture pragmatic awareness and intercultural empathy. Future work could refine this model in different BIPA contexts, proficiency levels, or even in broader second language learning environments. For practitioners, the study offers a small reminder that language teaching is not only about accuracy, but also about fostering learners’ ability to participate in the human and cultural life carried by the language.

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