

# Exploring Student Perceptions of Excursion Strategies in BIPA Learning: Enhancing Engagement and Cultural Insight

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**Abstract**—The excursion strategy improves education by connecting various fields of knowledge and promoting language development through interactive experiences. Engaging in activities beyond the classroom allows students to witness real-life behaviors, which enriches their learning experience and makes it more impactful. This study explores students' perceptions regarding applying the excursion strategy in learning BIPA (Indonesian Language for Foreign Speakers). The researchers employed quantitative and qualitative methods to collect data through questionnaires, interviews, and observation. For the quantitative data, purposive sampling was used to select 45 students from 112 enrolled in BIPA courses, while qualitative data was gathered through in-depth interviews using closed questions. The collected data then underwent analysis employing frequency statistics, facilitated through the distribution of questionnaires gauging students' perceptions of the application of excursion strategies. The findings showed that BIPA students greatly value the excursion method, which boosts their engagement. They find these strategies effective for improving their understanding of BIPA and Indonesian culture, primarily through direct interactions with the community that enhance their communication skills and appreciation of local traditions. Additionally, excursions provide practical insights into everyday Indonesian, making learning more enjoyable and motivating. The results suggest that customized excursion strategies further support skill development. While the research highlights the importance of innovative teaching methods, it also points out the need for more studies to better understand student perspectives and improve BIPA education. Overall, the excursion strategy is crucial in encouraging students to explore and reflect on their learning through meaningful interactions with their environment.

**Index Terms**—BIPA, excursion strategy, learning, perception, cultural insight

## I. INTRODUCTION

Recently, learning the Indonesian Language for Foreign Speakers (BIPA) in Indonesia has witnessed rapid development, coinciding with a significant increase in interest in Indonesia's language and culture. The surge in demand for BIPA education reflects a broader fascination with Indonesia, its rich cultural heritage, and its strategic importance in the Southeast Asian region. According to Maulana and Astari (2020), there has been a continuous yearly increase in the number of international learners of Indonesian, highlighting the growing global recognition of the language. In response to this expanding interest, the Indonesian government has actively supported educational organizations providing BIPA courses in universities and through various private and governmental initiatives. The government's commitment is evident through comprehensive support initiatives to enhance BIPA educators' capabilities. These initiatives encompass a range

of resources and training opportunities designed to strengthen the proficiency and pedagogical skills of BIPA teachers, positioning them as key contributors to the advancement of BIPA education.

The government's initiatives to reinforce the foundation of BIPA learning underscore the pivotal role that dedicated educators play in shaping a vibrant and compelling language education landscape. These initiatives aim to empower educators through targeted professional development, ongoing mentorship, and access to cutting-edge educational methodologies, recognizing their importance as catalysts for cultural exchange and understanding. By fostering an environment that values dedication and encourages professional growth, the government seeks to enhance the overall quality of BIPA education, which, in turn, contributes to cognitive development (Marinda Leny, 2020). Furthermore, it is impossible to exaggerate the importance of BIPA learning worldwide, as it plays a vital role in communication, business, education, and cultural exchange (Zulfahmi, 2016). In today's interconnected world, learning BIPA is increasingly crucial in facilitating intercultural interactions and promoting cross-linguistic understanding (Wirawan, 2018). BIPA programs have proven effective in enabling foreigners to learn Indonesian, fostering effective communication and a deeper understanding of Indonesian culture and customs (Amin, 2021; Purbarani et al., 2021).

Although the benefits of excursion strategies are clear, research on BIPA is still limited. Some prominent studies include "Persepsi Mahasiswa BIPA Australia terhadap Kegiatan Ekskursi Berkonsep Edu-Tourism ke Laboratorium Sampah Pamansam" by Jaswadi and Sugianto (2021) and "Ekskursi sebagai Strategi Belajar Bahasa Indonesia Bagi Penutur Asing (BIPA) dalam Masyarakat Ekonomi Asean (MEA)" by Dwi et al. (2017). Jaswadi and Sugianto's (2021) findings showed that most respondents positively viewed integrating educational concepts in the excursion to the Pamansam waste laboratory. This shows that excursion activities serve as a means of recreation and as an effective learning tool. Meanwhile, Dwi et al. (2017) revealed that students gain extra insights via the BIPA learning trip strategy, including linguistic and cultural aspects in tourism, social environment, and direct exposure to Indonesian society. These studies demonstrate the advantages and effectiveness of the excursion technique in creating a successful BIPA learning experience that boosts motivation, improves language proficiency, and fosters cultural awareness.

This research fills a significant gap by investigating how students perceive strategies for the excursion in BIPA, specifically among those enrolled in the Indonesian study program at Makassar State University (UNM). The students involved show a strong interest and proficiency in teaching Indonesian to non-native speakers, making their perspectives particularly insightful. This study intends to investigate their opinions on the implementation of excursion strategies and the positive effects these strategies have on BIPA learning. Grasping student perceptions is vital in today's complex educational landscape, as it can lead to more flexible learning approaches that cater to the diverse needs of students worldwide. This study adds to the corpus of existing literature. It offers new insights that can be incorporated into the BIPA curriculum, enhancing its relevance and practicality for international learners aiming to achieve fluency in Indonesian.

The importance of excursion strategies in BIPA education cannot be overstated, as experiential learning often promotes a more profound comprehension of the culture and language. These strategies might include visits to historical landmarks, engagement with native speakers, and participation in cultural activities that place students in authentic contexts. The study's findings indicate that students participating in these excursions demonstrate increased motivation and greater confidence in their use of Indonesian. Additionally, these experiences allow them to understand cultural subtleties often overlooked in conventional classroom instruction, enriching their educational journey and improving their language skills. Data analysis suggests that incorporating excursion strategies into BIPA learning significantly boosts students' social and communication abilities. This enhancement is crucial since effective language proficiency relies on knowledge of grammar and vocabulary and the capacity to engage with and adapt to various cultures. This research highlights the importance of integrating excursion strategies into the BIPA curriculum to create a more vibrant and interactive learning atmosphere. Ultimately, the insights gained from this study are intended to be a valuable reference for curriculum developers and educators who wish to create a more effective and engaging BIPA program tailored to the needs of international students. In this way, the study contributes to the advancement of language learning theory and offers actionable solutions for improving the quality of Indonesian education globally.

## II. LITERATURE REVIEW

### A. *Effective BIPA Curriculum: Integrating Language and Culture*

Proper curriculum design and teaching materials are essential to streamlining the educational process of BIPA. BIPA education requires a comprehensive curriculum that includes cultural competence, diverse learning methods, appropriate teaching materials, effective learning media, and robust evaluation and planning for BIPA teaching. This holistic approach ensures a well-rounded and accelerated learning experience for individuals who wish to master Indonesian. Regarding globalization, where intercultural interactions are increasing, the importance of a curriculum responsive to learners' needs is even more pressing.

The success of BIPA education relies heavily on a carefully designed curriculum that focuses on the holistic development of Indonesian language abilities, encompassing listening, speaking, reading, and writing skills. Gardner (2013) argues that these language skills reflect linguistic intelligence in language learning. In this context, the recognition of the diversity of intelligences, including verbal-linguistic, visual-spatial, and kinesthetic, emphasizes the need for a curriculum that can cater to various learning styles (Al-Qatawneh et al., 2021; Bakić-Mirić, 2010). This suggests that

language learning is not simply a transfer of knowledge but also involves understanding and developing skills relevant to cultural and social contexts.

The role of the teacher is crucial in determining the content and difficulty level of the curriculum that must be aligned with the needs and characteristics of the learners. This adaptation is essential to achieving learning objectives, a principle supported by various studies (Febrianti B et al., 2019; Mardasari et al., 2022). Teachers are material deliverers and facilitators who can create a supportive learning environment. Thus, they need to be equipped with adequate training to understand and apply various effective teaching methods according to the diverse characteristics of learners. The interaction between a customized curriculum and effective teaching strategies is key to achieving success in BIPA education, ensuring that learning objectives can be achieved while meeting the needs of diverse learners. In this regard, technology utilization in BIPA instruction is another element that is impossible to overlook. Digital learning media, such as apps and online platforms, can provide broader and more flexible access for learners to access materials and practice language skills. Moreover, this technology integration should be done wisely to support the more significant learning goals.

Furthermore, it is important to consider the evaluation aspect of BIPA education. A comprehensive evaluation includes not only an assessment of language skills but also an assessment of cultural understanding and social contexts related to the use of Indonesian. Multiple formative and summative assessments can help identify learner progress and areas for improvement. As such, a competency-based approach becomes increasingly relevant, where learners are assessed on their ability to apply the language in real contexts. An effective curriculum should also consider the local and global context. In an increasingly connected world, the ability to communicate in Indonesian is beneficial for individuals and society. By understanding and appreciating Indonesian culture, learners can better contribute to social and professional interactions in various fields. Therefore, BIPA education should be a bridge connecting different cultures and perspectives. Conversely, challenges in BIPA education cannot be ignored. Various factors, such as differences in educational background, motivation, and access to resources, can affect the learning process.

Therefore, it is paramount to identify and overcome these barriers so all learners have equal opportunities to succeed. An inclusive approach to BIPA education can contribute to developing a more just and equal educational setting. In facing these challenges, collaboration between various stakeholders, including the government, educational institutions, and communities, is essential. This cooperation can create an ecosystem that supports the development of quality BIPA education. For instance, training programs for teachers, developing relevant teaching materials, and providing adequate learning facilities can be concrete steps to improve the quality of BIPA education. Thus, a holistic and integrated approach is needed to achieve the optimal goals of BIPA education. This includes curriculum development responsive to learners' needs, continuous teacher training, acceptable use of technology, and comprehensive evaluation. All these elements must support each other to create an effective and enjoyable learning experience for Indonesian learners. Language proficiency, knowledge, and respect for Indonesian culture are indicators of the effectiveness of BIPA instruction. BIPA education is important in building bridges between cultures and creating a more inclusive and respectful society. Therefore, an investment in BIPA education is an investment in a better future, where intercultural communication and collaboration can be more harmonious.

### *B. The Excursion Strategy in BIPA Learning*

In education, the excursion strategy is one of the most crucial methods for enhancing students' learning experience. This method not only relies on the traditional classroom method but also extends learning beyond the confines of the classroom. This experiential learning approach takes students to various cultural, tourist, academic, and social destinations, aligning with experiential learning and teaching theory principles. Through excursions, students gain practical, real-world experience that complements the structured curriculum that has been established. Research conducted by Clausen (2004), Li (2021), Omar et al. (2016), and Ros-McDonnell et al. (2014) shows that this hands-on experience can improve students' understanding of the material. Combining a well-designed curriculum, strategic teaching methods, and opportunities for hands-on experiential learning is the key to the successful education of BIPA. According to Al-Qatawneh et al. (2021) and Dwi et al. (2017), this holistic approach makes learning more enjoyable and significantly impacts conventional teaching. Zubairu's (2016) research shows that the excursion strategy can increase engagement, encouraging students to study and actively participate in the educational process.

Furthermore, excursions also contribute to language acquisition, where students are exposed to new vocabulary and contexts that enrich their communication skills (Xamaní, 2015). Idawati et al. (2023) noted that this experience expands language knowledge and increases students' confidence in using Indonesian in everyday situations. Thus, the excursion strategy complements and is a key enabler in effective language learning. The excursion strategy is an active immersion method that engages students in language use and understanding of Indonesian culture through hands-on experience (Dabamona et al., 2021). In this context, students engage in various educational activities outside the classroom, such as visiting historical sites, museums, traditional markets, and culinary places. Mulyawati et al. (2021) emphasize that these experiences provide opportunities for students to learn more interestingly and contextually. However, the effectiveness of this strategy relies heavily on alignment with learning objectives and participants' interests, so it is important to identify students' characteristics to achieve optimal results, as expressed by Kusmiatun (2018). An excursion reinforces the knowledge gained in the classroom and provides hands-on learning experiences relevant to everyday life. In BIPA learning, the excursion's primary goal is to help students become more proficient communicators in Indonesian, both orally and in

writing. Dwi et al. (2017), Suyitno (2007), and Yuriananta et al. (2023) emphasize that these hands-on experiences allow students better to understand Indonesian people's culture and daily life. Through diverse learning experiences, students can develop social and interpersonal skills crucial in today's global context. Direct interaction with the local community during the excursion allows students to practice the language in a more natural and everyday context. According to the social learning theory, people learn through social contact and firsthand experience in addition to formal education. Therefore, the excursion strategy can be seen as a bridge that connects learning theory with actual practice in the field.

Furthermore, the excursion strategy can also increase students' awareness of Indonesia's cultural diversity. By visiting various places and interacting with local communities, students learn about the language and the values, norms, and traditions in Indonesian society. This is particularly important in BIPA education, where cultural understanding is integral to language learning. According to Dwi et al. (2017), deep cultural understanding can improve students' communication ability and sensitivity to social contexts. On the other hand, it is paramount to consider the challenges that may arise in implementing the excursion strategy. One of the main challenges is logistics, including travel planning, budgeting, and time management. Therefore, cooperation between teachers, students, and related parties is needed to ensure that the excursion can be implemented smoothly and effectively. In addition, teachers need to prepare students well before the excursion, including providing information about the objectives, expectations, and expected behaviors during the activity. The instructor's job is crucial to creating worthwhile field trips in this situation. Teachers must ensure that each excursion is designed to achieve specific learning objectives relevant to the curriculum.

Moreover, teachers should also be able to adapt the excursion activities based on students' needs and interests so that the learning experience becomes more personalized and engaging (Leite et al., 2022). This is consistent with differentiated learning principles, which emphasize how crucial it is to modify teaching methods to meet the requirements of every student. Finally, continuous evaluation and reflection are required to achieve optimal results in learning BIPA through the excursion strategy. Teachers need to collect feedback from students after the excursion to evaluate the effectiveness of the activity and identify areas that need improvement. By doing this reflection, teachers can continuously improve the quality of the learning experience provided to students and ensure that the excursion strategy remains relevant and useful in language education. Overall, the excursion strategy in BIPA education offers an innovative and effective approach to enhancing students' learning experience. Through experiential learning, students learn Indonesian and understand the culture and social context surrounding them. Therefore, educators need to continue to develop and implement these strategies in their curriculum so that students can gain a holistic and meaningful learning experience.

### *C. Perception*

Perception is a critical element of psychology, significantly affecting how individuals interpret and engage with their environments. It can be understood as the process through which people recognize objects and events using their senses while also being aware of their internal physiological processes. This complex activity goes beyond mere sensory input, as it involves interpretation and the assignment of meaning based on past experiences, illustrating that perception is an active cognitive process rather than a passive one. Feldman (2009) notes that perception is constructive, allowing individuals to transcend basic stimuli to form meaningful experiences. This means two people might perceive the same object differently, influenced by their distinct experiences, backgrounds, and social contexts. Such differences highlight the need to understand the subjective elements that influence our perceptions. Also, perception includes sensory experiences like sight, sound, taste, and smell (Booth et al., 2011). This comprehensive view emphasizes the importance of context; for example, a specific scent might trigger memories that affect how it is perceived. Thus, perception is impacted by both internal and external events, and cultural context is equally important. Recent theories in cognitive psychology propose that perception emerges from the interaction of attention, memory, and prior experiences, supporting the notion that it is a fluid process (Awh et al., 2006; Oberauer, 2019). Recognizing that many factors shape perception allows a deeper comprehension of how individuals relate to their surroundings and how these relationships influence their perspectives and actions.

Furthermore, perceptions can be classified into two main categories: positive and negative (Leite et al., 2022; Peng et al., 2022). Positive perception refers to comprehending and responding characterized by a proactive approach toward the perceived object, which involves engaging with and supporting it. Negative perception, on the other hand, involves an understanding and response that conflicts with the perceived object, often leading to a passive stance or outright rejection and opposition to it. Therefore, it can be concluded that positive or negative perception will always influence an individual's actions. What people perceive depends on how they interpret and comprehend what they know about the object they are seeing.

In BIPA, grasping the concept of perception is especially pertinent. The expansion of BIPA education indicates a growing global interest in the culture and language of Indonesia. The commitment of the Indonesian government to improve the BIPA program through training for educators and curriculum enhancement is essential for raising the quality of language education. Innovative strategies like excursions can greatly enrich the learning experience and deepen cultural understanding. However, conducting further research into students' perceptions of these strategies is crucial, as their feedback can guide the creation of more effective and engaging language learning methods. By catering to the varied needs of learners and highlighting the significance of experiential learning, the BIPA framework can continue to develop and thrive in an interconnected global landscape.

### III. METHODOLOGY

#### A. Research Design

This study used qualitative and quantitative approaches, utilizing statistical frequencies to elucidate students' perceptions of excursion strategies within BIPA learning. The participants were students enrolled in structured BIPA courses at Makassar State University. Data sources included experts, practitioners, and intermediate-level BIPA learners. The first expert, an informant with substantial proficiency in BIPA, provided extensive data about graphics, presentation, content, language, and application, primarily focusing on the content component of the developed teaching materials. Concurrently, the second expert, who specialized in graphics, offered insights regarding the graphic, presentation, and language components.

#### B. Procedure for Collecting and Analyzing Data

Data collection involved a questionnaire, interviews, and observation techniques. The researchers meticulously crafted the questionnaire designed for this study to investigate various aspects of implementing the excursion strategy in BIPA learning. It encompassed inquiries regarding the perceived advantages of the excursion strategy, students' positive or negative experiences during the excursions, and the extent to which these excursions enhanced their comprehension of the Indonesian language. Furthermore, the researchers conducted interviews to attain a deeper understanding of students' perceptions, enabling them to share detailed experiences, articulate opinions on the merits and drawbacks of the excursion strategy, and propose enhancements for its application in BIPA learning. Additionally, direct observations were conducted during the excursions to assess students' reactions and gain firsthand insights into their experiences.

Upon completion of data collection, the researchers employed the frequency analysis method, commonly used in closed-ended research. Respondents used a scale of 1 to 5 to indicate how much they agreed with each question. The scales are 1. extremely enjoyable, 2. very enjoyable, 3. enjoyable, 4. less enjoyable, and 5. not enjoyable. Numerical data derived from expert and practitioner evaluations underwent frequency analysis, which involved processing data per item by dividing respondents' answers for each item by the ideal value. Furthermore, the researchers multiplied the resultant score by 100% to ascertain the percentage. Data processing involves calculating the ideal number of responses for a particular item and dividing that amount by the overall number of responses. The percentage was calculated as the final score multiplied by 100%. Through a comprehensive analysis of data obtained from questionnaires, interviews, and observations, the researchers fully understood students' perceptions regarding the application of excursion strategies in BIPA learning.

#### C. Population and Samples

Participants in the BIPA program comprised the study's population. The participants were all Indonesian language and literature majors from the State University of Makassar in 2019, totaling 112 individuals across three classes: A, B, and C. The sample selection process was conducted using a purposive sampling method, which selected students who had attended BIPA classes with excursion strategies. This method was chosen to ensure that the respondents involved in this study had relevant experiences that could provide in-depth insights into Indonesian language learning for non-native speakers. The final sample size for the respondents was determined to be 45 students, which accurately represented the population and provided valid data for further analysis.

Regarding this research, it is crucial to consider the participants' varied origins and traits. By involving students from three different classes, this research sought to gain a more comprehensive picture of their learning experiences. This also reflects variations in the teaching methods in each class and differences in how students respond to the teaching strategies used. Thus, analysis of the data collected from these 45 students is expected to reveal certain patterns in the learning process, including the challenges faced and effective strategies in teaching Indonesian to foreign speakers. It is anticipated that the results of this study will significantly impact curriculum development and teaching methods in future BIPA programs and serve as a reference for other institutions with similar programs.

#### D. Materials

The materials used in this research are questionnaires containing closed questions about their experiences with excursion strategies in BIPA. In addition, direct observation during the excursion activities can also be used as additional materials to provide a deeper context to the student's experiences. Documentation, such as field notes and photos during the activities, can enrich the collected data. By combining these various source materials, the study can offer a more thorough view of how well the trip plan works to enhance students' understanding and engagement in BIPA learning.

### IV. RESULTS AND DISCUSSION

Researchers gathered information by distributing a questionnaire consisting of questions and obtaining responses from participants, with criteria designed to assess students' perceptions regarding using excursion strategies in BIPA learning. Each respondent provided feedback by choosing from *extremely enjoyable*, *very enjoyable*, *enjoyable*, *less enjoyable*, and *not enjoyable*. These responses were then analyzed using eight question items, calculating the following statistical frequencies.

TABLE 1  
FREQUENCIES STATISTICS

		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8
N	Valid	45	45	45	45	45	45	45	45
	Missing	0	0	0	0	0	0	0	0
Mean		1.98	2.13	2.02	2.20	2.16	2.20	2.24	2.13
Median		2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	2	2	2	2
Std. Deviation		.657	.661	.621	.694	.638	.661	.679	.661
Variance		.431	.436	.386	.482	.407	.436	.462	.436
Range		2	2	2	2	2	2	2	2
Minimum		1	1	1	1	1	1	1	1
Maximum		3	3	3	3	3	3	3	3
Sum		89	96	91	99	97	99	101	96

The statistical frequency analysis shows that the data analyzed came from 45 respondents, with no validity or 0. This indicates that the collected data was legitimate and that each respondent answered each question. In this context, the mean value obtained was 1.98, which indicates the general trend of the respondents' answers towards the excursion strategy implemented. In addition, the median value recorded was 2.00, indicating that half of the respondents gave a value below 2 and the other half above 2. The mode, the most often occurring value in respondents' answers, was also recorded at 2. This finding indicates that most respondents have a positive view of the excursion strategy, which is considered interesting, fun, and worthy of implementation in the learning process.

The importance of the results of this analysis lies not only in the statistical figures obtained but also in the implications that can be drawn from the data. With the excursion strategy stated to be engaging and fun, there is great potential to improve students' involvement in teaching and learning. Previous research shows that learning methods incorporating hands-on experiences like excursions can strengthen concept understanding and improve student information retention (Clausen, 2004; Li, 2021; Ros-McDonnell et al., 2014). Therefore, the results of this analysis indicate the need for further development in the application of excursion strategies in the educational curriculum. These aspects show that innovative and interactive learning approaches, such as excursions, increase student curiosity and contribute to more effective and holistic learning.

The following is a frequency table based on respondents' answers.

TABLE 2  
FREQUENCY TABLE A.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	22.2	22.2	22.2
	2	26	57.8	57.8	80.0
	3	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

Table 2 demonstrates that the respondents' answers to Statement A.1: "Have you heard of the excursion strategy in BIPA courses?" reflect a significantly positive view of this teaching method. A total of ten respondents (22.2%) chose Option 1 (extremely enjoyable), indicating that a group of participants felt a very positive learning experience through this strategy. Meanwhile, 26 respondents (57.8%) chose Option 2 (very enjoyable), which indicated that most participants felt engaged and enjoyed the learning process. Only nine respondents (20.0%) chose Option 3 (enjoyable), indicating that, although they felt positive, their level of engagement was not as strong as the groups who chose Options 1 and 2. It means that the excursion strategy in BIPA has a strong appeal for many participants, potentially increasing their motivation and interest in learning.

Furthermore, the data indicates that the excursion strategy provides a more immersive and contextualized learning experience, aligning with the constructivist learning theory in language education that emphasizes the importance of deep cultural understanding in enhancing students' communication skills and sensitivity to social contexts. Dwi et al. (2017) stress that direct experiences and social interactions are crucial for language acquisition, further validating the effectiveness of the excursion strategy. By participating in excursion activities, learners engage with theoretical concepts and apply them in real-world situations, strengthening their understanding. Research supports this notion, showing that experiential learning enhances information retention and communication skills. Consequently, the results presented in Table 2 reflect participants' preferences and provide evidence that innovative approaches, such as excursion strategies, can effectively teach Indonesian to non-native speakers. Therefore, it is vital to consider the broader implementation of this strategy within the BIPA curriculum to enhance learning quality and improve learner outcomes.

TABLE 3  
FREQUENCY TABLE A.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	15.6	15.6	15.6
	2	25	55.6	55.6	71.1
	3	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

Table 3 indicates that respondents' answers to Statement A.2: "Is the excursion strategy interesting, fun, and feasible to implement in the learning process?" show that respondents who chose Option 1 (extremely enjoyable) amounted to 7 respondents (15.6%) of the total respondents. Meanwhile, respondents who chose Option 2 (very enjoyable) reached 25 respondents (55.6%) of the total respondents, and those who chose Option 3 (enjoyable) totaled 13 respondents (28.9%) of the total respondents. This data shows that the most dominant answer is Option 2, where 25 respondents (55.6%) rated the excursion strategy very enjoyable. This finding shows that most respondents have a positive view of the excursion strategy in the learning context, indicating that this method can attract students' attention and interest.

This positive assessment aligns with active learning theory, highlighting that student participation is important to the learning process (Clausen, 2004; Li, 2021; Ros-McDonnell et al., 2014). According to this theory, direct experience and interaction with the surrounding environment can improve understanding and retention of information. By involving students in fun activities, such as excursions, they learn theoretically and gain practical experience that enriches their horizons. This may explain why most respondents felt the excursion strategy was interesting and feasible to implement in the learning process. Therefore, it is important to consider the broader implementation of this strategy in the educational curriculum and explore ways to improve the quality and effectiveness of excursion activities for more students to benefit from. Thus, properly implementing the excursion strategy can enhance the general standard of education and give pupils a more fulfilling educational experience.

The results obtained from Table 3 indicate that the excursion strategy has great potential to enhance students' learning experience. This suggests that educators need to be more proactive in designing and implementing excursion activities that are fun and educational. Through an approach that focuses on real-life experiences, students can more easily understand the concepts taught and relate them to real situations in everyday life. Therefore, excursion strategies should be integrated carefully into the educational curriculum, considering various factors such as learning objectives, excursion location, and student engagement. This will ensure that the excursion is enjoyable and enhance the teaching and learning process to help pupils reach their best results from each excursion.

TABLE 4  
FREQUENCY TABLE A.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	17.8	17.8	17.8
	2	28	62.2	62.2	80.0
	3	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

Table 4 shows respondents' answers to Statement A.3: "Is the excursion learning plan fun for students majoring in Indonesian?" expressed a positive view. Of the total respondents, there were 8 respondents (17.8%) who chose Option 1 (extremely enjoyable), while 28 respondents (62.2%) chose Option 2 (very enjoyable), and 9 respondents (20.0%) chose Option 3 (enjoyable). Thus, most respondents, 28 people, felt that this excursion learning strategy was very enjoyable. This shows that learning approaches that involve hands-on experience, such as excursions, can increase students' motivation and engagement in learning. It is important to note that enjoyable learning experiences can positively impact student learning outcomes. According to constructivist learning theory, hands-on experience and social interaction in a learning context can help students construct new knowledge and relate it to existing knowledge (Clausen, 2004; Li, 2021; Omar et al., 2016; Ros-McDonnell et al., 2014). Thus, respondents who enjoyed the excursion learning plan showed greater potential to understand and apply the material taught. Further analysis showed that factors such as innovative teaching methods and the relevance of the material to students' daily lives also contributed to this positive perception. Therefore, to improve learning effectiveness, more attention must be paid to designing and implementing lesson plans that are engaging and relevant to students' needs and interests. Thus, these results emphasize the importance of creating an enjoyable and supportive learning environment for students, which can improve the overall quality of education.

TABLE 5  
FREQUENCY TABLE A.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	15.6	15.6	15.6
	2	22	48.9	48.9	64.4
	3	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

Table 5 shows that respondents' answers to Statement A.4: "Is this lesson interesting and fun to implement in the Indonesian Language and Regional Studies department?" show that respondents who chose Option 1 (extremely enjoyable) amounted to 7 people (15.6%) of the total respondents. Meanwhile, those who chose Option 2 (very enjoyable) amounted to 22 respondents (48.9%) of the total respondents, and those who chose Option 3 (enjoyable) amounted to 16 respondents (35.6%) of the total respondents. This data shows that the most dominant answer is Option 2, with 22 respondents (48.9%) choosing it. This indicates that most respondents felt the lesson was interesting and provided a positive and achieving learning experience. This is vital because an enjoyable learning experience can increase students' motivation and engagement in the learning process.

Creating a fun and engaging learning environment, particularly concerning teaching languages and regional studies in Indonesia, cannot be overlooked. According to constructivist learning theory, enjoyable learning experiences can encourage students to actively participate and develop a deeper understanding of the material being taught (Clausen, 2004; Li, 2021; Ros-McDonnell et al., 2014). Respondents perceiving the lesson as highly enjoyable may be more likely to engage in discussions, conduct further research, and apply their knowledge in real contexts. In addition, 48.9% of respondents found the lesson enjoyable, indicating a strong connection between the teaching methods and student satisfaction. Therefore, to improve the effectiveness of this lesson, teachers must continue to develop and implement innovative and engaging teaching methods that focus not only on mastery of the material but also on positive learning experiences for students. Thus, efforts to create an enjoyable learning atmosphere will contribute to better academic achievement and overall character development of students.

TABLE 6  
FREQUENCY TABLE A.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	13.3	13.3	13.3
	2	26	57.8	57.8	71.1
	3	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

Table 6 shows the respondents' answers to Statement A.5: "Is implementing learning through field trips fun?", where six respondents (13.3%) chose Option 1 (extremely enjoyable) from the total number of respondents. Meanwhile, 26 respondents (57.8%) chose Option 2 (very enjoyable), and 13 respondents (29.9%) chose Option 3 (enjoyable). This data shows that the most dominant answer is Option 2, with 26 respondents (57.8%) indicating that most respondents felt a positive experience towards learning through field trips. This reveals that learning methods involving direct experience outside the classroom can significantly affect learner satisfaction.

Furthermore, the essentials of learning through field trips lie in the enjoyment felt and its effectiveness in improving the understanding of the concepts taught. Research shows that learning experiences that involve direct interaction with the environment and objects of learning can improve student recall and understanding (Omar et al., 2016). In this context, field trips bridge theory and practice, allowing students to apply the knowledge they have learned in real-life situations. Further analysis of this data demonstrates that respondents who chose Option 2 had a more immersive and interactive experience, contributing to their understanding of the subject matter. It displays that implementing fun and interactive learning methods, such as field trips, is crucial to improving the quality of education and motivating students in their learning process.

TABLE 7  
FREQUENCY TABLE A.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	13.3	13.3	13.3
	2	24	53.3	53.3	66.7
	3	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

Table 7 shows that respondents' answers to Statement A.6: "Learning through field trips is very enjoyable because it is carried out outdoors" showed that there were 6 respondents (13.3%) who chose Option 1 (extremely enjoyable) from the total respondents. Meanwhile, 24 respondents (53.3%) chose Option 2 (very enjoyable), and 15 respondents (33.3%) chose Option 3 (enjoyable). This data illustrates that the most dominant answer is Option 2, with 24 respondents (53.3%) considering the field trip experience a very enjoyable activity. This shows that most respondents felt the positive value of learning outside the classroom, consistent with contextual learning theory emphasizing the importance of direct experience.

Outdoor learning experiences, such as field trips, can benefit students significantly. According to research, learning activities outside the classroom can increase student motivation and engagement and strengthen understanding of the concepts being taught (Zubairu, 2016). In addition, outdoor learning allows students to interact directly with their environment, which can enrich their learning experience. Thus, data analysis shows that field trips are fun and positively impact learning. Therefore, educators must design programs that integrate outdoor activities to maximize students' learning potential and create deeper and more meaningful learning experiences.

TABLE 8  
FREQUENCY TABLE A.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	13.3	13.3	13.3
	2	22	48.9	48.9	62.2
	3	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

Table 8 depicts that respondents' answers to Statement A.7: "Excursion and field trip strategies are enjoyable because essentially, this strategy is the same, namely learning outside the classroom," are respondents who chose Option 1 (extremely enjoyable), which amounted to 6 respondents (13.3%) out of the total respondents. Those who selected Option 2 (very enjoyable) were 22 respondents (48.9%) of the total respondents, while those who picked Option 3 (enjoyable) were 17 respondents (37.8%) of the total respondents. For Statement A.7, the most dominant answer (the highest count) is Option 2, with 22 respondents (48.9%).

It is crucial to note that learning activities outside the classroom can enhance student motivation and engagement. Research shows that learning outside the traditional classroom environment can enrich students' educational experiences, provide real-world context for the material being studied, and encourage better social interaction between students and instructors (Kusmiatun, 2018; Zubairu, 2016). For instance, in science education, conducting experiments in the field can offer a deeper understanding of the concepts being taught compared to solely relying on theory in the classroom. With 48.9% of respondents finding these activities enjoyable, it is clear that this approach boosts knowledge and creates a more engaging and memorable learning experience. Respondents had a positive experience with these activities, with Option 2 being the most dominant response.

The analysis of this data indicates a strong relationship between the teaching methods used and student satisfaction levels. When students engage in enjoyable activities, they tend to be more active in learning and absorb information more easily. This underscores the need for a more flexible and innovative curriculum that integrates extracurricular activities as a component of education. Therefore, to achieve optimal learning outcomes, educators must design learning experiences that are informative and enjoyable, which in turn can enhance student motivation and overall academic performance.

TABLE 9  
FREQUENCY TABLE A.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	15.6	15.6	15.6
	2	25	55.6	55.6	71.1
	3	13	28.9	28.9	100.0
	Total	45	100.0	100.0	

Table 9 shows that the respondents' answers to Statement A.8: "Do you like or enjoy learning outside the classroom (excursions)?" are respondents or 7 respondents (15.6%) of the total respondents who chose Option 1 (extremely enjoyable). Those who selected Option 2 (very enjoyable) were 25 respondents (55.6%) of the total respondents, while those who chose Option 3 (enjoyable) were 13 respondents (28.9%) of the total respondents. For Statement A.8, the most dominant answer (the highest count) is Option 2, with 25 respondents (55.6%). These results show that the most dominant response is Option 2, with 25 respondents (55.6%). This suggests that most respondents have a positive view of learning activities outside the classroom, which can provide deeper insights into their learning preferences.

When delving deeper into these results, it is vital to consider the various factors influencing respondents' preferences for learning outside the classroom. Research indicates that outdoor learning experiences can enhance student engagement and deepen their understanding of the subject (Zubairu, 2016). According to constructivist learning theory, students learn better when directly interacting with relevant environments and contexts. In this case, field visits provide practical experiences and allow students to connect the theories they learn in class to real-world realities. Thus, most respondents who chose Option 2 suggest that they perceive benefits from these learning experiences.

Further analysis of this data reveals that the variation in respondents' choices may reflect differences in individual learning styles and preferences. Students who selected Option 1 may prefer more interactive and hands-on learning methods, while those who chose Option 3 might feel more comfortable with traditional learning approaches. This highlights the pivotal role of diversifying teaching strategies educators use to meet the needs of various types of students. Therefore, educational institutions must consider student feedback and design curricula accommodating different learning preferences to enhance learning effectiveness. Thus, the results from Table 9 illustrate students' views on learning outside the classroom and provide valuable insights for developing more inclusive and good instruction strategies.

## V. CONCLUSIONS

To summarize the data analysis concerning students' views on excursion strategies within Indonesian language education at the Language and Literature Faculty, the State University of Makassar revealed three distinct categories of perceptions. Out of the number of respondents, ten students (22.2%) rated their experience as "extremely enjoyable", while 26 students (57.8%) chose "very enjoyable", and nine students (20.0%) marked "enjoyable". Importantly, when considering the eight questions given to 45 participants, 57.8% reported that they found the excursions "very enjoyable". This indicates that BIPA students value the excursion approach, as shown by their heightened engagement, active participation, and positive feedback. Students view excursion strategies as valuable methods for deepening their comprehension of BIPA and enhancing their knowledge of Indonesian culture. They have observed that engaging directly with the local community greatly boosts their communication skills, leading to improved verbal interactions and a greater appreciation for local traditions. Furthermore, some students highlighted that these excursions provide practical insights

into the everyday use of Indonesian. Consequently, future implementations of excursion strategies in BIPA education could be set up to accommodate students' skill development and comprehension in this area further. This research suggests the potential for crafting more effective and relevant excursion strategies within BIPA education. By integrating innovative methods such as excursions, the learning experience can be enriched, and cultural understanding can be deepened. Nonetheless, additional research is required to obtain a more thorough comprehension of student perceptions regarding these strategies, which could lead to developing more engaging and effective teaching methodologies. By addressing the varied needs of learners and emphasizing the significance of experiential learning, the BIPA framework can continue to adapt and flourish in an increasingly interconnected world.

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