



A Systematic Literature Review of Determinant Factors of BIPA Learning Success

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Article Info	Abstract
Received: 2025-12-21 Revised: 2026-05-11 Accepted: 2026-06-02 Keywords: <i>BIPA learning, determining factors, learning success, systematic literature review</i> DOI: 10.24256/ideas.v14i1.9000 Corresponding Author: Faizin fayzum@umm.ac.id Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Malang, Malang, Jawa Timur	Bahasa Indonesia bagi Penutur Asing (BIPA) learning holds an essential role in promoting Indonesian culture and language to the international community. Hence, the successful learning of BIPA needs to be continuously improved to support the achievement of the mission. One way to enhance successful BIPA learning is to know the factors that influence the learning process. However, research on BIPA learning determinants remains fragmented and lacks comprehensive synthesis. This article aims to identify the determinants of the success of BIPA learning based on a Systematic Literature Review with the PRISMA method. A systematic search was conducted using google scholar and google search for studies published between 2015-2024. Following identification, screening, eligibillity, and inclusion processes, a total 11 studies were included studies in the final review. Based on the systematic analysis of the 11 included studies, it was found that factors such as teacher quality, culture-based learning models, use of technology, program management, and learner motivation are the main factors that influence the success of BIPA learning. The success of BIPA learning is greatly influenced by the integration of these factors, which support each other. These findings imply thaat BIPA teachers and program managers should consider these factors in an integrated manner when ddesssigning and implementing BIP learning programs. Based on these findings, it is suggested that future research should focus on analyzing the relationship between these factors and their influence on creating effective learning experiences.

1. Introduction

Bahasa Indonesia untuk Penutur Asing (BIPA) learning is one of the instruments of linguistic diplomacy that plays a strategic role in strengthening Indonesia's position in the international community (Hardika & Andriyanto, 2025; Rahmawati, Iswatiningsih, Darihastining, Pujiati, & Pratiwi, 2024). This program aims not only to introduce Indonesian as a means of international communication, but also as a cultural bridge that supports social and economic integration between Indonesia and other nations (Idawati et al., 2025; Rohimah, 2018). Through BIPA learning, foreign speakers not only learn the structure and grammar of Indonesian, but are also invited to understand the values, social norms, and local cultural richness contained in everyday language use (Andriyanto et al., 2025; Asteria & Nofitasari, 2023).

According to data released by the Ministry of Primary and Secondary Education, the number of students learning Indonesian for Foreign Speakers (BIPA) has increased significantly over the past decade. In 2015, there were 1,883 students enrolled in BIPA courses. However, this number jumped sharply to 12,388 people in early 2025 (Badan Pengembangan dan Pembinaan Bahasa, 2025; Septiana, 2021). This improvement not only reflects the growing interest in the Indonesian language, but also indicates the successful language diplomacy strategy implemented by the Indonesian government through the BIPA program (Bakri, Hamsiah, Maing, Marzuki, & Rahmania, 2025; Susanto et al., 2024).

The surge in the number of BIPA learners can be seen as an indicator of the success of Indonesia's cultural diplomacy, which utilizes language as its primary tool (Irfan & Arifin, 2025; Widiyanto & Rahmania, 2018). In addition, this growth also shows the strategic position of Indonesian in international relations, trade, and regional cooperation, alongside Indonesian's increasing economic and geopolitical influence (Arono, Yunita, & Kurniawan, 2021; Hardini, Setyarini, & Harto, 2019).

The rising number of BIPA learners is a positive signal of the potential of the Indonesian language as part of Indonesia's soft power at the international level. This data also reinforces the urgency to continue developing the quality of BIPA teaching. Moreover, several studies have found that the quality of BIPA learning is still low, such as the study by Rosita (2020), which examined the implementation of the BIPA program at IAIN Surakarta. The findings of the study stated that the quality of BIPA learning at that location was still low, as seen in the low motivation, interest, and ability of the learners who participated. Furthermore, Pramadhanti, Suwandi, & Rohmadi (2023) also found that BIPA learning in several universities in Central Java is still not optimal, as seen in the low speaking skills of BIPA learners. This situation requires a systematic review of the factors that determine the success of BIPA learning.

Prior studies have identified several factors that influence the success of second language learning. Research by Septriani (2021) found that the factor that influences the success of BIPA learning is the utilization of digital media for distance learning, which supports the implementation of face-to-face learning. Research by Kurniawan, Puspitasari, Batubara, Hernina, & Larasati (2019) found that the factor that hinders BIPA learning is the lack of facilities that support learning activities. Thus, it can be stated that the success of BIPA learning is largely determined by the completeness of learning facilities.

Research by Saputro & Arikunto (2018) found that an important factor that determines the success of BIPA learning is optimal learning program management. These studies make an important contribution in identifying factors that influence the success of BIPA learning. However, each study has a different scope, approach, and focus of analysis. This causes the results of the various studies to be fragmented and has not resulted in a complete synthesis of knowledge about the determinants of the success of BIPA learning.

Based on the explanation above, this study aims to integrate previous research findings concerning factors associated with BIPA learning success into a comprehensive and systematic conceptual understanding using a Systematic Literature Review (SLR) approach guided by the PRISMA framework. The SLR approach enables researchers to collect, evaluate, and critically synthesize various relevant studies in a integrated study. With this approach, researchers are able to identify common patterns, thematic trends, and unexplored research gaps. The findings of the SLR are expected to offer a strong theoretical and practical basis for the development of more effective and sustainable BIPA policies, learning strategies, and program design.

This work focuses on articles published in national and international reputable journals over the past 10 years to maintain the novelty and relevance of the selected data. The process of selection was conducted systematically using inclusion and exclusion criteria, and supported by thematic analysis of the contents of the selected articles.

This study is expected to contribute theoretically to the development of a conceptual framework for successful BIPA learning. In addition, the results of this study can be used as a practical reference in formulating language education policies, developing curricula, and building the capacity of BIPA teachers. This study can also serve as a starting point for further research that focuses on the design of empirically tested evidence-based pedagogical interventions. The novelty of this study is a systematic synthesis approach that has not been widely practiced in BIPA studies. Most prior works have been narrative and descriptive, without developing a complete conceptual map of learning success factors. Thus, this study not only serves as an accumulation of knowledge but also as a methodological innovation in scientific studies on teaching Indonesian as a foreign language. Based on the aim of the study, the following research questions were formulated:

1. What factors associated with BIPA learning success have been identified and synthesized in empirical studies published between 2015 and 2024?
2. How can the identified factors be synthesized into broader thematic dimensions of BIPA learning success?

2. Method

This study was conducted using a Systematic Literature Review (SLR) approach to examine and synthesize published findings related to the determining factors for the success of Indonesian Language Learning for Foreign Speakers (BIPA) (Jayantini, 2024; Pati & Lorusso, 2018). This approach was chosen because it provides a comprehensive, critical, and structured overview of the results of previous relevant studies within an integrated analytical framework.

The subject of this study is scientific articles published in accredited national journals and reputable international journals that explicitly discuss the topic of BIPA learning. The reviewed articles were published in the last decade, between 2015 and 2024. The procedure of the study began with formulating research questions, identifying keywords, and searching for articles through several scientific databases. In this study, the search process was carried out using two databases, namely Google and Google Scholar. These two sources were chosen because they provide free access to articles needed in this study and have search features that make it easy for the author to find the latest articles relevant to the theme of this study. The keywords used in the literature search on these two sources were "*BIPA*", "*pembelajaran bahasa Indonesia untuk penutur asing*", "*Keberhasilan pembelajaran BIPA*", and "*faktor penentu*" (Wohlin, Mendes, Felizardo, & Kalinowski, 2020).

The articles were screened based on the inclusion and exclusion criteria, as shown in Table 1 below:

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication types	Published journal articles and conference proceedings	Opinion paper, editorials, short reviews
Publication years	The last 10 years (2015-2024)	Published before 2015
Publication language	Indonesian and English	Using languages other than Indonesian and English
Accessibility	Available in full text and accessible via Google and/or Google Scholar	Abstract-only articles without access to the full text and cannot be accessed through Google and/or Google Scholar
Methodology of the study	Qualitative, quantitative, and experimental research	Methods other than qualitative, quantitative, and experimental research

After the screening process, the included studies were critically examined based on their research objectives, research methods, and factors determining BIPA learning success. This examination was conducted to assess the relevance and consistency of the evidence before thematic synthesis. However, no formal risk-of-bias assessment or standardized quality appraisal instrument was applied.

Articles that met the inclusion criteria were then analyzed using thematic synthesis techniques (Clarke & Braun, 2017). This technique aims to group and organize previous research findings into specific themes that are relevant to the focus of the study. The results of the analysis were then presented in a synthesis table containing important information from each article reviewed. This table consists of the following columns:

Table 2. Table for Systematic literature studies

Author (Year)	Research Objectives	Research Method	Findings
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The screening, data extraction, and coding processes were conducted by one reviewer using predefined inclusion and exclusion criteria and a structured data extraction table. To maintain consistency, the screening and coding decisions were checked throughout the analysis process. Initial codes were developed from findings related to factors influencing BIPA learning success in each included study. Similar codes were then grouped into descriptive categories based on their conceptual similarities. These categories were subsequently compared across studies and synthesized into broader determinant themes representing recurring factors associated with BIPA learning success.

After all the data had been analyzed and presented in a summary table, the researchers concluded inductively. They formulated conclusions based on generalizations from various findings that had been identified in the analyzed literature. These conclusions directly addressed the main objective of the study, which was to identify the determining factors for successful BIPA learning based on the results of previous studies. The final result of this process is expected to not only provide a comprehensive understanding of the issues studied, but also contribute theoretically and practically to the development of BIPA programs from pedagogical, managerial, and policy perspectives.

3. Result

The literature review process in this study can be illustrated in the following PRISMA diagram (Page et al., 2021):

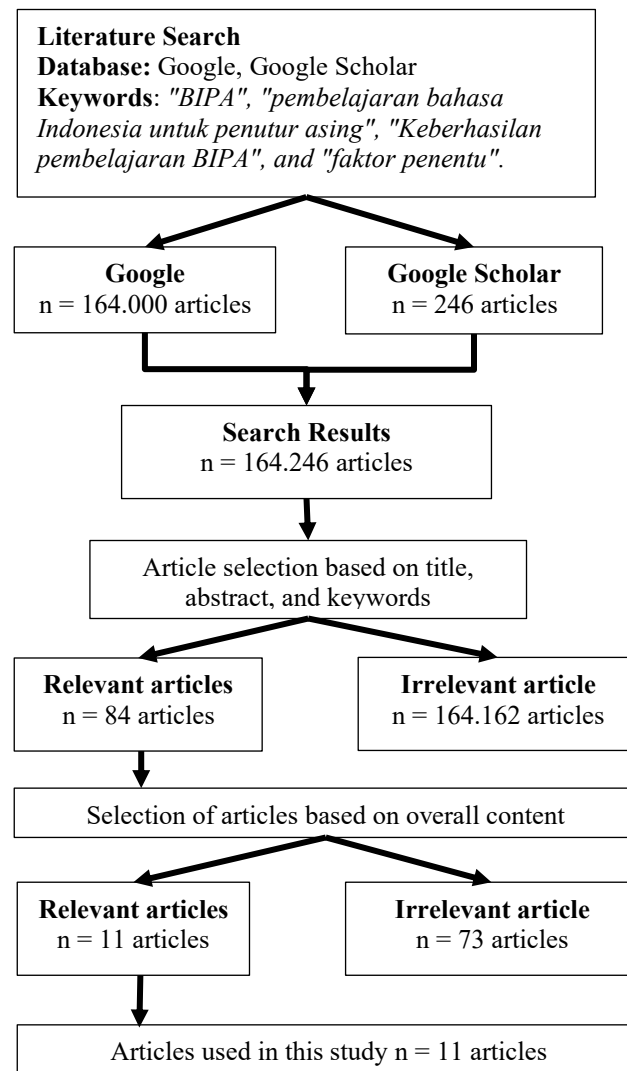


Figure 1. PRISMA diagram

The literature search process in this study followed the flow shown in the PRISMA diagram. The first step began with searching for articles through two main sources, namely Google Scholar and Google. The search was conducted using keywords that had been adjusted to the research topic.

The initial search yielded 164,246 articles, consisting of 246 articles from Google Scholar and 164,000 articles from Google. At this stage, all articles found were still raw and had not undergone a screening process, so the scope was still very broad, and many of them had only a very limited relevance to the research topic.

The next screening step was taken to evaluate the eligibility of the articles based on a review of the title, abstract, and keywords. This stage aimed to perform a fast filtering of papers that appeared to be relevant. The selection results revealed that 84 articles met the preliminary criteria, while the remaining 164,162 articles were ineligible and immediately excluded from further processing.

Articles that passed the initial selection were then analyzed in more depth by reading the entire content to assess the extent to which the content of the article was in accordance with the focus and objectives of the research. Through this process, only 11 articles were confirmed as relevant and met the final criteria. Meanwhile, 73 other articles were removed because, after careful review, they did not contribute sufficiently to the development of the issues discussed in this paper. This strict selection was done to guarantee that only high-quality and truly relevant literature was used as the foundation for the analysis.

The following table summarizes the various previous studies reviewed in this study:

Table 3. Synthesis of Previous Research

No	Author (Year)	Research Objectives	Research Method	Factors Determining BIPA Learning Success
1	(Adnyana, Sutarma, & Siwantara, 2023)	Examine and explore issues in BIPA development and try to find solutions, strategies, and actions that should be taken to increase enthusiasm for BIPA learning at the Bali State Polytechnic.	Descriptive qualitative research. Research data was collected using observation, interviews, and questionnaires. Data analysis used descriptive qualitative analysis with the SWOT, SOAR, and QSPM methods.	Factors determining BIPA learning success are the culture-based learning model of BIPA and the use of social media for marketing BIPA programs.
2	(Dewi, 2022)	Understanding how audio-visual learning media can be useful in helping foreign students of Indonesian as a foreign language improve their listening skills	Correlational qualitative research. Research data was collected using tests. The research subjects consisted of foreign BIPA students studying at UIN Raden Mas Said Surakarta Campus. Data analysis was performed using correlation analysis.	Factors determining BIPA learning success are technology-based learning media in the form of audio-visual media
3	(Khoirunnisa & Sunarya, 2023)	Explaining various challenges and opportunities in implementing BIPA learning from the perspective of BIPA teachers	Descriptive qualitative research. Research data was collected through interviews. The research subjects consisted of BIPA teachers. Data analysis was conducted using qualitative analysis.	Factors determining BIPA learning success are teachers' ability to face challenges in teaching Indonesian as a foreign language
4	(Kurniawan et al., 2019)	Identifying the learning outcomes of the Indonesian	Descriptive quantitative research. Research	Factors determining BIPA learning success are teachers'

No	Author (Year)	Research Objectives	Research Method	Factors Determining BIPA Learning Success
5	(Saputro & Arikunto, 2018)	Language for Foreign Speakers (BIPA) program and analyzing the suitability between BIPA students' learning outcomes and BIPA teaching materials. Evaluating the management of Indonesian language learning programs for foreign speakers (BIPA) at BIPA institutions in Yogyakarta.	data was collected using documentation and questionnaires. The research subjects consisted of BIPA teachers. Data analysis used quantitative descriptive analysis. Mixed research design (qualitative and quantitative). Research data was collected using interviews, observation, documentation, and questionnaires. The research subjects consisted of administrators, teachers, and BIPA learners at the BIPA course institution in Yogyakarta. Qualitative data analysis used the Miles & Huberman interactive analysis model, while quantitative analysis used descriptive analysis.	ability to provide learning resources and the availability of learning facilities Factors determining BIPA learning success are the BIPA program management that successfully carries out its duties and responsibilities optimally
6	(Riana, 2020)	Describe the characteristics of BIPA learners and teachers in immersion programs and describe the design and implementation of BIPA immersion programs, particularly in Australia.	Qualitative descriptive research. Research data was collected using interviews, observations, and documentation. Data analysis used the Miles & Huberman interactive analysis model.	Factors determining BIPA learning success are the use of the Immersion learning model
7	(Salma, Rizal, & Abadi, 2023)	Identifying problems in teaching Indonesian as a foreign language (BIPA) to multilingual learners	Qualitative descriptive research. Research data was collected using observation. The research subjects	Factors determining BIPA learning success are the use of appropriate learning methods, namely, peer tutoring and

No	Author (Year)	Research Objectives	Research Method	Factors Determining BIPA Learning Success
		at Assalihiyah School Pattani, Thailand, and identifying BIPA teaching strategies used to overcome these problems.	consisted of multilingual BIPA learners at Assahiliyah School Pattani, Thailand. Data analysis used qualitative descriptive analysis.	learning communities
8	(Septriani, 2021)	Identifying the use of G Suite for Education digital media in online BIPA teaching for students at the University of Vienna.	The research design was qualitative descriptive and involved a literature review. Research data was collected through observation. The research subjects consisted of learners in Austria. Data analysis was performed using qualitative descriptive analysis.	Factors determining BIPA learning success are the use of digital technology-based learning media
9	(Sulaeman & Dwihudhana, 2019)	Understanding the relationship between learning motivation and learning outcomes in Indonesian for Foreign Speakers (BIPA) among 7th semester students majoring in Indonesian Language and Literature.	Correlation quantitative research. Research data was collected using interviews, observations, and questionnaires. The research subjects consisted of BIPA learners. Data analysis used Pearson correlation analysis.	Factors determining BIPA learning success are learning motivation among BIPA learners
10	(Kurniasih & Isnaniah, 2019)	Describing the implementation of Sahabatku Indonesia basic level BIPA teaching materials at IAIN Surakarta and identifying the need for more suitable BIPA textbooks for use at State Islamic Higher Education Institutions (PTKIN), so that learning objectives can be optimally achieved.	Qualitative descriptive research. Research data was collected using in-depth interviews and observation. The research subjects consisted of BIPA teachers and learners. Data analysis used qualitative descriptive analysis.	Factors determining BIPA learning success are BIPA teaching materials that can meet the language needs of foreign speakers
11	(Wulandari & Zamzani, 2022)	Describing regional songs from across	Qualitative descriptive research.	Factors determining BIPA learning

No	Author (Year)	Research Objectives	Research Method	Factors Determining BIPA Learning Success
		the archipelago that can be used as digital-based BIPA learning media for beginner-level BIPA learners.	Research data was collected using observation, listening, and note-taking. Data analysis used qualitative descriptive analysis.	success are local indigenous-based regional song learning media

Based on the analysis of these selected studies, it was found that success in learning Indonesian as a foreign language (BIPA) result from the integration of various factors that support and reinforce one another. These findings reveal common patterns and thematic trends that go beyond the results of individual studiesTo provide a more systematic and comprehensive understanding, these determining factors have been organized into several main thematic categories, ranging from human aspects to supporting infrastructure. The following is a breakdown of these factors:

Teacher-related factors

Teacher-related factors were reported in 1 of the 11 studies. This factor concerned instructors’ pedagogical abilities, their capacity to address instructional challenges, and their readiness to adapt teaching methods to the characteristics of international learners. The study also reported the use of available technology as part of the instructional process (Khoirunnisa & Sunarya, 2023).

Learner-Related Factors

Learner-related factors were identified in 1 of the 11 studies. The reported aspects included learners’ intrinsic motivation, participation, curiosity, persistence, and language needs. The study also indicated the relevance of aligning BIPA learning with learners’ specific language needs(Sulaeman & Dwihudhana, 2019).

Pedagogical Factors

Pedagogical factors were reported in 3 of the 11 studies. The reviewed studies described several instructional approaches, including immersion-based learning, peer tutoring, learning communities, and the use of contextual instructional materials. These approaches were associated with learner interaction, cultural understanding, and connections between classroom learning and real-life contexts (Kurniasih & Isnaniah, 2019; Riana, 2020; Salma et al., 2023).

Technological Factors

Technological factors were reported in 3 of the 11 studies. The studies examined the use of audiovisual media, digital learning platforms such as G Suite for Education, and digital cultural resources, including traditional songs. Technology was reported as part of the instructional resources and learning environments used in BIPA instruction (Dewi, 2022; Septriani, 2021; Wulandari & Zamzani, 2022).

Sociocultural Factors

Sociocultural factors were reported in 1 of the 11 studies. The study examined a culture-based learning model that incorporated local wisdom and Indonesian cultural contexts. Cultural elements were integrated into BIPA learning to connect language learning with social and cultural practices in Indonesia (Adnyana et al., 2023).

Institutional/Managerial Factors

Institutional and managerial factors were reported in 2 of the 11 studies. The reported aspects included program management, curriculum planning, evaluation, and the provision of learning facilities. Physical and digital resources, including multimedia equipment and internet connectivity, were also identified as institutional conditions associated with BIPA learning (Kurniawan et al., 2019; Saputro & Arikunto, 2018).

Overall, the reviewed studies identified determinants at multiple levels, including teachers, learners, pedagogy, technology, sociocultural context, and institutional management. Pedagogical and technological factors were each reported in three studies, institutional/managerial factors in two studies, and teacher-related, learner-related, and sociocultural factors in one study each. These frequencies describe the distribution of determinants across the reviewed studies and should not be interpreted as evidence that one determinant is more effective or influential than another.

4. Discussion

The results of this systematic review indicate that the success of Indonesian language learning for foreign speakers (BIPA) is a multidimensional process influenced by the interaction between pedagogical, technological, learner, sociocultural, teacher, and institutional or managerial factors. Of the 11 studies included, pedagogical and technological factors were each reported in three studies, institutional/managerial factors in two studies, while teacher, learner, and sociocultural factors were each found in one study. These frequencies indicate how often a factor was reported in the reviewed literature; they do not indicate the level of effectiveness or the strength of its causal relationship. Therefore, the findings of this study are best understood as conditions that are repeatedly associated with the success of BIPA learning, rather than as evidence that a single factor directly determines learning success.

A key finding of this synthesis is that these various factors do not operate in isolation but rather reinforce one another in the BIPA learning process. For example, the use of technology and digital learning resources can provide opportunities for more interactive and flexible learning, but the benefits depend on how the technology is integrated into learning activities (Dewi, 2022; Septriani, 2021; Wulandari & Zamzani, 2022). Similarly, culture-based learning and immersion approaches require appropriate pedagogical implementation so that language learning can be connected to authentic cultural and social contexts (Adnyana et al., 2023; Riana, 2020). Strategies such as peer tutoring and learning communities can also strengthen interactions when student learning and participation support collaborative processes (Salma et al., 2023). Thus, the success of BIPA learning is best understood as the result of the interplay of various complementary conditions rather than as the result of isolated factors.

These factors can be further understood at four levels: the individual, classroom, program, and institutional levels. At the individual level, student motivation and teacher competence are related to student participation and the ability to adapt instruction to students' needs and characteristics (Khoirunnisa & Sunarya, 2023; Sulaeman & Dwihudhana, 2019).

At the classroom level, pedagogical approaches, instructional materials, technology, immersion learning, peer tutoring, and learning communities shape the learning experiences that students directly encounter (Dewi, 2022; Kurniasih & Isnaniah, 2019; Riana, 2020; Salma et al., 2023). At the program level, curriculum planning, program organization, and evaluation provide the necessary structure for effectively implementing BIPA instruction (Saputro & Arikunto, 2018). Meanwhile, at the institutional level, the availability of facilities, learning resources, and technological infrastructure can either support or limit the implementation of BIPA instruction (Kurniawan et al., 2019). This multilevel understanding offers a more comprehensive explanation than viewing each factor as an independent determinant.

A synthesis of the findings also demonstrates alignment with broader perspectives in second language and foreign language learning, as reflected in the reviewed BIPA studies. The importance of immersion learning, peer tutoring, and learning communities highlights the role of interaction and participation in the language learning process, while culture-based learning emphasizes the importance of social and cultural context in language use (Adnyana et al., 2023; Riana, 2020; Salma et al., 2023).

In the context of BIPA, this relationship becomes even more relevant because language learning is closely tied to an introduction to Indonesian culture and the local context. Previous BIPA research has also shown that cultural elements and local wisdom can be integrated into instruction to support learners' engagement in understanding the Indonesian language and culture (Andriyanto et al., 2025; Anggari, Rofiuddin, Susanto, & Ariani, 2020; Hardika & Andriyanto, 2025). Thus, this synthesis demonstrates that the success of BIPA learning is not only related to the attainment of language proficiency but also to students' engagement with Indonesia's sociocultural context.

The role of technology should also be understood as a resource that supports learning, not as a guarantee of learning success on its own. The reviewed studies reported the use of audiovisual media, G Suite for Education, and digital cultural resources as part of BIPA instruction (Dewi, 2022; Septriani, 2021; Wulandari & Zamzani, 2022). Other BIPA research also highlights the growing importance of integrating digital technology into contemporary BIPA instruction (Cahyaningsih, 2021; Inthase, Suyitno, & Susanto, 2024). However, the available evidence does not yet allow us to conclude that the use of technology directly leads to improved learning outcomes. Rather, technology appears to provide learning resources and opportunities whose effectiveness depends on appropriate pedagogical integration and adequate resource support.

The role of teachers also needs to be interpreted with caution. Previous versions stated that teacher quality was the "most important" factor, but this claim is not sufficiently supported by the evidence in this systematic review. Factors related to teachers were reported in only one of the 11 studies, while pedagogical and technological factors were each reported in three studies. The reviewed studies indicate that BIPA teachers need to be able to address various learning challenges and adapt their teaching practices to the characteristics of non-native speakers (Khoirunnisa & Sunarya, 2023). Previous research has also emphasized the importance of teaching competence and teacher readiness in the BIPA context (Arono et al., 2021; Hardini et al., 2019). Therefore, teacher quality is more appropriately positioned as a central enabling factor in the BIPA learning system, rather than as the factor that has been empirically proven to be the strongest. This review does not provide sufficient comparative or causal evidence to place teacher quality above other factors.

The practical implications of these findings should be prioritized based on the consistency of the available evidence. First, BIPA programs need to strengthen pedagogical practices that provide meaningful interaction, contextual learning, cultural engagement,

and collaboration, as these aspects have been identified in several studies (Kurniasih & Isnaniah, 2019; Riana, 2020; Salma et al., 2023). Second, technology and digital learning resources should be selected and integrated based on learning objectives and students' needs, not merely because they are available (Dewi, 2022; Septriani, 2021; Wulandari & Zamzani, 2022). Third, support at the program and institutional levels should be directed toward program management, the provision of facilities, and the availability of adequate learning resources (Kurniawan et al., 2019; Saputro & Arikunto, 2018).

Teacher professional development also needs to be strengthened, as teachers play a crucial role in adapting teaching practices to the characteristics of BIPA learners and integrating various available resources (Arono et al., 2021; Khoirunnisa & Sunarya, 2023). Finally, students' motivation and needs must be considered in the design of BIPA instruction, although evidence regarding student factors remains relatively limited in this review (Sulaeman & Dwihudhana, 2019).

This review has several limitations. First, the literature search was conducted using only Google and Google Scholar; therefore, there is a possibility that relevant studies indexed in other academic databases were not identified. Second, the review was limited to publications in Indonesian and English; thus, relevant studies in other languages may not have been included. Third, only 11 studies met the inclusion criteria, so the scope of the available evidence remains limited. Fourth, publication bias cannot be completely ruled out because unpublished research and gray literature were not systematically searched. Fifth, no formal assessment of risk of bias or methodological quality was conducted using standard instruments, although the included studies varied in design and methodological characteristics.

In addition, the screening, data extraction, and coding processes were conducted by a single reviewer using predetermined criteria and a structured data extraction table. Although these procedures were used to ensure consistency, the absence of screening and coding by an independent reviewer means that the possibility of bias in selection and interpretation cannot be completely ruled out. The included studies also differed in research design, participant characteristics, context, and definitions of BIPA learning success. This heterogeneity limits direct comparisons between studies and means that the framework developed in this study should be understood as a conceptual framework derived from a literature synthesis, rather than as a validated causal model.

Notwithstanding these limitations, this review makes a theoretical contribution by expanding our understanding of success in BIPA learning, moving beyond the mere identification of individual factors toward a multilevel, interactive conceptualization. Previous studies included in this review primarily addressed specific aspects of BIPA learning, such as teacher challenges, digital media, immersion learning, motivation, instructional materials, or program management. The synthesis in this study integrates these various findings into a broader framework: institutional and managerial conditions provide a supportive environment; teachers translate resources into pedagogical practices; technology and instructional materials support these practices; learners participate through motivation and engagement; while the sociocultural context provides meaning and authenticity to language use (Adnyana et al., 2023; Khoiriyah, 2020; Khoirunnisa & Sunarya, 2023; Saputro & Arikunto, 2018; Sulaeman & Dwihudhana, 2019).

Thus, the main theoretical contribution of this review is not the claim that the identified factors are entirely new, but rather that success in BIPA learning can be understood as a multilevel interaction among individual, classroom, program, and institutional conditions. This framework provides a basis for understanding that the presence of a single factor, such as technology, instructional materials, or teacher competence, may not be sufficient if supportive pedagogical and institutional conditions are lacking.

Further research is recommended to conduct a more in-depth study of the interaction between these factors in supporting the success of BIPA learning. In addition, research needs to be conducted on the effectiveness of various learning models and strategies that have been developed, as well as their influence on learning outcomes. Research on the influence of learning motivation and learner characteristics on the success of BIPA learning also needs to be conducted. The findings of this further research are expected to produce a more comprehensive understanding of the factors that influence the success of BIPA learning, as well as effective strategies for improving the quality of such learning.

5. Conclusion

The success of *Bahasa Indonesia bagi Penutur Asing* (BIPA) is a very important aspect in supporting cultural diplomacy, strengthening the identity of the Indonesian language in the international arena, and expanding cooperation networks between Indonesia and other countries. This urgency drives the need for a deep understanding of the factors that determine the success of BIPA learning so that BIPA programs can be developed in a more focused and sustainable manner in accordance with the needs of learners and the dynamics of cross-cultural learning.

The synthesis of various previous studies shows that the success of BIPA learning is determined by several interrelated factors, including teacher quality, communicative learning approaches, cultural integration in learning, learner motivation, use of technology, availability of learning facilities and resources, collaborative strategies such as peer tutoring, and professional program management. The quality and readiness of teachers are the most dominant aspects found in various studies as key determinants of success. Teachers who have a deep understanding of the characteristics of foreign learners, are able to adapt to cross-cultural learning needs, and are skilled in the use of contextual approaches, are able to create a more effective learning process.

The above findings indicate that the success of BIPA learning is the result of a combination of various mutually reinforcing factors. Thus, the strengthening of the BIPA program in the future needs to be directed towards a systemic approach that involves developing teacher capacity, improving culture-based curricula, updating digital teaching media, and creating a learning ecosystem that supports sustainable cross-cultural collaboration.

Further research should focus on a more in-depth analysis of the interactions between the factors that determine the success of BIPA learning. Although many studies have identified individual factors such as teacher quality, use of technology, and learner motivation, few have explored the interrelationships between these factors and their influence on the creation of effective learning experiences. Understanding these interrelationships will provide a more comprehensive picture of the dynamics at play in BIPA learning and the appropriate strategies for improving its success.

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