

STRATEGY OF INDONESIAN CULTURAL DIPLOMACY THROUGH BIPA PROGRAM IN BUILDING ECOSYSTEM OF INDONESIAN LANGUAGE LEARNERS IN GERMANY (2023 - 2025)

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Abstract. As part of Indonesia's cultural diplomacy and language internationalization strategy, this article analyzes Indonesia's educational policy through the Indonesian Language for Foreign Speakers (BIPA) Program in Germany. The study looks at how BIPA serves as a soft power tool to bolster Indonesia's global footprint in addition to being a language learning program. This study employs a qualitative methodology and draws from policy documents, literature reviews, and interviews with government officials and APPBIPA. The results demonstrate that Law No. 24 of 2009 and associated rules supporting Indonesian as an international language provide a solid legal basis for the BIPA Program in Germany. Indonesian institutions and German universities work together to implement BIPA in Germany, incorporating Indonesian language and culture into academic and cross-cultural learning. Three primary implementation tactics are identified by the study: innovation, consistency, and connection. Innovation can be seen in the use of digital media and culturally appropriate teaching materials; consistency can be seen in teacher training and sustained curriculum development; and connection can be seen in diplomatic networks and institutional cooperation. The program nevertheless confronts obstacles despite its beneficial contribution to cultural diplomacy, such as bureaucratic restrictions, a lack of realistic language contexts, competition from other international languages, and a lack of government backing. The study concludes that BIPA has significant potential to strengthen Indonesia's soft power, although broader political, cultural, and institutional support remains necessary to achieve the goal of internationalizing the Indonesian language by 2045.

Keywords: BIPA Program, cultural diplomacy, soft power, Indonesian language internationalization, education policy, Germany

I. INTRODUCTION

Indonesia and Germany have established close diplomatic relations since decades ago, which later developed into a comprehensive strategic partnership in various fields of cooperation (Kemenko Perekonomian RI, 2022) [1]. Along with the times, the way countries relate to the international system has also changed. International Relations Studies now not only highlight political, ideological, economic, or defense issues, but also place diplomacy as an important means for countries to build official relations and a positive image in the international world. This picture is reflected in the relationship between Indonesia and Germany which has been going on since 1952 and maintained in a harmonious atmosphere. Germany is one of Indonesia's most important partners in the Western European region, as well as being the country with the longest diplomatic relations in the European region. In contrast, Indonesia is also seen as significant for Germany, not only because of its shared democratic values, but also its position as an influential country in Southeast Asia as well as a key member of ASEAN (Kementerian Luar Negeri Indonesia, 2024) [2].

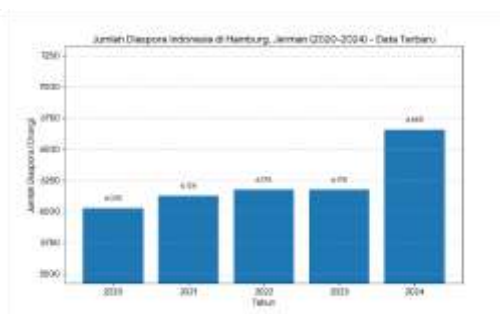


Figure 1. Number of Indonesian Diaspora in Hamburg, Germany (2020-2024)

Culture is the result of human creations, ideas, and behavior shaped by social learning. Religion and religious rituals, social structure and organization, knowledge system, language, art, livelihood system, as well as technology and equipment system constitute the seven main components of culture (Sumarto, 2019) [3]. According to this paradigm, the Indonesian government uses language, one of the cultural aspects, as a tool in the implementation of soft diplomacy between Indonesia and Germany. In general, language is a

means of communication that allows people to express their ideas, feelings and thoughts both in writing and orally. Through the use and dissemination of language, a nation can raise awareness of its culture, values, and Customs, foster constructive public diplomacy, and foster international understanding. Language plays an important role in influencing how people create culture and understand social phenomena, which are then passed on to future generations (Sumarto, 2019) [4]. Cooperation in the field of culture between Germany and Indonesia is very important because it aims to increase the perception, admiration, and ties of the world community to Indonesia by displaying the country's rich cultural heritage to the world, including the German government. This is in line with the national interests of Indonesia in Germany, among others, presenting and promoting Indonesian culture and country to the Germans.

In this regard, the Indonesian government is making methodical efforts to develop soft power and the German people's interest in Indonesian language and culture is not bound by past sentiments or organic diaspora relations (Nye, 2004) [5]. In addition, the fact that several German universities, including those in Hamburg and Heidelberg, have a strong academic heritage in indonology demonstrates Germany's status as a European intellectual centre strategically positioned for cultural penetration. Some examples of universities in Germany that have Indonesian language programs as part of their curriculum include the University of Cologne through the Department of Indonesian and Malay Languages, the University of Passau through the Indonesian Language Center, the University of Hamburg with the 'Indonesian I' program, and the University of Bonn which offers Indonesian as a minor in Asian Studies. The existence of these programs shows that Indonesian language learning in Germany has an integrated academic base and is part of cross-cultural studies, thus illustrating the relevant context for the analysis of cultural diplomacy strategies through BIPA in the period 2023-2025.

The implementation of Indonesian Language Teaching to foreign speakers in German educational institutions, especially those appointed by the language development and Development Agency, is the main subject of this study. The purpose of this study is to examine how the teaching of Indonesian language to foreign speakers (BIPA) is implemented in Germany as part of track five that uses language as a medium of implementation and diplomacy through education. The validity of German interest in Indonesian can be seen through the integration of BIPA curriculum in various German higher education institutions. There are more than 183,000 active BIPA learners in the world, of which Germany is consistently one of the main centers in the European region (Badan Pengembangan dan Pembinaan Bahasa, 2024) [6].

The implementation of the Indonesian program for foreign speakers (BIPA) as one of the ways to teach and promote Indonesian in the international arena is one of the actions that counts. BIPA is an Indonesian language learning program that includes speaking, writing, reading, and listening for non-native speakers. In this regard, Badan Pengembangan dan Pembinaan Bahasa facilitates the

implementation of Indonesian language teaching programs through three main programs: online distance learning, assignment of local employees residing abroad to teach BIPA, and sending Indonesian language teaching staff abroad (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021) [7].

Nevertheless, the implementation of BIPA in Germany still faces a number of obstacles, including the lack of a uniform standard curriculum, Limited Learning media, and a limited number of teachers. These findings indicate that although the BIPA program in Germany has great potential in strengthening Indonesian language and culture diplomacy, efforts are still needed to improve quality and standardization so that the program can run more optimally and sustainably.

II. RESEARCH METHODS

In the implementation of research, there are various approaches that can be applied, ranging from traditional approaches, qualitative, to the use of other special methods. This study uses a qualitative approach as the main method, with the aim of obtaining a deeper and more thorough understanding of the phenomena that are the focus of study. Qualitative research can be understood as a process of classification and interpretation of linguistic and visual data to produce meaning to the implicit and explicit dimensions contained in it (Flick, 2014) [8]. Qualitative research is presented in descriptive form, with data obtained in the form of a series of words or sentences that describe a phenomenon, in order to understand the object of research in depth and contextually (Rukajat, 2018) [9].

Based on this, the researchers used a qualitative approach as the main method to explain the phenomenon under study, namely how the strategy of Indonesian cultural diplomacy through the BIPA Program in building an ecosystem of Indonesian Language Learners in Germany. This research is presented in descriptive and verification form. Descriptive approach is used to analyze and present data systematically and accurately in order to understand the phenomenon of teaching Indonesian to foreign speakers (BIPA) in Germany (Rukajat, 2018) [10]. Meanwhile, the verification approach is used to test the suitability of the data obtained with the relevant theory or concept, so that the results of the study are expected to contribute information that enriches the understanding of the phenomenon under study.

This study provides a method that applies how to collect data through case studies pertaining to the subject under investigation. There were two types of data: primary and secondary. When working primary data research, researchers gather information by interviewing with persons that are directly involved in the BIPA program and are knowledgeable with its technological execution. The use of a theoretical framework that centers on the ideas of cultural diplomacy, soft power, and education policy as a basis for analysis is one of the limitations of the research (Nye, 2004) [11]. Additionally, reports on the program's execution, official documents, and field observations made during the research period provided the data used in the study. As a result, long-term evaluations and comparisons with

comparable programs from other nations are not covered in this study since they fall outside the purview of the established research.

III. RESULTS AND DISCUSSION

The BIPA Program is part of the national policy to implement the government's strategy of internationalizing the Indonesian language. It is also contained in the legislation, namely, Law No. 24 of 2009 on the flag, language, and coat of arms, as well as the National Anthem which is the legitimacy of the position of the Indonesian language in the territory of the Republic of Indonesia is more operational. Based on Law No. 24 of 2009, especially Article 44, the government has the responsibility to improve the function of the Indonesian language into an international language (Undang-Undang Nomor 24, 2009) [12]. This policy is then strengthened through Government Regulation Number 57 of 2014 which confirms that one of the strategic efforts to achieve this goal is through teaching Indonesian for foreign speakers (BIPA).

There are 5 policies that contain about promoting Indonesian to become an international language, namely, Law Number 24 of 2009, Government Regulation Number 57 of 2014, regulation of the Minister of Education and Culture number 27 of 2017, regulation of the Minister of Labor and Transmigration number 12 of 2013, Permenaker number 8 of 2021. The general public's abstract understanding of special list juridical-administrative law makes the elaboration of these five major linguistic policies of particular importance (Undang-Undang Nomor 24, 2009) [13]. The BIPA program introduces and improves the Indonesian language in a number of areas, such as diplomacy, education, and culture. Therefore, the strategy to strengthen the improvement of this program abroad by recruiting more skilled Indonesian language instructors is one of the significant actions that can be done (Donny Setiawan, 2026) [14]. In addition, by promoting bahasa Indonesia in countries that have close cultural and economic ties with Indonesia, the program is encouraged to become one of the main tools to improve global literacy. Collaboration between countries and institutions is also an important strategy to support development.

Based on data obtained from the House of Representatives as of June 2023, the number of Indonesian speakers reached 269 million people in Indonesia and spread to several parts of the world. 5.2 million people in Southeast Asia, 2.4 million in Asia-Pacific and Africa, and 2 million in the Americas and Europe (Maharani, 2023) [15].

Indonesia's education policy through the BIPA program in Germany is a component of Indonesia's national plan to enhance cultural diplomacy abroad and internationalize the Indonesian language. BIPA Program becomes a systematic effort to expand the function of Indonesian language as an instrument of diplomacy and international cooperation. BIPA in Germany is a tool for cultural diplomacy that combines language with the presentation of Indonesia, its values, customs, and cultural identity in addition to being a tool for language learning. Because BIPA instruction incorporates aspects of cultural transfer that are present in all language acquisition processes, it has a unique quality. In other words, BIPA students not only acquire language skills but also understand the cultural values, customs, and social conventions of Indonesia. In this regard, BIPA education policy in Germany is a successful way to use persuasive cultural approaches to improve Indonesia's position in the eyes of the world community (Suyitno, 2017) [16].

Education policy through the BIPA program has strategic objectives in the form of building a sustainable ecosystem of Indonesian language learners, expanding Indonesia's cultural network, and strengthening bilateral relations between Indonesia and Germany. Indonesian culture should be included in the BIPA learning curriculum. It is very important for foreign speakers to study the culture, social life, and conventions of Indonesian society in order to understand the characteristics of Indonesian society. This shows how language is one of the mirrors of people's identity, meaning that the learning provided is closely related to people's lives (Kramsch, 1998) [17]. In continental Europe, BIPA learners generally have unique characteristics that are quite different. These characteristics can distinguish them from learners in other areas. They have different mother tongues and cultural backgrounds and come from many different nationalities. Despite this, the majority speak Indo-European languages such as French, English, and Belgian. The use of digital media is very significant to the BIPA learning process in the region as European students usually have a high level of digital literacy and are accustomed to online learning (Hertiki, 2017) [18].

BIPA programs in Germany are run in collaboration with universities such as the University of Konstanz and the University of Leipzig (Darmojuwono, 2018) [19]. This cooperation enables the integration of Indonesian language learning into the formal education system in the country (Sugono, 2016) [20]. Coordination between the Ministry of Education, the Ministry of Foreign Affairs, and Indonesian representatives abroad is key to the sustainability of the program (Kementerian Luar Negeri, 2019) [21]. The interview results show that cross-institutional coordination is in line with policy implementation theory which emphasizes



Figure 2. Number of Indonesian speakers in different parts of the world

the importance of inter-institutional synergy in the success of international programs (Dony Setiawan, 2026) [22].

In addition, cultural diplomacy can benefit from the use of open BIPA teaching resources that incorporate cultural values. Learners from different countries and backgrounds can gain precise and comprehensive knowledge about Indonesia through this teaching resource. It fosters intercultural awareness and improves international relations in addition to helping in language acquisition. In order to introduce and spread Indonesian culture to the world, BIPA open educational resources that promote cultural values play an important role (Ade Umar, 2026) [23]. For example, the integration of Balinese culture into BIPA teaching materials can serve as a form of cultural diplomacy. During this time, foreign public interest in Bali tends to be dominated by the attraction of its natural beauty, while their understanding of the diversity and richness of Balinese culture is still relatively limited, even though these cultural aspects have no less significant value and beauty. The approach of using culture can also increase the involvement and motivation of its learners. Foreign students vocabulary and communication skills can be strengthened by incorporating Balinese culinary elements such as food, drinks, and traditional snacks into BIPA teaching. Furthermore, this method facilitates the development of learning strategies that are more contextual, effective, and relevant to the learner's cultural experience.

In practice, BIPA in Europe is usually carried out through cooperation between the Indonesian government and academic institutions in Germany, especially universities. Due to their strong academic tradition in Southeast Asian Studies, countries such as Germany, the Netherlands, and France became focal points of BIPA's growth. For example, Indonesian language instruction is available at a number of German universities, including the University of Konstanz and the University of Leipzig, which incorporate Indonesian into the studies area. This shows how BIPA is viewed in Europe as a language course and component of a wider academic examination. According to Joseph Nye's theory of soft power, the strength of a nation is no longer based solely on its economic or military power, but also on its capacity to garner sympathy and gain influence through the richness of culture, values and national language that embodies its identity and character that makes language the main means of expressing ideological values and strengthening (Nye, 2004) [24]. Soft power is defined more generally as an attraction that can drive the formation of consent, rather than simply as the capacity to persuade through argument.

According to the resource point of view, soft power comes from assets that might create such attraction, but the behavioral perspective views soft power as an actor's capacity to attract others. However, the efficacy of the appeal must be examined contextually on a case-by-case basis as it does not inherently set preferences or produce specific policy outcomes. Based on the interview results, BIPA program has three main dimensions, namely Policy, Diplomacy, and global implementation (Dony Setiawan, 2026) [25]. The policy dimension shows that BIPA is part of a structured national language planning. The dimension of diplomacy shows that BIPA serves as a soft power tool in international relations.

Meanwhile, the implementation dimension shows that the success of the program largely depends on cooperation between institutions and educational institutions.

Given Germany's very important location in Europe in terms of education and economy, the selection of Germany as a target country can also be seen as a logical soft power tactic (Nye, 2004) [26]. These results support the idea that the target country for cultural diplomacy is usually chosen based on its potential for international networking and global influence. Therefore, it can be said that this strategy is still top down and has not adequately taken into account the regional needs of students across the country. The implementation of strategies in the BIPA Program in Germany is an important part of Indonesia's cultural diplomacy efforts aimed at expanding the influence of Indonesian language and culture at the international level. In practice, the success of this program is inseparable from the implementation of three main strategies, namely connection, consistency and innovation. These three strategies are implemented in an integrated manner to build a sustainable ecosystem of Indonesian language learners in Germany.

Based on the interview results, the implementation of the BIPA program shows how Indonesia's policies, implementation tactics, and long-term goals of internationalization are in line. However, critical analysis reveals some discrepancies between field practice and theoretical ideas. The strategy of hiring teachers who have undergone theoretical training and rigorous selection is in line with the principles of teaching foreign languages that focus on pedagogical and intercultural competence (Richards, 2017) [27]. The connection strategy in the BIPA Program in Germany is realized through the development and strengthening of cooperation networks between the government of Indonesia and various institutions in Germany. The main actors involved include the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, the Embassy of the Republic of Indonesia in Berlin, and higher education institutions in Germany. The BIPA Program has grown rapidly and is now present in more than 60 countries around the world (Kementerian Pendidikan dan Kebudayaan, 2020) [28]. Official representatives of Indonesia who serve as diplomatic liaisons, such as the Indonesian Embassy and Consulate General, assist in the implementation of this program (Kementerian Luar Negeri, 2019) [29]. In addition, cooperation with local educational institutions is an important factor in the successful implementation of the BIPA program.



Figure 3. Distribution map of BIPA institutions in Germany

Based on the results of interviews with the German APPBIPA, until now there are about 12-18 universities in Germany that organize BIPA programs (Ade Umar, 2026) [30]. In addition, the BIPA program has also spread to 24 institutions in various regions of Germany, as shown in the distribution map above. The BIPA Program in Germany also proposes innovative solutions in response to the global dynamics and diverse demands of learners. Innovation is used to make curricula more attractive and to guarantee their applicability in the face of constantly evolving technologies and changing learning styles. Through innovation, the BIPA Program not only serves as a means of language learning, but also as a comprehensive cultural experience (Ade Umar, 2026) [31]. This strengthens the attractiveness of Indonesia as a country with a unique cultural wealth.

In its implementation, the BIPA teaching strategy in Germany places cultural elements as an integrated part of every learning material, not just a complement (Dony Setiawan, 2026) [32]. Grammar material, for example, is associated with texts that contain Indonesian cultural values so that learners can understand the language as well as the cultural context. Cultural teaching provided also includes contemporary culture and past culture, including Indonesian history, in order to expand learners understanding of Indonesian cultural identity as a whole. Innovation strategies are also realized through the utilization of various media and modern learning methods, such as the use of digital media, learning applications, and interactive games in the teaching and learning process. In addition, regular workshops and trainings for teachers continue to be conducted to increase the variety of learning methods and reduce boredom in the classroom. Thus, innovation focuses not only on learning materials, but also on developing the capacity of teachers and the learning experience of learners (Ade Umar, 2026) [33].

In the strategy, consistency in the implementation of the BIPA Program is a key factor in maintaining the sustainability and credibility of the program (Dony Setiawan, 2026) [34]. This strategy is realized through the implementation of sustainable programs, both in terms of curriculum, teaching methods, and institutional support. This consistency contributes to the formation of trust from learners and partner institutions in Germany. Programs that are run stably tend to be more easily accepted and have long-term durability as part of Indonesia's soft power strategy. Based on the results of interviews conducted, it was found that the implementation of the consistency strategy in the BIPA Program in Germany was carried out through continuous efforts to expand the existence of Indonesian in the international education sphere (Ade Umar, 2026) [35]. One form of implementation is to encourage the entry of Indonesian into the formal education system abroad and expand the existence of Indonesian study programs at various universities. The effort is carried out as part of a long-term strategy to increase the sustainable use of Indonesian at the global level, in line with the target of making Indonesian an international language by 2045.

In addition, the implementation of the consistency strategy is also seen in the adaptation of the learning curriculum to the local context in Germany. Differences

between the Indonesian and foreign education systems encourage curriculum adaptation to be more relevant to the needs of learners. In practice, BIPA learning in Germany uses a lot of cultural comparison methods between Indonesia and Germany so that learners more easily understand the language as well as the socio-cultural context (Ade Umar, 2026) [36]. Consistency of teaching quality is also supported by the competence of BIPA teachers who generally have adequate educational backgrounds and good pedagogical abilities. To maintain this quality, teachers regularly attend ongoing training and workshops (Dony Setiawan, 2026) [37]. In addition, German language skills are also a supporting value in the learning process because they facilitate communication and delivery of material to learners. This finding shows that consistency is not only related to implementation routines, but also includes quality stability and institutional support. Analytically, consistency serves to build trust from international partners as well as strengthen the legitimacy of the program as part of Indonesia's cultural diplomacy. External factors such as good Indonesia-Germany diplomatic relations have proven to support the success of the BIPA program. This is in accordance with the theory of Public Diplomacy which emphasizes the importance of bilateral relations in strengthening educational cooperation (Melissen, 2005) [38]. In addition, the presence of the diaspora and Economic Cooperation also strengthen the position of the Indonesian language abroad (Anholt, 2020) [39]. Nevertheless, the administrative constraints that still arise show that good diplomatic relations are not always directly proportional to the ease of implementation of programs at the technical level.

The results of interviews with APPBIPA showed that the motivation of BIPA learners in Germany is divided into two main categories, namely cultural and pragmatic motivation (Ade Umar, 2026) [40]. Theoretically, these findings are in line with the concept of integrative and instrumental motivation in foreign language learning, where cultural motivation reflects an integrative orientation, while pragmatic motivation is related to instrumental goals such as career and economics (Gardner, 2010) [41]. In addition, the academic factors that appear in the university context also strengthen the role of educational institutions in shaping the motivation to learn foreign languages (Dömyei, 2009) [42]. In terms of opportunities, both speakers agreed that Indonesia-Germany diplomatic relations, economic cooperation, and the presence of the diaspora are the main supporting factors. However, APPBIPA adds that external factors such as global trends (e.g. the popularity of Korean culture) also strongly influence learner interest. This shows that the success of language internationalization is strongly influenced by competitive global dynamics (Jin, 2016) [43].

In the long-term perspective, the goal of making Indonesian an international language by 2045 is an ambitious and strategic vision (Badan Bahasa, 2021) [44]. Theoretically, language internationalization requires strong political, economic, and cultural support (Crystal, 2003) [45]. When compared with other global languages, the position of Indonesian still requires strengthening in the aspect of practical use in the international sphere. Thus, the BIPA

program can be viewed as an important first step, but not yet sufficient to achieve international language status without the support of a wider global ecosystem. The main challenges in the form of cultural differences and limited direct experience indicate the gap between authentic context-based learning theory and reality in the field. Language learning theory emphasizes the importance of direct exposure to the target culture (authentic exposure) to improve communicative competence (Brown, 2014) [46]. However, in the German context, the limitations of direct interaction with the Indonesian cultural environment are obstacles that are difficult to overcome optimally.

There is a major obstacle BIPA program in the form of lack of government support in the promotion and development of the program shows the gap between policy and implementation (Ade Umar, 2026) [47]. Public policy theory emphasizes that the success of programs depends largely on political commitment and resource support (Howlett & Ramesh, 2003) [48]. A comparison with a country like Thailand shows that a more aggressive promotion strategy can significantly increase the attractiveness of the language. With this, future expectations that emphasize increased government support, international promotion, and attention to teachers show that the sustainability of BIPA programs requires a more systemic approach. Critically, this indicates that the development of BIPA is not enough only through an educational approach, but must be integrated with overall diplomatic, economic, and cultural strategies.

Based on interviews with the government and APPBIPA, it can be seen that the BIPA program has a strong Policy Foundation, but faces challenges in implementation at the practical level (Donny Setiawan, 2026) [49]. From the perspective of the government, BIPA is positioned as a strategic instrument in the internationalization of the Indonesian language supported by formal regulations and the language diplomacy framework (Kementerian Pendidikan dan Kebudayaan, 2020) [50]. Meanwhile, from the perspective of APPBIPA, the main focus is more on the dynamics of learning in the field, especially related to learner motivation, teaching strategies, and operational constraints. In addition, in terms of challenges, the government highlighted structural aspects such as limited teaching and international bureaucracy. On the other hand, APPBIPA reveals more contextual challenges, such as the lack of language environment, cultural differences, and low competitiveness compared to other languages (Ade Umar, 2026) [51]. This shows that BIPA's challenges are not only administrative, but also sociocultural and competitive at a global level (Crystal, 2003) [52].

On the other hand, the main challenge in the implementation of BIPA in Europe is the limited exposure to the Indonesian-speaking environment. In contrast to global language learning such as English or French, Indonesian does not yet have an extensive ecosystem of use in Europe. This causes the language acquisition process to be slower due to the lack of authentic practice outside the classroom. In addition, significant cultural differences between Indonesia and European countries are also obstacles in the learning process, especially in understanding the social and pragmatic

context of language (Kramersch, 1998) [53]. Nevertheless, the BIPA program in Europe has quite promising prospects, especially if it is supported by a more integrated strategy between Policy, Diplomacy, and learning innovation (Ade Umar, 2026) [54]. Strengthening digital media, improving the quality of teaching, and expanding academic cooperation can be strategic steps to increase the attractiveness of BIPA in this region. In addition, integration between Indonesian language and culture that is more contextual and adaptive to the characteristics of European learners is also key in increasing the effectiveness of the program.

IV. CONCLUSIONS

Based on the results of research and analysis that has been done, it can be concluded that the BIPA program is a strategic instrument in the effort to internationalize the Indonesian language supported by National Policy and language diplomacy framework. The Program has shown significant development through global dissemination, institutional cooperation, as well as cultural integration in learning. However, the results showed a gap between macro policy and implementation at the micro level. Governments tend to use quantitative indicators in assessing program success, while practice in the field shows that qualitative factors such as learner motivation, learning experience, and language environment have a more significant influence on learning success. In addition, the challenges faced by the BIPA program are not only structural, but also include sociocultural and competitive aspects at the global level. The low competitiveness of Indonesian compared to other languages and the limited support of the language environment are the main obstacles in increasing interest and sustainability of learning. Nevertheless, the BIPA program has great potential to develop, especially supported by strong diplomatic relations, international cooperation, as well as increasing interest in Indonesia in various sectors. For this reason, a more integrated strategy between government policy and practice in the field is needed, as well as increased support in aspects of promotion, teacher development, and learning innovation. Thus, it can be affirmed that the success of the BIPA program in the future will depend on the ability of the government and stakeholders to integrate policy approaches and practical needs in a balanced manner, so that the goal of making Indonesian an international language can be achieved more effectively and sustainably.

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