

# Foreign Learners' Perceptions of Plurilingual Pedagogy in Indonesian BIPA Classrooms: Insights Into Learning Engagement and Performance

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**Abstract**—This study investigates the perceptions of foreign learners toward plurilingual pedagogy in BIPA (Bahasa Indonesia for Foreign Speakers) programs and examines how these perceptions impact learning performance. Drawing on translanguaging theory and the CEFR's plurilingual framework, the study responds to a gap in Indonesian language education where multilingual learner realities are often mismatched with monolingual instructional norms. A sequential explanatory mixed-methods design was employed. Quantitative data were gathered through a 15-item Likert-scale questionnaire, followed by qualitative data from reflective essays, interviews, and classroom document analysis. Four BIPA learners with diverse linguistic backgrounds participated in both phases. Descriptive and thematic analyses were used to triangulate perception scores with students' learning behaviors and narratives. Findings indicate that positive learner perceptions toward plurilingual strategies, especially those incorporating cultural context and cross-linguistic scaffolding, are associated with greater engagement, metalinguistic awareness, and reflective learning. Conversely, students with limited multilingual proficiency or linguistic insecurity showed cognitive overload and lower performance. Challenges identified include teacher readiness, affective resistance, and monolingual instructional materials. This study contributes to the discourse on inclusive language education by demonstrating that perception is not peripheral but central to plurilingual pedagogy's success. It advocates for pedagogical shifts in BIPA instruction, including integration of learners' language repertoires, culturally anchored materials, and teacher training in translanguaging. The findings have broader implications for language programs operating in linguistically diverse, transnational contexts. However, challenges such as limited teacher readiness and scarce

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**plurilingual resources persist. Based on research at a state university in Indonesia, the study underscores the need for curriculum updates and teacher training aligned with CEFR's plurilingual principles.**

***Index Terms*—plurilingual pedagogy, BIPA, foreign students, translanguaging, learning perception**

## I. INTRODUCTION

In recent decades, our view of language learning has undergone significant changes. Whereas language learning used to be rooted in a monolingual approach that emphasized grammar, there is now a growing awareness that language is pluralistic, dynamic, and greatly influenced by social and cultural contexts. One of the key changes in this paradigm shift is the emergence of plurilingual pedagogy, an approach that acknowledges and leverages the linguistic diversity and cultural identities of learners (Council of Europe, 2020). This shift does not merely affect teaching methods in the classroom but also reflects a fundamental change in perspective. Learners are now positioned as active subjects who construct meaning through cross-linguistic interaction, rather than passive recipients of rigid rules.

The plurilingual approach views language competence as the ability to combine various semiotic resources in diverse communication situations, rather than merely mastering specific languages in isolation. This concept aligns with translanguaging theory, which asserts that speakers flexibly utilize their entire linguistic repertoire without rigid boundaries between languages (García & Wei, 2014; Wei, 2018). Rather than undermining target language learning, translanguaging enriches understanding, promotes learning autonomy, and acknowledges the existence of linguistic identities that are often marginalized in monolingual classrooms. Cummins (2009) emphasizes that when educational institutions value students' first languages and life experiences, the benefits are not only cognitive but also emotional.

In this framework, Indonesian language learning for foreign speakers (BIPA) is an interesting example at the intersection of language policy, cultural diplomacy, and the multilingual diversity of learners. The potential of BIPA as a plurilingual learning space is actually very large. However, the implementation of plurilingual strategies in BIPA classrooms is still uneven and tends to be minimal. Although the BIPA learning environment is generally multilingual, teaching practices often revert to monolingual patterns, resulting in the linguistic richness brought by learners being underutilized.

The gap between students' multilingual reality and the monolingual approach in teaching can hinder their engagement while limiting learning outcomes. Therefore, understanding how international students perceive the implementation of plurilingual strategies in BIPA learning is crucial. Students' perceptions are not an additional factor but a core aspect that influences motivation, participation, and cognition (Dörnyei, 2005; Little & Kirwan, 2019). When their linguistic backgrounds are valued, students are more likely to engage deeply and achieve academic success.

Therefore, this study aims to explore the following: How do foreign learners in BIPA programs perceive the application of plurilingual pedagogy? What challenges do they encounter when navigating multilingual instruction? And crucially, how does their perception relate to their learning outcomes? Using a sequential explanatory mixed-methods approach, this study integrates statistical and thematic data to provide a nuanced understanding of the pedagogical affordances and constraints of plurilingualism in BIPA classrooms.

By situating this research within the broader discourse of inclusive and equitable language education as advocated by Council of Europe (2020) and the United Nations Sustainable Development Goals (Goal 4: Quality Education), the study contributes not only to empirical knowledge but also to pedagogical innovation. It positions BIPA not merely as a language program but as a frontier for testing and refining plurilingual pedagogical models that are urgently needed in today's transnational educational spaces. Given Indonesia's rising prominence as a regional hub for language diplomacy, optimizing BIPA through inclusive pedagogies such as plurilingualism is not only a classroom concern but a strategic national priority.

## II. LITERATURE REVIEW

### A. Plurilingualism and The CEFR

Plurilingual competence, as comprehensively outlined in the *Common European Framework of Reference for Languages: Companion Volume* (Council of Europe, 2020), transcends traditional monolingual or bilingual paradigms that treat languages as discrete and independent systems. Instead, this model emphasizes an integrated and dynamic use of learners' entire linguistic and cultural repertoires to construct meaning, communicate effectively, and engage in intercultural exchanges (Council of Europe, 2020). In plurilingualism, language users do not simply toggle between isolated codes; they fluidly mobilize their varied linguistic resources in service of communication and understanding.

Dynamic language proficiency cannot be viewed merely as the sum of skills in separate languages, but rather as a holistic and continuously developing capacity through sustained plurilingual practice. An individual builds communicative competence by integrating all the languages they know in a unified way, enabling mediation, code-switching, and translanguaging expression (Council of Europe, 2020). This integrative perspective aligns with a theoretical framework that views plurilingual competence as a complex system comprising interconnected cognitive, affective, and social resources (Kleppin, 2022).

Empirical findings further emphasize the relevance of this perspective in the context of BIPA (Bahasa Indonesia bagi Penutur Asing, Indonesian for Foreign Speakers), where learners must navigate cultural differences and linguistic diversity. Several studies reveal that although BIPA teachers often integrate elements of general cultural awareness into the learning process, they often lack a clear awareness of pluricultural competence as a specific and structured learning objective. This highlights the need for conscious efforts to incorporate such competence into pedagogical approaches (Asteria et al., 2023). Additionally, studies examining the impact of BIPA learning confirm that learning Indonesian not only contributes to improved language proficiency but also strengthens cross-cultural adaptation skills. Both of these are part of the primary objectives of plurilingual education, thereby underscoring the strategic value of applying a plurilingual approach in teaching (Ahmed & Aman, 2024).

### *B. Translanguaging Theory*

The pedagogical implications of plurilingualism are closely related to the concept of translanguaging, which was first introduced by García and further developed by Wei (2018). Translanguaging is not merely a switch between languages, but rather a discursive and cognitive practice that legitimizes the use of the entire linguistic repertoire of learners as the primary means of constructing meaning. Through translanguaging, switching between languages when speaking, thinking, reading, or writing can occur naturally and smoothly, while challenging the dominance of monolingual norms that are still strong in formal education. As explained by García and Wei (2014), translanguaging creates a safe space for students to utilize all the language resources they have without fear of being corrected or excluded. This perspective aligns with Cummins' (2009) idea that the languages possessed by bilingual and multilingual learners support one another, and restrictions on the mother tongue can hinder cognitive development and academic success.

The application of translanguaging in learning requires educators to play an active role, not merely allowing but also encouraging the strategic use of various languages in the classroom. This approach can expand access to learning materials, strengthen language proficiency, and affirm students' identities. However, recent research reminds us that translanguaging is not merely a linguistic phenomenon but also a practice rich in social, cultural, and political dimensions. Its impact can be empowering, but it remains dependent on factors such as class ideology, popular culture, and institutional policies (Jaspers, 2018; Sultana & Dovchin, 2019). Thus, while translanguaging has the potential to bring about significant change, its success is highly dependent on the local educational context.

### *C. Research Gap in the Indonesian BIPA Context*

Despite the growing international attention to plurilingualism and translanguaging, there is a marked lack of empirical research exploring these concepts in the context of Indonesian language instruction for foreigners. BIPA classrooms are inherently diverse, yet most pedagogical approaches remain monolingual or implicitly subtractive in nature. The integration of plurilingual strategies into BIPA remains largely unexplored in the literature, particularly from the perspective of the learners themselves.

Previous studies have primarily focused on curriculum design, cultural materials, and teacher training in BIPA, with limited inquiry into how learners perceive and respond to plurilingual practices. Moreover, the link between learner perception and academic performance within a plurilingual BIPA framework remains under-researched. This gap is significant because it limits a comprehensive understanding of how inclusive pedagogical approaches can be refined to support Indonesia's expanding position as a regional hub for language diplomacy and multicultural education.

## III. METHODOLOGY

This study adopted an explanatory sequential mixed-methods design, combining quantitative and qualitative approaches to gain a nuanced understanding of foreign students' perceptions of plurilingual pedagogy in BIPA classrooms and its connection to their learning performance. The choice of this design was intentional, as it allows for an initial identification of broad trends through quantitative data, followed by an in-depth exploration of the underlying factors through qualitative inquiry.

The research unfolded in two sequential phases. In the first phase, a structured Likert-scale questionnaire was administered to capture numerical data on students' perceptions. The second phase then built on these findings through the collection of richer, more contextual data via reflective essays, semi-structured interviews, and document analysis, enabling a deeper interpretation of the perceptions identified earlier.

This study involved four international students enrolled in the BIPA program at a state university in Indonesia. The four participants were purposively selected to reflect the diversity of linguistic and cultural backgrounds. In the initial phase, they participated in a quantitative phase by completing a perception questionnaire, which provided an initial overview of the extent to which they were engaged in plurilingual learning strategies. Subsequently, the same participants underwent a qualitative phase, ensuring data continuity and enabling the researcher to conduct an in-depth comparison between perception scores, personal reflections, and observed classroom behavior.

Data collection was conducted using four complementary techniques. First, a Likert scale questionnaire containing 15 questions measured perceptions of plurilingual practices, including support for understanding, application of translanguaging strategies, and integration of cultural elements. Second, participants were asked to write a reflective essay describing their learning experiences in the context of plurilingual BIPA learning. Third, semi-structured

interviews were conducted to explore written responses in greater depth and obtain more nuanced perspectives. Fourth, the researcher examined classroom documents, such as student assignments and learning materials, to see the extent to which plurilingual elements were applied in teaching practice.

Data analysis was conducted using two approaches. Quantitative data were analyzed descriptively to group perception levels and identify interindividual variations. Meanwhile, qualitative data were analyzed using thematic methods to identify recurring patterns, such as the perceived benefits of translanguaging, cognitive challenges that arose, and levels of cultural engagement. The results of both phases were then synthesized into case studies, linking perception scores with reflective narratives and findings from classroom observations. Although the number of participants was intentionally limited to allow for more in-depth analysis, the qualitative data obtained was rich in information and potentially relevant to plurilingual learning contexts in other settings.

#### IV. RESULTS AND DISCUSSION

This section outlines and analyzes the study's findings by integrating both quantitative and qualitative data. The discussion is organized into three key areas: (1) how students perceive plurilingual pedagogy, (2) the challenges faced in implementing plurilingual approaches in BIPA instruction, and (3) how these perceptions relate to learners' academic performance.

##### A. Student's Perceptions of Plurilingual Pedagogy in BIPA

The results of the quantitative phase revealed that foreign students enrolled in the BIPA program generally hold favorable perceptions toward the application of plurilingual strategies in their language learning. Using a 15-item Likert-scale questionnaire (maximum score: 75), the perception scores among four students ranged between 47 and 57. The two highest scorers, BM and DN, each obtained 57 points, which categorizes their perception as "Good". JY scored 52 ("Fairly Good"), while KM, with a score of 47, showed the most reserved attitude ("Fair").

To clarify how students view the application of plurilingual pedagogy, a table is presented that contains each participant's perception score and relevant response categories. This table provides a concise but informative overview of the variations in attitudes that emerged among the respondents.

TABLE 1  
FOREIGN LEARNERS' PERCEPTION SCORES AND RESPONSE CATEGORIES

Participant	Perception Score	Response Category
BM	57	Positive
DN	57	Positive
JY	52	Fairly Positive
KM	47	Slightly Negative

This classification shows differences in the level of acceptance of multilingual teaching. BM and DN appear to show strong enthusiasm, while the results from KM indicate uncertainty and even a possible sense of discomfort. It is important to note these differences in scores as they provide a relevant perspective for examining the level of engagement and performance of participants in the next stage of analysis. In general, the indicators that consistently received the highest ratings include:

- "I find cultural learning activities helpful in understanding the Indonesian language."
- "I learn a lot about cultural diversity in BIPA classes."
- "I feel free to use other languages (besides Indonesian) to help me learn."

The findings suggest that students responded positively to plurilingual elements, especially when these were connected to cultural context and opportunities for linguistic autonomy.

Qualitative findings from students' reflective essays provide a deeper insight into the background of their perceptions. For example, BM wrote:

*"Saya merasa terbantu ketika pengajar membandingkan kata-kata dalam bahasa Indonesia dengan Mandarin atau Jepang. Saya bisa lebih cepat mengerti arti dan cara pakainya."*

This statement indicates that cross-linguistic comparisons used as a translanguaging strategy are not only positively received but also effectively enhance understanding. A similar point was made by DN:

*"Belajar budaya Indonesia sangat membantu saya mengerti kata-kata yang sulit. Ketika membahas tradisi, saya merasa lebih dekat dengan bahasanya."*

This quote aligns with the view of the Council of Europe (2020), which emphasizes that plurilingual competence includes linguistic and sociocultural mediation, enabling learners to establish connections between language and culture.

In contrast, JY and KM expressed a more cautious perspective. JY wrote:

*"Kadang-kadang saya bingung ketika guru menggunakan bahasa Inggris atau menjelaskan dengan bahasa lain. Saya tidak terbiasa."*

Although he categorized his perception as "Fairly Good" overall, this comment indicates the cognitive challenges of managing the use of multiple languages in a single learning activity.

KM, whose score was the lowest, expressed:

*"Saya lebih suka belajar pakai bahasa Indonesia saja. Kalau pakai banyak bahasa, saya bingung dan takut salah."*

This reflects a sense of linguistic insecurity, consistent with Cummins' (2009) view that students must first feel confident in both L1 and L2 before cross-linguistic transfer becomes facilitative.

From these data, three significant patterns emerged:

1. Learners with rich multilingual backgrounds (e.g., BM and DN) not only perceive plurilingual instruction as effective but also feel empowered by it. Their familiarity with other languages such as Mandarin, Japanese, or English allowed them to draw beneficial comparisons and apply learning strategies flexibly.
2. Learners with limited plurilingual experience (e.g., KM) tend to feel overwhelmed or confused by plurilingual input, especially when it occurs spontaneously or without guided scaffolding. This suggests that plurilingual pedagogy is not inherently beneficial unless it is contextually and cognitively accessible.
3. Cultural engagement enhances perception. Students valued BIPA instruction that connected linguistic content with cultural insights, especially when such instruction allowed them to reflect on their own cultural frameworks. This aligns with Wei's (2018) conceptualization of translanguaging as a space of identity negotiation, where students co-construct meaning by integrating linguistic and cultural knowledge.

Taken together, these findings provide empirical support for the Council of Europe's (2020) emphasis on plurilingualism as a learner-centered, meaning-oriented, and identity-affirming educational goal. In the BIPA context, students respond positively when plurilingual practices are used to deepen comprehension, celebrate diversity, and enable self-expression. However, the varied responses also signal that plurilingual pedagogy must be implemented responsively, accounting for learner profiles, readiness, and previous exposure to multilingual learning.

These insights call for a more nuanced application of plurilingual pedagogy not as a fixed method, but as a flexible instructional orientation that adapts to the diverse repertoires and preferences of BIPA learners. Educators should be trained not only in the technical use of translanguaging strategies, but also in diagnosing learner comfort zones, mediating affective barriers, and designing plurilingual activities with reflective depth.

### *B. Challenges in Implementing Plurilingual Strategies*

While the integration of plurilingual strategies in BIPA instruction is generally perceived positively by learners, the implementation process is not without substantial challenges. Data from both the questionnaire and students' reflective essays indicate that learners encounter various linguistic, cognitive, and pedagogical obstacles that may undermine the full potential of plurilingual pedagogy in practice.

#### **Cognitive Overload and Language Switching Difficulties**

One of the most commonly cited challenges is the difficulty of switching between multiple languages during the learning process, especially when it happens spontaneously or without sufficient scaffolding. Students with lower perception scores often expressed confusion and discomfort when required to engage in *translanguaging* tasks.

As stated by KM, who scored lowest on the perception scale:

*"Saya lebih senang menggunakan bahasa Indonesia saja. Kalau pakai banyak bahasa, saya bingung."*

This highlights a cognitive strain when multiple languages are introduced simultaneously without adequate support. In the questionnaire, KM also marked a score of 1 (very low) on the item "I often use other languages to help me learn Indonesian," suggesting a lack of metalinguistic readiness. This finding aligns with Cummins' (2009) *interdependence hypothesis*, which posits that positive cross-linguistic transfer requires a stable foundation in both L1 and L2; otherwise, translanguaging may lead to confusion rather than comprehension.

#### **Uneven Language Proficiency Across Repertoires**

Another challenge pertains to unequal competence among the languages within a student's repertoire. Learners may possess functional proficiency in their L1 but limited or passive knowledge in other languages that are often used as reference points by instructors (e.g., English). This mismatch may hinder rather than support learning. For instance, JY reflected:

*"Kadang-kadang susah kalau harus pakai bahasa Inggris, karena saya tidak biasa."*

Despite being open to plurilingualism in principle (scoring 52/75), JY's comment reveals that reference languages selected by the teacher are not always shared across learners. This creates an unintended exclusionary effect, undermining the inclusive intention of plurilingual pedagogy.

As Gorter and Cenoz (2015) explain, the overlapping competence between languages is a crucial factor in the effectiveness of plurilingual instruction. When such overlap is weak or absent, learners struggle to benefit from cross-linguistic scaffolds.

#### **Lack of Instructional Support and Teacher Readiness**

Teacher-related factors also emerged as significant barriers. Some students noted that plurilingual practices were inconsistently implemented, depending heavily on the instructor's preferences and comfort with managing multilingual input. Observational data confirmed that not all teachers encouraged language alternation or provided strategies for effective plurilingual learning.

This finding resonates with Piccardo and North (2019), who argue that teacher preparation is essential for plurilingual pedagogy to move beyond incidental code-switching and become an intentional, empowering practice. Without formal training in translanguaging techniques and classroom language ecology, instructors may default to monolingual norms even in multilingual settings.

#### **Affective Resistance and Linguistic Insecurity**

Beyond cognitive and pedagogical barriers, some students also displayed signs of affective resistance a reluctance to participate in multilingual activities due to fear of making mistakes or losing face. This is especially evident among students with lower perception scores, who preferred monolingual clarity over multilingual flexibility. As reflected in KM's statement:

*"Kalau pakai banyak bahasa, saya takut salah dan jadi malu."*

This statement emphasizes that psychological safety is a key factor in multilingual classroom learning. Wei (2018) emphasizes that the success of translanguaging is not solely determined by the application of teaching strategies, but also by the creation of an emotional space that makes learners feel valued and confident to utilize all the language resources they have.

#### **Instructional Materials Not Supporting Plurilingual Practices**

The results of the study indicate that most of the learning materials used in teaching BIPA are still centered on a monolingual approach, thus providing few opportunities for planned language comparison or multilingual activities. Many students expressed that their learning process would be more optimal if the materials explicitly encouraged the use of other languages they master as tools for thinking and communication, rather than merely positioning them as peripheral background knowledge.

These findings underscore the need for curriculum and instructional material development aligned with the action-oriented and multilingual vision mandated by the CEFR. Ideal instructional materials should be enriched with multilingual dialogues, cross-cultural problem-solving tasks, and specialized opportunities for students to reflect on interlingual interactions and how such dynamics shape their linguistic identities.

#### *C. The Relationship Between Perception and Learning Performance*

A central finding of this study is the demonstrable relationship between learners' perceptions of plurilingual pedagogy and their observed learning performance in the BIPA classroom. While plurilingual approaches are theoretically supported by a growing body of applied linguistics research, their practical success depends heavily on learner receptivity. This study supports the contention that perception is not merely an attitude by-product but a decisive factor that mediates cognitive engagement, emotional investment, and strategic language behavior (Ambariski, 2012; Dörnyei, 2005).

#### **Positive Perception as a Predictor of Strategic Engagement**

Learners such as BM and DN, who scored highly on the perception scale (57/75), consistently demonstrated signs of high strategic engagement, reflective thinking, and critical cross-linguistic transfer. Their narratives revealed a sophisticated ability to relate linguistic forms across languages, connect grammatical structures with cultural meaning, and deploy plurilingual strategies with confidence. For instance, BM noted:

*"Saya merasa bisa mengingat kosa kata lebih baik ketika dibandingkan dengan kata-kata Mandarin atau Jepang. Struktur bahasanya jadi terasa lebih logis."*

Such engagement is consistent with the findings of Macaro (2018) and Oxford (2011), who emphasize that positive beliefs about language learning influence the deployment of metacognitive and cognitive strategies, particularly in multilingual environments. Furthermore, the integration of identity, agency, and cultural self-reference in DN's account mirrors what Darwin and Norton (2015) term "investment": the degree to which learners commit to the language learning process when they feel valued and recognized.

*"Belajar bahasa Indonesia terasa menyenangkan ketika saya bisa membandingkan dengan budaya saya sendiri. Saya merasa seperti bagian dari kelas, bukan orang asing."* (DN)

This supports the Council of Europe's (2020) emphasis on "pluricultural mediation" and "learner autonomy through identity affirmation," where personal linguistic resources are not only permitted but legitimized as tools of learning and meaning-making.

#### **Moderate Perception and Inconsistent Outcomes**

In contrast, students like JY (score: 52/75) reflected a moderate perception toward plurilingual pedagogy. Although conceptually open to the idea, her limited proficiency in one of the reference languages (English) became a barrier. This suggests that perception may be positively aligned but practically constrained by linguistic competence, a finding echoed by Nouri et al. (2018), who argue that proficiency gaps within multilingual repertoires can moderate the impact of positive learner attitudes.

*"Saya ingin bisa membandingkan bahasa, tapi kadang sulit kalau harus pakai bahasa yang saya tidak kuasai dengan baik."*

JY's learning performance, while not poor, showed fluctuation based on task type she excelled in culturally anchored tasks but hesitated in metalinguistic discussions conducted in English. This supports the claim by Horwitz (2001) that plurilingual affordances are contingent on the degree of overlap and activation among languages known by the learner.

#### **Negative Perception and Affective Withdrawal**

The lowest performer, KM (47/75), exhibited signs of cognitive passivity and affective withdrawal. He showed resistance to language-switching tasks and expressed preference for monolingual instruction. His limited participation and lower self-reported comprehension were consistent with his reluctance to utilize *translanguaging* strategies.

*"Kalau pakai banyak bahasa, saya takut salah. Lebih baik pakai bahasa Indonesia saja supaya fokus."*

This aligns with Horwitz's (2001) research on language anxiety, which shows that learners who feel uncomfortable or insecure about multilingual environments tend to disengage or resort to avoidance. Yashima (2002) also identifies international posture and willingness to communicate as significant predictors of performance, suggesting that perception is both a cognitive frame and an emotional filter for action.

#### Empirical Collaboration With International Research

These findings resonate with previous international studies. Ushioda (2009) emphasizes the role of motivation as "person-in-context," where learner motivation and performance cannot be isolated from the sociocultural environment of the classroom. In plurilingual settings, this includes the degree to which learners perceive their identities and linguistic resources as respected.

In their study of bilingual education in Spain, Lasagabaster and Huguet (2007) also found that learners who viewed their multiple languages as an asset rather than a barrier reported higher levels of academic success and classroom engagement. The present study confirms that, in the Indonesian BIPA context, the perception of plurilingual pedagogy as empowering, flexible, and culturally affirming translates into greater learner agency and measurable performance indicators.

#### Theoretical Synthesis and Pedagogical Implications

From a theoretical standpoint, these results support the integration of Dörnyei's (2005) motivational-affective framework, Darvin and Norton's (2015) investment model, and the Council of Europe's (2020) plurilingual vision. Learner perception is a dynamic variable that interacts with:

- Individual differences (linguistic background, anxiety, self-efficacy),
- Classroom ecology (teacher scaffolding, peer interaction),
- and broader ideological positioning (attitudes toward language hierarchy and cultural legitimacy).

For BIPA pedagogy, this means that learner perception is not merely a byproduct of good teaching it is a central *condition for its success*. Teachers must not only design plurilingual activities but also cultivate positive perception through explicit validation of student voices, identities, and strategies. Performance, in this sense, is not separate from perception it is *rooted in it*.

The correlation between perception, engagement, and performance can be illustrated conceptually to emphasize how student attitudes toward plurilingual strategies influence their classroom behavior and learning outcomes.

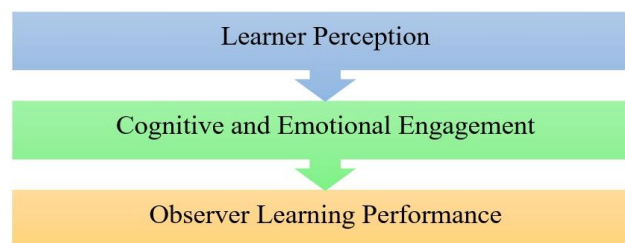


Figure 1. Conceptual Linkage Between Learner Perception, Engagement, and Performance

Learners with strongly positive perceptions (BM, DN) demonstrated higher engagement and stronger performance. Those with moderate perceptions (JY) showed mixed learning outcomes, while learners with less favorable perceptions (KM) exhibited lower engagement and comparatively weaker performance.

#### V. CONCLUSION

This study has demonstrated that plurilingual pedagogy holds significant potential in enhancing the learning experiences of foreign students in BIPA (Bahasa Indonesia for Foreign Speakers) classrooms. The findings indicate that students tend to perceive plurilingual approaches positively, particularly when instruction is culturally contextualized, allows for the active use of multiple linguistic resources, and affirms learners' multilingual identities. Such affirmation appears to encourage student engagement and fosters a deeper connection with the Indonesian language.

More importantly, the research confirmed a meaningful relationship between perception and learning performance. Students who view plurilingual practices positively and feel confident in utilizing their entire repertoire of languages tend to demonstrate higher cognitive engagement, deep reflective thinking, and active participation in learning tasks. Conversely, those who have negative perceptions or remain uncertain generally experience emotional barriers, cognitive burdens, and relatively lower academic achievement. This demonstrates that perceptions are not merely supporting aspects but rather highly influential mediating factors in the success of plurilingual and multilingual education.

However, the implementation of plurilingual pedagogy in the context of BIPA is not without challenges. Common obstacles include difficulties in managing code-switching, limitations in teacher readiness, and a lack of relevant teaching materials aligned with plurilingualism principles. These challenges indicate that success cannot rely solely on creative classroom strategies but requires systemic changes in the design, support, and evaluation of multilingual education. Therefore, educators are required to redefine language teaching approaches that can dynamically accommodate the linguistic and cultural diversity of learners. If implemented appropriately, this approach has the

potential to create more inclusive, empowering, and positively impactful BIPA learning, both in Indonesia and in various other plurilingual contexts around the world.

The findings of this study also carry significant weight for national language policy and curriculum design. As Indonesia continues to position BIPA as a key instrument of linguistic diplomacy and cultural engagement, embedding plurilingual pedagogy into official curriculum guidelines becomes essential. Policymakers are encouraged to revise BIPA frameworks to incorporate inclusive, learner-centered practices in line with the CEFR's plurilingual vision.

That said, this study is not without limitations. Its small sample size and focus on a single institution mean that the results should be interpreted with caution. While the qualitative insights provide valuable depth, broader studies involving larger and more diverse learner populations would enhance generalizability. Future research could explore the long-term effects of plurilingual instruction, examine teacher professional development in translanguaging, and investigate the role of digital tools in supporting plurilingual practices in BIPA classrooms.

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