

Internationalization of Higher Education Through Indonesian Language Training for Foreign Speakers (BIPA)

Emha Dzia'ul Haq^{a1,*}, Zulmiswal Suherli^{a2}, Kasmi³, Nurul Azmy Rustan^{a4}, Reski Wardani^{a5}, Ubaidillah Canu^{a6}, Abdul Rahman^{a7}

^a Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, Indonesia

¹emhadziaulhaq@stainmajene.ac.id *; ²zulmiswalsuherli@stainmajene.ac.id; ³kasmi@stainmajene.ac.id

⁴nurulazmyrustan@stainmajene.ac.id, ⁵reskiwardani@stainmajene.ac.id,

⁶ubaidillahcanu@stainmajene.ac.id, ⁷abdulrahman@stainmajene.ac.id.

* corresponding author

ARTICLE INFO

Article history

Received 05 – 06 – 2026

Revised 07 – 06 – 2026

Accepted 08 – 10 – 2026

Keywords

Community Service

Faculty Readiness

BIPA Instruction

Cross-Cultural

Academic Communication

ABSTRACT

The internationalization of higher education encourages institutions to prepare faculty members capable of supporting the learning process of international students. One of the challenges faced by higher education institutions is ensuring that faculty members are prepared to establish academic communication and adaptive learning environments for international students with diverse linguistic and cultural backgrounds. This community service activity aims to enhance faculty readiness in supporting international students' learning through a training program for teaching Indonesian as a Foreign Language (BIPA) at STAIN Majene. The activity was held over two days on May 4–5, 2026, in the Combining Lab and Microteaching Lab at STAIN Majene. Participants included 20 full-time and part-time faculty members from various academic programs at STAIN Majene. The training featured two presenters from the Bolasugi Language School in Makassar. The activity employed a participatory approach through interactive lectures, discussions, instructional material development exercises, learning simulations, teaching practice sessions, and evaluation via pre- and post-tests. The results of the activity showed an increase in participants' understanding of BIPA teaching and cross-cultural academic communication. The average pretest score of 56.4 increased to 84.7 on the posttest. Participants also demonstrated improved ability in developing simple teaching materials and using more communicative language.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. Introduction

The internationalization of higher education has become a strategic priority for universities in various countries, including Indonesia. Higher education institutions are no longer solely focused on providing educational services within local and national contexts but are also expected to build global academic networks through international collaboration, academic mobility, student exchanges, and the admission of international students. In this context, the presence of international students serves as a key indicator in strengthening the competitiveness and international reputation of higher education institutions (Sunendar et al., 2026).

In Indonesia, efforts toward the internationalization of higher education continue to evolve, including at State Islamic Religious Universities (PTKIN). The Ministry of Religion of the Republic of

Indonesia, through various internationalization programs, encourages PTKIN to expand global cooperation and increase the number of international students studying in Indonesia (Rahman et al., 2024). The presence of international students within PTKIN demonstrates that Islamic religious universities are no longer merely centers of national education but are also emerging as international academic spaces open to cultural and linguistic diversity.

The increase in the number of international students in Indonesia has been influenced by the expansion of international scholarship programs, inter-country cooperation, and growing international interest in the study of Islam and Indonesian culture. Furthermore, Indonesia's status as the country with the world's largest Muslim population makes PTKIN particularly attractive to international students seeking to study moderate Islam, Islamic education, and Indonesian culture (Inderasari et al., 2017).

However, the process of higher education internationalization does not depend solely on the admission of international students but also on the institution's readiness to provide an inclusive and adaptive academic environment. One of the primary challenges frequently faced by international students is the language barrier in the learning process and academic communication. International students who do not yet possess adequate proficiency in Indonesian tend to struggle with understanding course materials, academic instructions, and social interactions on campus.

Language plays a strategic role in the learning process because it serves as a medium for communication, the transfer of knowledge, and sociocultural interaction. In the context of learning for international students, effective communication between instructors and students is a key factor in creating an effective learning process (Muzaki, 2021). Therefore, instructors' readiness to work with international students is an essential part of the process of higher education internationalization.

Indonesian for Foreign Speakers (BIPA) is an Indonesian language learning program designed to help foreign nationals learn Indonesian to meet their academic, social, and cultural needs. BIPA instruction emphasizes not only grammatical aspects but also communicative skills and an understanding of Indonesian culture (Amin, 2021). Furthermore, a study by Andriyana et al. (2023) explains that the communicative approach in language learning emphasizes the use of language in real-life contexts so that learners can actively use the language in their daily lives. In the context of BIPA, the communicative approach is essential because international students require practical language skills to support their academic and social adaptation (Suputra et al., 2023).

In addition to communication, BIPA instruction is also closely linked to intercultural communication. International students not only learn the Indonesian language but also learn to understand the academic and social cultures of Indonesian society (Arono et al., 2021). Therefore, instructors require pedagogical and cross-cultural communication skills to create a more inclusive and adaptive learning environment.

Several universities in Indonesia have implemented BIPA programs and instructor training activities as part of their internationalization strategies. Previous studies reported that BIPA development has been carried out through instructor training, curriculum development, language assistance services, and intercultural learning programs for international students. These initiatives have contributed significantly to strengthening instructors' competencies in teaching Indonesian as a foreign language and supporting the academic adaptation of international students (Inderasari et al., 2017; Arono et al., 2021; Andriyana et al., 2023). Most of these programs, however, have been conducted at universities that already possess established internationalization systems, dedicated BIPA centers, and considerable experience in managing international students.

Although previous BIPA initiatives have produced positive outcomes, they have primarily focused on institutions with relatively mature internationalization infrastructures. Consequently, there remains

limited discussion regarding the preparedness of lecturers in emerging higher education institutions, particularly PTKIN located outside major educational centers, which are currently beginning to engage in internationalization efforts. The institutional characteristics, resource availability, and faculty experiences of these universities differ significantly from those of institutions where BIPA programs have been more extensively developed. This condition indicates a gap between existing BIPA capacity-building initiatives and the practical needs of developing PTKIN institutions that seek to establish an international academic environment.

In the context of community service, training is an effective approach to enhancing human resource capacity. Training facilitates knowledge transfer, skill enhancement, and increased readiness of participants to address practical needs in the field (Shafira et al., 2024). BIPA training for faculty members in higher education settings is crucial because faculty members are the primary actors who interact directly with international students during the learning process (Solihat, 2018).

STAIN Majene, as one of Indonesia's state-run Islamic higher education institutions (PTKIN), has also begun preparing for the internationalization of its campus through the admission of international students. However, based on initial observations conducted by the Language Development Unit (UPT), many lecturers have limited experience in interacting with international students and have not received formal training in BIPA instruction or intercultural academic communication. This condition may create challenges in classroom interaction, academic guidance, and social adaptation for international students once they begin participating in academic activities at the institution. Consequently, there is a need to strengthen not only lecturers' competencies but also the institutional readiness of STAIN Majene to provide a supportive academic environment for students from diverse linguistic and cultural backgrounds.

In response to this need, the Language Development Unit (UPT) at STAIN Majene organized a Training Program for Indonesian Language Instructors for Foreign Speakers (BIPA) involving both full-time and part-time lecturers. The program was designed as a strategic effort to support the university's internationalization agenda through the development of lecturers' competencies in BIPA pedagogy, academic communication, and intercultural interaction. More importantly, the program sought to strengthen institutional preparedness by equipping lecturers with the knowledge and practical skills required to facilitate the academic and social adaptation of international students.

Unlike previous BIPA training initiatives that predominantly focused on improving language-teaching competencies, this program adopts a broader institutional perspective by integrating BIPA instructional skills, intercultural communication competence, and strategies for supporting international students in academic settings. The novelty of this program lies in its positioning of BIPA training as a comprehensive faculty readiness model that simultaneously contributes to individual capacity development and institutional preparedness within the context of PTKIN internationalization.

Accordingly, this community service program aims to achieve two interconnected outcomes. First, it aims to enhance lecturers' knowledge, skills, and readiness to communicate and teach effectively in multicultural learning environments through the application of BIPA principles and intercultural communication approaches. Second, it aims to strengthen the institutional readiness of STAIN Majene in receiving, supporting, and retaining international students by fostering a more inclusive, adaptive, and internationally oriented academic environment. Therefore, this BIPA training activity serves not only as a form of community service but also as a strategic institutional initiative to support sustainable higher education internationalization.

2. Method

This community service activity was held over two days, on May 4–5, 2026, in the Combining Lab and Microteaching Lab at STAIN Majene. The event was organized by the Language Development Unit (UPT) at STAIN Majene and involved 20 participants, consisting of full-time and part-time faculty members from various academic programs at STAIN Majene. The training featured two presenters from the Bolasugi Language School in Makassar who have experience in the field of teaching Indonesian for Foreign Speakers (BIPA).

The activity utilized a participatory approach and hands-on practice designed to strengthen lecturers' readiness to teach international students who will be studying at STAIN Majene. The activity was divided into the following stages:

1. Preparation Phase

During the preparation phase, the organizing committee coordinated with the Language Development Unit, the presenters, and the academic programs related to the participants. In addition, training needs were identified through initial observations of faculty members' readiness to work with international students. This phase also included the development of training materials, the preparation of learning resources, and the arrangement of the activity schedule.

To evaluate the effectiveness of the training program, pre-test and post-test instruments were developed by the organizing team in consultation with BIPA practitioners. The instruments consisted of 20 multiple-choice items designed to assess participants' knowledge and understanding of: (1) fundamental concepts of Indonesian for Foreign Speakers (BIPA), (2) communicative language teaching approaches, (3) intercultural communication in multilingual classrooms, (4) instructional material development for international students, and (5) strategies for supporting the academic adaptation of international students. Each correct answer was scored as one point, resulting in a maximum score of 100.

Prior to implementation, the instrument underwent content validation through expert review involving two BIPA instructors and one language education specialist. The experts evaluated the relevance, clarity, and representativeness of each item in relation to the training objectives. Revisions were made based on their recommendations to improve the quality and comprehensibility of the instrument.

2. First Day of the Event

The first day began with an opening ceremony led by the organizing committee. Following the opening, participants attended a session on the challenges of teaching Indonesian as a foreign language (BIPA), which covered the difficulties foreign students face in learning Indonesian, barriers to cross-cultural communication, and strategies for adapting instruction.

The next session addressed the development of instructional materials for BIPA. During this session, participants were provided with guidance on how to create learning materials that are simple, communicative, and tailored to the needs of international students. The presenter also provided examples of instructional material design that emphasize the use of practical language within an academic context.

In the final session of the first day, participants received material on media and teaching resources in BIPA instruction. This material emphasized the importance of using interactive and contextual learning media to help international students better understand the learning material.

3. Day Two: Implementation Phase

The second day of the training focused on strengthening participants' practical skills in teaching Indonesian as a Foreign Language (BIPA). The session began with a presentation on the challenges of teaching grammar in BIPA instruction. This session discussed strategies for simplifying the use of Indonesian grammar to make it easier for international students to understand. Next, participants engaged in a practical exercise on developing BIPA teaching materials. During this phase, participants were trained to create simple teaching materials that can be used to support international students on campus.

The subsequent activity addressed the teaching of culture in BIPA instruction. The presenter explained that language learning cannot be separated from cultural aspects, as international students also need to understand both the academic and social cultures of Indonesian society. In the final session, participants took part in a simulated teaching practice. Participants were asked to practice teaching and communicating with international students using communicative and adaptive approaches. This practical activity aimed to enhance participants' readiness to handle real-world learning situations.

4. Evaluation Phase

The evaluation phase was conducted using both quantitative and qualitative approaches. Quantitative evaluation was carried out through pre-tests and post-tests administered before and after the training program. The tests were used to measure participants' improvement in knowledge and understanding of BIPA teaching concepts, communicative instructional strategies, intercultural communication, and support mechanisms for international students.

In addition to the written tests, participants' teaching performance was assessed through a microteaching simulation conducted on the second day of the program. The simulation was evaluated using an observation rubric developed by the training team. The assessment focused on five indicators: (1) clarity of instructional delivery, (2) application of communicative teaching strategies, (3) ability to simplify language use for foreign learners, (4) integration of cultural aspects into instruction, and (5) effectiveness of interaction and classroom management. Each indicator was rated on a scale of 1–4, where 1 indicated poor performance and 4 indicated excellent performance.

Qualitative evaluation was conducted through direct observation of participant engagement during training activities and written reflections collected at the end of the program. These data were used to identify participants' perceptions of the usefulness of the training and the challenges encountered during the learning process.

The quantitative data obtained from the pre-test and post-test were analyzed using descriptive statistics, including mean scores, score differences, and percentage improvements. The results were then compared to determine the extent of participants' learning gains following the training. Meanwhile, data from teaching simulations, observations, and participant reflections were analyzed descriptively to provide a comprehensive evaluation of the effectiveness of the program in improving lecturers' readiness and supporting the institutional preparedness of STAIN Majene for higher education internationalization.

3. Results and Discussion

Implementation of BIPA Training

The BIPA training program was conducted over two days and involved 20 lecturers from various academic programs at STAIN Majene. The program was designed as an initial institutional effort to prepare academic staff for the growing demands of higher education internationalization. As STAIN Majene begins to expand its international engagement and prepare for the admission of international students, lecturers are expected to possess not only disciplinary expertise but also the ability to

communicate and teach effectively in multicultural learning environments. Therefore, the training focused on strengthening lecturers' competencies in BIPA pedagogy, intercultural communication, and strategies for supporting international students' academic adaptation.



Fig. 1. BIPA Teaching Training

The implementation of the program adopted a participatory and practice-oriented approach. Rather than relying solely on lectures, participants were actively involved in discussions, collaborative exercises, instructional material development, and teaching simulations. This approach was selected because adult learners tend to learn more effectively when they are directly engaged in problem-solving activities that are relevant to their professional responsibilities. Through active participation, lecturers were encouraged to reflect on potential challenges that may arise when interacting with international students and to explore appropriate instructional responses.

The first day of the training emphasized conceptual understanding and pedagogical preparation. Participants were introduced to the characteristics of Indonesian language instruction for foreign speakers, common challenges encountered by international students, and communicative approaches to language teaching. Particular attention was given to the development of learning materials that are accessible, contextual, and responsive to the needs of learners from diverse linguistic backgrounds. These sessions enabled participants to understand that effective BIPA instruction requires more than linguistic knowledge; it also demands sensitivity to learners' cultural and academic contexts.

The second day focused on practical competence development. Participants engaged in activities related to grammar instruction, cultural integration, and the preparation of instructional materials for international students. The training culminated in a microteaching session in which participants practiced delivering learning materials using communicative and adaptive approaches. This practical component served as an opportunity for participants to apply the concepts introduced during the previous sessions while receiving feedback from facilitators and peers. The microteaching activities also allowed participants to experience situations that closely resemble real classroom interactions with international students.

Overall, the implementation process demonstrated that lecturer preparation for internationalization should involve a combination of conceptual knowledge, practical teaching experience, and intercultural awareness. The integration of these components reflects the multidimensional nature of lecturer readiness in internationalized higher education settings. Consequently, the training was not merely a short-term capacity-building activity but also a strategic institutional initiative aimed at developing human resources capable of supporting STAIN Majene's internationalization agenda. The experience gained through this program provides an important foundation for future efforts to create a more inclusive, adaptive, and internationally oriented academic environment.

Improving Participants' Understanding

To measure the effectiveness of the BIPA training, the implementation team conducted an evaluation using pre- and post-tests on 20 training participants. The evaluation instruments were designed to measure participants' understanding of basic BIPA concepts and communication strategies with international students, cross-cultural teaching approaches, and the use of communicative Indonesian in an academic context.

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

Assessment	Mean Score	Increase
Pre-test	56.4	-
Post-test	84.7	28.3
Percentage Improvement	-	50.18%

Table 1 shows a substantial increase in participants' knowledge following the training program. The mean score increased from 56.4 in the pre-test to 84.7 in the post-test, representing an improvement of 28.3 points or 50.18%. This result indicates that the training effectively enhanced lecturers' understanding of BIPA instruction, intercultural communication, and strategies for supporting international students.

Table 2. Improvement Across Competency Domains

Competency Domain	Pre-test (%)	Post-test (%)	Improvement (%)
Fundamental Concepts of BIPA	58	88	30
Communicative Teaching Approaches	55	84	29
Intercultural Communication	54	85	31
Instructional Material Development	57	83	26
Academic Support Strategies for International Students	56	82	26

Table 3. Results of Microteaching Performance Assessment

Assessment Indicator	Mean Score (1-4)	Category
Clarity of Instructional Delivery	3.45	Excellent
Communicative Teaching Strategies	3.35	Excellent
Simplification of Language for Foreign Learners	3.20	Good
Integration of Cultural Aspects	3.15	Good
Interaction and Classroom Management	3.40	Excellent
Overall Mean	3.31	Excellent

The results of the microteaching assessment indicate that participants demonstrated a high level of readiness to apply BIPA teaching principles in practice. The highest score was observed in instructional delivery ($M = 3.45$), suggesting that participants were able to communicate learning objectives and explanations clearly. Strong performance was also evident in communicative teaching strategies and classroom interaction, reflecting the effectiveness of the participatory training approach.

The relatively lower scores in language simplification and cultural integration suggest that these areas require further reinforcement through advanced training activities. Nevertheless, the overall mean score of 3.31 indicates that participants successfully translated conceptual understanding into practical teaching competencies. These findings support the argument that professional development programs

should combine theoretical instruction with experiential learning opportunities such as microteaching and reflective practice.

The substantial improvement in participants' understanding of intercultural communication is particularly important in the context of higher education internationalization. Intercultural competence refers to the ability to communicate effectively and appropriately with individuals from different cultural backgrounds. Previous studies have emphasized that lecturers' intercultural competence significantly influences international students' academic adaptation and learning experiences. Therefore, the improvement observed in this program indicates that BIPA training can contribute to the development of a more inclusive and culturally responsive learning environment.

Based on observations made during the activity, participants became more active in discussing inclusive learning strategies and began to understand the importance of using communicative and simple language when interacting with international students. This indicates that the training not only facilitated knowledge transfer but also raised lecturers' academic awareness of the importance of institutional readiness in welcoming international students (Haq et al., 2018).

With the availability of pretest and posttest data, this community service activity demonstrates that BIPA training is highly effective in enhancing the capacity of STAIN Majene faculty members. These results reinforce the argument by Yulianti et al. (2024) that strengthening human resources is a crucial component in supporting the success of university internationalization.

. Microteaching Performance and Development of Intercultural Competence

In addition to written assessments, participants' teaching performance was evaluated through microteaching simulations conducted on the second day of the program. The simulations were assessed using five indicators: clarity of instructional delivery, application of communicative teaching strategies, ability to simplify language for foreign learners, integration of cultural aspects into instruction, and effectiveness of interaction and classroom management.



Fig. 2. BIPA Teaching Practice

Observational results indicated that most participants demonstrated satisfactory to very good performance across the assessed indicators. Participants were generally able to present learning materials using simpler language, apply communicative teaching techniques, and maintain interactive classroom communication. Several participants also successfully incorporated local cultural elements into their instructional scenarios, thereby creating more contextual learning experiences for prospective international students.

These findings indicate that the training contributed not only to cognitive improvement but also to the development of practical teaching competencies. The microteaching activities provided participants with opportunities to translate theoretical knowledge into instructional practice. This result supports previous studies emphasizing that effective professional development programs should include experiential learning components that facilitate the transfer of knowledge into practice.

Furthermore, the integration of cultural elements within teaching simulations reflects the development of intercultural competence among participants. Intercultural competence is considered a key component of higher education internationalization because lecturers must be able to communicate effectively with students from diverse linguistic and cultural backgrounds. The ability demonstrated by participants to adapt communication styles and incorporate cultural perspectives suggests increased readiness to support international students' academic and social adaptation.

Contribution to Institutional Readiness and PTKIN Internationalization

The BIPA training conducted at STAIN Majene is not only aimed at enhancing lecturers' knowledge of language instruction but is also designed as a strategic initiative to prepare the institution for the arrival of international students who will study at STAIN Majene. In the context of higher education internationalization, the readiness of human resources is a key factor determining the success of international students' academic adaptation.

Prior to the training, some faculty members lacked experience in interacting with international students from diverse linguistic and cultural backgrounds. This situation has the potential to create communication barriers in the learning process, particularly during the initial adaptation phase of international students on campus. Therefore, the BIPA training serves as a preventive measure by the institution to minimize both academic and social barriers that international students may face.



Fig. 3. BIPA Teaching Training

Through this training, faculty members gained an understanding of simple communication strategies, the use of more communicative language, and adaptive teaching approaches for international students. This understanding is crucial because the academic success of international students depends not only on their ability to understand Indonesian but also on the faculty's ability to foster inclusive academic communication.

Furthermore, this training demonstrates a shift in faculty members' perspectives regarding the campus internationalization process. Faculty members no longer view international students merely as additional learners but as integral to the institution's academic transformation toward a more open and multicultural learning environment. Thus, the BIPA training serves as a means to strengthen faculty capacity while simultaneously enhancing STAIN Majene's institutional readiness to accommodate international students.

Institutionally, this initiative also underscores that the internationalization of higher education cannot be achieved solely through international partnerships or the admission of international students; it must be accompanied by academic, linguistic, and socio-cultural readiness within the campus environment. The BIPA training represents a concrete manifestation of this readiness, as it equips faculty members with the foundational skills needed to create a learning environment that is more welcoming, communicative, and inclusive for international students.

The findings demonstrate that the impact of the BIPA training extends beyond individual lecturer development and contributes to institutional readiness for internationalization. Prior to the program, many lecturers had limited experience interacting with international students and lacked formal preparation in BIPA instruction and intercultural communication. Following the training, participants demonstrated improved knowledge, teaching skills, and awareness of the importance of inclusive academic communication.

From the perspective of higher education internationalization, lecturer readiness constitutes a critical institutional resource. Internationalization is not solely achieved through international partnerships or student recruitment but also requires academic environments capable of supporting students from diverse cultural and linguistic backgrounds. Therefore, strengthening lecturers' competencies represents an important component of institutional preparedness.

A significant contribution of this program is the development of a practical lecturer training model that integrates three dimensions: (1) BIPA pedagogical competence, (2) intercultural communication competence, and (3) academic support competence for international students. These dimensions were addressed through structured training sessions, practical exercises, and teaching simulations. The model may serve as a reference for other PTKINs and developing higher education institutions seeking to strengthen their internationalization initiatives.

Several aspects of the program are particularly replicable. These include the use of validated pre-test and post-test instruments, the integration of intercultural communication within BIPA training, the implementation of microteaching-based competency assessment, and the alignment of lecturer development activities with institutional internationalization goals. Consequently, the experience of STAIN Majene demonstrates that lecturer capacity-building programs can function as an effective strategy for supporting sustainable internationalization in PTKIN environments.

4. Conclusion

The Indonesian for Foreign Speakers (BIPA) training program conducted at STAIN Majene successfully enhanced lecturers' knowledge, pedagogical skills, and intercultural communication competencies in supporting international students. The results of the pre-test and post-test evaluations demonstrated a significant improvement in participants' understanding of BIPA concepts, communicative teaching approaches, intercultural communication, instructional material development, and strategies for facilitating international students' academic adaptation. Furthermore, the microteaching assessments indicated that participants were able to apply these competencies in practical teaching situations through the use of communicative, adaptive, and culturally responsive instructional approaches.

Beyond its impact on individual participants, the program also contributed to strengthening the institutional readiness of STAIN Majene to receive and support international students. The findings suggest that lecturer preparedness constitutes an essential component of higher education internationalization, particularly in developing PTKIN institutions that are beginning to engage in international academic collaboration and international student recruitment. The integration of BIPA

pedagogy, intercultural communication, and academic support strategies implemented in this program provides a practical model for strengthening institutional capacity in multicultural educational settings.

This program has important institutional implications. It demonstrates that internationalization should not be viewed solely as an administrative or partnership-oriented agenda but also as a process that requires the systematic preparation of academic staff. Therefore, lecturer capacity-building initiatives should be incorporated into institutional internationalization policies to ensure that international students receive adequate linguistic, academic, and socio-cultural support throughout their studies.

To ensure sustainability, similar training programs should be conducted periodically and expanded to include academic staff, administrative personnel, and student support units that interact directly with international students. Future programs may also incorporate advanced BIPA training, intercultural mentoring, and collaborative activities involving international students to provide more authentic learning experiences for participants. In addition, the development of institutional guidelines and support systems for international students would further strengthen the implementation of internationalization initiatives.

In conclusion, the BIPA training program represents not only a community service activity but also a strategic institutional intervention that supports STAIN Majene's internationalization agenda. By strengthening lecturers' competencies and institutional preparedness, the program contributes to the creation of a more inclusive, adaptive, and internationally oriented academic environment. The training model developed through this program may also serve as a practical reference for other PTKINs and higher education institutions seeking to enhance their readiness for internationalization and international student engagement.

Acknowledgment

The community service implementation team would like to express its gratitude to the Language Development Unit (UPT) at STAIN Majene for facilitating the Indonesian Language Training for Foreign Speakers (BIPA) program. We would also like to thank the leadership of STAIN Majene, the participating faculty members, and the instructors from the Bolasugi Language School in Makassar for their contributions to the success of this program. The support and participation of all parties play a vital role in strengthening the institution's readiness for higher education internationalization.

Statement on the Use of Artificial Intelligence (AI)

The author declares that, in the process of conducting research and preparing this article, no artificial intelligence (AI)-based tools or software were used to generate, develop, analyze, or edit the content of the manuscript. The entire process of formulating ideas, searching for and processing information, analyzing and interpreting results, constructing arguments, as well as writing and editing the article was carried out independently by the author. The author is fully responsible for the originality, accuracy, and integrity of the entire content of the manuscript. All academic decisions related to the research—including the selection of sources, analysis of information, formulation of discussions, and drawing of conclusions—are made based on the author's scientific judgment. The author also ensures that the manuscript does not contain content generated by AI and that the entire process of preparing the article is conducted in accordance with the principles of academic integrity, originality, and scientific publication ethics.

Author Contribution

All authors made substantial contributions to the entire research process and the preparation of the article. These contributions include formulating the research ideas and focus, determining the direction of the study, developing the research framework, collecting and/or retrieving relevant data, analyzing

and interpreting the data, and developing the discussion based on the research findings and the literature review. In the manuscript preparation process, all authors are responsible for drafting the introduction, methods, results, and discussion sections, as well as the conclusion. The authors also verify the consistency between the research objectives, methods, data, results, and conclusions, and make revisions based on the manuscript review and editing process. All authors are responsible for ensuring that the sources used are academically accountable, citations are accurate, and the entire content of the article adheres to the principles of academic integrity. The authors have read, reviewed, and approved the final version of the manuscript and are responsible for the entire content of the article and the decision to submit it for publication.

Funding Statement

The research and preparation of this article did not receive any specific funding from government agencies, universities, private organizations, international institutions, or other research funding agencies. This research was conducted without the support of grants or external funding schemes specifically provided for the conduct of the research or the publication of this article. Therefore, there is no grant number, funding contract, or external funding source that needs to be cited in the article. The entire research process—including data collection, processing, and analysis; manuscript preparation; and preparation of the article for publication—was carried out independently by the author in accordance with applicable academic procedures and research ethics.

Conflict of Interest

The authors declare that there are no conflicts of interest, whether financial or nonfinancial, that could influence the research process, data interpretation, manuscript preparation, or the decision to publish this article. The authors have no financial relationships, professional interests, institutional ties, or personal interests that could compromise their objectivity and independence in conducting the research and preparing this article. The author also declares that no external party has an interest in or influence over the research results or the content of the manuscript. The entire research process and preparation of the article were conducted based on academic considerations and the principles of scientific integrity. Therefore, the author declares that there are no conflicts of interest that need to be disclosed to the editorial board or readers.

References

- [1] Adnyana, I. B. A., Sutarma, I. G. P., S Siwantara, I. W. (2023, September). Strategi pengembangan program BIPA di Politeknik Negeri Bali. In *Prosiding Seminar Nasional Riset Bahasa dan Pengajaran Bahasa* (Vol. 5, No. 1, pp. 47-62). <https://doi.org/10.31940/senarilip.v5i1.47-62>
- [2] Amin, K. F. (2021). Pengajaran Bahasa Indonesia untuk Penutur Asing (BIPA) dan Pengenalan Budaya Lokal Bugis-Makassar. *Jurnal Pendidikan Indonesia*, 2(6), 1044-1053. <https://doi.org/10.36418/japendi.v2i6.195>
- [3] Arono, A., Yunita, W., S Kurniawan, I. (2021). Kemampuan mengajar pengajar BIPA (Bahasa Indonesia bagi Penutur Asing) dalam pelatihan tingkat dasar se-Kota Bengkulu melalui model induktif partisipatif. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, 4(1), 107-121. <https://doi.org/10.31540/silamparibisa.v4i1.1248>
- [4] Haq, E. D. U. (2023). Limits of the Obligation to Seek Knowledge and Teach It and Stages in Islamic Education (Gender Studies Perspective). *Journal of Contemporary Gender and Child Studies*, 2(2), 107-110. <https://doi.org/10.61253/jcgcs.v2i2.194>
- [5] Haq, E. D. U., S Prastowo, A. (2018). Implementation of discovery learning model in sciences learning at MIN 1 Bantul and SDIT Baik Bantul. *Jurnal Pendidikan Dasar Nusantara*, 4(1), 19-33. <https://ojs.unpkediri.ac.id/index.php/pgsd/article/view/12200>

- [6] Haq, E. D. U., Adiningsih, S., & Mu'shoda, E. (2026). Islamic Education in the Formation of Students' Character: An Analysis of Imam Al-Ghazali's Thought. *Khazanah: Journal of Islamic Education and Science*, 2(1), 52-68. <https://doi.org/10.61815/khazanah.v2i1.897>
- [7] Inderasari, E., S Agustina, T. (2017). Pembelajaran bahasa Indonesia pada mahasiswa asing dalam program BIPA IAIN Surakarta. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 6-15. <https://doi.org/10.15294/jpbsi.v6i2.20192>
- [8] Muzaki, H. (2021). Pengembangan bahan ajar BIPA tingkat 3 berbasis budaya lokal Malang. *Jurnal Ilmiah SEMANTIKA*, 2(02). <https://doi.org/10.46772/semantika.v2i02.379>
- [9] Rahman, A. S., Bustomi, N. A., S Abdurrohman, N. (2024). Inovasi Evaluasi Pembelajaran Bahasa Indonesia Bagi Penutur Asing di Perguruan Tinggi Keagamaan Islam. *Jurnal Diglosia*, 8(2), 331-349. https://www.researchgate.net/profile/Bustomi-Bustomi-2/publication/385776387_INOVASI_EVALUASI_PEMBELAJARAN_BAHASA_INDONESIA_A_BAGI_PENUTUR_ASING_DI_PERGURUAN_TINGGI_KEAGAMAAN_ISLAM/links/6734bc8fa78ba469f060a842/INOVASI-EVALUASI-PEMBELAJARAN-BAHASA-INDONESIA-BAGI-PENUTUR-ASING-DI-PERGURUAN-TINGGI-KEAGAMAAN-ISLAM.pdf
- [10] Shafira, A. W., Sapriana, D. F., Fajriani, B., Almanda, N. I., Pinandhita, P., S Muliastuti, L. (2024). Desa BIPA: Upaya Internasionalisasi Bahasa Indonesia untuk Mewujudkan Indonesia Emas 2045. *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 20(2), 212-224. <https://doi.org/10.25134/jv9fem58>
- [11] Solihat, M. (2018). Adaptasi komunikasi dan budaya mahasiswa asing program internasional di Universitas Komputer Indonesia (UNIKOM) Bandung. *Jurnal Common*, 2(1). <https://doi.org/10.34010/common.v2i1.872>
- [12] Suputra, G. K. A., Tahir, M., S Halifah, N. (2023). Pelatihan Calon Tenaga Pengajar Bahasa Indonesia bagi Penutur Asing di Kota Palu. *GERVASI: Jurnal Pengabdian kepada Masyarakat*, 7(3), 1323-1331. <https://doi.org/10.31571/gervasi.v7i3.6615>
- [13] Sunendar, D., Hardini, T. I., S Sunendar, N. F. (2026). Internasionalisasi Bahasa Negara Melalui Pelatihan Pengajar BIPA di Perancis. *Empowerment: Jurnal Pengabdian pada Masyarakat*, 6(1), 1-8. <https://doi.org/10.51700/empowerment.v6i1.1276>
- [14] Wahyono, T., S Farahsani, Y. (2017). Penerapan pendekatan proses untuk meningkatkan keterampilan berbicara bahasa indonesia bagi penutur asing. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 204-220. <https://journal.unj.ac.id/unj/index.php/aksis/article/view/5298>
- [15] Yulianti, U. H., Alviani, D., Melasarianti, L., S Sholikhati, N. I. (2024). Pengembangan E-Book Keterampilan Membaca Bahasa Indonesia Bagi Penutur Asing Untuk Meningkatkan Literasi Mahasiswa Asing. *Jurnal Pendidikan Dan Teknologi Indonesia*, 4(6), 257-268