Evaluation of Indonesian language course development focused on internationalization with goal-oriented model

Laili Etika Rahmawati [a,1,*], Yunus Sulistyono [a,2], Koesoemo Ratih [a,3], Istiqamah [b,4], Jamiatul Hamidah [b,5], Zahy Riswahyudha Ariyanto [a,6], Nindy Muji Utami [a,7], Maya Ratu Fadilla [a,8], Kartika Satya Noviafitri [a,9]

[*a] Universitas Muhammadiyah Surakarta, Indonesia
[b] Universitas Muhammadiyah Banjarmasin, Indonesia

[1] laili.rahmawati@ums.ac.id; [2] yunus.sulistyono@ums.ac.id; [3] koesoemo_ratih@ums.ac.id;
[4] istiqamah@umbjm.ac.id; [5] jamiatulhamidah@umbjm.ac.id; [6] a310210153@sudent.ums.ac.id;
[7] a310239036@student.ums.ac.id; [8] a310230053@student.ums.ac.id; [9] a310210059@student.ums.ac.id

*Correspondent Author: laili.rahmawati@ums.ac.id

KEYWORD

ABSTRACT

Currently, the gap between the theory taught in lectures and the practical needs in Indonesian language internationalization projects hinders students' mastery of competencies in studying the Indonesian Language Development course. There is a pressing need to update the Indonesian Language Development curriculum to emphasize practical application, such as language development projects and the use of Indonesian in international contexts. Active student involvement through participatory and collaborative approaches is key to preparing students for the challenges of Indonesian language development in the era of globalization. This study aims to evaluate the Indonesian Language Development course, focusing on the internationalization of the language, and is based on participatory and collaborative learning. The method employed is the Goal-Oriented Evaluation Model, which involves identifying specific needs by analyzing issues in the Indonesian Language Development course. It identifies the objectives of the internationalization program based on clear indicators and proposes actions to improve teaching and learning. Data collection methods include classroom observations, student performance surveys, and interviews, along with a literature review to support an understanding of suitable participatory and collaborative learning methods The findings show that teaching methods incorporating technology, field practice, and interactive activities create positive and meaningful learning experiences. The evaluation, including student participation and collaboration, has yielded favorable results, with most respondents reporting that this learning is enjoyable, beneficial, and memorable. In conclusion, the study

concludes that the learning approaches at University A and University B are appropriate and effective.

Introduction

Indonesian language plays a significant role as the official language of the country and an essential identity marker of the Indonesian nation (Antari, 2019; Harmoko, 2015). Indonesian faces both opportunities and challenges in its development and the expansion of its speakers (Kase, 2019; Pardosi, 2021). Specific strategies are necessary to introduce Indonesian to the global community and to broaden its speaker base internationally (Sugono, 2017; Werdiningsih, 2018). The Ministry of Education and Culture (Kemendikbud) has highlighted the expanding role of Indonesian as an international language. Kemendikbud asserts that Indonesian has the potential to become an international language and serve as an official language in the United Nations (UN) by 2045 (Syanurdin & Hakim, 2023; Sitaresmi & Sulistyaningsih, 2022).

The aspiration has also been noted for further discussion and scheduling at the 12th Congress of the Indonesian Language (KBI), held from October 26-29, 2023 in Jakarta. According to Law Number 24 of 2009 concerning the National Flag, Language, Coat of Arms, and National Anthem (Somba et al., 2017; Setyawan et al., 2017), Article 44 Paragraph 1 states that the government will gradually, systematically, and sustainably enhance the role of Indonesian as an international language (Sudaryanto et al., 2019; Rochmiyati, 2015).

Currently, the role of Indonesian language is quite significant on the international stage. Indonesian is studied in more than 45 countries worldwide, and in Vietnam, it is the second official language after English (Thanh, 2023; Andayani, 2019). In Australia, Indonesian ranks as the fourth most popular language, taught in over 500 schools as a compulsory subject (Tanwin, 2020). Indonesian is now the most popular Asian language in Europe. Indonesian serves as a national identity, making Indonesian language education crucial in fostering a strong affinity among young generations for Indonesia's unique and diverse language and culture (Putri et al., 2020). However, in the realm of education in Indonesia, particularly in the teaching of Indonesian language courses, there is a lack of emphasis on activities that prioritize language internationalization (Basuki, 2022).

The internationalization of Indonesian is a strategic step in strengthening Indonesia's position in global contestation. Along with the increasing role of language as a tool of diplomacy and cultural influence, the dissemination of Indonesian to various countries in the world is a

means of expanding Indonesia's economic, social, and cultural reach. Indonesian, as an official language with more than 300 million speakers, has great potential to become an international connecting language. According to Wati et al. (2024), the internationalization of Indonesian has the potential to support economic development by strengthening international trade relations and promoting tourism.

The internationalization of Indonesian has a strategic dimension that can strengthen Indonesia's geopolitical position. In an era of very tight global competition, mastery and dissemination of language is a symbol of a country's soft power. If Indonesian is successfully recognized as an important language in international forums, this can increase Indonesia's political and diplomatic influence in various global forums (Siregar et al., 2024). Thus, Indonesian has the potential to become an important instrument in strengthening international relations and advancing national interests on the global stage.

The course "Development of Indonesian Language" plays a strategic role, particularly through its internationalization program applied within the course's learning process. Additionally, the course aims strategically to create more opportunities for participation in education, business, and tourism on the international stage (Nupus, 2020; Hia et al., 2023). This has the potential to enhance Indonesia's competitiveness across various economic and non-economic sectors. However, to date, the implementation of Indonesian Language Development has been limited to conventional lecture-based learning methods (Rozi, 2016). Current practices focus on in-class activities and prioritize conceptual theoretical content without real-world application. Rusnawati (2020) argues that conventional theoretical learning is less effective in enhancing students' learning outcomes.

The implementation of the "Development of Indonesian Language" course positions students as problem definers and solution providers concerning issues related to the use of Indonesian language in public spaces, education, enhancing the role of Indonesian as an international language, and standardizing Indonesian language proficiency. Faculty members must promptly renew course content oriented towards the internationalization of Indonesian language (Ningrum et al., 2017). Adaptive innovations are essential to fully support efforts in internationalizing Indonesian language. Innovations and creativity in teaching processes by faculty members will stimulate student motivation and enthusiasm in participating in the internationalization of Indonesian language learning (Mustadi et al., 2021). This will consequently enhance learning outcomes. Educational elements play a crucial role and must contribute to overseeing efforts in internationalizing Indonesian language. The

internationalization program of Indonesian language is a strategic step in introducing Indonesian language and culture globally (Suparno, 2018; Tanwin, 2020).

The course "Development of Indonesian Language" currently faces several issues that need to be addressed to enhance the quality and learning outcomes. Presently, the course predominantly focuses on language development at the national level (Mustadi et al., 2021). There is a need for a curriculum update oriented towards the internationalization of Indonesian language teaching (Rohimah, 2018). Another challenge is that the current teaching of Indonesian language development has not sufficiently motivated students to achieve optimal abilities. Optimal abilities include cognitive, psychomotor, and affective skills of learners (Nabillah & Abadi, 2020). Santoso et al. (2023) reveal that the approach to learning has not effectively encouraged students to actively participate and develop a deep understanding of Indonesian language in a global context.

There is a need for a reconstruction of the Indonesian Language Development course with a more participatory, collaborative, and internationally oriented approach to prepare students who are competent in promoting Indonesian language in global contexts (Aprilyansyah, 2018). Learning the Indonesian Language Development course at universities plays a crucial role in nurturing and developing Indonesian language (Mansyur, 2019). Higher education learning requires adaptive and innovative approaches to meet the demands of the times (Hidayah, 2016). The teaching of Indonesian Language Development in universities is urgent for fostering and expanding Indonesian language not only nationally but also internationally (Nisa et al., 2023; Gloriani, 2017).

Efforts to internationalize the Indonesian language are supported by restructuring the Indonesian Language Development course with an orientation towards internationalization using a participatory and collaborative approach. The participatory and collaborative approach in the context of Indonesian language development learning at universities plays a central role in creating a learning environment that supports the achievement of internationalization goals for Indonesian language programs. This approach involves students actively participating in the learning process (Hendikawati et al., 2016). Students are encouraged not only to be passive recipients of knowledge but also active learning agents who contribute to discussions, exchange ideas, and engage in various learning activities (Narsa et al., 2022).

This study aims to evaluate the Indonesian Language Development course that is oriented towards the internationalization of Indonesian language with a participatory and collaborative learning approach. The focus of this study is to identify the obstacles that arise in the teaching and learning process, especially the gap between the theory taught in lectures and the practical

application of Indonesian language in an international context. Based on the participatory approach, students are expected to be more involved in learning through real projects and group discussions that are oriented towards direct practice, so that they not only understand the theory, but also practice Indonesian language development in internationalization projects.

There are many assumptions that Indonesian society mentality is agrarian, worker, and only can be labour not a leader or activator. That assumption can be right. The fact is that work community level is dominated by the young generation who look for job vacancy, while the job opportunity which provided by the government is not match with the flow of school and university graduates.

Method

Research Method: Evaluative Research Approach

The research method employed in this study is evaluative research. Evaluative research involves the design and procedures used to gather information about the outcomes achieved through systematically implemented programs, employing scientific methods to obtain accurate and objective data and determine the benefits of these educational activities (Arif, 2019). This research aims to reconstruct the Indonesian Language Development course with an orientation towards internationalization, based on participative and collaborative learning.

The Goal-Oriented Evaluation Model

Among the various types of evaluative research models, the Goal Oriented Evaluation Model is particularly suitable for reconstructing the Indonesian Language Development course. The Goal Oriented Evaluation Model, or goal-oriented model, is applied to programs that have been initiated long before the model is applied. This model evaluates the effectiveness of an initiative based on how well it achieves its intended goals (Nisa & Hasibuan, 2022). Evaluation is conducted continuously and systematically to monitor the progress of the course in the development of teaching and learning processes. The benefits of using the Goal Oriented Evaluation Model include:

1. Ensuring that all activities and resources are directed towards achieving predefined goals,

2. Providing objective measurements of program success based on clear and measurable indicators, and

3. Helping to identify weaknesses and strengths of the program, thereby facilitating more effective improvements.

Stages of the Evaluation Process

The stages involved in this evaluation method begin with the identification of specific needs. Researchers conduct a thorough analysis of the existing issues within the Indonesian Language Development course and identify the goals of the internationalization program based on measurable indicators, along with appropriate actions to enhance the quality of learning. Needs identification is carried out through classroom observations, student performance surveys, and interviews. Additionally, a literature review is conducted to support the understanding of participative and collaborative learning methods that are suitable within the context of the Indonesian Language Development course.

Classroom Observations

Classroom observations were conducted with 52 students, comprising 40 students from Muhammadiyah University of Banjarmasin and 12 students from Muhammadiyah University of Surakarta. The classroom observation instrument consisted of 20 items/questions related to learning objectives, learning content, teaching methods, learning evaluation, use of resources, interaction, and communication, learning environment, technology use, student engagement, and learning facilities by the instructor.

Student Performance Surveys

Student performance surveys were conducted through a survey on the implementation of learning, completed by 48 students: 40 from Muhammadiyah University of Banjarmasin and 8 from Muhammadiyah University of Surakarta. The survey instrument on student performance included questions on learning objectives, learning content, teaching methods, learning evaluation, interaction, and communication, learning environment, technology use, student engagement, teaching facilitation, and additional comments related to the Indonesian Language Development course.

Interviews

Interviews were conducted with 40 students: 35 from Muhammadiyah University of Banjarmasin and 5 from Muhammadiyah University of Surakarta. The interview instrument covered introduction and background, learning objectives and orientation towards the internationalization of the Indonesian language, learning content, teaching methods, learning evaluation, interaction, and communication, learning environment, technology use, student engagement, teaching facilitation, and conclusions & recommendations related to the Indonesian Language Development course.

Literature Review

A literature review was conducted to discuss the research findings by comparing relevant research results sourced from recent scholarly journal publications. This step provides additional insights into participative and collaborative learning, grounding the findings of this study in a broader academic context.

Results and Discussion

1. Course Description: Indonesian Language Development

The course "Pembinaan Bahasa Indonesia" is designed to develop students' understanding and skills in the usage and development of the Indonesian language (Efendi & Sholeh, 2023). Utilizing a practical and problem-based approach, this course covers the application of the language in public settings, reinforces its role as a medium of instruction in education, and enhances Indonesian's function as an international language. In the era of globalization, the presence of Indonesian language on the international stage is crucial for improving communication abilities and fostering cross-cultural exchange (Simbolon et al., 2024). Based on the analysis of the course syllabus documents (RPS) for *"Pembinaan Bahasa Indonesia"* at University A and University B, the following findings are presented:

Table 1. Course Descriptions.

University A
The Course *"Pembinaan Bahasa dan Sastra Indonesia"* is categorized as a practical course. It covers topics related to the usage of Indonesian language in public settings, strengthening Indonesian as a medium of instruction in education, enhancing the function of Indonesian as an international language, and standardizing proficiency in Indonesian language. This course adopts a Problem-Based Learning (PBL) model, where students are directly involved in identifying issues and providing solutions to these problems.

University B
The course *"Pembinaan dan Pengembangan Bahasa Indonesia"* aims to provide understanding of strategies and methods in the nurturing and development of the Indonesian language. Students are taught various essential aspects in language nurturing, including enhancing language skills, maintaining the correctness of language usage, and promoting proper use of Indonesian language across different domains. Additionally, the course explores language development efforts concerning lexicon, structure, and function, considering the social dynamics and cultural influences that shape language evolution. Through discussions, analyses, and practical projects, students acquire skills to actively contribute to the nurturing and development of Indonesian language, whether as educators, researchers, or language practitioners.

The course description for Indonesian language development at University A and University B highlights their respective strengths and weaknesses. University A excels in practical focus and the application of problem-based learning (PBL), which encourages critical thinking among students. However, this course lacks emphasis on linguistic theory. Conversely, University B prioritizes language development strategies and methods considering social and

cultural dynamics, yet it places less emphasis on practical application and does not explicitly mention the learning model used. Students' difficulties in connecting theory with real practice in the field can be an obstacle in mastering the material. Therefore, an emphasis on structured practice is essential to develop the skills needed to face complex language challenges. Research conducted by Maryam & Hasanah (2021) shows that by giving project assignments in the form of Indonesian language development activities in elementary schools, students can concretely face existing language problems.

Improving the quality of the Indonesian Language Development courses at both universities, University A needs to strengthen its linguistic theory content and introduce modules on the internationalization of the Indonesian language. On the other hand, University B should add practical sessions for field application of knowledge and clarify the learning model that involves active student participation. Furthermore, University B needs to enhance efforts in the internationalization of the Indonesian language. Implementing these developments would enable the courses at both universities to better achieve the goals of Indonesian Language Development with a focus on internationalizing the Indonesian language through participative and collaborative learning approaches.

2. Learning Objectives

Based on the learning outcomes of the Indonesian Language Development course presented in the RPS document, as follows.

Table 2. Learning Objectives

University A
Sub-CPMK 1: Students can provide solutions related to the issues of Indonesian language usage in public spaces. Sub-CPMK 2: Students can provide solutions related to the issues of strengthening Indonesian language as the medium of instruction in education. Sub-CPMK 3: Students can design programs to enhance the role of Indonesian language as an international language. Sub-CPMK 4: Students can develop programs for standardizing proficiency in Indonesian language skills.

University B
1. Understanding the history of the development of the Indonesian language; 2. Identifying legal frameworks and language policies; 3. Providing an understanding of strategies and methods in the cultivation and development of the Indonesian language; 4. Planning and conducting the cultivation of the Indonesian language; 5. Various important aspects in language cultivation, including enhancing language skills; 6. Maintaining correctness in language usage; 7. Strategies for promoting proper and effective use of Indonesian language in various domains; 8. Efforts in language development, including lexicon, structure, and function, considering social dynamics and cultural influences affecting language evolution; 9. Skills to actively contribute to efforts in the cultivation and development of the Indonesian language, whether as educators, researchers, or language practitioners.

The learning outcomes of the Indonesian language development course at University A and University B show distinct characteristics. University A emphasizes the development of

concrete linguistic solutions through structured approaches and practical applications. However, it places less emphasis on the internationalization of the Indonesian language and the personal development of students. On the other hand, University B offers a broad coverage that includes history, policies, strategies, and language cultivation practices, considering social and cultural dynamics. However, the Course Program Learning Outcomes (CPMK) at University B appear somewhat general and lacking direction, with less focus on implementing concrete solutions and indicators for internationalization.

University A needs to clarify indicators for internationalization and add a focus on the personal development of students. This is very necessary, because focusing on student self-development is very important to improve soft skills, such as communication and collaboration skills, which are very much needed in the world of work (Dacholfany et al., 2023). Meanwhile, University B should consider subdividing CPMK into clearer and more directed sub-CPMKs, and include components that focus on concrete solutions to language issues. Both universities also need to clarify indicators for the internationalization of the Indonesian language within their CPMKs. With these adjustments, learning outcomes can become more effective and relevant, aligning with the goals of participative and collaborative learning oriented towards the internationalization of the Indonesian language.

Are the learning objectives in the course clear and related to the development of Indonesian language competencies that include aspects of language internationalization?
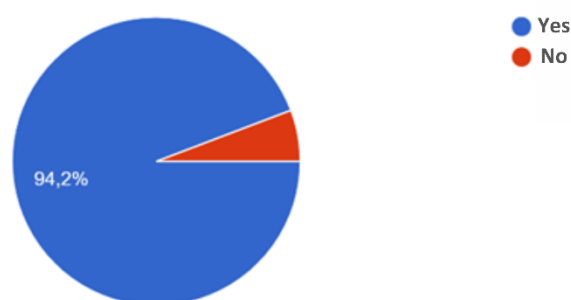52 Answer

Fig 1. The Relevance of Learning Objectives to Language Internationalization

Based on the data, it shows that 94.2% of respondents agree that the learning objectives of the Indonesian language development course are clear and relevant to the development of Indonesian language competencies, including aspects of language internationalization. It can be concluded that the course objectives are generally well-received by students. The clarity of the learning objectives can be seen from the clear structure, specific formulation of objectives that are measurable, achievable, relevant, and time-bound (SMART). The course successfully

Rahmawati et.al (Evaluation of the Course Development of...)

integrates theoretical and practical elements, enabling students to see the relevance of the theory learned and its application in real-world contexts. In a real context, for example, students carry out language development projects as initiated in Puspitasari's research (2017), namely developing good and correct Indonesian in education and teaching.

The learning objectives cover various aspects of language competencies such as reading, writing, speaking, and listening in Indonesian, indicating that the course is designed to develop students' language abilities holistically. Holistic education, according to Widyastono (2018), is an approach that believes that individuals can find identity, meaning, and purpose in life through connectedness with society, the environment, and spiritual values. In the context of higher education, this approach prioritizes the empowerment of all dimensions of students, namely mind, heart, and body in the learning process. Thus, students are expected to be able to explore their potential to the maximum and contribute to the surrounding environment. Zandroto & Indriani (2023) also emphasize the importance of a comprehensive learning experience, so that students not only gain academic knowledge, but also develop social and emotional skills that are relevant to challenges in society. However, although most respondents agree with the clarity and relevance of the learning objectives, there is still room for improvement, especially in explicitly addressing internationalization aspects. Strengthening emphasis on how the developed competencies can be applied in the global arena will better prepare students for cross-cultural and international communication challenges.

Do you feel that the learning objectives are related to the development of Indonesian language competencies that include aspects of language internationalization?
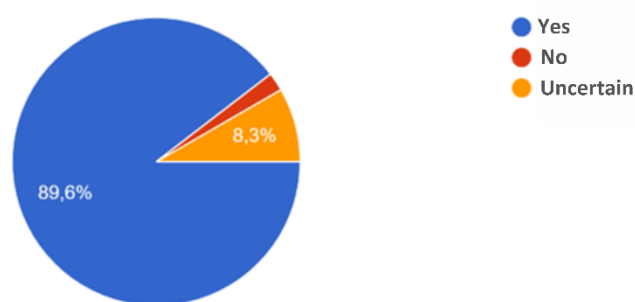48 Answer

Fig 2. Coverage of Learning Objectives on Internationalization Aspects

Based on data showing that 89.6% of respondents agree that the learning objectives of the course are related to the development of Indonesian language competencies, including aspects of Indonesian language internationalization, it is evident that the majority of students have a

positive perception of this connection. This indicates that the course's learning objectives are designed to prepare them to face global challenges involving the widespread use of Indonesian language, both in local and international contexts. The emphasis on the internationalization aspect in learning Indonesian is in line with the theory of Multicultural Education which emphasizes the importance of language teaching as a tool to understand and appreciate cultural diversity, as well as to build effective communication in a global environment (Supriatin & Nasution, 2017).

A small percentage of respondents expressed uncertainty (8.3%) or even disagreement (2.1%) regarding the connection between the learning objectives and the development of internationally oriented Indonesian language competencies. This indicates a need to clarify or emphasize more concretely how the course integrates aspects of language internationalization into its curriculum.

3. Learning Materials

The learning materials presented in the Course Syllabus (RPS) for the Indonesian Language Development course are as follows:

Table 3. Learning Materials.

University A
(1) The problem of using Indonesian in public spaces; (2) a program to strengthen Indonesian as a language of instruction in the field of education; (3) Increasing the function of Indonesian as an international language; (4) Standardization of Indonesian language proficiency.
University B
(1) History of the development of the Indonesian language; (2) Indonesian legal umbrella; (3) Our ability to speak Indonesian; (4) Language policy; (5) Language attitudes; (6) Language planning; (7) Language development; (8) Language development; (9) Language standardization; (10) Standard variety of Indonesian; (11) Our grammar book; (12) Indonesian at the age of 80 years; (13) Indonesian in the hands of experts and lay people; (14) Mass media in the development, development and development of the Indonesian language; (15) Indonesian in print mass media; (16) Improving the quality of assertive Indonesian language learning in schools; (17) Indonesian and English in formal education; (18) Indonesian language development and bilingual school programs; (19) The negative impact of bilingual schools on Indonesian language development; (20) English as the language of instruction in the teaching and learning process at RSBI and SBI; (21) Center for Indonesian language and language development.

Based on the materials presented from University A and University B regarding the development of Indonesian language, it is evident that both universities have various components that support the internationalization of the Indonesian language. University A, although not explicitly mentioning indicators related to internationalization, includes the development of Indonesian language as an international language and the use of Indonesian language in public spaces as part of its learning objectives. This effort aims to prepare students to face global challenges related to the use of Indonesian language. This concept can be related

to Rohimah (2018) view on language policy, that a language can be an integral part of a national policy that supports improving its status in the international arena. The use of Indonesian in public spaces is an important strategy in strengthening national identity while promoting the language at the global level. University B presents various topics on Indonesian language development, including the role of Indonesian language in a global context such as in mass media, bilingual education, and the use of Indonesian alongside English in formal education. The focus is more on theoretical and historical aspects, yet there is significant potential to connect this material with broader practical applications on an international scale. This concept can be strengthened by placing more emphasis on concrete strategies to promote and expand the use of Indonesian language internationally. In addition, the strategy proposed by Pratikno et al. (2024) shows that language internationalization efforts require more detailed language planning, including cross-sectoral collaboration such as education, media, and diplomacy, to ensure that the language is able to compete and be recognized globally.
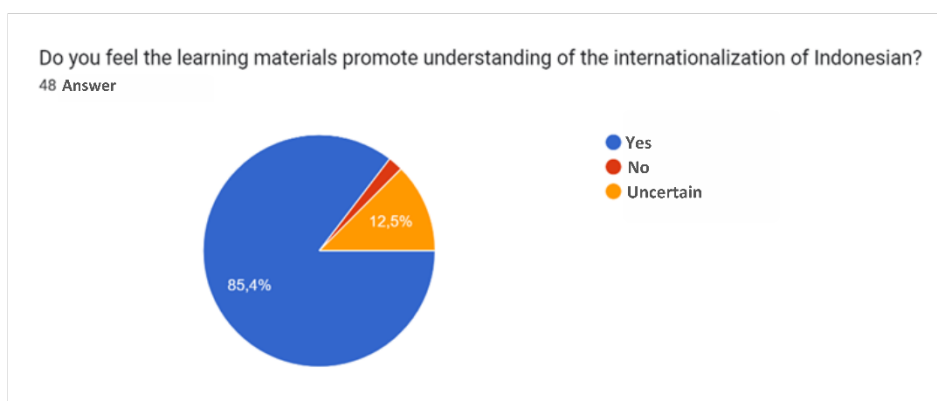

Fig 3. The alignment of learning materials with internationalization

Based on data from the questionnaire showing that 85.4% of respondents feel that the learning materials promote understanding of the internationalization of the Indonesian language, it can be concluded that most students feel that the taught materials are aligned with the focus on internationalizing the Indonesian language. This high percentage indicates that the approach taken in the course effectively communicates the importance of the Indonesian language in the global context to students. It illustrates that efforts in higher education aim to produce stakeholders competent in the internationalization of the Indonesian language. According to Oktania (2023), in the context of globalization, understanding the dynamics of language internationalization is important to expand the function and status of the national language in the global arena. This is also in line with the statement of Alam et al. (2022), who emphasized the importance of language as a tool to achieve political, economic, and social goals

in an international context. Therefore, a curriculum that promotes an understanding of the internationalization of the Indonesian language is a crucial instrument in supporting this language agenda.

A small percentage of respondents (12.5%) who feel uncertain about the promotion of understanding internationalization of the Indonesian language through learning materials suggests that there is still room for improvement. This could involve deeper content delivery or clearer strategies related to the application of the Indonesian language in the global context. Efforts to expand the use of Indonesian beyond Indonesian society are a step to improve Indonesia's image internationally by improving the quality of Indonesian language teaching to foreign speakers (Zulfadhli, 2017).

4. Learning Method

Table 4. Learning Method

University A
Case Study, Problem-Based Learning, Project-Based Learning
University B
(1) Small Group Discussion; (2) Role-Play & Simulation; (3) Discovery Learning; (4) Self-Directed Learning; (5) Cooperative Learning; (6) Collaborative Learning; (7) Contextual Learning; (8) Project Based Learning; (9) Problem Based Learning & Inquiry.

University A employs case studies, Problem-Based Learning (PBL), and Project-Based Learning (PjBL) as its primary approaches. These methods effectively encourage students to tackle real-world issues in various linguistic contexts, such as the use of Indonesian language in public spaces or on an international scale. PBL and PjBL train students to collaborate, identify solutions, and implement language strategies that are appropriate for global demands. This aligns with the course's objective of preparing students to meet the challenges of cross-cultural communication. According to Alrajeh (2021), PBL is a constructivist learning approach in which students are trained to find solutions to complex problems through collaboration and independent research. Likewise, Project-Based Learning (PjBL) according to Wang (2022) can increase student engagement by providing a realistic learning context, thus preparing students for real challenges.

On the other hand, University B offers various teaching methods such as Small Group Discussion, Role-Play & Simulation, Cooperative Learning, and others that are also relevant to fostering Indonesian language with an internationalization focus. Methods like Role-Play & Simulation can help students understand the dynamics of using Indonesian language in various contexts, including cross-cultural interactions. Cooperative Learning and Collaborative

Learning also strengthen social skills and communication, which are crucial in the global arena. According to Mendo-Lázaro (2022), Cooperative Learning encourages the development of strong interpersonal and communication skills, which are essential in cross-cultural situations. In addition, Role-Play & Simulation, according to Solikhin et al. (2023), allows students to experience real situations and develop communication skills needed in intercultural interactions.

However, it's important to note that the use of methods like Discovery Learning and Self-Directed Learning should be specifically directed to ensure that students can effectively apply their knowledge towards the goals of internationalizing the Indonesian language. Discovery Learning, according to Susanti & Purwandari (2024), is effective in encouraging independence and creativity, but must be balanced with clear guidance so that students remain focused on applying knowledge in an international context. Both University A and B have provided a range of teaching methods that support the objectives of fostering Indonesian language with an internationalization focus.
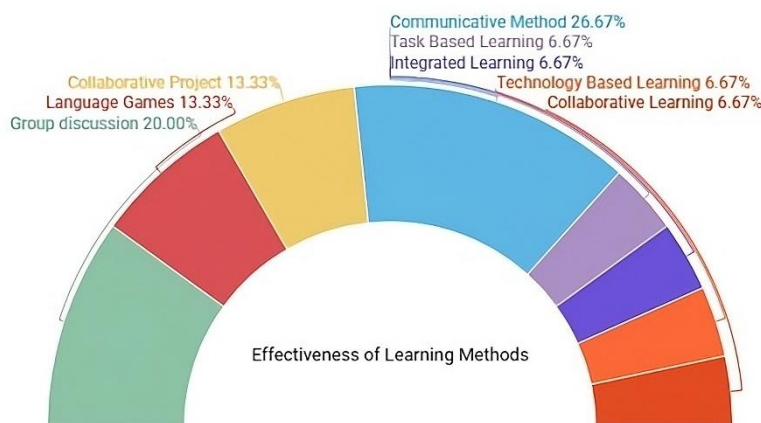
Fig 4. Effectiveness of Teaching Methods

The teaching methods used in the Indonesian Language Development course demonstrate that various approaches such as active learning, problem-based learning, technology-based learning, project-based learning, and collaborative learning are highly effective in achieving diverse learning objectives. Active learning methods, such as group discussions and language games, are effective in enhancing student engagement and reinforcing their understanding of the Indonesian language. According to Samal's statement (2018), active learning encourages students to be more actively involved in the learning process, both physically and mentally, thereby strengthening their conceptual understanding of the material.

Problem-based learning helps students connect language usage to real-world contexts,

enriching their skills in finding solutions to relevant challenges. The use of technology, such as learning applications and online platforms, provides broader access to materials and instant feedback, facilitating self-directed and interactive learning. Project-based learning offers students opportunities to develop language skills while producing real products, such as presentations or videos in Indonesian. Collaborative approaches, such as group projects and group discussions, also contribute to enhancing student engagement and understanding through cooperation in solving language-related problems. Combining these learning methods aims to improve the effectiveness of learning Indonesian language and to provide a broad and engaging learning experience for students. Integrating technology into learning provides greater relevance to real-world challenges faced by students in effectively using Indonesian language. Project-based approaches connect learning with everyday life practices.
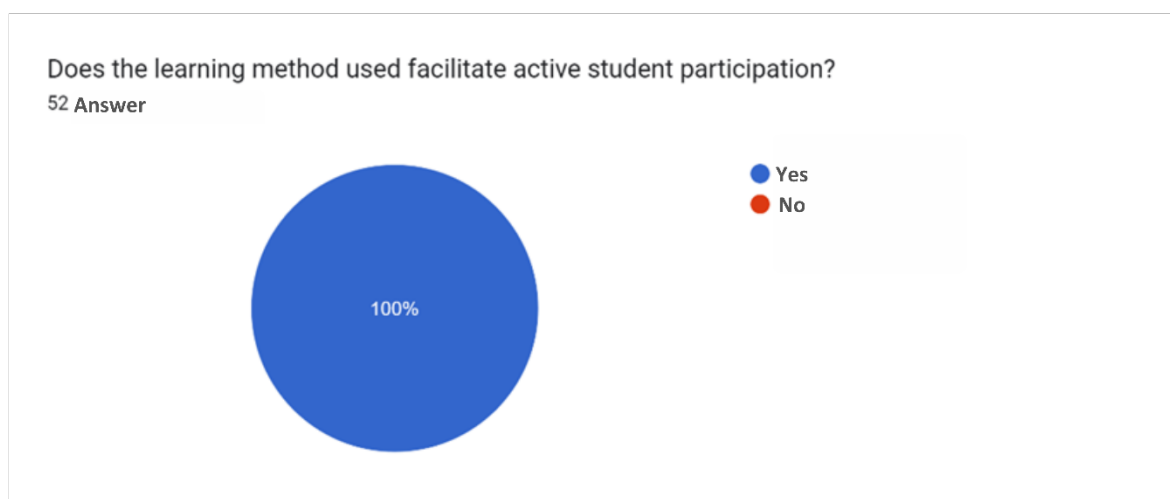
Fig 5. The Relevance of Learning Methods with Active Participation.

Based on the questionnaire results showing that 100% of respondents feel that the learning methods used facilitate active student participation, it can be concluded that the teaching methods applied at Universities A and B are appropriate for the Internationalization-oriented Indonesian Language Development course. This indicates that both University A, with approaches like case studies, Problem-Based Learning (PBL), and Project-Based Learning (PjBL), and University B, with methods such as Small Group Discussion, Role-Play & Simulation, and Cooperative Learning, are capable of encouraging students to actively engage in the learning process. This active participation is crucial for the development of Indonesian language skills with a global orientation, ensuring that students can apply these skills in practical situations. The Cooperative Learning method used at University B is in accordance with Vygotsky's (1978) social learning theory which emphasizes that learning is a social process that occurs through collaboration with others.

Thus, the combination of various active learning methods supports the achievement of the goal of internationalizing Indonesian and preparing students to apply language skills in a global context. Kolb's (1984) experiential learning theory also supports the importance of learning through direct experience, where students actively participate in learning and connect theory with practice, deepening understanding and improving Indonesian language competence in the international arena.

Do you feel the learning method promotes collaboration between students in learning?
48 Answer
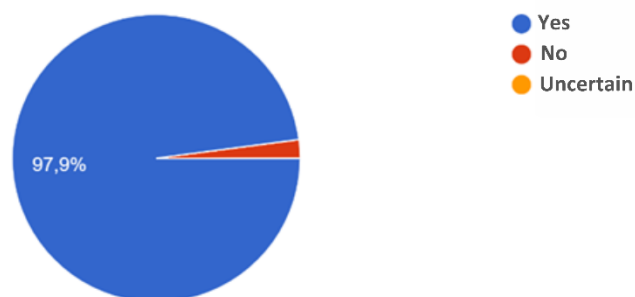
Fig 6. The Relevance of Learning Methods to Student Collaboration.

Based on the questionnaire results indicating that 97.9% of respondents feel that the learning methods at Universities A and B promote collaboration among students, it can be concluded that both universities have implemented effective approaches to facilitate interaction and active cooperation among students. University A, using methods such as case studies and Problem-Based Learning (PBL), emphasizes focused problem-solving, while University B, with approaches like Small Group Discussion and Cooperative Learning, highlights small group discussions and collaboration in the learning process.

The implementation of these methods aligns with the principles of the Indonesian Language Development course oriented towards the internationalization of the Indonesian language. This course aims for students not only to develop proficiency in Indonesian but also to effectively collaborate in the international development of the language.

Student collaboration provides a platform for learning from each other's experiences and perspectives, thereby enhancing understanding of efforts to implement and promote Indonesian language internationally.

5. Asessment

Based on the information obtained from the course syllabus (RPS), the assessment or

evaluation methods for the Indonesian Language Development course are as follows:

Table 5. Asessment

University A
CPMK (Course Learning Outcomes) 1 i.e. 30%; (2) CPMK (Course Learning Outcomes) 2 i.e. 20%; (3) CPMK (Course Learning Outcomes) 3 i.e. 30%; (4) CPMK (Course Learning Outcomes) 4 i.e. 20%
University B
The evaluation used includes assessment of outcomes and processes, interest, attention, and participation during the course of learning (activities and tasks 30%). Assessment of learning outcomes involves completing specific tasks or performance tests in mid-term exams (30%). Final exams (40%) test cognitive and psychomotor abilities, namely the capability and skill in developing Indonesian language materials in accordance with Indonesian language norms.

Based on the assessment structure, University A and University B employ different yet relevant approaches to the course "Indonesian Language Development with an Orientation towards Indonesian Language Internationalization" based on participatory and collaborative learning. University A uses percentages as an evaluation method, with CLOs (Course Learning Outcomes) divided into four sections with corresponding weights. This approach emphasizes measuring specific achievements expected from students in mastering various aspects of Indonesian language. According to the theory of performance-based assessment, evaluations that focus on real results provide a more accurate picture of students' abilities and achievements in real contexts, especially in courses that require practical skills such as language. This percentage-based assessment is in line with this model, where learning outcomes can be measured through clear and structured indicators (Brown & Abeywickrama, 2019).

It provides a clear picture of how well students achieve learning objectives; however, attention should still be given to how this assessment accounts for the aspects of Indonesian language internationalization and collaboration in learning. University B adopts a more comprehensive approach by considering evaluations based on learning outcomes and processes, as well as interest, attention, and participation during the learning process. This assessment includes activity tasks that support participatory and collaborative learning by encouraging active interaction among students. Assessments in the form of mid-term and final exams that cover cognitive and psychomotor abilities are also relevant for measuring understanding and application of Indonesian language skills. Both University A and University B have adapted assessment methods that support the goals of the course "Indonesian Language Development with an Orientation towards Indonesian Language Internationalization" based

on participatory and collaborative learning. The structured evaluations from both universities provide a comprehensive overview of students' capabilities.

Evaluation Method	Description
Portfolio	Students prepare various types of learning products.
Performance Based Exams	Involves real communicative situations or tasks in Indonesian.
Written Assignments	Provide written assignments such as essays, research reports, or reflections.
Group discussion	Use discussion groups to actively participate in speaking and listening.
Reviews and Feedback	Provide constructive reviews to students about their performance.

Fig 7. Evaluation Methods

The evaluation methods applied in the course "Indonesian Language Development" have supported the internationalization of Indonesian language based on participatory and collaborative learning. Evaluation through portfolios allows students to demonstrate skills and development in various aspects of Indonesian language, from writing to speaking in authentic and diverse ways (Syaharuddin & Mutiani, 2020). This reflects real-life scenarios where language is used dynamically, preparing students to develop Indonesian language skills in international contexts. Performance-based exams further strengthen this approach by placing students in communicative situations that demand the use of Indonesian language in realistic environments, enhancing students' practical ability to communicate effectively in diverse situations (Rahmat et al., 2023).

The methods of written assignments, group discussions, and constructive feedback contribute significantly to participatory and collaborative learning. Written assignments such as essays and research reports encourage students to think critically and articulate their ideas through written expression. Meanwhile, group discussions facilitate collaboration and knowledge sharing among students, enriching their understanding of Indonesian language and culture. Reviews and feedback from professors and peers ensure that students receive valuable input to continually improve their proficiency in using Indonesian language correctly and effectively, as well as developing strategies for internationalizing Indonesian language. The evaluation methods used enrich their learning experience, support the development of internationally oriented Indonesian language competencies, and encourage active participation and collaboration.

Are there evaluation elements that measure student participation and collaboration in learning?
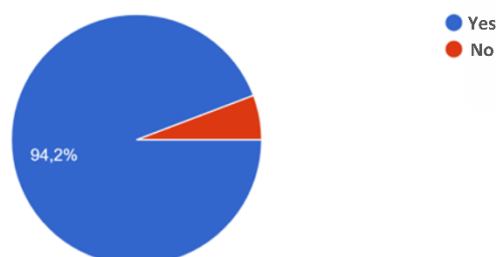52 Answer

● Yes
● No

94,2%

Fig 8. Evaluation Elements that Measure Participation and Collaboration

Based on the questionnaire indicating that 94.2% of respondents stated that learning assessment includes elements that measure student participation and collaboration, it can be concluded that assessment at Universities A and B has implemented principles of participatory and collaborative learning. At University A, the distribution of evaluation across various CPMKs demonstrates attention to variation in student competency development. According to research by Damanic (2023), a collaborative learning approach not only increases student engagement but also strengthens social skills. At University B, assessment of processes, interests, and participation during learning, as well as the use of exams and assignments covering cognitive and psychomotor aspects, provides a comprehensive evaluation of student competency progress.

Assessment at both universities aligns with the principles of the Indonesian Language Development course oriented towards the internationalization of Indonesian language based on participatory and collaborative learning. Evaluation elements measuring participation and collaboration direct students to apply their knowledge in real-life situations through interaction and cooperation with their peers. The use of various assessment methods such as written assignments, group discussions, and performance-based exams demonstrates both universities' commitment to creating a learning environment that fosters active engagement and the development of skills relevant to the global context. As expressed by Asri et al. (2024), constructive feedback in the learning process contributes significantly to achieving better learning outcomes, creating a more meaningful learning experience for students. This indicates that the assessments implemented are in line with the goal of developing strong Indonesian language competencies that are relevant to international challenges.

Do you feel there are evaluation elements that measure student participation and collaboration in learning?
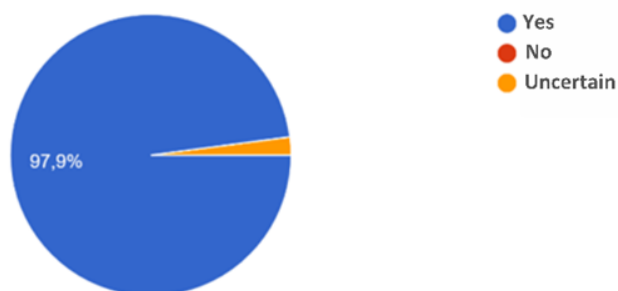48 Answer

Fig 9. The Relevance of Evaluation Elements in Measuring Participation and Collaboration

Based on the questionnaire data showing that 97.9% of respondents feel there are assessments measuring student participation and collaboration in learning, it can be concluded that assessment at Universities A and B has successfully integrated participatory and collaborative elements. Evaluation at University A, encompassing various CPMKs, indicates a structured approach to measuring different aspects of student competence. On the other hand, University B utilizes process assessments involving activities, tasks, and cognitive as well as psychomotor evaluations, providing a comprehensive overview of student progress.

The learning assessments at both universities align with the principles of the Indonesian Language Development course focused on the internationalization of Indonesian language through participatory and collaborative learning. These assessments measure participation and collaboration, validating that students actively engage in the learning process, interact with their peers, and apply their knowledge. The assessments, which include various methods such as written assignments, group discussions, and performance-based exams, demonstrate both universities' efforts to create a learning environment that encourages active engagement and the development of up-to-date Indonesian language competencies.

Based on the results of interviews with students who took the Indonesian Language Development course, they provided feedback regarding their experiences, as follows:
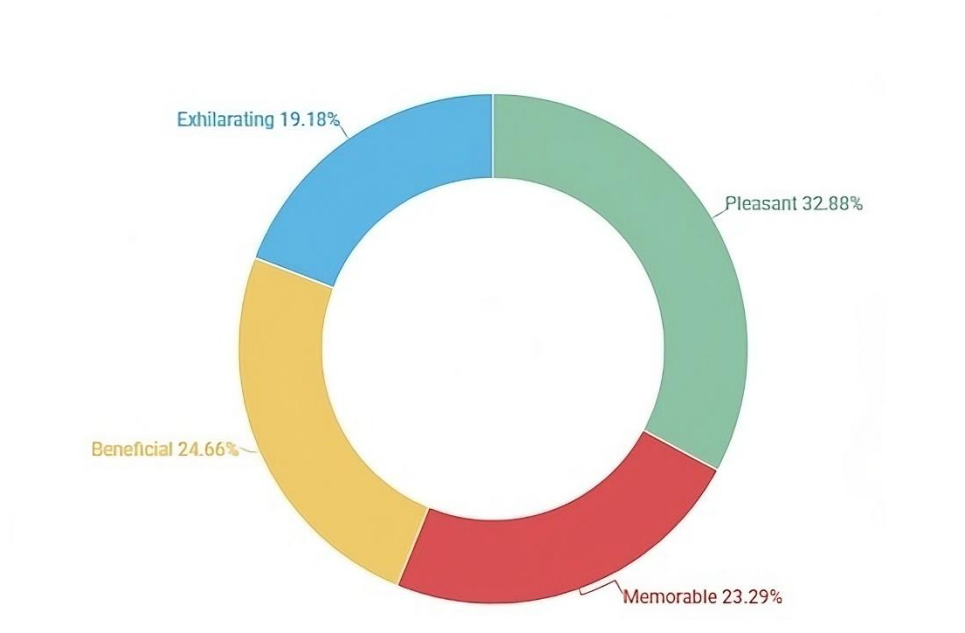
Fig. 10. Student Feedback.

Based on the questionnaire results, the majority of respondents provided positive feedback regarding the Indonesian Language Development course oriented towards the internationalization of Indonesian language with a participatory and collaborative learning approach. Most respondents felt that the learning experience was enjoyable (32.88%), beneficial (24.66%), memorable (23.29%), and fun (19.8%). This feedback indicates that the teaching methods employed have successfully created a positive and meaningful learning experience for students.

The enjoyable aspect of this learning is reflected in various activities that involve active student participation, such as using technology, language applications, and direct field practices. Students experience interactive and dynamic learning, which enhances their motivation to learn. This is in line with constructivist learning theory which emphasizes that learning experiences that involve active participation will be easier for students to understand and remember (Nasution et al., 2024). Engagement in practical activities like mentoring at elementary schools provides real-world experiences that enrich students' understanding of applying Indonesian language in everyday contexts.

Evaluations involving assessment of participation and collaboration also play a crucial role in creating a participatory and collaborative learning environment. These assessments encourage students to actively contribute to discussions and group work, as well as develop essential communication and teamwork skills in a global context. Feedback from respondents indicates that this approach successfully enhances their language skills and understanding of Indonesian language, while providing a memorable and meaningful learning experience.

197

The benefits of this learning extend beyond improving language skills to encompass knowledge of the history and development of Indonesian language, grammar, spelling, as well as writing and speaking abilities. Students feel that this learning provides them with new knowledge they were previously unaware of, demonstrating that the Indonesian Language Development course is effective in broadening their insights and knowledge of Indonesian language. Additionally, opportunities for hands-on practice in elementary schools enhance students' understanding of the importance of language development from an early age.

Students' feedback indicates that the Indonesian Language Development course has successfully achieved its goals in creating a participatory and collaborative learning environment, as well as supporting the internationalization of Indonesian language. Interactive teaching methods and comprehensive assessments ensure that students not only learn theoretically but also apply their skills in real-life situations, making their learning experience more meaningful and memorable.

Conclusion

Based on research on the Indonesian Language Development course focused on the internationalization of Indonesian language through participatory and collaborative learning, it can be concluded that the teaching approaches implemented at Universities A and B are appropriate and effective. Learning methods involving technology use, direct field practices, and various interactive activities have successfully created a positive and meaningful learning experience for students. Evaluations that include student participation and collaboration have also shown excellent results, with most respondents expressing that this learning is enjoyable, beneficial, memorable, and fun.

The practical implications of this research highlight the importance of implementing interactive and participatory teaching methods in Indonesian language instruction. The use of technology, language applications, and direct field practices can serve as effective tools to enhance language skills and student motivation. Educational institutions should continue to support and develop these approaches to create a more dynamic and enjoyable learning environment. From a theoretical standpoint, this research supports active and collaborative learning theories, which posit that student engagement in the learning process can significantly improve their understanding and skills. The findings strengthen the argument that learning involving technology and real-world practices is not only relevant but also highly effective in language learning contexts. On a policy level, educational institutions and policymakers should consider incorporating participatory and collaborative elements into Indonesian language curriculum. Policies that support the use of technology and field practices in language

instruction can help achieve the goal of internationalizing the Indonesian language. In summary, the practical implications underscore the benefits of interactive and participatory learning methods, while theoretical insights support the effectiveness of these approaches in enhancing language acquisition and student engagement. Policymakers are encouraged to integrate these findings into educational strategies to foster a more effective and globally oriented language learning environment.

Declarations

Laili Etika Rahmawati is responsible for:
1. Collaborating with faculty members and students to draft research proposals.
2. Managing and coordinating activities and finances.
3. Monitoring the progress of research and ensuring adherence to the schedule.
4. Directly participating in data collection, data analysis, and interpretation of research findings.
5. Compiling progress reports and final research reports.
6. Compiling research outputs.

Yunus Sulistyono is responsible for:
1. Drafting research proposals.
2. Compiling progress reports and final research reports.
3. Compiling research outputs.

Author contribution :

Koesoemo Ratih is responsible for:
1. Drafting research proposals.
2. Compiling progress reports and final research reports.
3. Compiling research outputs.

Istiqamah is responsible for:
1. Drafting research proposals.
2. Compiling progress reports and final research reports.
3. Compiling research outputs.

Jamiatul Hamidah is responsible for:
1. Directly participating in data collection, data analysis, and interpretation of research findings.
2. Compiling progress reports and final research reports.

3. Compiling research outputs.

Zahy Riswahyudha Ariyanto is responsible for:
1. Assisting in the preparation of research proposals.
2. Assisting in analyzing references to determine the state of the art.
3. Assisting in data collection and analysis.
4. Assisting in drafting reports and research outputs.
5. Assisting in research documentation and administration.

Nindy Muji Utami is responsible for:
1. Assisting in the preparation of research proposals.
2. Assisting in analyzing references to determine the state of the art.
3. Assisting in data collection and analysis.
4. Assisting in drafting reports and research outputs.

Maya Ratu Fadilla is responsible for:
1. Assisting in the preparation of research proposals.
2. Assisting in analyzing references to determine the state of the art.
3. Assisting in data collection and analysis.
4. Assisting in drafting reports and research outputs.
5. Assisting in research documentation and administration.

Kartika Satya Noviafitri is responsible for:
1. Assisting in the preparation of research proposals.
2. Assisting in analyzing references to determine the state of the art.
3. Assisting in data collection and analysis.
4. Assisting in drafting reports and research outputs.
5. Assisting in financial reporting.

References

Andayani, A. (2019). Model Inovatif Pengajaran "BIPA" di Era Revolusi Industri 4.0 dan Prospektivitas Bahasa Indonesia Menuju Bahasa Internasional. In *Prosiding Seminar Nasional "Inovasi Pembelajaran Bahasa Indonesia di Era Revolusi Industri 4.0"* (pp. 9-14).

Alam, G. N., Mahyudin, E., Affandi, R. N., Dermawan, W., & Azmi, F. (2022). Internasionalisasi Bahasa Indonesia di Asean: Suatu Upaya Diplomatik Indonesia. *Dinamika Global: Jurnal Ilmu Hubungan Internasional*, *7*(01), 25-52. doi: 10.36859/jdg.v7i01.1039

Alrajeh, T. S. (2021). Project-based Learning to Enhance Pre-service Teachers' Teaching Skills in Science Education. *Universal Journal of Educational Research*, *9*(2), 271–279. doi: 10.13189/ujer.2021.090202

Antari, L. P. S. (2019). Bahasa Indonesia sebagai Identitas Nasional Indonesia. *Stilistika: Jurnal Pendidikan Bahasa dan Seni*, *8*(1), 92-108. doi: 10.5281/ZENODO.3903959

Aprilyansyah, A. (2018). Upaya Indonesia dalam Menjadikan Bahasa Indonesia sebagai Bahasa Internasional di Asia Tenggara. Global Political Studies Journal, 2(2), 88–100. doi: 10.34010/gpsjournal.v2i2.2025

Arif, M. T. (2019). Penelitian Evaluasi Pendidikan. ADDABANA: Jurnal Pendidikan Agama Islam, 2(2), 66–76. Doi: 10.47732/adb.v2i2.122

Asri, A., Mustamin, M., Nooviar, M. S., Deviv, S., Munir, N. S., Arifuddin, M. S., ... & Dewi, A. F. (2024). Penerapan Model Pembelajaran Kontruksivisme untuk Meningkatkan Hasil Belajar Siswa. *JMM (Jurnal Masyarakat Mandiri)*, *8*(2), 2354-2366. doi: 10.31764/jmm.v8i2.22127

Basuki, W. (2022). *Manajemen Pendidikan Teknologi Kejuruan dan Vokasi.* Bumi Aksara.

Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles And Classroom Practices*. Pearson.

Dacholfany, M. I., Rukhmana, T., Rozi, F., Wulandari, F. W., Vanchapo, A. R. V., & Mulyapradana, A. (2023). Strategi Pengembangan Diri Mahasiswa melalui Kurikulum Merdeka untuk Meningkatkan Daya Saing Global. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, *6*(4), 2664-2669. doi: 10.31004/jrpp.v6i4.22097

Damanik, F. H. S. (2023). Pengembangan Model Pembelajaran Kolaboratif Untuk Pendidikan Sosiologi dan Antropologi di Era Digital. *Prosiding Ilmu Pendidikan Dan Keguruan*, *1*, 1-18.

Efendi, N., & Sholeh, M. I. (2023). Manajemen Pendidikan dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85. doi: 10.59373/academicus.v2i2.25

Gloriani, Y. (2017). Konservasi dan Revitalisasi Bahasa sebagai Salah Satu Upaya Internasionalisasi Bahasa Indonesia. FON : Jurnal Pendidikan Bahasa dan Sastra Indonesia, 11(2). doi: 10.25134/fjpbsi.v11i2.717

Harmoko, D. D. (2015). Analisa Bahasa Indonesia sebagai Bahasa Komunikasi Antar Negara Anggota ASEAN. *SNIT 2015*, *1*(1), 1-6. https://repository.bbg.ac.id/handle/1502

Hendikawati, P., Sunarmi, S., & Mubarok, D. (2016). Meningkatkan Pemahaman dan Mengembangkan Karakter Mahasiswa Melalui Pembelajaran Kolaboratif Berbasis Proyek. Kreano, Jurnal Matematika Kreatif-Inovatif, 7(2), 123–130. doi: 10.15294/kreano.v7i2.4730

Hia, L. N. ., Padli, H., & Purba, S. M. T. (2023). *Pengembangan Pendidikan Kewirausahaan Manajemen Sumber Daya Pendidikan.* Penerbit Tahta Media.

Hidayah, N. (2016). *Pembelajaran Bahasa Indonesia di Perguruan Tinggi. Garudhawaca, Yogyakarta*. Garudhawaca.

Kase, S. (2019). Bahasa Indonesia dalam Eksistensi Masyarakat Ekonomi Asean. Ideas: Jurnal Pendidikan, Sosial dan Budaya, 5(1), 123. doi: 10.32884/ideas.v5i1.181

Kolb, D. A. (1984). Experience as the Source of Learning and Development. *Upper Sadle River: Prentice Hall*.

Mansyur, U. (2019). Sikap Bahasa Mahasiswa dan Implikasinya terhadap Pembelajaran Bahasa Indonesia di Perguruan Tinggi. GERAM, 7(2), 71–77. doi: 10.25299/geram.2019.vol7(2).4026

Maryam, S., & Hasanah, A. (2021). Kreativitas Mahasiswa dalam Kegiatan Pembinaan Bahasa Kepada Siswa Sekolah Dasar di Cianjur. *Semantik*, *10*(1), 1-10. doi: 10.22460/semantik.v10i1.p1-10

Mustadi, A., Dwidarti, A., Ariestina, H., Elitasari, H. T., Darusuprapti, F., Asip, M., & Ibda, H. (2021). B*ahasa dan Sastra Indonesia SD Berorientasi Kurikulum Merdeka.* Uny Press.

Nabillah, T., & Abadi, A. P. (2020). Faktor Penyebab Rendahnya Hasil Belajar Siswa. *Prosiding Sesiomadika*, *2*(1c).

Narsa, I. M., Walan, N., & Rosita, N. (2022). *Panduan Metode Pembelajaran Kolaboratif dan Partisipatif.* Airlangga University Press.

Nasution, F., Siregar, Z., Siregar, R. A., & Manullang, A. Z. (2024). Pembelajaran dan Konstruktivis Sosial. *Madani: Jurnal Ilmiah Multidisiplin*, *1*(12). doi: 10.5281/zenodo.10465606

Ningrum, R. K., Waluyo, H. J., & Winarni, R. (2017). BIPA (Bahasa Indonesia Penutur Asing) sebagai Upaya Internasionalisasi Universitas di Indonesia. *Proceedings Education and Language International Conference,* 1(1). https://jurnal.unissula.ac.id/index.php/ELIC/article/view/1294

Nisa, K., & Hasibuan, R. R. A. (2022). Analisis Efektivitas Penyaluran Dana Zakat pada Laznas Inisiatif Zakat Indonesia Sumatera Utara. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 2(3), 232–241. doi: 10.47467/elmujtama.v2i2.1283

Nisa, S. R. K., Arsanti, M., & Hasanudin, C. (2023). Urgensi Bahasa Indonesia dalam Pembelajaran di Tingkat Pendidikan Tinggi. In *Prosiding Seminar Nasional Hasil Penelitian, Pengabdian, dan Diseminasi* (Vol. 1, No. 1, pp. 309-316). https://prosiding.ikippgribojonegoro.ac.id/index.php/SNHPP/article/view/1530

Oktania, A., Marbun, J., Aritonang, K., Sihombing, T., Feby, Y., & Lubis, F. (2023). Peluang dan Tantangan Bahasa Indonesia Menjadi Bahasa Dunia: Perspektif Generasi Muda dalam Era Globalisasi. *Jurnal Bima: Pusat Publikasi Ilmu Pendidikan bahasa dan Sastra*, *1*(4), 30-41. doi: 10.61132/bima.v1i4.276

Nupus, T. T. (2020). Analisis Pengembangan Desa Wisata Melalui Kearifan Lokal Guna Meningkatkan Pendapatan Masyarakat dalam Perspektif Ekonomi Islam. *(Doctoral dissertation, UIN Raden Intan Lampung).*

Pardosi, A. S. (2021). *Internasionalisasi Bahasa Indonesia Perspektif Lintas Negara.* UMM Press.

Pratikno, H., Elmuna, L., & Syihabuddin, S. (2024). Diplomasi Kebudayaan Nusantara dalam Mendukung Percepatan Internasionalisasi Bahasa Indonesia. *Sastranesia: Jurnal Program Studi Pendidikan Bahasa dan Sastra Indonesia*, *12*(1), 208-216. doi: 10.32682/sastranesia.v12i1.3461

Puspitasari, A. (2017). Menumbuhkan bahasa Indonesia yang Baik dan Benar dalam Pendidikan dan Pengajaran. *Tamaddun*, *16*(2), 81-87. doi: 10.33096/tamaddun.v16i2.55

Putri, I. F., Salsabila, G., Santosa, N., Sejarah, I., & Budaya, F. I. (2020). Jamu Madura: Pemanfaatan Kearifan Lokal sebagai Sarana Ekonomi Wanita Madura. In *Prosiding Seminar Nasional Prodi Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat*.

Rahmat, A., Arif, M., Mirnawati, M., Azizah, S., Lestari, L. P., Aliyyah, R. R., & Suharyati, H. (2023). *Desain Pembelajaran Berbasis Kasus.* Ideas Publishing.

Rochmiyati, S. (2015). Kebijakan Pendidikan Bahasa Indonesia dalam Perspektif Pendidikan Nasional. *Caraka: Jurnal Ilmu Kebahasaan, Kesastraan, dan Pembelajarannya,* 1(2). doi: 10.30738/caraka.v1i2.1594

Rohimah, D. F. (2018). Internasionalisasi Bahasa Indonesia dan Internalisasi Budaya Indonesia Melalui Bahasa Indonesia Bagi Penutur Asing (BIPA). *An-Nas,* 2(2), 199–212. doi: 10.36840/an-nas.v2i2.104

Rozi, F. (2016). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Prestasi Belajar Siswa Kelas VII pada Mata Pelajaran PPKn Di SMP Negeri 1 Kalianget. *Kajian Moral dan Kewarganegaraan*, 4(3). doi: 10.25273/pe.v4i02.313

Rusnawati, M. D. (2020). Implementasi Flipped Classroom terhadap Hasil dan Motivasi Belajar Siswa. J*urnal Ilmiah Pendidikan dan Pembelajaran*, 4(1), 139–150. doi: 10.24269/dpp.v4i2.198

Santoso, G., Karim, A. A., & Maftuh, B. (2023). Pengantar Pendidikan Kewarganegaraan di Perguruan Tinggi melalui Kajian Filosofis Pembukaan UUD 1945 Indonesia Abad 21. *Jurnal Pendidikan Transformatif,* 2(1), 297–311. doi: 10.9000/jupetra.v2i1.137

Samal, A. L. (2018). Implementasi Pendidikan Karakter di Sekolah dan Perguruan Tinggi Melalui Pembelajaran Aktif. *Jurnal Ilmiah Iqra'*, *11*(1). doi: 10.30984/jii.v11i1.576

Setyawan, A., Suwandi, S., & Slamet, S. Y. (2017). Pengenalan Budaya Lokal dalam Pengajaran Bahasa Indonesia Bagi Penutur Asing (BIPA) di Indonesia Melalui Materi Teks Eksplanasi. In *Proceedings Education and Language International Conference*, 1(1). https://jurnal.unissula.ac.id/index.php/ELIC/article/view/1218

Simbolon, S. O. S., Purba, S. K., Annisa, A.-M., Puandra, E. M., Everyanti, I. C., & Chairunisa, H. (2024). Literature Review: Bipa (Bahasa Indonesia Penutur Asing) sebagai Upaya Internasionalisasi Bahasa Indonesia. *Jurnal Review Pendidikan dan Pengajaran (JRPP),* 7(2), 8869–8875. doi: 10.31004/jrpp.v7i2.29623

Siregar, K. J., Lubis, G. D. U., Silalah, S. S., Nainggolan, L. R., Bangun, M. B., & Chairunisa, H. (2024). Potensi Bahasa Indonesia dalam Panggung Global: Analisis Peluang Dan Tantangan. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, *7*(3), 8857-8868. doi: 10.31004/jrpp.v7i3.29620

Sitaresmi, N., & Sulistyaningsih, L. S. (2022). Persepsi Warganet terhadap Konten Bermuatan Kebanggaan Berbahasa Indonesia dalam Kanal Youtube Nihongo Mantappu. J*urnalistrendi : Jurnal Linguistik, Sastra, dan Pendidikan*, 7(1).

Solikhin, M., Seno, A. A., & Utami, B. (2023). Pembelajaran Berdiferensiasi dalam Model Problem Based Learning Terintegrasi Role Play untuk Melatihkan Berpikir Kritis Peserta Didik. In *Proceeding Biology Education Conference: Biology, Science, Enviromental, and Learning* (Vol. 20, No. 1, pp. 54-60). https://jurnal.uns.ac.id/prosbi/article/view/82558

Somba, M. M., Warouw, D. M. D., & Mandey, N. (2017). Pola Komunikasi Balai Bahasa dalam Upaya Menyosialisasikan Bahasa Indonesia menjadi Bahasa Internasional Kepada Masyarakat (Studi Pada Balai Bahasa Sulawesi Utara). *Acta Diurna Komunikas, i*6(1).

Sudaryanto, Zultiyanti, Yumartati, A., Saputri, F. M., & Nurmalitasari, N. (2019). Teori Perencanaan Bahasa Lauder & Lauder dan Aplikasinya dalam Konteks Bahasa Indonesia.

Diglosia: Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia, *3*(2).

Sugono, D. (2017). Bahasa Indonesia Menuju Bahasa Internasional. *FON : Jurnal Pendidikan Bahasa dan Sastra Indonesia,* 11(2). doi: 10.25134/fjpbsi.v11i2.722

Supriatin, A., & Nasution, A. R. (2017). Implementasi Pendidikan Multikultural dalam Praktik Pendidikan di Indonesia. *Elementary: Jurnal Iilmiah Pendidikan Dasar*, *3*(1), 1-13. doi: 10.32332/elementary.v3i1.785

Susanti, D. A., & Purwandari, W. (2024). Penggunaan Discovery Learning pada Pembelajaran PAI dalam Mendukung Kurikulum Merdeka. *Anthor: Education and Learning Journal*, *3*(4), 331-337. doi: 10.31004/anthor.v3i4.322

Syaharuddin, S., & Mutiani, M. (2020). Strategi Pembelajaran IPS: Konsep dan Aplikasi.

Syanurdin, S., & Suyuthi, H. (2023). Pemanfaatan Pengajaran Bipa Menjadikan Bahasa Indonesia 'Go'internasional. *Lateralisasi*, *11*(02), 13-18. doi: 10.36085/lateralisasi.v11i01.5530

Tanwin, S. (2020a). Pembelajaran BIPA (Bahasa Indonesia Penutur Asing) dalam Upaya Internasionalisasi Universitas di Indonesia pada Era Globalisasi. *Jurnal Bahasa Indonesia Prima (BIP)*, 2(2), 156–163. doi: 10.34012/bip.v2i2.1215

Tanwin, S. (2020b). Pembelajaran BIPA (Bahasa Indonesia Penutur Asing) dalam Upaya Internasionalisasi Universitas di Indonesia pada Era Globalisasi. *Jurnal Bahasa Indonesia Prima (BIP),* 2(2), Article 2. doi: 10.34012/bip.v2i2.1215

Thanh, H. T. (2023). Teaching Bahasa Indonesia in Vietnam in Indonesia-Vietnam Collaboration Prospect. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 6(2), 418–434. doi: 10.24176/kredo.v6i2.6079

Vygotsky, L. S. (1978). *Mind in society: The Development of Higher Psychological Processes* (Vol. 86). Harvard university press.

Wang, S. (2022). Critical Thinking Development Through Project-Based Learning. *Journal of Language Teaching and Research*, *13*(5), 1007–1013. doi: 10.17507/jltr.1305.13

Wati, F., Hasugian, F. M. S., Febriana, I., Wulandari, M., & Bakara, S. (2024). Peran Bahasa Indonesia Dalam Mendorong Kolaborasi Ekonomi Untuk Pembangunan Berkelanjutan. *Jurnal Intelek Insan Cendikia*, *1*(8), 3143-3151. https://jicnusantara.com/index.php/jiic/article/view/1043

Werdiningsih, E. (2018). Menumbuhkan Rasa Bangga Generasi Muda terhadap Bahasa Indonesia sebagai Bahasa Nasional dan Internasional. *Likhitaprajna*, 18(2), 20-25. https://www.neliti.com/id/publications/235054/menumbuhkan-rasa-bangga-generasi-muda-terhadap-bahasa-indonesia-sebagai-bahasa-n

Widyastono, Herry. "Muatan Pendidikan Holistik dalam Kurikulum Pendidikan Dasar dan Menengah." Jurnal Pendidikan dan Kebudayaan 18 (4), 467. doi: 10.24832/jpnk.v18i4.102

Zandroto, A. D., & Indriani, S. (2023). An Analysis on Learning Loss and Holistic Education. *Polyglot: Jurnal Ilmiah*, 19(1), 156-168. doi: 10.19166/pji.v1i19.6346

Zulfadhli, M., Asnawi, A., & Hardani, M. (2017). Peran Bahasa Indonesia Sebagai Bahasa Perdagangan di Era MEA. In *Proceedings Education and Language International Conference* (Vol. 1, No. 1). https://jurnal.unissula.ac.id/index.php/ELIC/article/view/1267