

Darmasiswa Awardee's Perceptions on the Implementation of *Bahasa Indonesia bagi Penutur Asing* (BIPA) Class

Vigo Dewangga^{* 1}, Suyik Binarkaheni², Pramudana Ihsan³, Musakkit Himphinit⁴

^{1,2}*Department of Language, Communication, and Tourism
Politeknik Negeri Jember, Indonesia*

³*Faculty of Teacher Training and Education
Universitas Muhammadiyah Surabaya, Indonesia*

⁴*Faculty of Education
Fatoni University, Thailand*

**Corresponding email: vigo_dewangga@polije.ac.id*

Abstract

Politeknik Negeri Jember offers several scholarship programs that provide opportunities for foreign students to pursue degree and non-degree education in Indonesia. One such scholarship is the Darmasiswa program, which aims to enhance the awardees' knowledge of Indonesian culture and language through the Bahasa Indonesia Bagi Penutur Asing (BIPA) class. To achieve this goal, the campus collaborates with the Language Center and International Office to organize the class. The program is conducted in three phases: 1) preparation, 2) implementation, and 3) evaluation. The evaluation phase is crucial for improving the program's quality. This study aims to describe the evaluation phase by analyzing the awardees' perceptions of the program. A questionnaire was used as the primary instrument, followed by interviews for confirmation. The results indicate that awardees generally have a positive perception of the program, as evidenced by their enthusiasm for the class. These findings are expected to help maintain and improve the quality of the BIPA class.

Keywords: Darmasiswa, BIPA, Indonesian language, culture, awardee's perception

1. Introduction

The Ministry of Education, Culture, Research, and Technology of Indonesia organizes several scholarship programs. These programs provide opportunities for foreign students to pursue degree and non-degree education in Indonesia. The example of the scholarships given are Darmasiswa, Outstanding Scholarships, and Developing Country Partnership Scholarships. One of the scholarship programs favoured by foreign students is Darmasiswa. It is proven by the number of countries participating in this program is more than 135 countries. The interest of international students to participate in this program keep increasing year by year, for example in 2011, there are 750 students who would like to participate in this program.

Darmasiswa is a non-degree scholarship program for foreign students from countries with diplomatic relations with Indonesia. The goal of this scholarship is to study Indonesian Language, Arts, and Cultures. The targeted awardees are coming from Malaysia, Brunei Darussalam, Thailand, Japan, China, South Korea, France, Germany, Netherland, Madagascar, Sudan, and Ghana. To conduct Darmasiswa, The MoEC (The Ministry of Education and Culture) collaborates with the MoFA (The Ministry of Foreign Affairs). The primary goal of the Darmasiswa program is to encourage and increase the interest in the language and culture of Indonesia among youth from other countries. It is also designed to strengthen cultural connections and understanding among participating countries. Participants can choose from several universities located in various cities around Indonesia.

Many universities participate in Darmasiswa Scholarship. The number of higher education institutions organizing of Darmasiswa Scholarship is 72 universities, both universities and polytechnics, such as Universitas Syiah Kuala, Universitas Indonesia, Universitas Gajah Mada, Universitas Airlangga, Universitas Brawijaya, Politeknik Negeri Jakarta, Politeknik Negeri Bali, and Politeknik Negeri Jember. Darmasiswa Scholarship at Politeknik Negeri Jember was started in 2018 with 2 students from Morocco and Thailand participating in this program. The detailed number of awardees in Politeknik Negeri Jember can be seen in the following (Table 1).

Table 1. The number of awardees of the Darmasiswa scholarship program at Politeknik Negeri Jember

Year	Country	Periods
2018	Morocco	10 months
	Thailand	11 months
2019	Guinea-Bissau	12 months
	South Sudan	13 months
	Thailand	14 months
2024	South Sudan	15 months

Darmasiswa Scholarship in Politeknik Negeri Jember is run by the International Office and Language Center to provide a specific class for Darmasiswa called BIPA (*Bahasa Indonesia bagi Penutur Asing*). The aim of BIPA is not only to make the foreign students able to speak Indonesian language, but also understand the Indonesian cultures as well. As a result, the foreign students can speak Indonesian language appropriately and understand the culture at the same time (Laksono & Ismiatun, 2023).

These are some of the activities that are carried out, starting from the preparation, then continued by implementation and ended by evaluation. The implementation was implemented as follows. First, participants attended Indonesian language classes to improve their speaking, listening, reading, and writing skills at the Language Center. Second, the awardees also studied Indonesian literature and local culture, including arts and traditions. Then, the awardees visited places of interest, such as villages, traditional markets, tourist attractions or cultural sites. Last, the awardees were involved in the community activities with student affairs to practice language and understand culture.

There are some previous studies related to Darmasiswa Scholarship. Sutjipto et al. conducted a study entitled international student experience in Indonesia and public diplomacy consequences: Governance of Darmasiswa (Sutjipto et al., 2023). This research studied about Darmasiswa Scholarship, which focuses on public diplomacy in education conducted by the Ministry of Education, Culture, Research, and Technology. The study revealed that Darmasiswa has a purpose to improve friendly global collaboration through the student. The next research by Zaidah et al. conducted a study entitled Cross-Cultural Adaptation of Darmasiswa International Students in Central Java Indonesia (Zaidah et al., 2023). This research claimed that Darmasiswa awardees resist assimilation, embrace psychological aspects of intercultural communication, and it deals with the challenges of adapting to the Indonesian culture. The result of the research found that Darmasiswa awardees experienced culture shock because of factor from their home countries. In addition, the process of interaction and adaption of Darmasiswa awardees were varied.

The last research's topic about Darmasiswa conducted by Cahyadi, the study entitled Loneliness and Psychological Well-Being on International Students of the Darmasiswa Program Universitas Negeri Yogyakarta (Dwi Cahyadi et al., 2019). The purpose of this study tried to find out the correlation between the emotional health and the loneliness of Darmasiswa students at Yogyakarta State University. The results of the research showed that the negative correlation between emotional health and loneliness. Most of Darmasiswa students at Yogyakarta State University have low levels of loneliness and moderate emotional health.

There are some other previous studies relates with BIPA program. First, Laksono and Ismiatun conducted a study entitled Adapting to a Hard Situation: BIPA Teachers' Successful Strategies for Teaching Local Culture During the COVID-19 Pandemic

(Laksono & Ismiatun, 2023). This research studied about BIPA program, which focuses on teaching culture for BIPA students. The purpose of this research is to find out the strategy used by BIPA teachers in teaching local culture during online learning. The study revealed that BIPA teachers applied three strategies in teaching local culture, such as by watching the cultural video, providing BIPA students the understandable text, and giving BIPA students the role-playing activities to get more understanding with the local culture. The next research by Asteria et al. conducted a study entitled Indonesian-based Pluricultural Competence in BIPA Teachers' Perspective (Asteria et al., 2023). This research explored about the readiness of BIPA teachers in developing the students' competence in several culture in Indonesia. The result of the research found that BIPA teachers was not fully understood. Furthermore, the learning activities were used only the need of students' adaption or the strategy to avoid cultural conflict due to cultural disparities within a BIPA classroom. In fact, the ideal way to teach pluricultural learning should be based on cultural sensitivity and understanding of multicultural competency.

Then, the next research by Khoirunnisa and Sauri conducted a study entitled Intercultural Learning Strategies to Enhance BIPA Students' Language Skills (Khoirunnisa & Sauri, 2023). The purpose of this study was investigating the learning strategies of intercultural used by BIPA teachers at Balai Bahasa Universitas Pendidikan Indonesia. The Findings showed that the intercultural learning strategies can further improve the quality of BIPA students' speaking and writing competencies. The other research by Suteja and Purwanti conducted a study entitled Code Switching in BIPA Classes: Teachers and Students' Attitudes (Suteja & Purwanti, n.d.). The purpose of this study was investigating the attitudes of both the teachers and the students on the codeswitching practice in basic level of BIPA classes. The Findings showed that the code-switching was very important in supporting teaching and learning process, particularly for the basic level students.

The last research's topic about BIPA conducted by Kurniawan and Jazadi, the study entitled The English-speaking Competency and Challenges for BIPA Teachers (Kurniawan & Jazadi, 2021). The aim of this study tried to find out the English-speaking ability and English macro skills of BIPA teachers and the obstacles faced by BIPA teachers during teaching learning process and how they solve those problems. The results of the research showed that the English-speaking ability is very important due to a link between the students and Indonesian. Then BIPA teachers should be mastered five macro skills of English-speaking ability. The obstacles are the characteristics of BIPA students and their purpose to study Indonesian.

The previous studies related to the Darmasiswa topic discussed the public diplomacy from the ministry, psychological aspects, the adaption of Indonesian culture, and language learning strategies used by the students. Besides, the other previous studies

related to the BIPA topic mostly discussed about the scope of BIPA teachers, such as the teaching strategies, the obstacle during teaching learning process, and codeswitching.

However, most of the previous studies focus on the policy, teaching strategies, codeswitching, the obstacle during teaching learning process. Then, this study, the researcher focuses on Darmasiswa Awardee from South Sudan at Politeknik Negeri Jember. This study discusses the Darmasiswa student's perception towards teaching learning process at BIPA class. Hopefully, by revealing of the perception on the teaching learning process, it is expected the data can be used to maintain and improve the quality of the BIPA class.

2. Method

This research is conducted on BIPA Class at Language Center, Politeknik Negeri Jember. The participant in this research is Darmasiswa Awardee who participated in Darmasiswa scholarship program for 15 months. She comes from South Sudan, and she is 24 years old.

A qualitative approach was used to conduct this research. A qualitative study is one in which the research's object is described through words and data. It is collected based on words from a limited number of respondents, yielding the respondents' perspectives (Creswell & Guetterman, 2018). Aligned with this, Nassaji (2015) stated that data from multiple sources is used to get a certain outcome. Moreover, based on the aim of the study, it is categorized as qualitative research (Budiana, 2021).

To collect data for this study, the researcher used two methods, namely questionnaire and interviews. The face-to-face interview conducted in bilingual, English and Indonesian language. The question and answers were covered in Indonesian first and while she got difficulty, she was allowed to use English. It was done to avoid the language barrier that may happen during the interview. The list of the question was focus on the perception on the teaching learning process. Then, the questionnaire used by the researcher to triangulate the gathered information from the interview.

3. Findings and discussion

3.1. The results of questionnaire of Darmasiswa student's perception on the teaching learning process at BIPA class.

The questionnaire included 15 statements. The detailed questionnaire results are explained below:

The 1st statement is the teaching methods employed in BIPA classes are both effective and fascinating. The result is presented below.

Response	Percentage
-----------------	-------------------

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 2nd statement is the course materials are appropriate and useful for learning Bahasa Indonesia. The result of her response is shown below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 3rd statement is the classroom setting is conducive to learning. The result is presented below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 4th statement is the teachers are knowledgeable and supportive. The results of her response is shown below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 5th statement is the pace of the session appropriate for my learning style. The result is presented below.

Response	Percentage
Strongly Agree	-
Agree	100%
Neutral	-
Disagree	-
Strongly Disagree	-

The 6th statement is I'm delighted to learn about Indonesian language and culture. The result of her response is shown below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 7th statement is learning Bahasa Indonesia was a great experience. The result is presented below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 8th statement is I actively engage in class activities and discussions. The results of her response is shown below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 9th statement is I'm motivated to practice Bahasa Indonesia outside of class. The result is presented below.

Response	Percentage
Strongly Agree	100%
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	-

The 10th statement is understanding Indonesian culture improves my language skills. The result of her response is shown below.

Response	Percentage
Strongly Agree	-

Agree	100%
Neutral	-
Disagree	-
Strongly Disagree	-

The 11th statement is I struggle to understand certain aspects of Bahasa Indonesia. The result is presented below.

Response	Percentage
Strongly Agree	-
Agree	100%
Neutral	-
Disagree	-
Strongly Disagree	-

The 12th statement is I need more practice to become fluent in Bahasa Indonesia. The results of her response is shown below.

Response	Percentage
Strongly Agree	-
Agree	100%
Neutral	-
Disagree	-
Strongly Disagree	-

The 13th statement is I sometimes feel overwhelmed with fresh information. The result is presented below.

Response	Percentage
Strongly Agree	-
Agree	-
Neutral	-
Disagree	100%
Strongly Disagree	-

The 14th statement is finding opportunities to learn Bahasa Indonesia with native speakers might be tough. The result of her response is shown below.

Response	Percentage
Strongly Agree	-
Agree	-
Neutral	-
Disagree	-
Strongly Disagree	100%

The 15th statement is adapting to many teaching styles has been challenging. The result is presented below.

Response	Percentage
Strongly Agree	-
Agree	-
Neutral	100%
Disagree	-
Strongly Disagree	-

3.2. The result of interview of Darmasiswa student's perception on the teaching learning process at BIPA class

The researcher used 15 questions in interview to know Darmasiswa Awardee's perception on the teaching learning process at BIPA class, the enthusiasm of learning Indonesian language and culture, and some challenges faced. The result from the interview showed below. (Table 1)

Table 1. The Result of Interview

No	Questions	Answers
1	What's your motivation in learning Indonesian language and culture?	My motivation was my love for international relations, I love learning different cultures and languages, I have been to different countries, and I love it when people unite in a simple way like the language for example, I have Indonesian friends who don't speak English and I know Indonesian which brought us together we can easily communicate.
2	What's the challenge and how to adapt in learning Indonesian language?	My challenge was not having international students in class with me I hardly spoke to people and would have been better if I had other students in the same class with me, I adapted to learning by speaking anyhow and cracking jokes with the locals, the people are nice too, so it was easier to mingle with others.
3	What's your impression in learning Indonesian language?	My impression of learning Bahasa Indonesia has created more positive attitudes and less prejudice toward people who are different from me.
4	Can you share any personal experiences related to falling in love with Indonesia's culture?	The people are friendly and super helpful. Even when I was having hard times adapting, I was surrounded by people trying to help me feel better, they never were rude in any way. Amazing. The food is cheap and yummy. If you don't know what to order, option for either Nasi Goreng or nasi pancel and you can't go wrong though be aware of spicy foods. The country is beautiful. Because there is rainy season and dry season (and it is called the dry season only because it is dryer than the rainy season) things are green and beautiful.

5	Apa makanan favoritmu di Indonesia?	Makanan, aku suka nasi goreng.
6	Are you familiar with Indonesian customs and etiquette?	Yes, like giving money with your left hand is offensive and impolite, passing in between two people talking without saying permisi is very rude.
7	Have you learned any idiomatic expressions?	Yes, like panjang tangan, ringan tangan.
8	How comfortable are you learning Indonesian language at BIPA class?	Yes, very comfortable. I really enjoy it.
9	What's the best way to practice listening comprehension in Indonesian?	Practice listening every day, watching movies with Indonesian subtitles helped me too.
10	Do you understand basic Indonesian sentence structure (subject-verb-object)?	Yes, I understand the Indonesian sentence structures like saya membantu teman, saya meminta donat.
11	How confident are you in using Indonesian words and phrases?	I am very confident with using words and phrases in Bahasa.
12	Can you name five everyday objects in Indonesian?	Yes. payung , pasta gigi, buku, komputer, sisir.
13	Apa kesanmu setelah belajar di kelas BIPA, UPA Bahasa, Politeknik Negeri Jember?	Saya punya pengalaman yang baik. Pengajarnya interaktif dan baik.
14	What's the activity you like most in BIPA class?	Saya suka di kelas BIPA bermain permainan bahasa karena saya belajar sambil bersenang-senang.
15	Apa pengalaman yang paling tidak akan terlupakan?	Menjadi Guest Star acara Gus dan Ning.

3.3. The discussion of questionnaire results of Darmasiswa student's perception on the teaching learning process at BIPA class, the enthusiasm of learning Indonesian language and culture, and some challenges faced.

This research finally reveals the perception of Darmasiswa student of Teaching-Learning Process at BIPA Class. Darmasiswa student showed positive perception rather than negative perception. It was proven by her responses (strongly agree and agree) from 1st

to 5th statement. Therefore, it can be concluded that Darmasiswa awardee exciting on the teaching learning process at BIPA class, Language Centre, Politeknik Negeri Jember. Then, based on the results (strongly agree and agree) from the 6th to 10th statement. In other words, Darmasiswa student showed enthusiasm for Learning Indonesian Language and Culture. Besides, Darmasiswa student showed positive responses (agree, disagree, strongly disagree, neutral) from the 11th to 15th statement. Essentially, learning Indonesian language is something that is both enjoyable and challenging. Therefore, learning Indonesian language requires perseverance, must always be a process, to become better.

3.4. The discussion of interview results of Darmasiswa student's perception on the teaching learning process at BIPA class, the enthusiasm of learning Indonesian language and culture, and some challenges faced

The interview results indicate the student's responses to the questions given. The interview was conducted spontaneously in the International Office, Politeknik Negeri Jember. This study employed 15 open-ended questions that were delivered to Darmasiswa student. The detail of the interview results are presented below.

1. What's your motivation in learning Indonesian language and culture?

My motivation was my love for international relations, I love learning different cultures and languages, I have been to different countries and I love it when people unite in a simple ways like the language for example I have Indonesian friends who don't speak English and I know Indonesian which brought us together we can easily communicate.

The student's response of the 1st question showed that her motivation stems from a deep appreciation for international relations and the joy of connecting with people from diverse backgrounds through the common thread of language. This passion has been reinforced by her travels and the meaningful interactions she has had, especially with her Indonesian friends, where her knowledge of Indonesian has enabled close communication and connection. Thus, language is a powerful bridge between cultures, fostering understanding and unity.

2. What's the challenge and how to adapt in learning Indonesian language?

My challenge was not having international students in class with me I hardly spoke to people and would have been better if I had other students in the same class with me, I adapted to learning by speaking anyhow and cracking jokes with the locals, the people are nice too so it was easier to mingle with others.

The student's response of the 2nd question showed that despite the initial challenge of feeling isolated without international classmates, she demonstrated adaptability by embracing local interactions. Her willingness to communicate and share humor helped

her connect with the locals, whose friendliness made it easier for her to mingle and overcome the barriers of isolation. Hence, this experience highlights her resilience and the importance of openness in adapting to new environments.

3. What's your impression in learning Indonesian language?

My impression of learning bahasa Indonesia has created more positive attitudes and less prejudice toward people who are different from me.

The student's response of the 3rd question showed that learning *Bahasa Indonesia* has been a transformative journey for her, fostering a more positive outlook and diminishing prejudices. Her engagement with the language has opened doors to understanding and appreciating cultural differences, reflecting the profound influence that language learning can have on personal growth and intercultural empathy.

4. Can you share any personal experiences related to falling in love with Indonesia's culture?

The people are friendly and super helpful. Even when I was having hard times adapting, I was surrounded by people trying to help me feel better, they never were rude in any way. Amazing. The food is cheap and yummy. If you don't know what to order, option for either Nasi Goreng or nasi pacel and you can't go wrong though be aware of spicy foods. The country is beautiful. Because there is rainy season and dry season (and it is called the dry season only because it is dryer than the rainy season) things are green and beautiful.

The student's response of the 4th question showed that her time in Indonesia has been enriched by the warmth and support of the local people, the delightful and affordable cuisine, and the country's lush, vibrant landscapes. These elements have not only eased her adaptation process but have also left her with a deep appreciation for Indonesia's culture and environment. Thus, it's clear that these experiences have significantly contributed to her positive impression of Indonesia.

5. Apa makanan favoritmu di Indonesia?

Makanan, aku suka nasi goreng.

The student's response of the 5th question showed that her favorite dish, nasi goreng, reflects her enjoyment of a classic and beloved Indonesian meal. Hence, this preference showcases her appreciation for the flavors and culinary traditions of Indonesia.

6. Are you familiar with Indonesian customs and etiquette?

*Yes, like giving money with your left hand is offensive and impolite, passing in between two people talking without saying **permisi** is very rude.*

The student's response of the 6th question showed that she knew that in Indonesian culture, there are specific social etiquettes and manners that are considered important. Using the left hand to give money is seen as disrespectful and interrupting two people in conversation without excusing oneself (saying "permisi") is considered very rude. In brief, these customs highlight the value placed on politeness and respect in social interactions within Indonesian society.

*7. Have you learned any idiomatic expressions?
Yes, like **panjang tangan**, **ringan tangan**.*

The student's response of the 7th question showed that she knew the idiomatic expression "panjang tangan". It doesn't literally refer to having long arms, but rather it's a figurative way to describe someone who steals. On the other hand, "ringan tangan" describes a person who is willing to help others and is generous, which is seen as a positive trait.

*8. How comfortable are you learning Indonesian language at BIPA class?
Yes, very comfortable. I really enjoy it.*

The student's response of the 8th question showed that the BIPA class provides a comfortable and enjoyable learning environment for her.

*9. What's the best way to practice listening comprehension in Indonesian?
Practice listening every day, watching movies with Indonesian subtitles helped me too.*

The student's response of the 9th question showed that the use of resources like movies with Indonesian subtitles are effective methods for improving listening comprehension in the Indonesian language.

*10. Do you understand basic Indonesian sentence structure (subject-verb-object)?
Yes, I understand the Indonesian sentence structures like *saya membantu teman*, *saya meminta donat*.*

The student's response of the 10th question showed that she understand the basic Subject-Verb-Object (SVO) sentence structure in Indonesian. Therefore, it is a great foundation for her in building more complex sentences.

*11. How confident are you in using Indonesian words and phrases?
I am very confident with using words and phrases in Bahasa.*

The student's response of the 11th question showed that her confidence in using Bahasa Indonesia words and phrases suggests that she has made significant progress in learning Indonesian language.

*12. Can you name five everyday objects in Indonesian?
Yes. payung , pasta gigi, buku, komputer, sisir.*

The student's response of the 12th question showed that she has correctly named five everyday objects in Indonesian.

*13. Apa kesanmu setelah belajar di kelas BIPA, UPA Bahasa, Politeknik Negeri Jember?
Saya punya pengalaman yang baik. Pengajarnya interaktif dan baik.*

The student's response of the 13th question showed that she has had a good experience in BIPA class at UPA Bahasa, Politeknik Negeri Jember.

*14. What's the activity you like most in BIPA class?
Saya suka di kelas BIPA bermain permainan bahasa karena saya belajar sambil bersenang-senang.*

The student's response of the 14th question showed that her enjoyment of language games in BIPA class suggests that she value fun and interactive methods of learning.

*15. Apa pengalaman yang paling tidak akan terlupakan?
Menjadi Guest Star acara Gus dan Ning.*

The student's response of the 15th question showed that being a Guest Star at Gus and Ning event must have been a remarkable experience for her. It's clear that this event stands out as a highlight and has had a meaningful impact on her time in Indonesia.

This research finally reveal Darmasiswa student's perception on the teaching learning process at BIPA class, the enthusiasm of learning Indonesian language and culture, and some challenges faced. The Darmasiswa student's responses (the 1st, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th response) showed positive perception rather than negative perception on the teaching learning process at BIPA class, Language Centre, Politeknik Negeri Jember. Moreover, those responses showed good enthusiasm of learning Indonesian language and culture. Otherwise, the Darmasiswa student's response (the 2nd response) showed the Darmasiswa student on how to adapt and face some challenges in learning Indonesian language.

4. Conclusion

The researcher's final conclusion, based on the previously mentioned research findings and discussion is that Darmasiswa student showed a good response on the perception on the teaching learning process at BIPA class. The result of this research contributes the teachers who teach BIPA class. Moreover, this result is given the way to know about Darmasiswa student in exploring Indonesian language and culture.

References

- 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), 190–201. <https://doi.org/10.32601/ejal.901016>
- Budiana M. K. (2021). The students' perception on the use of computer assisted language learning. In *Journal of Applied Studies in Language* (Vol. 5, Issue 1). <http://ojs.pnb.ac.id/index.php/JASL><http://ojs.pnb.ac.id/index.php/JASL>
- Creswell, J. W., & Guetterman T.C. (2018). *Educational Research_ Planning, Conducting, and Evaluating Quantitative and Qualitative Research-Pearson: Vol. 6th edition*.
- Dwi Cahyadi, M., No, C., & Malang Sleman, K. (2019). *Loneliness and Psychological Well-Being on International Students of the Darmasiswa Program Universitas Negeri Yogyakarta*. 2(2), 43–54. <http://journal.uny.ac.id/index.php/pri>
- Khoirunnisa, A. S., & Sauri, S. (2023). *Intercultural Learning Strategies to Enhance BIPA Students' Language Skills*. <http://dx.doi.org/10.4108/eai.17-12-2022.2333279>
- Kurniawan, F. I., & Jazadi, I. (2021). The English Speaking Competency and Challenges for BIPA Teachers. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(2), 172. <https://doi.org/10.33394/jo-elt.v8i2.4398>
- Laksono, P. T., & Ismiatun, F. (2023). Adapting to a Hard Situation: BIPA Teachers' Successful Strategies for Teaching Local Culture During the COVID-19 Pandemic. *REiLA: Journal of Research and Innovation in Language*, 5(1), 63–76. <https://doi.org/10.31849/reila.v5i1.11199>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. In *Language Teaching Research* (Vol. 19, Issue 2, pp. 129–132). SAGE Publications Ltd. <https://doi.org/10.1177/1362168815572747>
- Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. Tokyo: JALT.
- Sharp, C. A. (2003). Qualitative Research and Evaluation Methods (3rd ed.). In *Evaluation Journal of Australasia* (Vol. 3, Issue 2, pp. 60–61). <https://doi.org/10.1177/1035719X0300300213>

- Suteja, H., & Purwanti, C. (2017). Code Switching in BIPA Classes: Teachers' and Students' Attitudes. *Polyglot: Jurnal Ilmiah*, 13(1), 43. <https://doi.org/10.19166/pji.v13i1.356>
- Sutjipto, A. M., Pinariya, J. M., & Suwana, F. (2023). International student experience in Indonesia and public diplomacy consequences: Governance of Darmasiswa program. *International Journal of Evaluation and Research in Education*, 12(3), 1419–1428. <https://doi.org/10.11591/ijere.v12i3.22703>
- Zaidah, N., Nur Affini, L., Setyorini, A., Nur, S., Kebahasaan, K., & Budaya, dan. (2023). Cross-Cultural Adaptation of Darmasiswa International Students in Central Java Indonesia. *Lensa: Kajian Kebahasaan*, 13(2), 189–203. <https://doi.org/10.26714/lensa.13.2.2023.189-203>