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Challenges and Adaptive Practices in Cultural Excursions as BIPA Learning Strategy: A Qualitative Study

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Abstract

BIPA instruction positions language and culture as an integrated whole, facilitated through excursions as an immersion-based learning strategy. Although excursions are conceptually grounded in established theories and structured implementation stages, their execution in practice often encounters various challenges. This study aims to describe the challenges of implementing excursions in BIPA learning and the adaptive practices adopted by teachers and program organizers. Using a qualitative approach, data were collected through interviews, open-ended surveys, and documentation. These findings show that excursions in BIPA learning are not merely pedagogical practices that always proceed linearly, but are continuously negotiated at each stage. Therefore, the success of excursions in BIPA learning is not determined by the perfection of the design or the absence of challenges, but by the presence of adaptive practices that ensure learning experiences remain meaningful amid limitations and field dynamics.

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INTRODUCTION

Language and culture are inseparable entities in learning. When learning is simultaneous, it is more effective at fostering understanding (Kim, 2020). In fact, an understanding of Indonesian culture can serve as a guideline in BIPA learning, thereby enriching the holistic meaning of BIPA learners (Asteria et al., 2023; Yulianeta et al., 2024). In practice, the integration of language and culture does not occur only in the classroom; it can also be realized through contextual and authentic experiences, thereby encouraging BIPA learners to become active and critical language users who can move beyond the literal meaning of the Indonesian language. However, it is important to attend to learners' needs, select appropriate strategies, and employ varied techniques so that the objectives set in BIPA learning can be achieved effectively and on target (Dwi et al., 2017).

Each organizer has a unique instructional design in presenting BIPA learning. This is based on the diverse needs of BIPA learners, making differentiation in BIPA learning highly possible (Purbarani & Muliastuti, 2023; Susanto et al., 2020). However, the planning and implementation stages are still based on language proficiency guidelines. In general, immersion-based learning comprises three forms implemented by the organizers: classroom learning, outdoor learning, and cultural classes. This is in line with the dimensions of BIPA learning, namely 1) introducing Indonesian culture through Indonesian language learning, and 2) learning Indonesian to understand Indonesian culture (Rofiuddin et al., 2019). Through the immersion approach, out-of-class learning expands the direct experience of learning language and culture. One form of implementation that can be utilized in BIPA learning is excursions. Terminologically, excursions or cultural visits are outside classroom learning strategies, involving visits to specific objects (Kusmiatun, 2018). In practice, this strategy aims to provide BIPA learners with greater exposure to the Indonesian language. However, the implementation of excursions or cultural visits is grounded in the experiential learning theory developed by David A. Kolb and John Dewey (Jaswadi Putera & Sugianto, 2021). This theory holds that learners' experiences are the basis of learning. From Kolb's perspective (2015a), understanding—including cultural understanding—is built through continuous stages: This cycle begins with (1) Concrete Experience, which refers to the concrete experiences that BIPA learners gain directly in the field. These experiences are then processed through (2) Reflective Observation, which involves reflecting on the experiences that have been observed and lived through. The results of this reflection are reconstructed into (3) Abstract Conceptualization—a more structured conceptual understanding of the culture encountered—before finally being applied in the (4) Active Experimentation stage, which involves BIPA learners' subsequent actions or interactions with the surrounding community.

Various types of excursion activities can be implemented in BIPA learning. This is based on the content discussed in class (Dwi et al., 2017). These types of excursion activities include (1) cultural excursions, (2) tourist excursions, (3) academic excursions, and (4) social excursions (Kusmiatun, 2018). Looking more closely at their implementation, excursion or cultural visit activities do not stand as activities separate from classroom learning, but rather as part of a structured learning sequence. In practice, excursion activities are ideally designed through stages before the excursion, implementation in the field, and follow-up after the activity. This syntax aligns with the perspective of Myers & Jones (2004), who explain that there are three main steps in excursion activities to improve the language competence of BIPA learners effectively. The three stages include (1) pre-excursion, (2) excursion implementation, and (3) post-excursion.

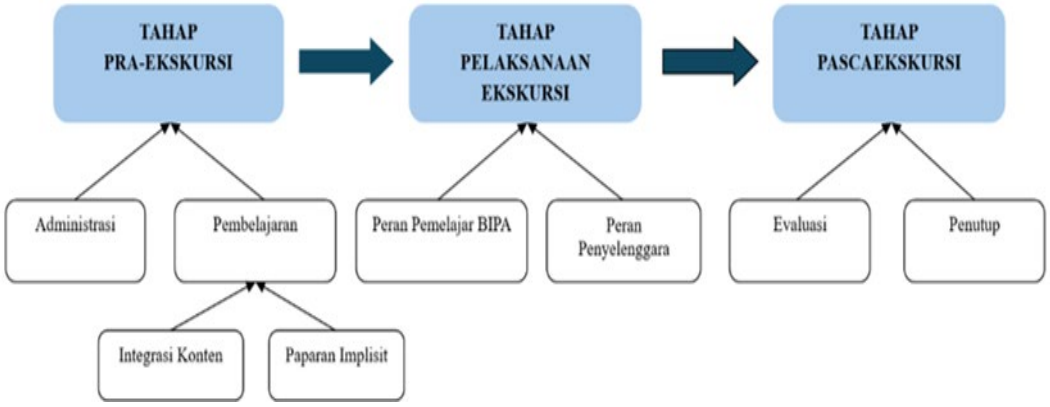


Figure 1. Excursion Syntax Myers and Jones (2004)

Although excursions in BIPA learning have been designed with a strong conceptual framework and structured implementation stages, their application in the field often occurs in dynamic situations that cannot be fully controlled. Problems always arise in every stage, from the pre-excursion to the post-excursion stages. This condition indicates that the success of excursions as a BIPA learning strategy is determined not only by the presence of syntax or learning design, but also by teachers' and organizers' ability to respond to and manage challenges that arise during implementation. Several studies that showed the integration of language and culture through excursions has been extensively studied and it is still focused on analyzing learners' perceptions of satisfaction (Jaswadi Putera & Sugianto, 2021), theoretical classifications of field trip types (Dwi et al., 2017), the effectiveness of excursion in BIPA instruction to introduce culture, broaden students' horizons, and foster motivation among BIPA learners.

A review of the literature indicates that there have been no qualitative studies that systematically explore the dynamics of operational challenges in the field are addressed through adaptive practices as a comprehensive learning management cycle at every stage of the field trip process (pre-field trip, during the field trip, and post-field trip). Therefore, this research offers the form of an adaptive excursion management model based on the experiential learning cycle. This study not only identifies technical, pedagogical, and intercultural challenges in the field but also uncovers both spontaneous and planned adaptation strategies employed by BIPA instructors and administrators to ensure that the learning experience remains immersive, safe, and oriented toward language competency attainment.

METHODOLOGY

This research employs a qualitative approach using evaluative case to dive deeping the dynamics of the issues and adaptive practices as a BIPA learning strategy and the adaptive practices at UPT Pusat Studi Bahasa dan Budaya Indonesia (PSBBI) Universitas Negeri Malang. This approach was chosen to gain an understanding of the experiences, processes, and adaptive practices of learning actors in the implementation of excursions as a BIPA learning strategy, with an emphasis on the meanings constructed in a specific context (Merriam & Tisdell, 2016). The participants were selected using purposive sampling, resulting in a total of twenty three participant that devided to four subject. The learners referred to in this data source are BIPA learners enrolled in the program at the UPT PSBBI UM. The participants included learner from various levels (beginners, intermediate, and advanced). To provide an objective, BIPA students have participated in the entire series of excursion. Furthermore, the criteria for BIPA instructors are have at least two years of experience in their field. In addition, staff criteria that involved in this research have two or more years of experience organizing field trips for

BIPA learners at the novice, intermediate, and advanced levels.

The data in this research is linguistic data in the form of words, phrases, and sentences that represent the objectives of this research. Furthermore, the data in this research were collected through semi-structured interview results and notes from program evaluation reports. Subsequently, words and sentences that identified challenges and adaptive practices as solution related to the implementation of the excursions were classified using a data collection instrument. The data analysis process in this research included the stages. (1) Data familiarization: verbatim of audio transcription data and repeated readings of documents, (2) initial coding: coding speech segments using data tags, (3) thematic grouping: grouping codes into chronological categories, (4) thematic map review: verifying the alignment of themes with raw data, (5) determination of the main theme: analyzing the thematic significance of the relationship between problems and adaptive practices, (6) report preparation: presenting findings in a descriptive-analytical manner, supported by verbatim quotations and documentary evidence (Braun & Clarke, 2006). Data validity in this study was assessed using three stages of triangulation, such as 1) methodological triangulation, 2) data source triangulation, and 3) theoretical triangulation.

RESULTS AND DISCUSSION

Challenges in Excursion Activities in BIPA Learning

1. Pre-Excursion

Based on the analysis of the findings, various challenges arise at each stage of implementing excursions as a BIPA learning strategy. One of the main problems in the technical planning stage of an excursion is budget constraints. The following data evidence this.

"... it is not easy and may not be cheap to organize an excursion outside the city. Especially if it is quite far, for example, to another city, there are transportation and other costs." (Ch 1)

This condition means that field trips cannot always be designed optimally to meet learners' pedagogical needs. The budget constraints faced by organizers also stem from the substantial costs of implementing excursions. Inadequate financial planning and contingency plans during the pre-field trip phase have the potential to lead to a series of negative consequences for the management of excursion as a BIPA learning strategy (Behrendt & Franklin, 2014). In program management, financial components determine the feasibility of optimizing and improving program quality; therefore, structured and measurable management is an absolute prerequisite (Juliadrianti & Setiawati, 2025).

On the other hand, the implementation of excursion activities in ideal BIPA learning is based on the division of BIPA learner levels. This aims to optimize the achievement of learning objectives. In general, beginner-level BIPA learners require language exposure that is not overly complex, whereas advanced BIPA learners require tasks that encourage broader and more profound topics. locations can be tailored to the topics and themes covered in class (Dwi et al., 2017), the reality on the ground shows that the ideal location cannot be determined unilaterally based solely on the academic syllabus. Technical planning for field trips is also fraught with external challenges, such as determining locations appropriate for the material and language levels of the students. The following data illustrate this.

".. The challenge in determining an excursion or immersion location that is suitable for the material and language level of the students is that sometimes there are parties who are unwilling to become partners" (Ct.1)

External factors, such as cooperation with partners or locations willing to serve as learning references, constrain the organizers' ability to select pedagogically ideal sites; therefore, excursion planning often must balance the availability and capacity of locations with learners' needs. This condition often directly affects the learning design to be implemented

during excursion activities and the pedagogical factors of BIPA learners. The data reinforce this.

".. The language ability of students also greatly influences their satisfaction in participating in these activities." (Ct.2)

Learners with more developed language skills tend to feel confident and actively engage in interactions, whereas learners with limited language skills are at risk of experiencing awkwardness or frustration. This aligns with Krashen (1985) Affective Filter Hypothesis as well as Syamsiyah (2017) findings, which explain that information and exposure to a second language are more easily absorbed when learners are in a calm state with low anxiety. Conversely, a high level of motivation serves as the primary driver for learners to actively participate in authentic communication dynamics (Nursyairofi et al., 2020).

Other challenges in excursion planning are experienced not only by the implementing staff and organizers but also by the teachers responsible for encouraging BIPA learners to achieve their learning targets. In some situations, teachers find it difficult to integrate the material with the excursion activities. This is illustrated by the following data.

"Not all classroom learning can be converted into excursion activities for students." (Ct.3)

This finding indicates that not all materials and teaching materials that have been prepared as enrichment materials in the classroom can be integrated with excursion activities. The challenge of converting materials and teaching materials also indicates pedagogical and learning-strategy limitations beyond the classroom. From this perspective Kolb (2015), experiential learning requires the completion of a full cycle—from Concrete Experience, through Reflective Observation and Abstract Conceptualization, to Active Experimentation. The lack of precise integration between classroom material and fieldwork assignments has the potential to disrupt this cognitive cycle, causing field trips to lose their primary pedagogical function and degenerate into superficial cultural recreational experiences. On the other hand, the demand to enforce a one-to-one conversion between the classroom grammar syllabus and field assignments is considered inappropriate from the perspective of the Non-Interface Position (Ellis, 2005; Krashen, 1985). This theory asserts that explicit language knowledge—systematically learned in the classroom—cannot be directly transformed into the implicit language knowledge used in spontaneous communication in the field. Therefore, the inability to convert all classroom grammar material into field trip activities is not a pedagogical failure but rather a natural consequence of the differences in the nature of these two learning environments. The field immersion environment is designed to develop fluency and the spontaneous negotiation of meaning, not to practice formal grammatical rules learned mechanically in the classroom.

2. Excursion

The challenges in excursion activities do not stop at the pre-excursion stage. During implementation, organizers and teachers also face more dynamic and unpredictable social interactions, BIPA learners' responses, and environmental conditions at the excursion site. For example, there is data stating that

"Once it was implemented, the resource persons spoke quickly, and some even spoke in Javanese" (Ch.2)

This situation indicates that the speaker's language use at the excursion site cannot always be controlled to match the proficiency level of BIPA learners. Tempo, diction, and the use of regional languages can hinder BIPA learners, particularly beginner-level learners. This also highlights the gap between the linguistic planning prepared during the pre-excursion stage and the realities of authentic interactions in the field. The fact that local communities often intuitively adapt their language or switch codes demonstrates that interactions at excursion sites constitute an arena for two-way communicative negotiation, as explained by Derana et al. (2022) regarding

sociolinguistic dynamics in heterogeneous public spaces. However, when viewed through the lens of Communication Accommodation Theory (Giles et al., 1992), the practice of code-switching and the use of local dialects by communities is not a form of interactional resistance, but rather a natural expression of social divergence or a display of in-group identity. On the other hand, an open learning environment also distracts learners' attention because many social interactions arise spontaneously, as illustrated in the following data.

"Indonesians really like photos. So sometimes we have to accommodate both sides, but if there are too many photos, students usually feel uncomfortable, and the activity is considered meaningless" (Cs.2)

This condition is also a form of spontaneous social interaction that can shift the focus of learning, posing a challenge for BIPA learners, who are placed in a dilemma. Although the involvement of the local community, which is known to be friendly and open, can enrich BIPA learners' cultural understanding, it can also cause discomfort that reduces the quality of their language learning experience. This are psychological response that arises when individuals lose familiar cultural cues that typically serve as their reference points for social navigation. These social distractions and psychological pressures not only affect the affective dimension but also consume learners' cognitive capacity, thereby distorting their active engagement in academic exploration (Faizin & Isnaini, 2020). However, direct interactions that cause discomfort actually serve as the starting point for the development of intercultural resilience—that is, the ability to adapt across cultures. Without encountering real-world clashes of norms, learners will only gain a superficial and idealized understanding of culture without ever developing genuine sociocultural adaptability (Afandi et al., 2021).

On the other hand, spontaneous social interactions that arise during excursions also have implications for the limitations of companions—including teachers—in managing the learning situation. In dynamic activities, both teachers and field staff who accompany learners face limitations in their capacity to accommodate all learners equally. This is demonstrated by the following data.

"One teacher cannot possibly accommodate all learners participating in the excursion because the activity is constantly moving from place to place and involves active activities." (Ct 4)

In practical terms, the implementation of excursion activities with a fairly intensive schedule also limits teachers' ability to provide comprehensive pedagogical assistance. The assistants' attention must be divided between activity points and large groups, so that not all learners receive equal support. Examples include repeating and clarifying the discussion presented by the resource person, providing first aid in the event of specific incidents, and so on. Based on these findings, the implementation of excursion activities becomes a crucial phase that determines the quality of the learning experience of BIPA learners in the next target.

3. Post-Excursion

Assessing the quality of the learning experience for BIPA learners is a key consideration in excursion activities, so evaluation is important as both a follow-up and a mechanism for reflection on prior stages. In reality, the post-excursion stage also presents certain challenges in determining the meaning of the entire series of excursion activities as a BIPA learning strategy. One of the challenges in the post-excursion stage at the UPT PSBBI was the lack of standard procedures for excursion activities, which led to inconsistencies in evaluation and post-excursion reflection. This is illustrated by the following data.

"We lack written SOPs and written reflections" (Ch 2)

On the other hand, the lack of standard guidelines also makes it difficult to trace the results of evaluations that have been carried out and use them as a basis for improving excursion

activities in other ongoing programs. This is a challenge because in the concept of experiential learning, a reflective process is required so that experiences can be converted into meaningful learning (Kolb, 2015). Nevertheless, efforts to formalize the entire reflection cycle into rigid standard operating procedures (SOPs) and written forms have been met with resistance from the perspective of Reflection-in-Action (Boud & Walker, 1998). The bureaucratization of reflection through standardized written worksheets risks diminishing learners' emotional depth and spontaneity, turning authentic reflection into a mere formality of filling out paperwork. Informal oral reflection inherently offers the advantage of flexibility in capturing affective nuances, culture shock, and learners' psychological dynamics directly, without being constrained by the rigidity of academic writing formats. Therefore, the main challenge is not to completely replace oral feedback with rigid documents, but rather to design a hybrid reflective framework that documents oral discourse in a structured manner without stifling the learners' honesty of expression. The lack of written documentation does not mean that there is no written documentation. In the findings document, several BIPA learners collectively presented the results of the 2025 program evaluation through sponsors as a form of feedback. The presentation is as follows.

"Several students suggested that it would have been helpful to have more support for comprehending the language used during sponsored excursions, especially for beginners." (Pd.1)

This is relevant to the challenges that arise during the excursion stage regarding interactions with resource persons. Furthermore, the challenges that arise in the post-excursion stage are related to the intensive learning timeline in the immersion program, the competency targets that must be achieved in a limited time, and the series of learning activities that are sometimes so dense that learners have to divide their focus between various academic obligations. This condition has implications for a decrease in motivation for learners to enjoy and reflect on the excursion experience as a whole. These challenges are reflected in the following data. The absence of these breaks triggers cognitive saturation, which directly impacts higher-order information processing. From the perspective of Cognitive Load Theory (Sweller, 2023) , the combination of prolonged structured classroom learning and consecutive field exploration tasks creates an excessive extraneous cognitive load. When learners' working memory capacity is exceeded, the allocation of cognitive energy that should be used for germane load—namely, the process of integrating field data into established sociocultural knowledge schemas—becomes hindered. Crucial stages in Experiential Learning (Kolb, 2015) , particularly the Reflective Observation and Abstract Conceptualization phases, are disrupted because learners are driven into survival mode. Authentic experiences gained from field trips risk becoming merely passive recreational activities or mere formalities, rather than being transformed into deep conceptual understanding.

".. Because there is a lot of homework and many projects, students cannot enjoy the excursion or focus much on the excursion." (Cs.1)

These findings confirm that post-excursion challenges stem not only from technical or procedural aspects but also from the academic burden experienced by BIPA learners in immersion-based learning programs. The following document reinforces this.

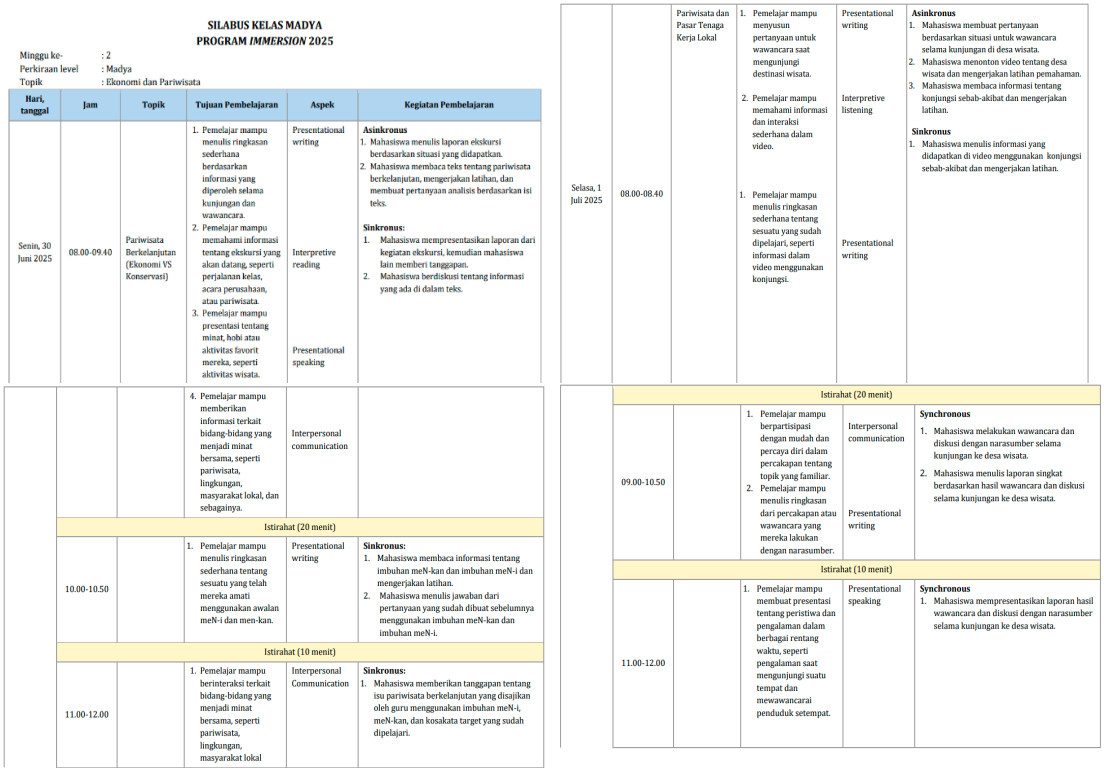


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General Schedule Immersion Program
Tahun 2025

MINGGU	SENIN	SELASA	RABU	KAMIS	JUMAT	SABTU	MINGGU
MINGGU 16 – 22 Juni	*16*	*17*	*18* **Departure**	*19*	*20* **Arrival in Surabaya and Transfer to Hotel in Malang**	*21*	*22*
MINGGU 2 23 – 29 Juni	*23* **09.00 – 10.00 Pembukaan Program** 10.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 **Orientasi Budaya** 14.00 – 16.00 Sesi Tutorial	*24* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 *Student meeting* 14.00 – 16.00 Sesi Tutorial	*25* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 14.00 – 16.00 *Instructors meeting* 14.00 – 16.00 Sesi Tutorial	*26* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 13.00 – 14.00 *Language partner meeting*	*27* **LIBUR NASIONAL: TAHUN BARU ISLAM** 08.00 – 10.00 Kelas Bahasa 10.00 – 11.00 Kelas Bahasa 11.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 13.00 – 14.00 *Staff meeting*	*28* 09.00 – 15.00 Ekskursi/Kunjungan Budaya Lokasi : Keripik Tempe (Sanan) dan Industri Keramik (Dinoyo) Topik : Industri	*29*
MINGGU 3 30 Juni– 6 Juli	*30* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 14.00 – 16.00 **Kelas Elektif:** Gamelan, Tari Tradisional	*1* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Lunch break 13.00 – 14.00 *Student meeting* 14.00 – 16.00 Tutorial Session	*2* 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 14.00 – 16.00 *Instructors meeting* 14.00 – 16.00 Sesi Tutorial 14.00 – 16.00 **Kelas Elektif:** Kuliner, Batik, Dangdut	*3* – **KUIS 1** 08.00 – 12.00 Kelas Bahasa 12.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 13.00 – 14.00 *Language partner meeting* 14.00 – 16.00 Tutorial Session	*4* 08.00 – 10.00 Kelas Bahasa 10.00 – 11.00 Kelas Bahasa 11.00 – 13.00 Istirahat 13.00 – 14.00 Konsultasi Individu 13.00 – 14.00 *Staff meeting*	*5*	*6*

Figure 1. General Schedule Immersion Program 2025



SILABUS KELAS MADYA
PROGRAM *IMMERSION* 2025

Minggu ke- : 2
Perkiraan level : Madya
Topik : Ekonomi dan Pariwisata

Hari, tanggal	Jam	Topik	Tujuan Pembelajaran	Aspek	Kegiatan Pembelajaran
Senin, 30 Juni 2025	08.00-09.40	Pariwisata Berkelanjutan (Ekonomi VS Konservasi)	1. Pemelajar mampu menulis ringkasan sederhana berdasarkan informasi yang diperoleh selama kunjungan dan wawancara. 2. Pemelajar mampu memahami informasi tentang ekskursi yang akan datang, seperti perjalanan kelas, acara perusahaan, atau pariwisata. 3. Pemelajar mampu presentasi tentang minat, hobi atau aktivitas favorit mereka, seperti aktivitas wisata.	Presentational writing Interpretive reading Presentational speaking	**Asinkronus** 1. Mahasiswa menulis laporan ekskursi berdasarkan situasi yang didapatkan. 2. Mahasiswa membaca teks tentang pariwisata berkelanjutan, mengerjakan latihan, dan membuat pertanyaan analisis berdasarkan isi teks. **Sinkronus:** 1. Mahasiswa mempresentasikan laporan dari kegiatan ekskursi, kemudian mahasiswa lain memberi tanggapan. 2. Mahasiswa berdiskusi tentang informasi yang ada di dalam teks.
			4. Pemelajar mampu memberikan informasi terkait bidang-bidang yang menjadi minat bersama, seperti pariwisata, lingkungan, masyarakat lokal, dan sebagainya.	Interpersonal communication	
			Istirahat (20 menit)		
	10.00-10.50		1. Pemelajar mampu menulis ringkasan sederhana tentang sesuatu yang telah mereka amati menggunakan awalan meN-i dan men-kan.	Presentational writing	**Sinkronus:** 1. Mahasiswa membaca informasi tentang imbuhan meN-kan dan imbuhan meN-i dan mengerjakan latihan. 2. Mahasiswa menulis jawaban dari pertanyaan yang sudah dibuat sebelumnya menggunakan imbuhan meN-kan dan imbuhan meN-i.
			Istirahat (10 menit)		
	11.00-12.00		1. Pemelajar mampu berinteraksi terkait bidang-bidang yang menjadi minat bersama, seperti pariwisata, lingkungan, masyarakat lokal	Interpersonal Communication	**Sinkronus:** 1. Mahasiswa memberikan tanggapan tentang isu pariwisata berkelanjutan yang disajikan oleh guru menggunakan imbuhan meN-i, meN-kan, dan kosakata target yang sudah dipelajari.
Selasa, 1 Juli 2025	08.00-08.40	Pariwisata dan Pasar Tenaga Kerja Lokal	1. Pemelajar mampu menyusun pertanyaan untuk wawancara saat mengunjungi destinasi wisata. 2. Pemelajar mampu memahami informasi dan interaksi sederhana dalam video. 1. Pemelajar mampu menulis ringkasan sederhana tentang sesuatu yang sudah dipelajari, seperti informasi dalam video menggunakan konjungsi.	Presentational writing Interpretive listening Presentational writing	**Asinkronus** 1. Mahasiswa membuat pertanyaan berdasarkan situasi untuk wawancara selama kunjungan di desa wisata. 2. Mahasiswa menonton video tentang desa wisata dan mengerjakan latihan pemahaman. 3. Mahasiswa membaca informasi tentang konjungsi sebab-akibat dan mengerjakan latihan. **Sinkronus** 1. Mahasiswa menulis informasi yang didapatkan di video menggunakan konjungsi sebab-akibat dan mengerjakan latihan.
			Istirahat (20 menit)		
	09.00-10.50		1. Pemelajar mampu berpartisipasi dengan mudah dan percaya diri dalam percakapan tentang topik yang familiar. 2. Pemelajar mampu menulis ringkasan dari percakapan atau wawancara yang mereka lakukan dengan narasumber.	Interpersonal communication Presentational writing	**Synchronous** 1. Mahasiswa melakukan wawancara dan diskusi dengan narasumber selama kunjungan ke desa wisata. 2. Mahasiswa menulis laporan singkat berdasarkan hasil wawancara dan diskusi selama kunjungan ke desa wisata.
			Istirahat (10 menit)		
	11.00-12.00		1. Pemelajar mampu membuat presentasi tentang peristiwa dan pengalaman dalam berbagai rentang waktu, seperti pengalaman saat mengunjungi suatu tempat dan mewawancarai penduduk setempat.	Presentational speaking	**Synchronous** 1. Mahasiswa mempresentasikan laporan hasil wawancara dan diskusi dengan narasumber selama kunjungan ke desa wisata.

Figure 2. Immersion Program Syllabus 2025

The findings of this document indicate a relatively high intensity of language classes, assignments, and supporting activities, occurring continuously within a limited time frame. As a result, during the excursion, a decline in learners' motivation and focus on the excursion activities correlates with the learning design and intensity of the BIPA program at UPT PSSBI as a whole. Based on the data presented, excursion activities are determined not only by the quality of implementation in the field but also by the experiences of BIPA learners, which are managed

and monitored as an effective BIPA learning strategy. Therefore, adaptive practices are needed from teachers and organizers to respond to these challenges so that excursions continue to function as an integral part of language and cultural learning.

Adaptive Practices in Addressing Excursion Implementation Challenges

1. Pre-Excursion

Based on the analysis of the findings, the various challenges encountered in excursion activities require organizers, teachers, and field staff to develop contextual and measurable pedagogical responses. Adaptive practices are employed as a strategic means to sustain the sustainability of excursion activities within the BIPA learning strategy. For example, adaptive practices in response to budget challenges are illustrated by the following data.

".. If the budget is sufficient, we will divide it per level, but if the program budget is insufficient, inevitably all students from all levels will be sent to the same destination." (Ah.1)

Budget constraints are not an obstacle in the pre-excursion stage but rather encourage organizers, teachers, and field staff to adjust the field implementation design. Rather than reducing or canceling excursion activities, combining BIPA learners from various levels at a single excursion location was a strategic and realistic decision that allowed the activities to proceed. Although pedagogically suboptimal, the adaptive practices implemented by UPT PSBBI were among the program's managerial efforts to ensure that learning activities could continue.

This adaptive approach also extends to financial management in response to budget constraints. Program organizers implement a strategy of grouping BIPA learners of various proficiency levels into a single excursion itinerary. This resource efficiency does not compromise the quality of learning but rather underscores the administrators' ability to negotiate and utilize funding allocations effectively to achieve program objectives (Suwanda et al., 2021) . This grouping allows for the optimization of facilities without reducing learners' rights to authentic language exposure.

Nevertheless, the policy of grouping learners across proficiency levels (cross-level grouping) in a single immersion activity has drawn criticism from the perspectives of the Input Hypothesis (Krashen, 1985) and Cognitive Load Theory (Sweller, 1988) . Mixing elementary and advanced learners in the same activity scenario risks causing cognitive overload for lower-level learners due to the high complexity of the language input (i+n). On the other hand, for advanced learners, a scenario simplified to accommodate beginner learners has the potential to reduce optimal linguistic stimulation, resulting in social interactions that are less challenging for the development of their communicative competence.

Budget and location are two sides of the same coin during the activity-planning stage, as neither is easy nor inexpensive; therefore, it is important to discuss the location with the teachers. This condition is reflected in the following data.

"... excursions need to be discussed with the teachers who teach in the program so that there is continuity of thought between the field trip organizers and the teachers who design the classroom material." (At.1)

This also applies to the integration of material in the classroom. These data imply that internal collaboration is an adaptive strategy for bridging the limitations of budget and location. Through discussions with teachers and field staff, organizers can adjust the choice of excursion location through content that is pedagogically relevant to the classroom. The following data reinforce this.

".. If the topics chosen are usually ones that we design, they are specific topics that have cultural elements." (Ah.2)

This adaptive practice explains that material integration is understood not as

transferring material in its entirety, but rather as mapping and selecting contextual content to align it more closely with the learning targets to be achieved during the excursion. Based on the findings presented, adaptive practices in the pre-excursion stage not only serve as a technical solution to budget and location constraints but also as a pedagogical strategy to maintain continuity between classroom learning and excursion activities.

2. Excursion

Adaptive practices implemented during the pre-excursion stage provide an important foundation for field excursion implementation, including aligning learning objectives and coordinating internal resources. However, the implementation planned in the pre-excursion stage does not always run linearly. During the implementation stage, teachers and program organizers are directly confronted with the social realities described earlier. For example, the challenge of the language used by the resource persons. The organizers, teachers, and field staff who accompanied the students practiced adaptively using the following data.

"... (we) use standard Indonesian to speak during the excursion and then have to find simpler and easier-to-understand vocabulary for students if, for example, the vocabulary encountered by students turns out to be too difficult in the field" (Aes.1)

This assistance serves as a form of scaffolding for understanding, which helps learners to continue participating in the learning process even though they are facing challenges in authentic social interactions. This also demonstrates that excursion activities require flexibility in the roles of organizers, teachers, and implementing staff to respond directly to field dynamics. The mentor acts as an affective facilitator who reaches out, provides moral support, and even helps structure questions. Obstacles in the field are often not caused by a lack of linguistic ability, but rather stem from shyness and a lack of self-confidence. This intervention has proven effective in lowering the Affective Filter (Krashen, 1985) and stimulating the Willingness to Communicate(Macintyre, 2007), thereby transforming learners from passive listeners into active communicators.

Nevertheless, the second language acquisition literature offers critical observations regarding on-site peer intervention. (Skehan, 2003) and (Seedhouse, 1999) caution that language simplification and overly dominant scaffolding (over-scaffolding) risk fostering pedagogical dependency. If the facilitator always acts as an intermediary or simplifies speech too quickly, learners lose valuable opportunities to practice communication strategies independently, such as performing confirmation checks or naturally overcoming communication failures. To mitigate this risk, the UPT PSBBI UM applies the principle of fading scaffolding (van de Pol et al., 2010) , in which language adjustments and assistance are provided only in critical situations and are gradually reduced as learners' independence increases. Similarly, spontaneous interactions can potentially distract BIPA learners from their learning. This is reflected in the following data.

"As excursion staff, they must be able to accommodate the documentation requirements of the program, as well as the documentation of contact persons and excursion locations. But they must also be able to maintain the mood of the students." (Aes.1)

The data indicate that the organizers, teachers, and field implementers involved practiced adaptively, managing social interaction situationsally to avoid disrupting teaching and learning activities. On the other hand, shifting activities and reinforcing task instructions became adaptive strategies for maintaining the balance and continuity of cultural experiences while aligning with the pedagogical objectives of BIPA learners. Then, to avoid spontaneous interactions that could distract BIPA learners from their learning, organizers adaptively assign tasks in advance to minimize the need for continuous intervention during the excursion. This is reflected in the following data.

"... The assignments given to BIPA students can be an instrument that challenges them to immerse themselves in real communication." (Ah.3)

On the other hand, targeted assignments are an effort by organizers and teachers to maintain the continuity of learning in the field. This enables targeted continuation of excursion activities, even in dynamic situations. This practice also integrates learning experiences that are processed and interpreted after the excursion activities have ended.

CONCLUSION

Overall, field trips are perceived as a BIPA learning strategy that contributes to a more authentic language and cultural learning experience compared to classroom-based learning alone. However, the quality of the field trip experience is perceived to depend on pedagogical integration, adaptive management, and opportunities for reflection. This contribution is conditional, depending on the suitability of the destination, the learners' language readiness, and program management that is adaptive to on-site dynamics. These findings also indicate that the success of field trips is a process that is continuously evaluated and adjusted by organizers based on on-site experiences over time.

These findings also show that excursions in BIPA learning are not merely pedagogical practices that always proceed linearly, but are continuously negotiated at each stage. Therefore, the success of excursions in BIPA learning is not determined by the perfection of the design or the absence of challenges, but by the presence of adaptive practices that ensure learning experiences remain meaningful amid limitations and fielddynamics.

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