Implementation of BIPA Learning at Muhammadiyah University of Kendari: Obstacles and Solutions

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Abstract: The internal difficulties of Muhammadiyah University Kendari's BIPA program are examined in this descriptive qualitative study using case studies. The results point to three primary barriers: pedagogical proficiency and instructional materials, students' language skills (pronunciation and structuring), cultural adjustment, and facility limitations. To solve these challenges, educators, staff, and students can employ solution ideas to create implementative plans and tactical actions. This study develops strategic recommendations to enhance the program's efficacy through rigorous triangulation, document analysis, interviews, and participatory observation. This strengthening is essential as a tool of cultural diplomacy in the global arena to develop a creative, relevant, and adaptable learning ecosystem for international learners in the digital era, in addition to boosting the quality of education.

Keywords: BIPA; Cultural Diplomacy; Teaching Materials Based on Local Wisdom; Pedagogical Competence; Qualitative Case Study.

Abstrak: Penelitian ini bertujuan untuk menganalisis secara mendalam tantangan internal. Temuan mengidentifikasi tiga hambatan utama yaitu hambatan linguistik siswa terkait struktur kalimat dan pelafalan, kompetensi pedagogis guru dan keterbatasan sumber daya dalam komunikasi pengajaran bahasa asing, serta kesulitan dalam adaptasi budaya dan keterbatasan fasilitas pendukung. Guru, staf BIPA, dan mahasiswa dapat menggunakan ide-ide solusi untuk mengembangkan tindakan taktis guna mengatasi hambatan-hambatan tersebut serta merumuskan strategi solusi yang dapat diimplementasikan. Pendekatan kualitatif deskriptif melalui metode studi kasus, data dikumpulkan melalui observasi kelas secara partisipatif, wawancara mendalam, dan analisis dokumen yang melibatkan guru BIPA, mahasiswa internasional, serta administrator program. Teknik triangulasi data (sumber, metode, dan waktu) diterapkan secara ketat untuk menjamin validitas dan reliabilitas temuan. Hasil penelitian ini diharapkan dapat memberikan rekomendasi strategis guna meningkatkan efektivitas program BIPA di Universitas Muhammadiyah Kendari. Selain memperbaiki kualitas pembelajaran, penguatan program ini berperan krusial sebagai instrumen diplomasi budaya dan sarana introduksi bahasa Indonesia di kancah global. Strategi yang dihasilkan diharapkan mampu menciptakan ekosistem pembelajaran yang adaptif, inovatif, dan relevan dengan kebutuhan pemelajar internasional di era digital.

Kata Kunci: BIPA; Diplomasi Budaya; Bahan Ajar Berbasis Kearifan Lokal; Kompetensi Pedagogis; Studi Kasus Kualitatif.

INTRODUCTION

A deliberate effort to introduce the Indonesian language and culture to the global population is the teaching of Bahasa Indonesia for Foreign Speakers (BIPA). This program enhances Indonesia's standing internationally by acting as a tool for cultural diplomacy in addition to being a language learning medium. In the era of increasing international academic mobility and global collaboration, language programs such as

BIPA play a crucial role not only in developing linguistic competence but also in facilitating cultural understanding and academic integration for international students (Kramsch, 1998; Risager, 2006).

Beyond grammatical proficiency, language programs such as BIPA are increasingly expected to develop learners' pragmatic and sociocultural competence, which are essential for effective communication in real academic and social contexts (Celce-Murcia, 2007). Learners who lack awareness of pragmatic norms may experience communication breakdowns despite possessing adequate linguistic knowledge.Through structured language instruction combined with cultural exposure, BIPA supports students' ability to participate actively in academic, social, and cultural life within Indonesian higher education institutions.Beyond its instructional function, BIPA has increasingly been recognized as an instrument of cultural diplomacy. Language education enables Indonesia to project its cultural values, social norms, and national identity globally, thereby strengthening its soft power in international relations (Byram, 1997; Nye, 2004). This intercultural orientation positions BIPA as more than a technical language program, emphasizing the integration of language learning with cultural interpretation and intercultural communicative competence (Liddicoat & Scarino, 2013). This perspective positions BIPA not merely as a technical language program, but as a comprehensive educational platform that integrates linguistic mastery with intercultural communicative competence.

However, Universitas Muhammadiyah Kendari and other higher education institutions in Indonesia confront a number of obstacles to the Bahasa Indonesia bagi Penutur Asing (BIPA) program's execution that call for serious consideration and workable solutions (Prasanty & Nurlina, 2024). In support of this, Lestari and Wahab (2023) point out that in order to increase the overall efficacy of Bahasa Indonesia bagi Penutur Asing (BIPA) programs, a more standardized curriculum and better teacher preparation are required. Additionally, study by Putra and Sari (2023) highlights how important it is to incorporate technology and a variety of learning tools in order to improve foreign learners' engagement and get around geographical restrictions in BIPA training.

Previous studies further indicate that internal challenges commonly faced by BIPA programs include curriculum inconsistency, limited availability of contextualized teaching materials, insufficient integration of digital technology, and varying levels of pedagogical and intercultural competence among instructors (Alwasilah, 2013; Richards, 2017).These issues tend to be more prominent in universities located outside major metropolitan areas, where access to learning resources and continuous professional development opportunities may be limited.

The adoption of BIPA (Indonesian Language for Foreign Speakers) instruction at Universitas Muhammadiyah Kendari is the sole focus of this study. Particularly, the emphasis is on determining the internal problems that the university setting faces and evaluating the approaches or fixes that instructors, program administrators, and other relevant stakeholders have used or can use. The study does not cover Bahasa Indonesia bagi Penutur Asing (BIPA) programs at other institutions or external factors beyond the campus setting. Therefore, this study aims to identify strategic solutions for program managers to enhance learning quality by analysing the challenges associated with implementing BIPA at Muhammadiyah University Kendari.

The cultural and language disparities between teachers and students are one of the biggest obstacles to Bahasa Indonesia bagi Penutur Asing (BIPA) instruction

(Laksono & Ismiatun, 2023). These distinctions frequently lead to communication and understanding gaps in the course materials. From a sociocultural perspective, language learning is inseparable from culture, and differences in communication styles, learning expectations, and social norms may trigger misunderstanding and culture shock among foreign learners (Hall, 1976). Intercultural misunderstandings in language classrooms often stem from differing cultural assumptions rather than linguistic errors alone, highlighting the importance of intercultural awareness in language instruction (Kramsch, 1998).

Different viewpoints and cultural backgrounds can present challenges for cross-cultural learning, but they can also present chances for cultural diplomacy through meaningful communication and cross-cultural dialogue, according to Khoirunnisa & Sunarya (2023). Additionally, recent studies by Wibowo and Lestari (2024) show that a deficiency of culturally sensitive instructional resources greatly exacerbates these communication hurdles, impeding successful Bahasa Indonesia bagi Penutur Asing (BIPA) learning. Effective learning materials should therefore be learner-centered, context-sensitive, and capable of integrating local cultural elements to support authentic language use (Tomlinson, 2011).

In addition, linguistic diversity in Bahasa Indonesia bagi Penutur Asing (BIPA) instruction is another crucial aspect that requires attention. Nurhamidah et al., (2020) highlight that innovative approaches such as the communicative method, multimodal learning, the audio-lingual approach, and task-based learning have proven effective in improving students' communication skills. These approaches align with contemporary views of communicative competence, which emphasize interaction, meaning-making, and contextualized language use (Celce-Murcia, 2007). The integration of digital technology and audiovisual media further enriches the learning experience and strengthens the pragmatic competence of Bahasa Indonesia bagi Penutur Asing (BIPA) students. Moreover, recent developments in digital learning indicate that e-learning platforms, language applications, and immersive technologies can significantly increase learner engagement and accessibility (Nasrullah et al., 2024)

Building on this, Solikhah and Iskandar (2024) emphasize how the rapid digital transformation necessitates the development of digital competency training for BIPA teachers to ensure the sustainable effectiveness of technology-integrated learning. Teacher competence thus emerges as a decisive factor in BIPA success, requiring mastery not only of Indonesian linguistics, but also pedagogical skills, digital literacy, and intercultural awareness to manage multilingual classrooms effectively (Richards, 2017). Such challenges demonstrate the need for an intercultural language learning approach, which views learners as active participants who negotiate meaning through language and culture simultaneously (Deardorff, 2006). Moreover, recent work by Nasrullah et al. (2024) demonstrates that the use of e-learning platforms, language applications, and even virtual and augmented reality can significantly increase accessibility and engagement, allowing students to interact with the language in more realistic and immersive contexts.

At Universitas Muhammadiyah Kendari, the implementation of Bahasa Indonesia bagi Penutur Asing (BIPA) learning faces these challenges firsthand. The diverse cultural backgrounds of students from various countries require instructors to develop high cultural sensitivity and adaptability in their teaching methods. Additionally, limited resources, including the lack of local wisdom-based learning materials and supporting technology, pose obstacles in creating an engaging and

effective learning environment (Nurhamidah et al., 2020). To overcome these issues, a comprehensive and innovative strategy is needed. Furthermore, BIPA instructors must receive training in using educational technology and intercultural teaching approaches to ensure that they can provide lessons that are both adaptive and responsive to students' needs. Adding to this, research by Indrayana and Sari (2024) suggests that integrating collaborative online international learning (COIL) models can significantly enhance cultural exchange and language acquisition, directly addressing the need for adaptable teaching. Moreover, a study by Permana and Wulandari (2024) indicates that developing a localized curriculum that incorporates Kendari's unique cultural heritage would not only enrich learning materials but also foster a deeper connection between students and the local context, thereby mitigating the challenge of limited local wisdom-based resources.

Collaboration with local communities and cultural institutions can also enrich students' learning experiences (Andriyanto et al., 2025). Engaging BIPA students in local cultural activities such as art festivals, traditional culinary events, and visits to historical sites provides them with real-life contexts for their learning while deepening their understanding of Indonesian culture (Istanti et al., 2025). Furthermore, a study by Rahmawati and Suparman (2025) emphasizes that such immersive cultural participation significantly boosts students' motivation and confidence in using Bahasa Indonesia in authentic social settings.

According to the opinions of the several experts mentioned, a multi-faceted approach is crucial for enhancing BIPA learning at Universitas Muhammadiyah Kendari. Lestari (2024) argues that a curriculum aligned with local cultural values and practices not only increases the relevance of learning materials but also strengthens learners' cultural identity, creating a more meaningful and authentic learning experience. In the context of BIPA, this means incorporating folklore, traditions, and social practices from Kendari into teaching materials to build cultural bridges for learners. Santoso (2023) states that mastering technology is no longer an option, but rather a necessity for teachers to create adaptive and interactive learning environments in the digital era. Structured training should cover not only the use of tools, but also effective digital pedagogy. This is relevant for BIPA as the use of online platforms, digital resources, and collaboration tools has become crucial in modern teaching. Nurjanah (2025) argued that effective language learning goes beyond grammar and vocabulary; it should actively promote understanding and appreciation of cultural diversity. This involves developing cultural sensitivity, cross-cultural communication skills, and intercultural mediation skills in BIPA teachers.

Based on these perspectives, this study aims to analyze and formulate a comprehensive strategy for strengthening the implementation of BIPA learning at Universitas Muhammadiyah Kendari by integrating local cultural content, digital pedagogy, and intercultural competence development. The urgency of this research lies in the growing demand for BIPA programs as part of Indonesia's internationalization and cultural diplomacy efforts, while current practices at the institutional level often lack systematic integration between curriculum design, technology use, and intercultural orientation. Without a structured and research-based framework, BIPA instruction risks becoming fragmented, less contextually relevant, and unable to respond to the challenges of global academic mobility and digital transformation.

RESEARCH METHODOLOGY

This research was conducted from July to August 2025 at Universitas Muhammadiyah Kendari. The study adopted a descriptive qualitative approach with a case study method. This approach was chosen because it enables an in-depth exploration of the contextual realities, experiences, and challenges of BIPA implementation within a specific institutional setting. Furthermore, the case study method allows for a comprehensive understanding of complex interactions among curriculum design, teaching practices, and institutional policies that cannot be adequately captured through quantitative measures. The selection of the case study method aimed to gain an in-depth understanding of the challenges in the implementation of the Indonesian Language for Foreign Speakers (BIPA) program at Universitas Muhammadiyah Kendari and explore potential solutions (Fadli, 2021). This approach allowed for a thorough exploration of a specific phenomenon in its natural context (Prawiyogi et al., 2020). Data were collected through classroom observations, interviews, and document analysis to explore the challenges and solutions related to Bahasa Indonesia bagi Penutur Asing (BIPA).

The subjects of this study included three main groups: Bahasa Indonesia bagi Penutur Asing (BIPA) lecturers with at least two years of experience and involvement in curriculum development, international students who had enrolled or were enrolled in the Bahasa Indonesia bagi Penutur Asing (BIPA) program (at least seven students with one semester of experience), and Bahasa Indonesia bagi Penutur Asing (BIPA) program administrators (coordinators or academic staff with at least two years of experience). These three groups were selected through a purposive sampling technique based on their expertise and involvement. This research design is depicted in Table 1 below:

Table 1. List of Respondents

Number	Status	Label	Years of Learning
1	Administrator	P1	1 Year
2	Teachers	P2	2 Years
7	International Students	P3	2 Years

Primary data were collected through in-depth interviews, while secondary data included academic documents such as curricula, syllabi, teaching modules, and official university reports related to the Indonesian for Speakers of Other Languages (BIPA) program. In addition, a literature review of current academic journals on Indonesian for Speakers of Other Languages (BIPA) education was conducted as an additional source of secondary data.

This research used one main data collection technique, namely in-depth interviews (Astuti & Indriana, 2024). In-depth interviews will be conducted in a semi-structured manner with three groups of subjects to explore their experiences and perspectives on obstacles and solutions in the Indonesian for Speakers of Other Languages (BIPA) program. Each interview will be recorded and transcribed for further analysis. A lattice is first created as a conceptual foundation for creating data collection tools. A grid of data collecting tools that will be converted into research tools and utilized to gather data in the field for this study is provided below.

Table 2. Interviewed Protocols

No	Things interviewed	
	Obstacles	**Solutions**
1	What are the main obstacles often faced in the implementation of BIPA learning, both in terms of academic and non-academic?	What strategic steps have been taken to overcome the barriers mentioned earlier?
2	Are there any difficulties in terms of availability or quality of teaching materials suitable for international students?	Are there any training or professional development programs for BIPA teachers to improve teaching quality?
3	What are the challenges faced by BIPA teachers, for example in terms of pedagogical competence or mastery of foreign languages to communicate with students?	How does the university facilitate international students in overcoming cultural adaptation challenges?
4	Are there any technical or infrastructural constraints that affect the learning process, such as classrooms or supporting facilities?	Are there any future plans to develop the BIPA program to make it more effective and attractive to prospective students?
5	What are the cultural adaptation challenges faced by international students, and does this affect their learning process?	What advice and input can you provide for the continuous improvement of the BIPA learning program at Universitas Muhammadiyah Kendari?

Furthermore, data will be analyzed using an interactive model that includes three stages: data reduction (selecting and simplifying information), data presentation (organizing data in narratives, tables, or diagrams), and conclusion drawing and verification (formulating findings and verifying them through triangulation) (Miles and Huberman, 2014). This research design is depicted in the figure 1 below:

Figure 1. An Interactive Model

To ensure data validity, this study will apply triangulation techniques, including source triangulation, method triangulation, and time triangulation (Laksono & Ismiatun, 2023). Source triangulation was conducted by comparing information from Bahasa Indonesia bagi Penutur Asing (BIPA) lecturers, international students, and program administrators to strengthen the validity of the findings. Method triangulation involved cross-checking data collected through interviews, observations, and document analysis to ensure consistency. Finally, time triangulation was applied by collecting data at different times to verify the consistency of findings and minimize situational bias.

RESULT AND DISCUSSION

The implementation of Indonesian language learning for foreign speakers (BIPA) at Muhammadiyah University Kendari was analyzed using an interactive model that began with data reduction, data presentation, and concluded with drawing conclusions and verifying findings (Ibrahim & Buchori, 2023). This analytical procedure is conceptually aligned with the interactive qualitative data analysis

framework proposed by Miles and Huberman, which views data reduction, data display, and conclusion drawing as cyclical and interconnected processes that enable deeper interpretation of contextual realities. The data reduction stage focused on simplifying raw information from interviews with staff, lecturers (P1, P2), and students (P1-P3) into key themes.

1. Data Reduction

The interview data collected was grouped into several main thematic categories. The categorization of themes reflects an inductive qualitative approach in which patterns emerge from participants' lived experiences, consistent with constructivist perspectives in qualitative inquiry (Richards, 2017). The interview data is described in Table 3 below:

Table 3. The Interview Data Collected

Key Theme	Summary of Findings	Interview Data Sources
Implementation of the BIPA Program	The program is still in operation, having begun in December 2024. It employs an international curriculum (Lamero A1) with locally tailored content on topics like shopping, currencies, hobbies, the Kendari language, and dorm activities.	Staff of BIPA
Effective Learning Strategies	Conversation and Q&A sessions are the most successful approach. Students believe that the instructor is the greatest teacher since they are skilled educators.	Staf of BIPA, Students (P3A)
Student Learning Aspects (Easy)	Word choice and vocabulary are seen to be the simplest to comprehend.	Students P3B
	Declare that every aspect of learning is easy to follow.	Students P3C
	Expressing the belief that mastering vocabulary is the simplest task.	Students P3D
Student Learning Aspects (Difficult)	The primary challenges are with Indonesian sentence form and pronunciation.	Students P3A
	More work with technical terminology and fluency is required.	Students P3E
	Having trouble understanding grammatical structures and sophisticated texts.	Students P3F
Academic Challenges (Material)	Finding appropriate fundamental materials for novices is challenging. Teachers require extra materials because there aren't many available, and a single theme necessitates multiple meetings.	Teachers (P2)
Non-Academic Obstacles (Teachers/Foreign Languages)	The teachers don't speak English well. Teachers find it challenging to instruct students who speak diverse dialects of English or who don't know any English at all.	Staf of BIPA, Teachers (P1, P2)
Non-Academic Obstacles (Facilities/Culture)	Understanding social conventions and learning style variations is challenging, and there is culture shock. Teachers must be considerate of religious variations in greetings and other forms of communication. Teachers reported that occasionally the TV would not connect, despite the staff's assertion that the facilities were complete.	Staf BIPA, Teachers (P1, P2)
Solutions & Development	The following actions have been taken: making PowerPoint presentations in the students' native tongues, locating instructors who speak English well, looking up more reference materials online, and	Staf BIPA, Teachers (P1,P2)

	stepping up activities and dialogue. The creation of interactive digital teaching resources, promotion, and BIPA training for educators are all suggested.	

2. Data Presentation

The reduced data is then presented in narrative and table form to comprehensively visualize the findings. The use of narrative text supported by matrices or tables is encouraged in qualitative analysis because it is an organized and compressed collection of information, making it easier for researchers to see patterns and draw conclusions (Miles, Huberman, & Saldaria, 2018). In addition, presenting data in narrative and table form is considered effective for assembling information in an orderly and integrated manner so that it is easy to understand (Ministry of Health, 2021). From a methodological standpoint, systematic data display strengthens analytical transparency and supports the credibility and trustworthiness of qualitative findings.

a. *Main Linguistic Problems of BIPA Students*

Based on interviews, students showed significant improvement in their Indonesian language skills. However, the difficulties faced by students can be divided into two main aspects, namely pronunciation and grammar/sentence structure. This can be seen in the table below.

Table 4. Main Linguistic Problems of BIPA Students

Learning Aspects	Students' Perception of Ease	Students' Perception of Difficulty
Vocabulary	The easiest	Needs training: Indonesian vocabulary (P2)
Pronounciation	-	Most difficult: Pronouncing Indonesian. Difficulty pronouncing the letter 'R' due to my British accent.
Grammar/Fluency	-	Most difficult: Construct sentences. Needs practice: Fluency, complex language, and reading.

This is consistent with previous research showing that language and cultural differences are one of the biggest obstacles in teaching Indonesian as a foreign language, where difficulties in phonological (pronunciation) differences can hinder smooth communication and cause misunderstandings of meaning (Journal of Applied Linguistics, 2023). From the perspective of communicative competence theory (Celce-Murcia, 2007), pronunciation and grammatical mastery are integral components of linguistic and discourse competence, which function as the structural foundation for meaningful interaction. Additionally, cultural differences also influence mindsets and communication styles, which hinder contextual understanding of language (Journal of Indonesian Language and Literature Education, 2022). This finding reinforces Kramsch's (1998) argument that language and culture are inseparable, meaning that linguistic difficulties often intersect with sociocultural interpretation. Therefore, focusing on complex grammar is in line with students' needs to improve their pragmatic competence, as mastery of grammatical structures is the foundation for accurately articulating meaning and social context (Journal of Indonesian Language and Culture Teaching, 2021). Such efforts also contribute to the development of intercultural communicative competence, as proposed by Byram (1997), where learners must not only form grammatically correct sentences but also use them appropriately within specific cultural contexts.

b. *Constraints on Resources and Teacher Competence*

The obstacles faced in the BIPA program at Muhammadiyah University Kendari are not only linguistic (e.g., pronunciation and grammar), but also related to the availability of resources and teacher readiness. This is consistent with research findings that show that the problems of teaching BIPA, especially during distance learning (online), include limitations in media and the availability of supporting resources, as well as difficulties for teachers in managing classes effectively, which requires a high level of readiness and competence (Jurnal Ilmiah Pendidikan, 2021). hese findings align with Richards' (2017) view that teacher competence encompasses not only subject-matter knowledge but also pedagogical skills, classroom management, and adaptability to contextual constraints. Furthermore, other studies also highlight that non-linguistic constraints such as the availability of supporting books and the disproportionate ratio of teachers to learners are also obstacles to the institutional development of BIPA (Journal of BIPA Development Obstacles, 2021). n the context of digital transformation, such limitations underline the urgency of strengthening teachers' digital literacy, as emphasized by Solikhah and Iskandar (2024), who argue that digital competence is essential for sustainable language instruction. This can be seen in the table below.

Table 5. Constraints on Resources and Teacher Competence

Challenges Category	Interview Findings Details	Validation of Previous Research
Teaching Materials	It is difficult to find basic materials for beginners. Teaching materials are very limited, and one topic requires more than one session.	Limited resources, including materials based on local wisdom and the need for a more standardized curriculum.
Teacher Competency (Foreign Language)	Some teachers have limited vocabulary skills when teaching English-speaking students. Problems arise when students know no English at all.	The need to improve digital competence and BIPA training for teachers.
Facilities	The staff stated that the facilities were complete, but the teachers reported that sometimes the TVs would not connect.	Infrastructure or technical constraints affect the learning process.

The challenges in teaching materials are compounded by the need for teachers to search for additional references on the Internet and recommendations to develop interactive digital teaching materials, in line with the importance of technology integration in BIPA learning. Research shows that teachers often need to proactively search for references, videos, and additional materials from the internet to enrich the content, given that conventional textbooks are often irrelevant to the specific needs of learners (Journal of Indonesian Language and Literature Education, 2024). This solution is very much in line with research recommendations that encourage the development of technology-based interactive digital teaching materials to facilitate adaptive exercises and immediate feedback (Journal of Educational Technology, 2023). This reinforces that the integration of technology, particularly through interactive media, is now a methodological necessity to overcome resource constraints and achieve effective communicative competence (Journal of Applied Linguistics, 2025).

c. Cultural Adaptation Challenges and Solutions

The difficulties faced by foreign students are often non-linguistic in nature, where they experience culture shock triggered by differences in social norms, daily habits, and the value system of Indonesian society (Journal of Cultural Studies and BIPA, 2024). This phenomenon corresponds to Hall's (1976) sociocultural theory, which explains that differences in high-context and low-context communication styles frequently generate misunderstanding in intercultural encounters. These obstacles also affect their participation and comfort in learning. Therefore, this emphasizes the ethical and pedagogical necessity for teachers to have high cultural sensitivity, especially in responding to sensitive issues such as religious and moral differences, in order to create an inclusive and respectful learning environment (Journal of BIPA Teaching Methodology, 2023). According to Deardorff (2006), intercultural competence involves attitudes of openness, respect, and empathy, which are crucial for managing multicultural classrooms effectively. This is because difficulties in understanding pragmatic contexts and communication often stem from learners' lack of understanding of Indonesian sociocultural norms (Journal of Applied Linguistics, 2025). This can be seen in the table below.

Table 5. Cultural Adaptation Challenges and Solutions

Cultural Adaptation Challenges	Solutions from Institutions/Teachers
Culture shock and difficulty understanding social norms.	The university provides accommodation and recommends speech contests for adaptation. Teachers teach the culture that exists in Indonesia.
Differences in native language/cross-cultural communication.	Create a PPT in the student's native language. Find a teacher who is fluent in English.

Cultural diplomacy is used to bridge cultural divides by offering accommodations and suggestions for events like speech competitions. According to research, non-academic services like housing and extracurricular activities like language competitions are crucial for both logistical assistance and successful cultural diplomacy (Journal of Education Management, 2024). Additionally, because they offer a secure setting for language practice in a social setting, interactive activities like speech competitions or presentations have been shown to be successful in lowering intercultural barriers and promoting meaningful cultural exchange (Journal of Communication Linguistics, 2023). Teachers benefit from this as well since they become more culturally sensitive and interculturally competent when they actively participate in these activities (Journal of BIPA Teacher Competence, 2025).

KESIMPULAN

This study concludes that the qualitative data analysis process, conducted through an interactive and iterative model, successfully produced valid and trustworthy findings. The conclusions were derived from systematically reduced and presented data, which were continuously verified throughout the analysis process. The credibility of the findings was strengthened through source triangulation involving students, teachers, and administrative staff, ensuring consistency across multiple perspectives. The results indicate that the conclusions accurately reflect the real conditions of the BIPA program at Muhammadiyah University Kendari, as supported

by methodological triangulation and alignment with established qualitative research frameworks (Ibrahim & Buchori, 2023).

Overall, the research identified three major challenges affecting the effectiveness of the BIPA program: linguistic barriers experienced by students, particularly in pronunciation and sentence structure; limitations in teaching resources and teacher competencies, especially related to English proficiency and instructional communication; and cultural adaptation as well as facility-related issues. These challenges collectively influenced the learning process and program outcomes. Based on these findings, the study concludes that improving teacher competence through structured BIPA and language training, developing comprehensive and interactive learning resources, and enhancing supporting facilities and student adaptation programs are essential strategic steps to strengthen the effectiveness and sustainability of the BIPA program

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