Indonesian Language Learning Assistance for Foreign Speakers through A Cultural Immersion Approach at Abbas Laghrour University, Algeria

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ABSTRACT

This community service program aimed to provide Indonesian language learning assistance for foreign speakers through a cultural immersion approach at Abbas Laghrour University, Algeria. The program was conducted on September 6–7, 2026, as part of an international collaboration between Universitas Negeri Jakarta (UNJ) and Abbas Laghrour University. The assistance integrated Indonesian language learning with the introduction of Indonesian culture through two communicative contexts: "Getting to Know UNJ Campus," representing the academic environment, and "Let's Go to Tanah Abang Market!", presenting an everyday social context. The learning materials were delivered through audiovisual multimedia, presentations, worksheets, mission cards, and role-play activities. Approximately 40 master's and doctoral students from various study programs participated in the activity, along with lecturers and university leadership representatives. The program consisted of coordination, material delivery, communicative activities, learning assistance, and observation of participants' engagement. The results indicated that the cultural immersion approach provided concrete contexts for introducing Indonesian vocabulary, communicative expressions, and cultural aspects. Participants demonstrated enthusiasm and active engagement in the learning activities, particularly in the use of audiovisual materials and simulated communication situations. The program also produced an initial set of culturally contextualized BIPA learning materials that can be further developed in subsequent programs. Although Virtual Reality (VR) technology was initially planned as part of the program, the actual implementation relied on audiovisual multimedia due to equipment limitations. This approach has the potential to support BIPA learning while strengthening academic collaboration and cultural diplomacy between Indonesia and Algeria.
Keywords: BIPA; cultural immersion; Indonesian language; multimedia; Algeria.

Introduction

Indonesian, as the national language and a language with a strategic role in cultural diplomacy, is increasingly gaining a place in international interactions. Indonesia's relations with various countries have developed not only in the areas of economics, education, and politics, but also through language and cultural exchange. In this context, Indonesian Language Learning for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA) plays an important role as a means of introducing the Indonesian language, social life, cultural values, and identity of Indonesian society to the international community (Haryati et al., 2019). BIPA learning, therefore, is not solely directed toward mastering linguistic aspects but can also serve as a medium for fostering intercultural understanding and strengthening relations among communities (Fitriyah et al., 2022).

Foreign language learning is inherently inseparable from the cultural context of the language being learned. Language is used in particular social situations and reflects the ways in which people perceive, understand, and interact with their surrounding environment (Preksha & Kaur, 2024).

Therefore, BIPA learning that focuses solely on vocabulary and grammatical structures may provide a limited learning experience if it is not accompanied by an understanding of cultural contexts (Haryati et al., 2019; Suyitno, 2017). Foreign learners need opportunities to understand how Indonesian is used in authentic situations, such as interacting in a university environment, shopping at a market, introducing themselves, conducting transactions, understanding social practices, and becoming familiar with Indonesian cultural values and practices (Widodo, 2015). Such an approach is consistent with language learning principles that position communicative competence and intercultural competence as important components of foreign language learning (Li & Fan, 2024).

This need is particularly relevant to Indonesian language learning in Arab communities. Differences in linguistic and cultural backgrounds between Arabic and Indonesian speakers may present particular challenges in the learning process. Differences in language systems, interactional patterns, social expressions, and cultural backgrounds may influence how learners understand and use Indonesian. Therefore, BIPA learning materials for Arab learners need to be presented contextually by considering their communicative needs while providing opportunities to become familiar with Indonesian social and cultural life (*Karakteristik Pembelajaran BIPA Mesir*, n.d.). Introducing culture through situations that are closely connected to everyday life can help learners establish connections between linguistic elements and the contexts in which they are used.

One approach that can support these needs is cultural immersion. A cultural immersion approach provides learning experiences that connect language with the environment, social practices, customs, cultural artifacts, and cultural experiences of the target-language community (Indriyani et al., 2025). In BIPA learning, cultural immersion can be implemented through the use of videos, images, audiovisual materials, simulated communication situations, role-play activities, contextual dialogues, and the introduction of places and activities that represent Indonesian life. Through this approach, learners do not merely learn "what is said" in Indonesian, but also understand "in what situations" and "how" particular expressions are used. Consequently, language learning can become more contextual, communicative, and meaningful.

The cultural immersion approach is also relevant to the development of multimedia-based language learning. The geographical distance between learners in Algeria and the authentic Indonesian language environment can be bridged through the use of audiovisual materials (Fitriyah et al., 2022). Videos depicting university environments, community life, commercial activities, food, transportation, and tourist destinations can provide more concrete representations of communication situations than language presented solely through written texts (Zhang & Chen, 2020; Zhao, 2021). In the context of BIPA assistance, such multimedia materials can be integrated with worksheets, mission cards, dialogues, vocabulary exercises, and role-play activities, thereby providing learners with opportunities to observe, understand, and practice Indonesian within particular cultural contexts.

The need to provide contextual BIPA learning constitutes one of the foundations for the international collaboration program between Universitas Negeri Jakarta (UNJ) and Abbas Laghrour University, Khenchela, Algeria. Inter-university collaboration is not limited to academic exchange but can also serve as a platform for introducing Indonesian language and

culture to the academic community in Algeria. Abbas Laghrour University serves as a strategic partner in implementing BIPA learning assistance because the program brings together the need for language learning with efforts to strengthen academic relations and cultural exchange between Indonesia and Algeria.

In its implementation, this assistance program was designed to integrate Indonesian language and cultural materials through themes closely related to everyday life experiences. The prepared materials included an introduction to the Universitas Negeri Jakarta environment, campus life, activities at Tanah Abang Market, communicative vocabulary and expressions, and various aspects of Indonesian culture (Indriyani et al., 2025). These materials were presented through presentations, videos, audiovisual materials, participant worksheets, mission cards, and role-play activities. The use of various media was intended to create learning experiences that resemble authentic communication situations while providing participants with opportunities to actively practice Indonesian.

This assistance program also forms part of an effort to expand the use of technology and multimedia in BIPA learning. During the implementation stage, Virtual Reality (VR), which had initially been planned as one of the program components, could not be implemented directly due to limitations in equipment and field conditions. Therefore, the activity initially focused on the design and use of audiovisual-based learning materials and virtual cultural immersion experiences through videos and other learning media (Fitriyah et al., 2022). This distinction is important to ensure that the outputs of the program accurately represent the actual implementation. VR-based learning development can subsequently be positioned as a direction for further development based on the learning materials and instructional scenarios designed through this program.

Based on these conditions, this community service program aimed to provide Indonesian language learning assistance for foreign speakers at Abbas Laghrour University through a cultural immersion approach. Specifically, the program sought to introduce Indonesian within cultural and everyday-life contexts, provide participants with contextualized communication experiences, and produce a multimedia-based BIPA learning material design that can be used and further developed in subsequent learning activities. The program is expected not only to benefit participants in becoming familiar with and using Indonesian but also to create opportunities for broader knowledge and cultural exchange between academic communities in Indonesia and Algeria.

Thus, BIPA assistance through a cultural immersion approach should not be viewed merely as a language learning activity but also as part of strengthening academic collaboration and cultural diplomacy through education. The experience gained from implementing the program at Abbas Laghrour University is expected to provide a foundation for developing a more contextual, multimedia-based BIPA assistance model that is responsive to the characteristics of learners in Arab communities, while also serving as a basis for the development of immersive technologies in subsequent stages of the program.

Literature Review

Indonesian Language Learning for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA) is not solely oriented toward the mastery of linguistic aspects but also needs to consider the social and cultural contexts of the target language. Language and culture are closely interconnected because language use always takes place within particular social situations (Kramsch, 1993). Therefore, BIPA learners need opportunities to understand Indonesian vocabulary, expressions, and communication patterns while also becoming familiar with the cultural contexts underlying their use. Byram (1997) emphasizes that cultural knowledge, openness, and the ability to interact with people from different cultural backgrounds constitute important components of intercultural competence. In line with this perspective (Byram, 1997), Kramsch (1993) argues that language learning and culture learning are two closely interrelated aspects.

In the context of foreign language learning, a cultural immersion approach can be employed to provide learning experiences that connect language with the everyday practices of the target-language community. Cultural immersion enables learners to encounter language through contextualized situations rather than solely through explanations of linguistic structures and vocabulary. Such experiences can be facilitated through exposure to social environments, everyday activities, communicative practices, and various representations of the target community's culture. For BIPA learning outside Indonesia, this approach is particularly relevant because learners do not have the same direct access to Indonesian-speaking environments. Cultural immersion can therefore serve as a bridge that brings Indonesian contexts into the learning environment (Andriyanto et al., 2025).

The use of multimedia can further support the implementation of cultural immersion. Videos, images, audiovisual recordings, and other visual materials enable learners to observe language use alongside the social contexts in which the language occurs (Mayer, 2009). Mayer (2009) explains that multimedia learning combines verbal and visual representations to facilitate the learning process. In language learning, videos can also provide information about pronunciation, expressions, communication situations, environments, and social behaviors that may be difficult to convey through text alone . Audiovisual materials can therefore function not only as a means of conveying information but also as a medium for providing indirect cultural experiences (Cruz & Whilky, 2025).

These principles are relevant to BIPA learning for students in Arab communities, including those at Abbas Laghrour University, Khenchela, Algeria. Differences in linguistic and cultural backgrounds between learners and Indonesian society make the presentation of language within cultural contexts important for helping learners understand language use more appropriately (Weninger & Kiss, 2013; Yoviyani et al., 2024). Materials concerning campus life, buying and selling activities, social environments, and Indonesian community practices can be used to introduce vocabulary and expressions while simultaneously providing an understanding of the contexts in which they are used.

Based on these theoretical foundations, this community service program applied a cultural immersion approach through the use of audiovisual materials and communicative activities. The materials included an introduction to Universitas Negeri Jakarta and campus life, as well as communication situations at Tanah Abang Market. These materials were

combined with vocabulary and expression exercises, participant worksheets, mission cards, and role-play activities (Andriyanto et al., 2025). This approach was designed to provide learning experiences that connect Indonesian language use with the cultural contexts and everyday life of Indonesian society. During implementation, Virtual Reality (VR) technology was not directly used due to limitations in available facilities. Therefore, the activity focused on the development and use of multimedia materials as an initial form of cultural immersion. The development of immersive technologies can be pursued in subsequent stages based on the learning materials and instructional scenarios developed through this program.

Implementation Method

This community service activity was part of the International Collaboration Research and Community Service Program (Penelitian dan Pengabdian kepada Masyarakat/P2M) between Universitas Negeri Jakarta (UNJ) and Abbas Laghrour University, Khenchela, Algeria. The activity was conducted on September 6–7, 2026, at Abbas Laghrour University by integrating Indonesian Language Learning for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA), an introduction to Indonesian language and culture, and the use of multimedia as a supporting medium for cultural immersion.

The main activity was attended by approximately 40 master's (S2) and doctoral (S3) students from various study programs at Abbas Laghrour University. The activity was also attended by university leaders, faculty representatives, professors, and lecturers. The diverse academic backgrounds of the participants were taken into consideration in designing the learning materials. Accordingly, the BIPA materials emphasized communicative and contextual language and cultural content that could be accessible to learners from different academic disciplines.

The activity was organized into five main stages: **(1) socialization, (2) training, (3) technology implementation, (4) assistance and evaluation, and (5) program sustainability.**

1. Socialization

The socialization stage was conducted through coordination between the UNJ team and Abbas Laghrour University prior to the implementation of the program. The coordination covered the determination of the schedule and venue, participants, materials, delivery methods, and technical requirements. This stage also served to strengthen institutional communication between the two universities as part of efforts to establish sustainable academic collaboration.

On September 6, 2026, the UNJ team arrived in Algeria and held a meeting with representatives of Abbas Laghrour University. The team was received by university leaders and academic representatives, including the Rector, Vice Rectors, and faculty representatives. The meeting was used to communicate the purpose of the visit, the activity agenda, and the scope of collaboration, which included research, community service, BIPA learning, technology, halal tourism, and cultural diplomacy.



Socialization for the participants was conducted at the beginning of the main activity on September 7, 2026. Participants were introduced to the objectives of the program and its broader themes, namely the integration of ecotheology, halal tourism, immersive technology, BIPA learning, and cultural diplomacy. At this stage, participants were also provided with an overview of the role of Indonesian language and culture learning within the context of Indonesia–Algeria academic collaboration.

2. Training

The training stage was conducted on September 7, 2026, through presentations, an introduction to Indonesian language and culture, and participant-oriented learning activities. The main event consisted of four complementary presentations, one of which specifically addressed BIPA learning for foreign speakers in Algeria.

For the purposes of this article, the BIPA component focused on introducing Indonesian through a cultural immersion approach. Participants were introduced to Indonesian in the context of Indonesian community life through materials related to campus environments, social activities, and everyday life. The materials were designed by taking into consideration the characteristics of the participants, who were postgraduate students from various academic disciplines.

The learning materials included “Getting to Know UNJ Campus” and “Let’s Go to Tanah Abang Market!” The first topic introduced the Universitas Negeri Jakarta environment and academic life in Indonesia, while the second presented communication situations in a public setting through buying and selling activities at Tanah Abang Market. Both topics integrated vocabulary, communicative expressions, visual elements, and cultural information.

To support the learning process, the materials were supplemented with presentations, videos, audiovisual materials, worksheets, mission cards, and role-play scenarios. The materials were not only intended to introduce linguistic elements but also to provide contexts of language use, enabling participants to connect Indonesian vocabulary and expressions with the cultural situations represented in the learning materials.



3. Technology Implementation

The technology component was designed to provide more contextualized learning experiences through digital and audiovisual media. In the actual implementation, the technologies primarily consisted of laptops, projectors, videos, digital presentations, and visual materials. These media were used to present representations of Indonesian environments and everyday life to participants attending the learning activities in Algeria.

A video about Universitas Negeri Jakarta was used to provide an overview of the campus environment and student life in Indonesia. Meanwhile, the materials concerning Tanah Abang Market presented communication contexts related to buying and selling activities, including references to goods, numbers, prices, and expressions commonly used in transactions.

In the initial program design, Virtual Reality (VR) was planned as one of the technologies to support the cultural immersion experience. However, during the implementation on September 6–7, 2026, VR was not directly used in the BIPA assistance session due to equipment limitations and technical conditions. Therefore, the technology component at this stage focused on the use of audiovisual multimedia as an initial form of cultural immersion.

This condition is also an important consideration in this article, in which VR is positioned as a direction for future program development rather than as a technology that had been fully implemented. Accordingly, the description of the activities and results remains consistent with the actual conditions in the field.

4. Assistance and Evaluation

Assistance was provided throughout the learning activities through direct interaction between the implementation team and the participants. The team explained Indonesian vocabulary and expressions, assisted participants in understanding language-use contexts, and provided guidance during the learning activities. Interaction also took place through question-and-answer sessions and discussions concerning Indonesian language and culture.

Evaluation was conducted descriptively through observation of participants' engagement and responses throughout the activity. The observed indicators included attention to the

learning materials, active participation, responses to audiovisual materials, questions raised by participants, and involvement in learning activities. Participants' responses to cultural materials were also considered in evaluating the appropriateness of the cultural immersion approach.

Based on observations during the activity, participants demonstrated interest in Indonesian language and culture. This interest was reflected in their engagement with the learning materials, participation in interactions, and responses to information concerning Indonesian campus life and culture. The participation of postgraduate students from various academic disciplines, together with several lecturers, also created opportunities for broader academic interaction in the process of introducing Indonesian language and culture.

The evaluation at this stage was preliminary and descriptive. The activity was not designed to measure improvements in BIPA proficiency through an experimental design or effectiveness testing. Therefore, the evaluation findings were primarily used to identify participants' responses, the acceptability of the materials, and the needs for subsequent program development.



5. Program Sustainability

The sustainability stage was directed toward strengthening collaboration between UNJ and Abbas Laghrour University and developing the BIPA program in subsequent stages. The materials developed, including presentations, videos, audiovisual materials, worksheets, mission cards, and role-play scenarios, can be further developed into more systematic BIPA learning resources adapted to the characteristics of learners in Algeria.

Sustainability efforts are also directed toward the development of immersive technology-based learning. The cultural immersion materials and scenarios developed through this activity can serve as an initial foundation for developing Virtual Reality learning media in future programs when adequate equipment and infrastructure become available. Thus, the activities conducted in September 2026 can be positioned as an initial stage in developing a cultural immersion-based BIPA assistance model that can gradually be expanded through immersive technologies.

At the institutional level, program sustainability is supported by the commitment of both universities to develop collaboration in education, research, community service, student and faculty exchange, technology, and cultural diplomacy. The signing and exchange of the

Implementation Agreement (IA) and activity certificates constituted forms of institutional engagement that may support the development of collaborative programs in subsequent stages.



Results and Discussion

1. Implementation of BIPA Assistance within International Collaboration

The Indonesian Language Learning for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing/BIPA) assistance activity was conducted as part of the International Collaboration Community Service Program (P2M) between Universitas Negeri Jakarta (UNJ) and Abbas Laghrour University, Khenchela, Algeria, on September 6–7, 2026. The activity integrated Indonesian language and cultural learning with efforts to strengthen academic cooperation between the two universities. The main activity, held on September 7, 2026, took place at the Faculty of Engineering building of Abbas Laghrour University and was attended by approximately 40 master's and doctoral students from various study programs, as well as lecturers, professors, faculty representatives, and university leaders.

The involvement of participants from diverse academic disciplines gave the assistance activity a distinctive characteristic. Since the participants were not specifically from Indonesian language programs, the BIPA materials needed to be presented in a communicative and contextual manner. This condition was taken into consideration in selecting materials that were closely related to everyday communication and cultural experiences rather than learning activities focused extensively on grammatical explanations.

The BIPA activity constituted one of four main topics presented by the UNJ team. The component directly related to BIPA and cultural immersion was designed to introduce the Indonesian language while also providing an overview of Indonesian life and culture. Thus, the activity did not present language merely as a linguistic system but also situated it within its social and cultural contexts.



The implementation demonstrated that an international academic forum can serve as an alternative space for introducing BIPA to academic communities outside Indonesia. Such activities have a dual function: they serve as language-learning activities and as a medium for cultural exchange. This is consistent with the view that foreign language learning should provide learners with opportunities to understand the cultural context of the target language and develop the ability to interact across cultural boundaries (Byram, 1997; Kramsch, 1993).

2. Development of Culturally Immersive BIPA Materials

One of the main outcomes of the activity was the development of a BIPA learning material design integrating Indonesian linguistic and cultural elements. The materials were developed based on the principle that language learning becomes more contextual when learners are introduced to language through situations that represent the lives and practices of its speakers.

Two main themes were developed: “Getting to Know UNJ Campus” and “Let’s Go to Tanah Abang Market!” The first theme was used to introduce the academic environment and student life in Indonesia. Through this material, participants were introduced to vocabulary related to campus life, academic activities, educational facilities, and communicative expressions that can be used in university settings.

The second theme presented Tanah Abang Market as a language-learning context as well as a representation of Indonesian social and economic life. The material introduced vocabulary related to goods, numbers, prices, and transactions, together with expressions commonly used in communication between sellers and buyers. Thus, participants were not only introduced to the meanings of individual words but were also provided with an understanding of how vocabulary and expressions are used in particular situations.

The development of materials based on these contexts demonstrates the application of the cultural immersion principle in a form that can be implemented within a learning environment in Algeria. Although participants were not physically present in Indonesia, they were provided with opportunities to experience aspects of the Indonesian environment through audiovisual representations and communicative activities. In this context, immersion is not understood solely as physical exposure to a target-language environment but also as an effort to bring social and cultural contexts into the learning process.

The materials were also complemented by participant worksheets, mission cards, and role-play activities. Mission cards, for example, directed participants to complete particular communicative tasks, while role-play activities provided opportunities to practice expressions within simulated situations. The integration of these activities ensured that the materials went beyond the provision of information and were oriented toward actual experiences of using the language.

3. The Use of Multimedia as a Medium for Cultural Immersion

The implementation demonstrated that multimedia can help bridge participants' limited access to environments in which Indonesian is used. In this activity, videos, digital presentations, images, and audiovisual materials were used to bring representations of Indonesia into the learning environment at Abbas Laghrour University, Khenchela.

The video introducing Universitas Negeri Jakarta provided participants with a visual representation of higher education in Indonesia. Participants were able to gain an overview of the campus environment, facilities, and academic life, which may differ from the educational contexts with which they were familiar. Meanwhile, the materials on Tanah Abang Market presented a more informal social context that was closely related to everyday activities.

The use of multimedia was important because cultural information cannot always be fully understood through verbal explanations alone. Through videos and visual materials, participants could obtain more concrete representations of places, activities, objects, interactions, and communicative situations. This principle is consistent with the Cognitive Theory of Multimedia Learning, which explains that learning can involve the complementary processing of verbal and visual information (Mayer, 2009).

In the context of BIPA learning, the function of multimedia extends beyond simply delivering instructional content. Multimedia can serve as a medium for cultural representation that helps bring the target-language environment closer to learners who are geographically located outside Indonesia. Accordingly, the use of videos and visual materials in this activity can be understood as an initial form of virtual cultural immersion (Daryanto, 2016).

4. Participants' Responses to Indonesian Language and Cultural Materials

One of the observable outcomes of the activity was participants' strong interest in the Indonesian language and cultural materials. This interest was reflected in their attention during the presentations, involvement in interactions, and responses and questions throughout the activity. Their interest was directed not only toward linguistic aspects but also toward information about Indonesian society, culture, and various representations of Indonesia presented through audiovisual materials.

The participants' enthusiasm was also reflected in the involvement of students and lecturers despite the fact that the activity took place during a period when the university was still on academic break. The attendance of approximately 40 postgraduate students from various study programs, together with lecturers and university representatives, indicated interest in the introduction of Indonesian language and culture within the context of academic collaboration.

These responses suggest that BIPA materials incorporating cultural elements have the potential to engage learners from diverse academic backgrounds. Language was not presented as an isolated subject but was connected to experiences involving university life, social activities, and everyday life in Indonesia. This approach provided a broader context for learners to understand the functions and uses of the language.

Nevertheless, the positive responses observed in this activity remain descriptive and are based on observations made during implementation. The activity did not employ quantitative instruments that could measure changes in participants' Indonesian language proficiency before and after the assistance. Therefore, the findings are not intended to establish the statistical effectiveness of the approach but rather to describe the initial acceptability of the materials and the cultural immersion approach implemented.

5. Immersive Technology as a Direction for Program Development

Immersive technology was one of the important themes addressed in the international P2M program. During the main activity, the UNJ team introduced the potential use of Virtual Reality (VR) and Augmented Reality (AR) for language learning and the introduction of Indonesian culture. Participants demonstrated interest in the possibility of using such technologies to create more interactive learning experiences.

However, a distinction needs to be made between the introduction of immersive technology and its actual implementation in BIPA learning. In the activity reported in this article, VR was not directly used during the BIPA assistance sessions due to equipment and technical limitations. Therefore, the actual implementation is more appropriately characterized as the use of audiovisual multimedia as an initial medium for cultural immersion.

This condition also provided a direction for future program development. The materials "Getting to Know UNJ Campus" and "Let's Go to Tanah Abang Market!" can be further developed into virtual-environment scenarios that enable learners to interact more deeply with Indonesian cultural contexts. For example, the campus material could be transformed into a virtual environment in which learners explore different spaces and practice academic communication expressions. Similarly, the market material could be developed into a transaction simulation involving vocabulary, numbers, prices, and buying-and-selling expressions.

Thus, the development of VR does not necessarily have to begin from an entirely new stage. Instead, it can build upon the materials, communicative scenarios, and cultural contexts that were developed during the present activity. This process can serve as a foundation for more systematic development of immersive learning media in subsequent programs.

6. Contribution to Academic and Cultural Diplomacy

In addition to providing BIPA learning experiences, the activity contributed to strengthening academic and cultural relations between Indonesia and Algeria. The introduction of Indonesian language was conducted alongside the introduction of various aspects of Indonesian culture, making the learning activity part of a broader intercultural interaction (Byram, 1997).

The participation of university leaders, lecturers, students, and representatives of the Embassy of the Republic of Indonesia (KBRI) in Algeria expanded the scope of the activity beyond language learning to include academic and cultural exchange. The exchange of plaques, souvenirs, certificates, and the Implementation Agreement (IA) also reflected efforts to establish institutional relations that could support the sustainability of future collaboration.

In this context, BIPA can function as one of the instruments of cultural diplomacy because language learning provides opportunities for participants to become acquainted with Indonesian society, culture, and everyday life. However, the contribution of cultural diplomacy in this activity is more appropriately understood as a potential and as part of the process of strengthening inter-university relations rather than as an empirically measured impact.

Overall, the activity demonstrates that a cultural immersion approach supported by multimedia can serve as an initial stage for BIPA assistance within an academic environment in Algeria. Materials integrating language, cultural contexts, audiovisual resources, and communicative activities provide a foundation for developing more contextualized BIPA learning. At the same time, the implementation experience indicates that the development of immersive technology requires adequate equipment, instructional materials, and learning scenarios. Therefore, subsequent activities may focus on developing and testing VR-based media using the cultural immersion materials generated through the present program.

Conclusion

The Indonesian Language Learning for Foreign Speakers (BIPA) assistance activity at Abbas Laghrour University, Khenchela, Algeria, demonstrates that a cultural immersion approach can be used to provide more contextualized Indonesian language learning for learners located outside an Indonesian-speaking environment. Through the themes “Getting to Know UNJ Campus” and “Let’s Go to Tanah Abang Market!”, the learning activities integrated Indonesian vocabulary and communicative expressions with the academic, social, and cultural contexts of Indonesian society. The use of videos, audiovisual materials, digital presentations, participant worksheets, mission cards, and role-play activities helped provide representations of the Indonesian cultural environment while creating opportunities for participants to engage with the materials in a more communicative manner.

The participation of approximately 40 master’s and doctoral students from various study programs, together with several lecturers, indicated positive responses and interest in the Indonesian language and cultural materials. Nevertheless, these findings remain descriptive and are based on observations during the activity and therefore cannot be used to establish quantitative improvements in Indonesian language proficiency. During implementation, the Virtual Reality (VR) technology initially planned as part of the program could not be directly applied due to equipment limitations and technical conditions. Consequently, audiovisual multimedia served as the technology used to provide participants with an initial cultural immersion experience.

This activity provides an important foundation for the subsequent development of the BIPA program, both through the refinement of learning materials and the development of immersive technologies. The materials and learning scenarios developed through the program can be further transformed into Virtual Reality-based learning media to enable more interactive

cultural immersion experiences. At the institutional level, the activity also strengthened opportunities for collaboration between Universitas Negeri Jakarta and Abbas Laghrour University, Khenchela, in language learning, cultural exchange, technology, research, and community service. Thus, BIPA assistance through a cultural immersion approach can serve not only as a means of developing contextualized language learning but also as a platform for academic and cultural interaction between Indonesia and Algeria.

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