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Bridging Epistemology, SLA, and Cultural Content in BIPA: Enhancing Indonesian Language Learning for Foreign Speakers

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ABSTRACT

This study investigates the epistemological foundations and Second Language Acquisition (SLA) principles underpinning the teaching and learning of Indonesian for foreign speakers (BIPA). Using a systematic literature review (SLR) approach, this research analyzed 16 studies on BIPA instructions published between 2020 and 2024 involving the identification of inclusion and exclusion criteria relevance to epistemology, SLA theories, and BIPA teaching. The methodology approach followed SLR guidelines by Evans & Pearson (2001) including database searching employing Scopus or Google Scholar, and critically evaluated the chosen studies. To be in line with the theoretical frameworks and practical teaching strategies, data extraction placed a focus on epistemological methods and SLA issues. The results indicate that BIPA instructions in the selected articles align with the epistemology methods of empiricism, rationalism, constructivism, pragmatism, and hermeneutic, supporting SLA principles, such as language environment, comprehensible input, the roles of the first or second language, internal processing, and individual learner differences. Crucially, the study showed the other significant aspect that mostly in the selected articles yielded the importance of including Indonesian cultures in the teaching and learning BIPA process. This study improves BIPA instruction field by highlighting cultural literacy as fundamental in BIPA teaching and suggests its involvement as a learning strategy for language acquisition.

Keywords: BIPA; Indonesian Language for Foreign Speakers; Philosophy of Science; Second Language Acquisition; Teaching Indonesian Culture

INTRODUCTION

Teaching Indonesian language for foreign speakers or BIPA as its Indonesian abbreviation, has become one of major concerns for Indonesian public and authorities recently. Beginning in 2015, the year of a significant congress enlightened 'Strengthened Indonesia Internationally', Indonesian language is aimed to be spoken in the Association of Southeast Asian Nations (ASEAN) Economic Community (Susanto et al., 2024). In addition, Indonesian language has been successfully designated as the official language of the UNESCO General Conference as the 10th language in 20 November 2023, together with English, Arabic, Mandarin, French, Spanish, Russian, as well as Hindi, Italian and Portuguese (Ministry of Foreign Affairs

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Republic of Indonesia, 2023). This event embarks Indonesian language as international language acknowledged by UNESCO.

The Language Development and Cultivation Agency, under the Ministry of Education and Culture Republic of Indonesia is the government institution that manages and owns the authorities related to the necessities of teaching and learning BIPA program. According to Weidarti (in Defina & Sundari, 2016) the national agency facilitated BIPA programs in 19 Indonesian Embassies and 176 universities/courses in 45 countries in Asia, Europe, South America, and U.S. The number of foreign speakers who are interested in learning Indonesian language continues to significantly increase every year. In 2020, there were 135 countries, disseminated in 5 continents, including Asia, U.S., Australia, Europe, and Africa with 420 institutions which had been facilitated by The Language Development and Cultivation Agency in conducting BIPA program (Muzakki, 2022). These numbers conclude that numerous international speakers learn the Indonesian language.

Learning Indonesian language is seen as a form of new knowledge seeing from the foreign learners' views. Principally, epistemology in learning a new language discusses how knowledge in the science of the language obtained is and what are the main sources of knowledge of this science. Suaedi (2016) highlighted that the definition of epistemology is a branch of philosophy that studies and discusses the limitations, basis, foundation, tools, benchmarks, validity, truth of science, usefulness and human knowledge. Epistemology in the philosophy of science field views that there are several approaches to how humans obtain knowledge. The traditional approaches of epistemology include empiricism and rationalism (Atabik, 2014). Further, Komariah and Wahab (2024) added 9 more recent approaches toward epistemology, for example constructivism, positivism, pragmatism, skepticism, hermeneutics, epistemology feminism, existentialism, naturalism, and criticism. All these approaches become the foundation of how scientific knowledge is built and identify the knowledge turning into dependable and reliable science.

The scientific and theoretical knowledge base that studies how students learn and acquire a second language is called as second language acquisition (SLA) (Moeller & Catalano, 2015). Within the field of study, SLA refers to the overall concept of acquiring a foreign language and explores the ability of humans to acquire new languages after mastering their native one. Numerous research on innovations in teaching and learning in SLA has yielded current perspectives on effective methods and settings for language acquisition that aim to improve language competence and achievement.

In SLA theory, it defines 2 terms of language learning and teaching; whether it is as a second or a foreign. Second language learning and teaching serves the learner resides in an environment where the acquired language is spoken. Meanwhile, foreign language learning and teaching means teaching or studying a nonnative language outside of its native environment (Moeller & Catalano, 2015). These terms also applied in the BIPA teaching and learning practices for a long period of time. BIPA learners commonly experience the environment when they encounter Indonesian language as their foreign language. They took Indonesian language classes in the universities that taught Indonesian language majors or in the Indonesian embassy abroad (Defina & Sundari, 2016). Nevertheless, some of the non-native learners resided in Indonesia and experienced Indonesian language as a second language. there is actually a gap in understanding Indonesian. However, it is the national language (Ekasiswanto, 2024). Most of them are located in Indonesia because they joined scholarships conducted by the Indonesian government or universities that held BIPA programs or worked.

Besides, SLA also identifies factors generally considered significant in how a new language is acquired. According to Eddy (2011), there are five factors that contribute to SLA; 1) the role of language environment, 2) the role of input, 3) the role of the first language, 4) internal processing, and 5) individual learner differences. Each of them shares different

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perspectives and theories in SLA. In the role of language environment, a new language is acquired based on several characteristics, for instance naturalness of the environment, the learner's role in communication, availability of concrete referents, and target language models (Dulay et al., 1982). Next, the role of input sees the data in the target language should be available to the learner. It describes the process that a learner learns a new language is similar to learning the other types of learning where the process includes input, intake, developing system, and output as the performance of the learner in the target language (Myles, 2002; VanPatten, 1992). Subsequently, SLA also sees the role of the first language when the learners study a new language, whether it has positive influence, which belongs to identity hypothesis or negative, related to contrastive hypothesis (Gashimov, 2023; Eddy, 2011). These hypotheses determine whether the first language is interfering with the process of the learners acquiring the new language.
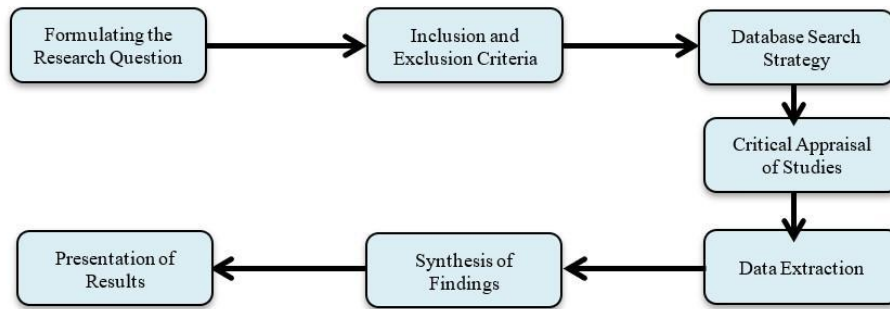
Afterward, internal processing refers to the factors influencing foreign language acquisition in the learner's brain. According to Dulay et al. (1982), there are 3 major the internal processes occurring in the learner's mind, such as filter that depends on the motivation and emotional states, organizer which is responsible for the organization of the knowledge and behavior dealing with the new language, and lastly monitor which responsible the conscious linguistic processing. The last of the factors that contribute to SLA is individual learner differences. Ellis (2010) mentioned that there are 5 general factors that are responsible for individual learner differences, for instance age, aptitude, cognitive style, motivation, and personality.

Given the complexities outlined in this section, this article aims to address the key gaps in current understanding by focusing on investigating the existing research of BIPA instructions and SLA theories employing an epistemology aspect in the framework of philosophy of science. Moreover, the foundation of SLA and the epistemological perspective of philosophy of science under the scope of BIPA instructions becomes the anticipated future outcomes dealing with the crucial role of cultural literacy to shape effective BIPA language learning experiences. By considering the basis of SLA principles, BIPA practitioners can establish more successful learning exposures in addition to the integration Indonesian cultures insights that are near to the needs of BIPA learners, as well as to inform institutional policies and curricular designs to implement SLA frameworks in creating culture-context language teaching to promote long-term language retention and fluency through Indonesian language learning experience.

METHODOLOGY

This research employs a systematic literature review (SLR) to analyze the epistemological foundations of teaching Indonesian as a foreign language (BIPA) through the lens of second language acquisition theory. Evans & Pearson (2001) argued that the systematic literature review methodology is selected since it provides the structured and transparent approach to synthesize findings from multiple studies. It is significant so that it allows the integration of diverse perspectives and a comprehensive understanding of the topic.

The SLR procedure adopted for this study follows the guideline outlined by Evans & Pearson (2001) to carry out systematic reviews. This review process encompasses the following key steps:

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This procedure enables the research to conduct a rigorous, structured, and insightful synthesis of existing literature on BIPA, contributing to both practical language teaching and theoretical discussions in second language acquisition.

FORMULATING THE RESEARCH QUESTION AND INCLUSION AND EXCLUSION CRITERIA

The research question of this study is "How do existing studies on BIPA instructions integrate Second Language Acquisition (SLA) theories, and what are the epistemological constructions of these approaches within the context of the philosophy of science?" and is investigated using the SLR method. Therefore, the researchers identified the inclusion and exclusion criteria for the aim to narrow down the literature to focus on journal articles, conference papers, and book chapters that are in line with the research needs. The following are the inclusion and exclusion criterion in this study.

TABLE 1. Inclusion and exclusion criterion

Inclusion Criteria	Exclusion Criteria
Literatures (journal articles, conference papers, and book chapters) using large- or small-scale data	Irrelevant studies in BIPA, epistemology, SLA, and learning a foreign language.
Studies discussing explicitly about BIPA, the intersection of epistemology, SLA, and learning a foreign language.	Studies published before the year 2020
Studies published between year 2020-2024	Non-research journal articles or studies

DATABASE SEARCH STRATEGY

Literature search was conducted with the help of the Publish or Perish application by entering the Scopus search engine API key. The selection of the search engine was intended to obtain scientific literature that has a reputation indexed by Scopus. Besides, this study also employed Google Scholar scientific literatures since it is the largest Indonesian language database. The literatures selected were journal articles indexed using SINTA and DOAJ. Next, the literature search resulted in the discovery of 59 literatures either from Scopus or Google Scholar, indicated from 2020 to 2024. The search keys that were used in this study were epistemology, Second Language Acquisition, BIPA, and learning a foreign language.

CRITICAL APPRAISAL OF STUDIES

The literature study was examined for the methodology, theoretical soundness, and relevance to this study topic. Besides, any biases, limitations, or weaknesses in these studies are identified. Next, the principle of the findings related to this research is considered especially how they are applied to teaching BIPA from an epistemological perspective.

DATA EXTRACTION

In this study, the data extraction was obtained from the relevant data from the studies that passed the inclusion criteria. The data were extracted from the aspects of the study details, such as the author(s), the year of publication, and the title of the journal. Then, the research focus that elaborated the key research question or hypothesis addressed by the study. After that, the kinds of the methodology and the key findings; whether the main results or the conclusions were related to BIPA, SLA, or epistemology. Lastly, the theoretical framework; whether the underlying epistemological or SLA theories are used in each study.

SYNTHESIS OF FINDINGS

After the data was extracted, the themes across the literature were identified. A table is used to identify the group themes based on the epistemology aspects and the theoretical perspective under SLA principles.

For each theme carried out in the articles, they were summarized and explained the connections between the studies, the way they answered the research questions, and the gaps they left. Then, the epistemological perspectives will be elaborated in how they met with language acquisition theories in the context of BIPA.

PRESENTATION OF RESULTS

The results are intended to provide a complete picture of the results of the analysis and synthesis of the literature that has been included in the inclusion and exclusion criterion. This step is done in the results and discussion sections.

RESULT AND DISCUSSION

This study aims to address key gaps by focusing on systematically examining the existing research of BIPA instructions and SLA theories employing an epistemological analysis in the framework of philosophy of science. After carefully extracting the articles based on the inclusion and exclusion criteria, there were 16 research articles out of 59 literatures that fulfilled the criteria and themes according to this study.

TABLE 2. The summary of some aspects of Epistemology and SLA found in the selected articles

No	Title	Year of the published article	Epistemology aspect	SLA aspect (The role of the first language)
1	The interlanguage of French learning Indonesian as a foreign language	2024	• Empiricism • Rationalism	Indonesian as a foreign language (in France)
2	Students' Perceptions of the BIPA for Arabic Speaker Course at Universitas Pendidikan Indonesia	2024	• Constructivism (technology and Indonesian culture) • Rationalism • Pragmatism	Indonesian as a second language (in West Java, Indonesia)
3	Cultural Literacy in Indonesian Language Learning for Foreign Speakers (BIPA): Overcoming Barriers and Fostering Language Proficiency with Cross-Cultural Understanding Issues	2024	• Empiricism • Rationalism • Constructivism (Indonesian culture) • Pragmatism	Indonesian as a second language (in West Sumatra, Indonesia)

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4	American perceptions on barriers of learning Indonesian as a foreign language	2024	● Empiricism ● Rationalism ● Constructivism ● Pragmatism	Indonesian as a foreign language
5	Constraints of Cultural Transfer in Teaching Indonesian Language as a Foreign Language (BIPA)	2024	● Empiricism ● Rationalism ● Constructivism ● Pragmatism	Indonesian as a second language
6	Internationalization of Indonesian culinary in learning Indonesian as a foreign language (BIPA): A case of American students	2024	● Empiricism ● Constructivism (Indonesian culture) ● Pragmatism	Indonesian as a foreign language (in Yale University, U.S)
7	The Effectiveness of Excursion Strategies on Learning the Indonesian Language for Foreign Speakers (BIPA) at Alekawa Institute (Language and Culture Center)	2023	● Empiricism ● Rationalism ● Constructivism (Indonesian culture) ● Pragmatism	Indonesia as a second language (in South Sulawesi, Indonesia)
8	Exploring mistake of language discourse That arises when learners of Indonesian for foreign speaker (BIPA) Fatoni University	2023	Rationalism	Indonesia as a foreign language (in Thailand)
9	Teaching Indonesian language for foreign speakers in the State University of Surabaya: Strategies and challenges	2023	● Rationalism ● Constructivism ● Pragmatism	Indonesian as a second language (in East Java, Indonesia)
10	Roles of first language and second language in acquisition Indonesian Language as the third language of BIPA students	2023	Rationalism	Indonesian as a second language (in East Java, Indonesia)
11	Unveiling linguistic inference dynamics: native language influences on Bahasa Indonesia acquisition among Filipino BIPA learners	2023	● Empiricism ● Rationalism	N/A
12	Corpus linguistics use in vocabulary teaching principle and technique application: A study of Indonesian Language for foreign speakers	2022	● Rationalism ● Constructivism	Indonesian as a foreign language (in U.S. and Thailand)
13	Online Indonesian learning for foreign speakers (BIPA): Students' perception at KBRI Hanoi Vietnam	2022	● Rationalism ● Constructivism	Indonesian as a foreign language (in Vietnam)
14	Teaching Indonesian for other language speakers	2022	● Pragmatism ● Constructivism	N/A
15	Learning Bipa through Folktales: Need Analysis of Foreign Students in Indonesia	2022	● Rationalism ● Constructivism ● Hermeneutics	Indonesian as a second language (Central Java, Indonesia)
16	Listening Skills in Learning Process of Indonesian Language for Foreign Speakers at the Tanjung Pinang Central Immigration Detention Centre	2021	● Empiricism ● Pragmatism ● Constructivism	Indonesian as a second language (in Riau Islands, Indonesia)

In the effort to investigate the teaching of Indonesian for foreign speakers (BIPA) from an epistemological perspective, this study examines findings from 16 studies that discuss the epistemological influence of philosophy of science and second language acquisition knowledge. It can be found that some research articles investigated the teaching of Indonesian culture included in the teaching and learning process. Here, the researchers made notes and included them in Table 2 as one of the integrated ways of the learners gaining Indonesian language besides learning the language (holistic learning). This is in line with Kuo & Lai (2006) that language and culture are deeply interconnected, with each symbolizing and shaping the other through shared meanings and values reflected in a society's economic, religious, and philosophical systems. Furthermore, Gashimov (2023) mentioned that the study of a foreign language provides the learners with the opportunity to learn about the other cultures through social and human aspects in addition to expanding their linguistic proficiency.

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Table 2 summarizes the results of the research articles that elaborated both epistemology and SLA aspects in the teaching and learning process. To facilitate the understanding of the results of these aspects, the table only shows the epistemology aspect emerged in the articles, which mostly are rationalism and constructivism and then are followed by empiricism, pragmatism, and hermeneutics. Next, SLA is explained through one of the crucial parts of the target language exposure, which is the aspect of the role of the first language. The other aspects will be described in detail in this section. To conclude, based on these findings, three themes are established to examine the existing research of BIPA instructions and SLA theories. They are 1) the epistemological foundation of BIPA teaching and learning, 2) the roles of SLA theories in BIPA classrooms, and 3) the contribution of Indonesian culture in shaping language knowledge and understanding.

THEME 1: THE EPISTEMOLOGICAL FOUNDATIONS OF BIPA TEACHING

Most articles indicated that BIPA teaching and learning is based on the principle of empiricism where students learn through direct experience especially in an environment rich in language interaction. Researchers from various countries show that BIPA learners who directly interact with Indonesian culture and society are better in internalizing Indonesian language. In the study when BIPA learners experienced excursions, culinary delights in South Sulawesi, introducing batik culture and traditional clothing gained very high student enthusiasm in learning Indonesian language (Idawati et al., 2023). In the same way, BIPA students in Yale University, U.S., who were taught Javanese culinary in BIPA class, create positive impacts to their understanding and Indonesian language skills, as well as strengthening the connection between language skills and applications in daily life (Saddhono et al., 2024). This means that social and cultural experiences have a big influence on language knowledge. In addition, the learning activities implemented in the classroom possess pragmatism in the philosophical of science.

Moreover, findings from several researchers also support constructivist view that language knowledge is built through an active process of interaction between students and their learning environment (Komariah & Wahab, 2024). Articles that adopt constructivist approach recommend the use of technology (Mahriyuni et al., 2024; Nurmala et al., 2024; Anggaira, 2022), project-based activities (Saddhono et al., 2024; Herlina & Rahma, 2023; Irawan et al., 2022) and community based (Idawati et al., 2023; Subandiyah et al., 2023) where students are actively involved in meaning-making and apply the language in real life.

Furthermore, some articles said that parts of language, such as grammar and sentence structure demand rationalist approach where students use their logical thinking to understand language rules. A study in the interlanguage of BIPA learners from French made typical errors in prepositional usage, adverbial application, word/phrase organization, vocabulary selection, and spelling/capitalization during learning Indonesian language through writing skills (Mahriyuni et al., 2024). Further, several studies mentioned that the benefit of the first language or the second language can help BIPA learners to understand Indonesian language grammars and rules (Fadhilasari et al., 2023; Putri et al., 2023). Some Filipino and Southern-Thai students employed their first language, which were Tagalog and Malay language used these strategies since they have almost similarities in the vocabulary form with Indonesian language. Through these cases, language learning is not only about direct experience, but also about understanding the structure and logic of the language internalized through formal practice.

Moreover, in selected studies also highlighted that learning a language should be seen as its used in real-life situations. The pragmatic approach in BIPA emphasizes on the results and competences in practical contexts, which is in line with the functional and culturally competent needs of adult foreign language learners. A study conducted by Irawan et al., (2022) where they investigated the needs of detainees or residents with immigrant status in

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Tanjungpinang Central Immigration Detention Center indicated that the learners were taught at the basic level of Indonesian language in order to facilitate them for daily communication. Similar study conducted by Subandiyah et al., (2023) stated that the investigation of one of BIPA learning materials, entitled Sahabatku Indonesia, contained complex grammatical Indonesian language and was barely adequate to cope with the students learning style and needs. Thus, some propositions were suggested in the study which were to include utilizing student-centered teaching strategies that are adapted to the requirements and preferences of BIPA learners, using games, and role-playing to facilitate active learning, and simplifying grammar instruction employing real-world examples.

At last, one article mentioned that learning a target language can be increased through the students' motivation by introducing the culture product of the language especially traditional literary works, such as folktales. This aspect is included as hermeneutics in the philosophy of science. Research conducted by Junaidi et al. (2022) stated that folktales can be utilized as educational resources to help foreign students become more fluent in Indonesian. The plot, local knowledge, and cultural values of the novel may interest students to read. In addition, students will learn more about Indonesian culture and language. In their study, they also mentioned that some of their BIPA students were interested in reading folktales to learn Indonesian.

In summary, BIPA instruction offers a variety of approaches to language learning by combining the epistemological foundations of empiricism, constructivism, rationalism, pragmatism, and hermeneutics. Through cultural immersions, learning the language grammars and rules, and the interaction with a culture product, these ways help BIPA learners in internalizing Indonesian language. The results show that student-centered approaches and direct cultural engagement improve language skills and cultural awareness. BIPA programs enhance the overall language learning experience for international students by combining these viewpoints to create a comprehensive learning environment that fulfill the needs of diverse learners and fosters both practical language skills and a deeper understanding of Indonesian culture.

THEME 2: THE ROLES OF SLA THEORIES IN BIPA CLASSROOMS

The analysis of the articles reveals that BIPA teaching and learning use a variety of SLA principles to support language acquisition among BIPA learners. The first finding sees the role of language environment and the role of input plays the most critical aspects in the process of learning Indonesian language. Many studies indicate that BIPA learners benefit significantly from a supporting environment when they can engage directly with Indonesian culture and society (Saddhono et al., 2024; Idawati et al., 2023). For example, learners involved in traditional Javanese culinary classes, local culture excursions, traditional art workshops, and cultural events demonstrated improved in language fluency and retention, which is consistent with SLA theories that highlight the importance of contextual learning for language acquisition, especially when the learners study the target language as a second language.

Furthermore, access to native and near-native input as the role of the input enables BIPA learners to gain consistent exposure to native or near-native within the learning environment. Foreign students learning Indonesian language who receive consistent input from native speakers or Indonesian media will gain pronunciation, intonation, and colloquial expressions more effectively (Syahri et al., 2024). In line with SLA ideas regarding the importance of nativist and interactionist inputs in language acquisition, this exposure helps the learners in incorporating native-like communication.

Internal processing mechanisms mentioned in the articles play significant roles in understanding how BIPA learners acquire Indonesian language. Filter mechanism stated much

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in terms of affective in the form of motivation. In the study of Syahri et al. (2024) claimed that American students were found to have mental barriers during learning Indonesian language and these barriers decrease their interest and confident in learning the language. Higher anxiety levels will block effective input processing and slows the target language acquisition (Ellis, 2010). Meanwhile, in the study of learners motivated by cultural interest, such as Indonesian art products or literature, showed greater enthusiasm and confidence in learning the language (Idawati et al., 2023; Junaidi et al., 2022). This attitude results higher language retention and fluency, even efficiency in the language program. Besides filter, organizer mechanism also contributes to the learning process of Indonesian language. Studies reveal that BIPA learners often rely on cognitive organizers to have better understanding in Indonesian grammar, syntax, and vocabulary. For example, learners from languages with similar structures or vocabulary, such as Malay or Tagalog, use their native language (L1) to grasp Indonesian language syntax efficiently (Atmawijaya, 2023; Fadhilasari et al., 2023; Putri et al., 2023). However, BIPA learners who their L1 were not related to the target language, for instance students from French, East Asian countries, Vietnam, Thailand, and India, rely more on explicit grammar instruction to construct their understanding in the syntax of the target language (Mahriyuni et al., 2024; Fadhilasari et al., 2023). Lastly, the mechanism of monitor for self-correction and language control also found in the selected article. In the study of Rahmat et al. (2024), it investigated the expressive speech acts of BIPA students under psychopragmatic lens. They found that these learners' speech acts were strongly influenced by their psychology when conveying gratitude, recognition, preferences, and difficulties.

The last SLA aspect of individual learners showed frequently in motivation and attitude toward Indonesian culture. Articles who exhibit the students' positive attitude and cultural curiosity showed more enthusiasm in learning Indonesian language (Idawati et al., 2023). In BIPA situations, personality traits, such as introverted learners, also affect SLA. Introverted learners due to social barriers in learner's surrounding environment will have reluctant feeling in learning a new language and lower their motivation in learning (Syahri et al., 2024).

THEME 3: THE CONTRIBUTION OF TEACHING INDONESIAN CULTURE IN SHAPING LANGUAGE KNOWLEDGE AND UNDERSTANDING

The articles' analysis of the selected research in terms of epistemology and SLA principles showed an important new finding, that is teaching Indonesian culture is not only beneficial but essential to BIPA learning activities. Several articles mentioned that the integration of teaching BIPA cannot be separated from teaching Indonesian cultures. In fact, the teaching of cultures is what makes BIPA learning meaningful and motivated. It has been mentioned that in a study by Idawati et al. (2023), a BIPA program that included teaching Indonesian culture increased the students' enthusiasm and affect in program effectiveness. In addition, a study conducted by Junaidi et al. (2022) stated that introducing Indonesian traditional literary work can improve the students encouragement toward the mastery of Indonesian language and get to know Indonesian cultures. These studies indicate that cultural literacy can shape the holistic understanding in BIPA, which is not only just vocabulary and grammar but also cultural context, social interactions, and real-world applications so that it allows the students to use the language more naturally and effectively.

Besides, research which investigated Arabic speakers in BIPA classes showed that they increased their confidence and effectiveness in using the Indonesian language socially and were aware of context-specific communication patterns such as community-based interaction (Rahmat et al., 2024). This study highlighted that in BIPA, cross-cultural competence brings knowledge of Indonesian social norms and values in addition to linguistic competency. Further, introducing cultural materials, for instance traditional clothes, food and historical landmark,

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familiarity with Indonesian cultural phrases used in everyday conversation help learners absorb vocabulary and grammatical structure in learning Indonesian language (Tiawati et al., 2023). It can be argued that the result of the study in terms of cultural content brought in the class can help BIPA learners in terms of language retention.

Lastly, a study that investigate French BIPA learners regarding the misuse of some adverbs, prepositions, or sentence structures are often corrected through cultural examples where students can understand language rules by observing how they are applied in real Indonesian life (Mahriyuni et al., 2024). This phenomenon indicates that culture in BIPA classes serves to contextualize language learning so that the students can connect linguistic forms with cultural practices.

According to the research above, incorporating Indonesian culture into BIPA classrooms is not only advantageous but also necessary since it improves students' motivation, expands their language proficiency, mainly the practical uses of Indonesian grammar and vocabulary, increases cross-cultural competency, social confidence, and language retention. In view of this, the students integrate grammar and language structure more readily when they are exposed to real-world cultural examples through learning Indonesian cultures.

CONCLUSION AND RECOMMENDATION

This study aims to examine the epistemological analysis in the framework of philosophy of science and SLA principles in existing research of BIPA instructions. Correspondingly, the crucial role emerges along with the teaching BIPA, which is the teaching of Indonesian cultures. Findings indicate that BIPA instructions, employed in the aspects of empiricism, constructivism, rationalism, pragmatism, and hermeneutics in the philosophy of science. This is in line with SLA principles, which prioritize language environment, comprehensible input, the roles of the first or second language, internal processing, and individual learner differences. Among these foundations, a significant finding showed that the teaching Indonesian cultures plays in enhancing language retention, motivation, and comprehension. BIPA program offers students with language learning opportunities that facilitate authentic and natural situations by integrating the aspects of Indonesian cultures.

Based on the findings, we recommend integrating cultural components systematically into BIPA teaching and learning. BIPA teachers should prioritize practical cultural activities, particularly traditional storytelling, culinary experiences, and local customs, that facilitate real-life situations. Additionally, developing materials that align with cultural insights with SLA principles can support consistent and immersive language learning. For the stakeholders in the development of BIPA program, investing in BIPA teacher training that emphasize on culture-context language teaching can improve students' cross-cultural competencies. At last, in order to develop flexible cultural elements for BIPA learners with a variety of linguistic backgrounds, future study should examine the long-term impacts of teaching Indonesian cultures in Indonesian language retention and fluency.

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