



Perception, Animo, and Expectations Towards the Development of Regional Language, Literature, and Culture

Suwarna; Venny Indria Ekowati; Galang Prastowo

Yogyakarta State University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i12.7198>

Abstract

Based on a survey conducted by the Language and Book Development Agency, Ministry of Education and Culture conducted from 1991 to 2019, Indonesia has 718 regional languages. This linguistic richness has given birth to a wealth of literature and culture (Saphir Whorf's Theory of Language Relativity). The richness of language, literature, and culture needs to be preserved and developed to achieve progress (Law No. 5 of 2017). That is why FBSB UNY opened a Doctoral Study Program in Language, Literature, and Regional Culture FBSB UNY which received an operational permit in 2024. As a new study program and predicted to be futuristic to advance regional languages, literature, and culture in Indonesia, it is necessary to explore how much enthusiasm and perception of the academic community towards the advancement of language, literature, and culture, their interest in becoming scientists of language, literature, and regional culture and their hopes for the advancement (development) of regional languages, literature, and culture. The research used an analytical survey method with a cross-sectional approach. The research subjects were 119 lecturers in charge of language, literature, and regional culture, IKADBUDI, ADISABDA, and various lecturers, researchers, and reviewers of various inter-, multi-, and transdisciplinary sciences who are members of APEBSKID. The instrument was a questionnaire developed using Google Forms. The questionnaire consisted of closed-ended and open-ended questions. Validation was carried out using construct validity and peer discussion. Analysis was carried out using descriptive statistics. The results showed that 57% had very high perceptions, enthusiasm, and expectations or strongly agreed, 36% had high perceptions, enthusiasm, and expectations or agreed, and 7% had less perceptions, enthusiasm, and expectations. With these results, it is hoped that input to Basatrada S3 will increase, as it comes from all over Indonesia, and the 2024 survey found that Indonesia has 720 regional languages. Collaboration with Language Centers throughout Indonesia is necessary. Therefore, more intensive socialization and promotion are needed.

Keywords: *Perception; Enthusiasm; Expectations; Language; Literature; Regional Culture*

Introduction

From 1991 to 2019, the Language and Book Development Agency of the Ministry of Education and Culture conducted research and mapping of regional languages (excluding dialects and subdialects). The results identified and validated 718 languages from 2,560 observation areas.

Regional languages, so rich in congruence with their literature and culture, are intertwined. According to Saphir Whorf's Theory of Linguistic Relativity, language encapsulates culture. Words carry cultural content. If language is lost, culture is also lost. Language is also a vehicle for literary creation. That is why literature, which is a tool for teaching, also uses language as its medium. Because language is so important in literary and cultural development, regional languages need to be continuously studied and developed. This study involves various research, analysis, and synthesis of linguistic phenomena. Meanwhile, development through further study aims to gain a more comprehensive linguistic insight from various scientific perspectives (inter-, multi-, and transdisciplinary).

Regional languages are also a source of local wisdom. This wisdom contains various wisdoms that guide the way of life of the communities that support them (*way of life*). The institution of local wisdom serves as a guideline for life that guides cultural communities to become a human civilization. This guideline guides behavior and work. That is why culture is dimensionally divided into three: thought, action, and material culture (Yudhahadiningrat, Dwijonagoro, Suparti, 2024). Thought culture is a human perspective on life. It serves as a guideline for life to seek harmony in life. Thought culture usually takes the form of ideoms adopted by the community supporting the culture. Action culture is a way of behaving based on thought culture. Various actions or behaviors also have philosophical foundations, values, or symbolic teachings that are useful in maintaining social harmony. Material culture consists of various material works based on thought culture. Ki Hajar Dewantara then called these three dimensions *gatra* (creation, feeling, and intention), while the products are called works (Wibawa, et al. 2023). With these *gatra*, culture will continue to be preserved and develop in harmony with its language and literature.

The Doctoral Program in Regional Language, Literature, and Culture, proposed by Yogyakarta State University (UNY), is making history as the first doctoral program in Indonesia specifically focused on this field. The program's fundamental strength lies in the support of a highly competent teaching team, encompassing four core areas of expertise: linguistics, literature, culture, and education and learning.

This study program is designed not only to hone intellectual intelligence, but also to shape superior character and skills. In terms of attitude, students are encouraged to cultivate a positive outlook and a deep sense of responsibility for the preservation and advancement of regional languages, literature, and culture. Meanwhile, skills development focuses on various vital abilities, ranging from oral and written regional language proficiency for various contexts (academic, professional, national/international cooperation), the ability to appreciate, critique, to recreate and publish regional works. Furthermore, graduates will be skilled at compiling comprehensive research roadmaps, developing theories of regional language, literature, and culture through a multidisciplinary approach, and being able to apply inter-, multi-, or transdisciplinary approaches to solve various problems in the field. Ultimately, this program aims to produce creative, original, and tested works, as well as build a strong collaborative network. In terms of knowledge, students will master the philosophy of local wisdom, including the philosophy of language, literature, and culture, as well as the latest developments in theories in these fields.

Another unique feature is clearly visible in its innovative curriculum, organized into five main categories: language, literature, culture, education and learning, and research. This curriculum is designed to equip graduates to solve various problems in regional languages, literatures, and cultures through the application of inter-, multi-, and transdisciplinary approaches. The program intelligently bridges disciplines with their applications in learning, even encompassing scientific developments from the past to current issues in the digital era. This is crucial for leading regional languages, literatures, and cultures to stronger institutional status, while contributing to the improvement of the welfare of the communities that support them.

As a result, graduates of the Doctoral Study Program in Regional Language, Literature, and Culture (*PBSBD*) UNY have adequate qualifications in the fields of education, research, development, and

application. They master the theories, methods, and evaluation of learning integrated with information and communication technology in the context of regional language, literature, and culture. With this comprehensive competency, graduates can pursue professional careers as: Educators (lecturers/teachers) who are superior and have good morals; Researchers of regional language, literature, and culture who are methodologically competent; Professional instructors, consultants, or lecturers; Journalists, reporters, or broadcasters who are experts in this field; to Practitioners of regional language, literature, and culture (such as MCs, writers, cultural figures, writers, or entrepreneurs) who are highly competitive. This goal is realized through an integrated strategy in education, research, and community service programs.

The preservation and development of language, literature, and culture must be carried out formally, institutionally, scientifically, comprehensively, responsibly, innovatively, and sustainably. That is why the Faculty of Languages, Arts, and Cultures of Yogyakarta State University will open a Doctoral Study Program in Regional Languages, Literature, and Culture in 2024. The curriculum is semi-by-research, with lectures with specializations, and co-promoters come from the student's background. The specialization program covers language, literature, culture, and education/learning. Face-to-face lectures (synchronous and asynchronous) are only for one semester and directly lead to the development of a dissertation proposal. This is expected to increase the academic community's enthusiasm for preserving and developing regional languages, literature, and culture (Rakhmayanto; Saryono; and Riyanti, (2013).

This research targets the perception, enthusiasm, and expectations of the academic public towards the existence of the Doctoral Study Program of Language, Literature, and Regional Culture, Faculty of Social and Political Sciences, University of Yogyakarta (FBSB). Perception is the direct response (acceptance) of something or the process by which a person learns about a phenomenon through their five senses (<https://kbbi.web.id>). Perception is the result of reverse encoding (*decoding*) in the communication process. John R. Wenburg and William W. Wilmot define perception as the way organisms give meaning, while Rudolph F. Verderber defines perception as the process of interpreting meaning from sensory input (Sari, 2019). Perception is the basis of communication, while interpretation is the core of perception. Perception occurs due to sensing, attention, and interpretation. In this definition, there are two opinions: perception as a process and perception as a result. Perception as a process is reinterpretation, while perception as a result is the interpretation of the results of decoding. When combined, the meaning of perception is a process *decoding* (reinterpretation) of a message so that understanding is achieved. That is why perception has three elements, namely selection, organization, interpretation (https://repository.dinus.ac.id/docs/ajar/Persepsi_Inti_Komunikasi_07.pdf) to produce an understanding of information. That is why Mulyana (2013) states that perception has the following characteristics: (1) experience-based, (2) selective, (3) predictive, (4) evaluative, and contextual. Gaining perception depends on experience. Based on this experience, the perceiver (perceiver) selects, predicts, evaluates, and utilizes the context to obtain a proportional interpretation. This perception influences a person's interest or enthusiasm (Maison, Kurniawan, Anggraini, 2021).

According to the dictionary *Oxford Language*, *animo* is a strong desire and desire to do, perform, or follow something (<https://languages.oup.com/google-dictionary-id/n>). Samani (2011) stated that there are several strategies for increasing enthusiasm, namely (1)

(1) *catalyst*, convincing others that something is important for him to move towards better change; (2) *solution gives*, providing solutions that are beneficial to him; (3) *process helpers*, assisting the process of achieving change so that a mutually beneficial causal relationship (mutualism) is established; (4) *resource linkers*, establishing collaborative relationships that pave the way for positive change. In line with Samani's opinion, research by Shahbana, Satria, and Saputra (2021) shows that mutually beneficial collaboration, tailored to their needs, is a strategy for generating enthusiasm (Wu, 2013).

Expectations are hopes that can be realized in the real world (Nouval, 2025). Furthermore, Snyder (in Nouval, 2025) mentions that there are (1) goals in the aspects of expectations. These goals influence a

person's logical thinking to achieve them, thus giving rise to expectations and energy to achieve the goals. The expectations or hopes embedded within an individual have several aspects that are included in the theory of expectations itself. (2) *pathway thinking*, strategic thinking to find a way to achieve expectations; (3) *agency thinking*, namely building a mindset about the goals to be achieved so as to generate energy to face challenges, overcome obstacles, develop strategies, build motivation to achieve expectations, and (4) a combination of *pathway thinking* and *agency thinking*, that strategic thinking and agency are a reciprocal relationship that contributes to each other.

Based on this, the research will explore the perception, enthusiasm, and expectations of the academic public towards the existence of the Doctoral Study Program in Regional Language, Literature, and Culture. Therefore, the problems are formulated as follows: (1) How is the academic community's perception towards the existence of the Doctoral Study Program in Regional Language, Literature, and Culture, *FBSB UNY*?, (2) How is the academic community's enthusiasm towards the existence of the Doctoral Study Program in Regional Language, Literature, and Culture, *FBSB UNY*?, and (3) What are the expectations of the academic community towards the existence of the Doctoral Study Program in Regional Language, Literature, and Culture, *FBSB UNY*?

Method

The research uses an analytical survey method with an approach *cross sectional*. The subjects of the study were lecturers in charge of language, literature, and regional culture, *IKADBUDI*, *ADISABDA*, and various lecturers, researchers, and reviewers of various inter-, multi-, and transdisciplinary sciences who are members of *APEBSKID* totaling 119 respondents. The instrument was a questionnaire developed with Google Form. The questionnaire consisted of closed and open questions. Validation was carried out using construct validity and peer discussion. Data were obtained by distributing questionnaires in Google Form format. Data were analyzed using descriptive statistics.

Results and Discussion

Analysis Public Academic Perceptions, Interests, and Expectations of The existence of the Doctoral Program in Regional Language, Literature, and Culture at the Faculty of Social and Political Sciences, Yogyakarta State University (FBSB), was investigated to determine its importance in both the academic and non-academic worlds. The analysis was conducted by distributing questionnaires to correspondents, both teachers and lecturers from several educational institutions. A total of 119 correspondents completed the questionnaires listed in the table. *google form*. The following is an analysis of correspondents' perceptions of the existence of the regional language, literature, and culture study program at FBSB UNY.

In general, the results of the interest data processing are as follows. The figure shows that respondents have high perceptions, interest, and high expectations (57% strongly agree, and 36% agree, to Doctoral Study Program in Regional Language, Literature, and Culture, FBSB UNY, while the less and disagree 7% each.

Level of Usefulness of the Doctoral Study Program in Regional Language, Literature, and Culture

The first question in the questionnaire was "this regional language, literature, and culture education study program is needed by the scientific community." The results of the pie chart analysis showed that 80 respondents, with a percentage of 67.2%, strongly agreed that the regional language, literature, and culture education study program is needed by the scientific community. 37 respondents, with a percentage of 31.1%, agreed. 2 respondents, with a percentage of 1.7%, were neutral. The purple

slice has a larger dominant portion than the green slice. Therefore, the purple slice serves as a reference for assessing the number of respondents who strongly agree that this regional language, literature, and culture education study program is needed by the scientific community.

The urgency of culture, encompassing language, literature, and the arts of a society that is currently being eroded by the influx of foreign cultures, needs to be introduced, preserved, and immortalized through studies or research by the scientific community in the PBSB study program. Considering that each region has a diversity of moral and cultural values that can be used as new knowledge. Knowledge that studies a language, literature, and culture requires analysis, description, assessment, and interpretation by scholars (Tjahyadi, Andayani, & Wafa, 2020). Culture is an activity or assumption carried out by a portion of society that becomes a habit or *habbit*. The culture of a place becomes a culture that is formed and shapes human life (Alfadhil, Anugrah, & Hasbar, 2021). From a culture, society is able to form an idea or idea that is abstract and can create a phenomenon such as behavior, language, art, religion, social, and so on to carry out social life (Syairi, 2013).

Based on 67.2% who stated that they strongly agree that this regional language, literature, and culture education study program is very much needed by the scientific community. Furthermore, Yogyakarta State University as an educational institution opened a regional language, literature, and culture education study program for the Master's level as a forum for the scientific community to develop their potential in studying cultural issues in each region. Apart from that, this is in line with the vision of the Javanese language education study program, FBSB UNY, which is to study and develop the science of Javanese language, literature, and culture education that is oriented towards superior and professional graduates in the field of Javanese language, literature, and culture (<https://pbd.fbs.uny.ac.id/id/visi-misi-dan-tujuan>). Therefore, the regional language, literature, and culture education study program is expected to be able to become a place for the scientific community with the guidance of experienced practitioners in their fields to develop science.

The Uniqueness of the Regional Language, Literature, and Culture Study Program

The second question in the questionnaire is "this regional language, literature, and culture education study program is unique in the field of humanities". Based on the information in the diagram, there are 62 correspondents with a percentage of 52.1% who stated that they strongly agree that the language, literature, and culture education study program is unique in the field of humanities. Followed by 53 correspondents with a percentage of 44.5% who stated that they agree marked with a green slice. Then there are 4 correspondents with a percentage of 3.4% who stated neutral in the yellow slice. Based on the information in the pie chart, the purple slice 52.1% and the green slice 44.4% stated that they agree that this regional language, literature, and culture education study program is unique in the field of humanities. Therefore, this uniqueness needs to be studied more deeply in the field of humanities.

Humanities is a science that studies the nature of humans and all their problems. <https://www.detik.com/edu/detikpedia/d-6249504/pengertian-ilmu-humaniora-dan-ruang-lingkupnya> This aligns with the study of humankind, which can be viewed from the aspects of language, literature, and culture, which can utilize digital technology (Ermanto, Ardi, & Juita, 2022). Like the objects of humanities studies of language and literature, which can be found in ancient manuscripts from past cultural heritage, digital technology is needed to examine their contents. It is known that the study of cultural identity through literature requires an interdisciplinary approach in the humanities (Andre & Atmanegara, 2024). Studies related to human language, literature, and culture require the humanities as a unique form of research approach.

Based on the second question, the uniqueness of the regional language, literature, and culture education program in the humanities field shows that the humanities approach is a unique approach. Given that this approach involves many aspects, including social, political, historical, and so on. The regional language, literature, and culture education program is a unique approach in the humanities field.

This uniqueness can be seen from the results of the study of literary works with a humanities approach, which can produce comprehensive research related to cultural identity (Andre & Atmanegara, 2024). Therefore, the regional language, literature, and culture education program is a way to examine a problem with a humanities approach.

The Doctoral Study Program in Regional Languages, Literatures, and Cultures Supports Cultural Preservation

The third question in the questionnaire "this regional language, literature, and culture education study program supports the preservation of regional culture". The results of the analysis on this third question show that as many as 105 correspondents with a percentage of 88.2% stated that they strongly agree that this regional language, literature, and culture education study program supports the preservation of regional culture. Then as many as 12 correspondents with a percentage of 10.1% stated that they agree, marked with a green slice. There is a yellow slice stating that 1 correspondent with a percentage of 0.8% chose neutral. Followed by a red slice stating that 1 correspondent with a percentage of 0.8% chose to disagree regarding the preservation of regional culture. The purple slice dominates more, meaning that 88.2% of correspondents strongly agree that the preservation of regional culture can be through the regional language, literature, and culture education study program.

In line with the name of the study program, "Language, Literature, and Regional Culture Education," it focuses on studying material related to regional culture. Regional culture can include language, literature, lifestyle, arts, and so on. At this level, students are expected to be able to study and preserve regional culture, which has been ingrained since school. Regional culture, as a form of heritage that emphasizes moral and character values, is certainly related to politeness, etiquette, and good manners in communication (Nadhiroh & Setyawan, 2021). This study program emphasizes the need to continue preserving it, both in the form of...*paper* or social activities in both academic and non-academic settings. Based on the large percentage of respondents who strongly agreed that the regional education, language, literature, and culture study programs support the preservation of regional culture, it is clear that regional culture can be applied in the academic environment.

The Doctoral Program in Language, Literature, and Culture Addresses the Challenges of Globalization

The fourth question is "this regional language, literature, and culture education study program answers the challenges of globalization." Based on the analysis results, there are 72 correspondents with a percentage of 60.5% strongly agree that the regional language, literature, and culture education study program answers the challenges of globalization. Followed by 44 correspondents with a percentage of 37% stated that they agree marked in the green slice. There is 1 correspondent with a presentation of 0.8% with a neutral opinion. Then there are 2 correspondents with a percentage of 1.7% who seem to disagree with this regional language, literature, and culture education study program answers the challenges of globalization.

Based on the analysis, most correspondents strongly agreed that language, literature, and culture education programs can address the challenges of globalization. Considering the passage of time and the development of human civilization, the challenges of globalization are certainly not unavoidable. It is undeniable that the increasingly rampant challenges of globalization are eroding national culture. Culture is a fundamental concept in the discipline of anthropology (Alfadhil, Anugrah & Hasbar, 2021). The development of globalization leads to both negative and positive outcomes. Positive outcomes include the exchange of students, the introduction of national culture to the international stage, business, tourism, and so on. Furthermore, there are certainly negative aspects, such as the erosion of national culture due to the influx of foreign cultures. Therefore, language, literature, and regional culture education programs can address the challenges of globalization.

The language, literature, and culture education study program addresses the challenges of globalization by conducting numerous cultural studies and research in each region. The subordination of language to regional culture is central (Chadijah, Suhana, & Wahyuni, 2023). Scholars, whether researchers, lecturers, or literacy teachers, address literature and culture, requiring cultural understanding, knowledge, and appreciation. This needs to be preserved in the realm of cultural research to ensure regional culture is not lost. Therefore, the language, literature, and culture education study program provides opportunities for scholars to conduct research in the field of regional culture as a response to the challenges of globalization.

Relevance of Study Programs to National Education Policy

The fifth question in the questionnaire was "Is regional language, literature, and culture education relevant to national education policy?" Seventy respondents, representing 59.3%, strongly agreed. Forty-two respondents, representing 35.6%, agreed. Four respondents, representing 3.4%, remained neutral. Two respondents, representing 1.7%, disagreed that the regional language, literature, and culture education program is relevant to national education policy. The majority of respondents agreed that the regional language, literature, and culture education program is relevant to national education policy.

The realm of national education is certainly inseparable from teaching and learning. Education requires a curriculum as a guideline or foundation for teaching and learning activities (Hartono, Suastra & Lasmawan, 2023). The independent curriculum, specifically emphasizing culture as a learning guide, is naturally adapted to a cultured society. The curriculum, which emphasizes skills and character education, is aligned with national values. The integration of cultural values can instill a sense of love, pride, and connect students to their identity as cultured citizens (<https://www.kompasiana.com/susilowati52877/66c5f3aeeed641550f5133ce2/harmonisasi-pendidikan-nasional-dengan-kebudayaan-lokal-di-indonesia>).

Through regional language, literature, and culture education programs, cultural preservation is a form of preservation that aligns with national education policy. Given that the state is obliged to protect, inventory, and maintain traditional cultural expressions through education (Herzani, 2020), one way to develop a nation's cultural values can be applied in the world of education. In this regard, regional language, literature, and culture education programs provide a form of application that is relevant to the education curriculum. Therefore, through language, literature, and culture education programs, it aligns with the national education curriculum.

The Doctoral Program in Regional Languages, Literatures, and Cultures Strengthens UNY's Position as a Center for Cultural Studies

The sixth question asked to the correspondents was "this regional language, literature, and culture education study program strengthens UNY as a center for cultural studies." In this question, 79 correspondents with a percentage of 66.4% stated that they strongly agreed. Followed by 35 correspondents with a percentage of 29.4% who stated that they agreed marked in the green slice. Then there were 5 correspondents with a percentage of 4.2% who chose to be neutral. Based on the results of the voting, it can be confirmed that the majority of correspondents agreed that this regional language, literature, and culture education study program can strengthen UNY as a center for cultural studies.

The Regional Language, Literature, and Culture Education study program, aimed at doctoral students, aims to produce qualified researchers in the field of culture. The cultural studies conducted are certainly accountable. Furthermore, numerous journal articles in the field of culture have been published internationally. Cultural studies are a form of cultural value in the learning process (Pujiono & Sahayu, 2021). Numerous scientific studies conducted by practitioners and lecturers from the Regional Language Education Department, Faculty of Social and Cultural Studies (FBSB), and Yogyakarta State University (YSU) relate to the field of culture. Thousands of scientific studies in the field of language can cover

speech acts, vowel pronunciation, dialects, morphology, and so on. Scientific studies in the field of literature can include research on ancient manuscripts, often referred to as philology, Javanese novels, kethoprak/wayang manuscripts, and others. Furthermore, studies in the field of culture include research on the axis of Yogyakarta philosophy, Javanese folklore, art performances, wayang, gamelan musical instruments, and so on. Therefore, the Regional Language, Literature, and Culture Education study program can become a center for cultural development and study.

Based on the opinions of these correspondents, it is clear that UNY, as one of the state universities in the Special Region of Yogyakarta, is capable of strengthening the study of Indonesian culture through its study program in language, literature, and regional culture. This is in line with the existence of a faculty dedicated to language, arts, culture, and literature (FBSB). The Faculty of Language, Arts, and Culture (FBSB) is one of the faculties that accommodates students to conduct cultural studies across various regions.

Contribution of the Doctoral Study Program in Regional Language, Literature, and Culture to Indonesian Cultural Diplomacy

The seventh question was, "This regional language, literature, and culture education program contributes to Indonesian cultural diplomacy." Eighty-three respondents, representing 69.7%, strongly agreed with this statement. Thirty-four respondents, representing 28.6%, agreed. Two respondents, representing 1.7%, were neutral. Based on the respondents' opinions, most agreed that this regional language, literature, and culture education program can contribute to Indonesian cultural diplomacy.

Cultural diplomacy is a dynamic effort to introduce regional culture as a form of national unity and solidarity and to carry out cultural cooperation and exchange (<https://kebudayaan.kemdikbud.go.id/ditwdb/pedoman-diplomasi-budaya/Cultural>). Cultural diplomacy aims to maintain relations between countries through cultural richness. Regional language, literature, and culture education programs are one way to contribute to the country in the academic field. Academic results in the form of scientific studies or cultural research are evidence of intangible contributions that can be accessed throughout the world. Through scientific studies, regional cultures in remote areas can be recognized internationally with the right methods and approaches. Therefore, the results of these scholars' research have a positive impact on the country and readers. For the country, the country is proud to have reliable researchers, plus the national culture is introduced through scientific studies. In addition, readers benefit from new knowledge and science related to regional culture in Indonesia.

As the name suggests, the study program, "Language, Literature, and Regional Culture Education," focuses on Indonesian culture. Given Indonesia's diverse cultural heritage, which can be found in almost every region, the study program is expected to contribute and produce products in the form of scientific studies and the dissemination of regional cultures that are not yet widely known. Therefore, the study program, "Language, Literature, and Regional Culture Education Education," designed for doctoral students, will be able to publish in scientific journals in the field of culture.

The Doctoral Program in Regional Languages, Literatures, and Cultures Expands the Spectrum of Interdisciplinary Studies

The eighth question is, "This regional language, literature, and culture education program broadens the spectrum of interdisciplinary studies." Based on the analysis, 69 respondents, or 58%, strongly agreed with this. This was followed by 45 respondents, or approximately 37.8%, who agreed. Five respondents, or 4.2%, chose neutrality. The percentages in the purple and green sections below show that most respondents agree that the regional language, literature, and culture education program broadens the spectrum of interdisciplinary studies.

High-Quality Research Results with Wide Impact

The ninth question is, "This regional language, literature, and culture education study program can produce high-quality research with broad impact." On this eighth question, 78 respondents, with a percentage of 65.5%, stated that they strongly agreed. Followed by 37 respondents, or around 31.1%, who stated that they agreed. Then, there were 4 respondents with a percentage of 3.4% who chose to be neutral regarding this question. The purple slice is the largest, meaning that the majority of respondents strongly agree that the regional language, literature, and culture education study program can produce high-quality research with broad impact.

Based on the poll results, respondents overwhelmingly agreed and strongly agreed that the study program could produce high-quality, impactful research. This is because research related to regional languages, literature, and culture is inextricably linked to the involvement of the local community. *Output* The results of the study will certainly impact the area designated as the research center, and the target audience will learn about the unique features of that area. Therefore, quality research can have a broad impact on society.

Study Programs as a Space for Developing Local Study Theories and Methods

The tenth question is, "This regional language, literature, and culture education study program provides space for the development of local study theories and methods." 83 respondents, or 69.7%, strongly agreed with this question. 35 respondents, representing 29.4%, agreed. One respondent, representing 0.8%, chose to remain neutral regarding this question. The majority of respondents strongly agreed that this regional language, literature, and culture education study program provides space for the development of local study theories and methods. The development of local study theories and methods to be used in research is of course tailored to the region or area of study. Therefore, the majority of respondents' opinions were that this study program can provide space for the development of local study theories and methods.

This aligns with the Tri Dharma of Higher Education, which supports institutions, communication and information technology (ICT), and collaboration (Sutomo et al., 2020). Focusing research on language and culture certainly requires approaches and methods that require collaboration with the community. The development of local study theories and methods is naturally tailored to the location or setting of the cultural research. Cultural research certainly opens up space for the development of local study theories and methods as a way to gather reliable information (Tjahyadi, Andayani & Wafa, 2020). This aligns with the establishment of regional language, literature, and culture education programs, which can open up broader space for the development of local study theories and methods.

Interest in Registering for the Doctoral Study Program in Regional Languages, Literatures, and Cultures

The eleventh question is "I am interested in registering in the regional language, literature, and culture education study program at FBSB UNY." For this question, 43 respondents, with a percentage of 36.1%, strongly agreed. Followed by 45 respondents, with a percentage of 37.8%, who agreed. Then, there were 30 respondents, or 25.2%, who chose to be neutral. There was also one respondent, or 0.8%, who was not interested in registering. The opinions of the respondents were mostly dominated by respondents who strongly agreed and agreed to register in the regional language, literature, and culture education study program at FBSB UNY.

Based on the dominant opinion of the correspondents, they were interested in enrolling in the regional language, literature, and culture education study program. Of course, this is not just an opinion, but also a desire to one day become doctoral students in the regional language, literature, and culture education study program. Furthermore, the correspondents' backgrounds are a reason for their interest in

continuing to the doctoral program. Stratum 3 (S3) is a doctoral study or specialist two (SP2) which is approximately two years after the master's (Nugraha, 2019). Furthermore, the regional language, literature, and culture education study program emphasizes the latest discoveries and impacts the sustainability of a cultured society. The results of research or scientific studies conducted in the fields of language, literature, and culture can certainly provide education for local residents or readers of scientific publications. Therefore, the establishment of this regional language, literature, and culture education study program is very beneficial for students, the campus, and the community.

Recommendation of Doctoral Study Program in Regional Language, Literature, and Culture

Based on these results, 55 respondents or 46.2% chose to strongly agree to recommend the program. *fast track* Doctoral program in Language, Literature, and Regional Languages. Fifty-five respondents, or 46.2%, agreed to recommend the Doctoral Program in Language, Literature, and Regional Culture to colleagues and students. Nine respondents, or 7.6%, were neutral in their recommendation. The majority, 46%, agreed that the Doctoral Program in Language, Literature, and Regional Culture should be recommended to students or other colleagues. Based on this data, some respondents agreed to recommend the program. *fast track* to colleagues and students. The general public feels that the program *fast track* This is useful for shortening lectures and minimizing costs, as well as providing decent jobs to students (Ekowati, et,al 2023). *fast track* This is considered to be a solution to the problem for Masters students who want to continue their studies to the doctoral level.

Involvement in Academic Activities

Based on the results of the pie chart, it can be seen that as many as 55 respondents or 46.2% chose to agree to be willing to be involved in the academic activities of the Doctoral Study Program of Regional Language, Literature, and Culture. As many as 42 respondents or 35.3% chose to strongly agree to be involved in the academic activities of the Doctoral Study Program of Regional Language, Literature, and Culture. As many as 20 respondents or 16.8% chose neutral in participating in the academic activities of the Doctoral Study Program of Regional Language, Literature, and Culture. Meanwhile, as many as 2 respondents or 1.7% did not agree to be involved in the academic activities of the Doctoral Study Program of Regional Language, Literature, and Culture. From these data, it can be concluded that 46% of respondents are willing to be involved in the academic activities of the Doctoral Study Program of Regional Language, Literature, and Culture. Academic activities of lectures include attending lectures well, as well as improving learning outcomes which can be seen from the results of the GPA. The minimum GPA for graduating from UNY's Doctoral Program in Language, Literature, and Regional Culture is 3.00 to 4.00, which will be completed in 4 years (UNY Academic Regulations 2023).

Information on the Doctoral Study Program in Regional Languages, Literatures, and Cultures

Based on the data from the diagram, 60 respondents, or 50.8%, agreed to follow information related to the implementation of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. 30 respondents, or 25.4%, strongly agreed to follow information regarding the Doctoral Study Program in Regional Languages, Literatures, and Cultures. 28 respondents, or 23.7%, were neutral in following the latest information regarding the Doctoral Study Program in Regional Languages, Literatures, and Cultures organized by UNY. Meanwhile, 1 respondent did not answer this question. From these data, it can be concluded that the majority of respondents, or 50%, agreed to follow information related to the Doctoral Study Program in Regional Languages, Literatures, and Cultures. Respondents can also access it through the website. <https://pmb.uny.ac.id/program-magister-doktor/informasi-umum> The link contains information regarding registration procedures for master's and doctoral programs. Respondents can also access <https://s2pbi.fbsb.uny.ac.id/id/galeri/program-studi-pendidikan-bahasa-jawato> find out about the Javanese language study program.

Curriculum or Brochure of the Doctoral Study Program in Regional Languages, Literatures, and Cultures

Based on the results of the survey, 30 respondents (25.2%) strongly agreed after reading the curriculum or brochure related to the Doctoral Program in Regional Language, Literature, and Culture. Meanwhile, 45 respondents (37.8%) agreed after reading the curriculum or brochure for the Doctoral Program in Regional Language, Literature, and Culture. Meanwhile, 34 respondents (28.6%) were neutral in reading the curriculum or brochure regarding the Doctoral Program in Regional Language, Literature, and Culture. Meanwhile, 9 respondents (7.6%) disagreed after reading the curriculum or brochure regarding the Doctoral Program in Regional Language, Literature, and Culture. In addition, 1 respondent (0.8%) disagreed after reading the curriculum or brochure for the Doctoral Program in Regional Language, Literature, and Culture.

In lectures, a curriculum is necessary to enhance the learning function. A well-designed curriculum will yield excellent results. Just as teachers play a role in schools, lecturers can also play a role in implementing the curriculum. According to Joko Suratno, as quoted in Checkley (2022: 67), curriculum development must be interconnected with decision-making and educational development, encompassing teaching design, planning instruments, and how the curriculum can be implemented in learning.

Field of Study according to Interest or Expertise

Based on the results obtained, 44 respondents or 37% chose to strongly agree regarding the field of study of the Doctoral Study Program of Language, Literature, and Regional Culture according to the respondents' interests. As many as 51 respondents or 42.9% chose to agree regarding the field of study of the Doctoral Study Program of Language, Literature, and Regional Culture according to the respondents' interests. As many as 22 respondents or 18.5% chose to be neutral regarding the field of study of the Doctoral Study Program of Language, Literature, and Regional Culture with the respondents' interests. 1 respondent or 0.8% chose to disagree regarding the field that matches the interests of the responses of the Doctoral Study Program of Language, Literature, and Regional Culture. There was 1 respondent or 0.8% chose to disagree with the interests of the respondents related to the field of study in the Doctoral Study Program of Language, Literature, and Regional Culture. The data shows that 42% agree if the field of study matches the respondents' interests.

In the world of college, talent and interest are factors for success in learning. Talent is a basic trait, and intelligence is innate (Anggraini, 2020:4). According to Anggraini (2020:4), interest is divided into two: personal interest and situational interest. Personal interest is a relatively stable personal characteristic, such as interest in sports, music, dance, computers, and others. Situational interest is an interest that develops due to a condition or factor from the surrounding environment, for example, formal education, or news accessed through social media or print media. Yogyakarta State University has a Doctoral Study Program in Language, Literature, and Regional Culture, where the study program covers various aspects of linguistics, philology, and literature.

Contributing as an Academic Partner in the Doctoral Program in Regional Languages, Literatures, and Cultures

Based on the diagram above, 48 respondents, or 40.3%, strongly agreed to contribute as academic partners to the Doctoral Program in Regional Language, Literature, and Culture. Fifty-eight respondents, or 48.7%, agreed to contribute as academic partners in the program's implementation. *fast track* Doctoral Study Program in Regional Language, Literature, and Culture. Meanwhile, 13 respondents (10.9%) were neutral regarding the role of academic partners in the implementation of the Doctoral Study Program in Regional Language, Literature, and Culture. From this data, it can be concluded that almost 48% agreed to contribute as academic partners in the doctoral program in Regional Language, Literature, and Culture.

Parties, especially civil servants (ASN) who wish to continue their studies, can collaborate with UNY. The principle of cooperation is a form of agreement between two parties involved in achieving a common goal (Yani 2023:8). Therefore, UNY can collaborate with various parties, such as civil servants in each school office, to increase the promotion of the doctoral program in Regional Language, Literature, and Culture.

Participation in the Development of Regulations for the Opening of Study Programs

Based on the results presented, 29 respondents or 24.4% chose to strongly agree in following the development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. A total of 49 respondents or 41.2% chose to agree in following the development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. A total of 38 respondents or 31.9% chose to be neutral in following the development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. Meanwhile, 3 respondents or 2.5% chose to disagree in following information regarding the development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. Based on the results of the data, it can be concluded that almost 40% agree to follow the development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures. The development of regulations regarding the opening of the Doctoral Study Program in Regional Languages, Literatures, and Cultures can be accessed through mass media. Such as the Instagram of the UNY Javanese Language program which can be accessed through the link: <https://www.instagram.com/p/Cy2REisPwwT/>. In addition to the Instagram link, regulations for the Doctoral Program in Regional Language, Literature, and Culture can be accessed through the Academic Regulations Book of Yogyakarta State University.

Attendance at Academic Seminars or Forums

Based on these results, 39 respondents or 32.8% agreed to attend the seminar on the Doctoral Study Program in Regional Language, Literature, and Culture. 24 respondents or 20.2% strongly agreed to attend the seminar on the Doctoral Study Program in Regional Language, Literature, and Culture. 40 respondents or 33.6% were neutral about attending the seminar on the Doctoral Study Program in Regional Language, Literature, and Culture. 9 respondents or 7.6% disagreed about attending the seminar on the Doctoral Study Program in Regional Language, Literature, and Culture. Meanwhile, 7 respondents or 5.9% were less agreeable about attending the seminar on the Doctoral Study Program in Regional Language, Literature, and Culture. From these data, it can be concluded that 33% were neutral about attending the seminar. Seminar activities are multidisciplinary activities and a form of innovation in lectures. Seminar activities for doctoral students not only function as multidisciplinary activities, but can be used as a forum to explore critical thinking through discussion. In today's digital era, students are often spoiled by the existence of technology. The digital concept in the 5.0 era offers significant opportunities for education to adapt to the use of existing technologies, such as artificial intelligence (AI), IoT (Internet of Things), and big data (Saputra, 2025:2). Based on this explanation, doctoral programs can hold seminars. These seminars can serve as a platform for honing critical thinking.

Regional Cultural Research Scholarship

Based on the results obtained, 70 respondents (58.8%) strongly agreed that the Doctoral Program in Regional Languages, Literatures, and Cultures should provide research scholarships based on regional cultural needs. 44 respondents (37%) agreed that the Doctoral Program in Regional Languages, Literatures, and Cultures should provide research scholarships based on regional cultural needs. Meanwhile, 5 respondents (4.2%) were neutral about the provision of research scholarships based on regional cultural needs by the Doctoral Program in Regional Languages, Literatures, and Cultures. From these data, it can be concluded that 58.8% strongly agreed that research scholarships should be based on regional cultural needs. The UNY campus offers numerous scholarship opportunities for students.

According to the website <https://www.universitas123.com/news/jenis-beasiswa-di-uny-yang-bisa-jadi-referensi> The references in the link contain a wide variety of scholarships available to students. The outstanding scholarships under the Ministry of Education and Culture can be a solution for pursuing doctoral studies.

Local Cultural Documentation Center

Based on the results presented, 74 respondents, or 62.2%, strongly agreed with the establishment of a local cultural documentation center. Forty-two respondents, or 35.3%, agreed with the establishment of a local cultural documentation center. Three respondents, or 2.5%, were neutral regarding the establishment of a local cultural documentation center. These data indicate that nearly 62% strongly agreed with the establishment of a local cultural documentation center. Documentation of local culture can serve as an icon for upholding culture. Indonesia boasts a wide variety of local cultures, as Indonesia is a multicultural country with distinct regional cultures (Husni & Rahman, 2020). Therefore, local cultural documentation must be established in each study program.

In this modern era, many young people are unaware of their own culture. Modern times have both positive and negative impacts. One positive impact of globalization is that the general public can access information through mass media. Various traditional ceremonies exist in Indonesia, such as in Central Buton Regency, where one of the local traditions is the Pekande-Kandea traditional ceremony, a traditional meal event that is still practiced today (Hasan, 2022:4). Therefore, technology can be utilized to promote and document local culture for the current generation, given the ease of finding information online. Furthermore, the use of the internet through mass media such as Instagram as a means of documentation can be used as a means of preserving local culture.

Study Program Curriculum

Based on the diagram above, 71 respondents, or 59.7%, strongly agreed that the curriculum of the Doctoral Program in Regional Languages, Literatures, and Culture should be based on local cultural field practice. 42 respondents, or 35.3%, agreed that the curriculum of the Doctoral Program in Regional Languages, Literatures, and Culture should be based on local cultural field practice. Meanwhile, 6 respondents, or 5%, were neutral if the curriculum of the study program should be based on local cultural field practice. The data shows that 59% strongly agreed that the curriculum of the study program should be based on local cultural field practice. The world of doctoral studies is a continuation of the world of master's. The world of lectures is a bridge before entering the world of work. If the curriculum of the Doctoral Program in Regional Languages, Literatures, and Culture is in line with practical courses in the field, it will create an image and experience. When students have completed their studies, they will enter the world of work. In connection with the alignment of the study program curriculum with field practice, it can improve *Tracer Study*. *Tracer Study* is one of the programs held by the campus to find out and measure the performance of graduates which can improve the profile of study program graduates (Nurizzati 2020: 3).

Collaboration with Local and International Cultural Institutions

Based on the data obtained, 119 respondents provided their opinions. Most respondents strongly agreed that doctoral study programs in language, literature, and culture should strengthen collaboration with local and international cultural institutions. Sixty-five percent strongly agreed, 33.1 percent agreed, and 1.6 percent were neutral. The percentages illustrate that 78 respondents strongly agreed, 39 agreed, 1 person chose neutral, and 1 person did not provide an answer (did not choose). This is in line with the importance of the existence of regional cultures in Indonesia, such as Javanese culture, as a national identity (Astini & Gunawan, 2024: 107). Collaboration between local and international cultures can ensure a regional culture is passed down from generation to generation. This can also strengthen the existence of a culture. This goal can be achieved through the intervention of many parties, such as

collaboration. Collaboration can be carried out in various ways, including collaboration between institutions and the private sector with a university. Doctoral study programs in language, literature, and culture can strengthen collaboration, such as: *collaborative governance* or collaborative arrangements. This aims to directly involve multiple parties in decision-making to develop policies that benefit the public (Rejeki & Negoro, 2022: 70). For example, the Cultural Advancement Residency program, conducted by the Ministry of Education, Culture, Research, and Technology, has been implemented with participants from various foreign countries, including Australia, Mexico, Italy, India, Canada, the United States, Brunei Darussalam, the Netherlands, Malaysia, Colombia, India, Ecuador, Thailand, Greece, Egypt, the Philippines, Jordan, and Poland. This activity aims to foster good cooperation between countries and generate more advanced works and knowledge. This activity can also serve as a means of introducing culture to the younger generation (Kemendikbudristek Press, 2023).

Publication of Reputable Scientific Journals in the Field of Local Culture

Based on the results of the questionnaire filled out by 119 respondents, 63.6% or 75 respondents strongly agreed with the statement that there is a need to publish reputable scientific journals in the field of local culture. A total of 32.2% or 38 respondents stated that they agreed, 3.4% or 4 respondents chose neutral, and 1 respondent stated that they did not agree with the publication of reputable scientific journals in the field of local culture, and 1 person did not provide an answer (did not choose). From the questionnaire results, it can be concluded that doctoral study programs in language, literature, and culture need to publish reputable scientific journals in the field of local culture. Publishing reputable journals has also become a requirement for doctoral study program students to publish research in the international arena that has been indexed by Scopus (Indriyanti et al., 2023: 23). With the publication of international journals related to local culture, the values recorded therein can continue to be immortalized as general knowledge that can be continuously researched and developed by many scientists. This can also strengthen the existence of local culture in the era of globalization (Budi Setyaningrum, 2018:104). By publishing reputable scientific journals, local culture will continue to be recognized by generations in an era of the spread of foreign cultures. Furthermore, the values embodied in local culture will continue to be applied by generations to maintain local culture.

Participation of Traditional Figures, Artists, and Cultural Communities

Based on the results of the questionnaire completed by 119 respondents, 60.2% or 71 respondents strongly agreed that the doctoral study program in language, literature, and culture should involve traditional leaders, artists, and cultural communities in its teaching. Then, 33.9% or 40 respondents stated that they agreed, 5.9% chose neutral or 7 respondents, and 1 person did not provide an answer (did not choose). A traditional figure is defined as someone who takes the role of a predecessor or leader in a traditional customary activity in society (Milyana I. Sanger & Tuwiwa, 2022: 4). With the presence of traditional leaders, artists, and cultural communities in the learning activities of the doctoral study program in language, literature, and culture, students will gain a clear perspective on the actual implementation in the field. Traditional leaders can also share good practices related to local culture held in the community so that they can later be implemented and preserved. The presence of traditional figures in sharing good practices also serves as a forum to convey the goals and needs expected by an indigenous community in treating local culture better (Ismanto et al., 2025: 1303).

Traditional and religious leaders play a crucial role in community life. They have primary responsibilities, such as safeguarding ancestral property and maintaining relationships between social groups within the community. Furthermore, they are part of the local political structure, playing a role in resolving conflicts peacefully and within the family, and maintaining peace, harmony, and a sense of justice within the community. Traditional leaders also play a role in preserving customary norms and rules. In the lives of indigenous communities in villages, a social control system based on traditional rules and customs still applies (Tahan et al., 2021: 5). They hold customary rights, namely rights to land and all

resources within it. They are also responsible for carrying out traditional and religious ceremonies, and regulating important aspects of community life such as marriages, births, deaths, and feasts. Furthermore, they coordinate mutual cooperation activities and productive enterprises related to community livelihoods, all of which strengthen social bonds among residents.

Digital Technology-Based Cultural Laboratory Facilities

Based on the results of the questionnaire filled out by 119 respondents, 66.9% or 79 respondents stated that they strongly agreed that facilities such as a digital-based cultural laboratory were necessary in doctoral study programs in language, literature, and culture. Then, 29.7% or 35 respondents stated that they agreed, 2.5% or 3 respondents stated that they were neutral, 0.8% or 1 respondent stated that they did not agree, and 1 person did not provide an answer (did not choose). This is in line with global trends in the field of digital humanities (*Digital Humanities*) that combines digital technology with humanities studies to enrich research and learning. According to the article "Exploring Discourses, Landscapes, and Models of Humanities Labs," digital laboratories in the humanities function as collaborative workspaces that combine various disciplines and technologies for technology-based research. This enables the transformation of humanities research from isolated work to collaborative, situated practice in a digital context (Pawlicka-deger, 2020: 1-22). In addition, the study of "*Digital information culture in doctoral schools: A scoping review*" emphasizes the importance of a strong digital information culture in doctoral schools. This culture plays a crucial role in the acculturation and academic performance of early career researchers, with a focus on information access, research support, and a community of inquiry (Deja et al., 2024:1-45).

The implementation of digital culture laboratories also supports the development of digital skills among students. A study by Faraj (2021) showed that university efforts to develop digital culture among students in the Faculty of Education had a high level of approval, with significant differences based on gender, specialization, and academic year (Faraj & Sharabi, 2021: 158-168). Thus, the development of digital technology-based culture laboratory facilities in the Language, Literature, and Culture doctoral study program not only received support from the majority of respondents but was also supported by research demonstrating its benefits in improving collaboration, access to information, and developing digital skills in the academic environment.

Academic Mobility and Lecturer or Student Exchange Program

Based on the results of the questionnaire completed by 119 respondents, 65.3% or 77 respondents stated that they strongly agreed that an academic mobility program and the exchange of lecturers or students in doctoral study programs in language, literature, and culture were necessary. Then, 29.7% or 35 respondents stated that they agreed, 4.2% or 5 respondents stated that they were neutral, 0.8% or 1 respondent stated that they disagreed, and 1 respondent did not provide an answer (did not choose). These findings indicate high enthusiasm and support for academic mobility initiatives, which is in line with the results of research by Sri Lestari et al. (2022) which emphasized that internationalization through student and lecturer exchanges is an important strategy in improving the competitiveness and quality of higher education institutions. In this context, Universitas PGRI Madiun has actively implemented various forms of international mobility such as SEA-TVET, International Credit Transfer, and lecturer exchanges as concrete forms of MBKM implementation and achievement of IKU (Key Performance Indicators). Furthermore, these data also support the findings of Edlianiet al.(2025) showed that participation in student mobility programs such as PMM (Independent Student Exchange) significantly strengthens graduates' competencies, both academically and socially. In their research, the majority of respondents stated that mobility experiences opened up access to new insights, increased self-confidence, and expanded professional and cultural networks. Thus, the positive responses of the majority of questionnaire participants to the importance of academic mobility programs reflect an awareness that

these activities are not merely administrative programs, but strategically necessary to support academic quality, self-development, and readiness to compete globally.

Objectives of the Doctoral Study Program in Regional Languages, Literatures, and Cultures

Based on the results of the questionnaire filled out by 119 respondents, 78% or 92 respondents stated that they strongly agreed that the existence of a doctoral study program in language, literature, and culture could help strengthen the local content curriculum. Then, 20.3% or 24 respondents stated that they agreed, 1.7% or 2 respondents stated that they were neutral, and 1 person did not provide an answer (did not choose). The high percentage of respondents who strongly agreed indicates widespread recognition of the strategic role of this study program in supporting the preservation and development of local values through formal education. The local content curriculum is an integral part of the education system that aims to introduce students to their social, cultural, and natural environment (Hikmah, 2013: 107-108). This curriculum also functions as a medium to instill noble values and build regional identity.

A local content curriculum model designed based on the needs and characteristics of the surrounding community provides tangible benefits for students. For example, the local curriculum is developed through Qur'an memorization, while at MA YMI (Islamic Junior High School), the focus is on vocational skills (Mufasiroh, 2022). In both cases, local community involvement in curriculum planning and implementation is key to the successful integration of local content into the education system. Therefore, this questionnaire data reinforces the view that the presence of a doctoral study program focusing on language and culture not only impacts the academic realm but also plays a crucial role in supporting education based on local values and potential. This strongly argues that such study programs are relevant in contributing to curriculum development that is responsive to the social and cultural context in the region.

Hopes for Graduates of the Doctoral Study Program in Regional Languages, Literatures, and Cultures

Based on the results of the questionnaire completed by 119 respondents, 63.2% or 74 respondents stated that they strongly agreed that graduates from the doctoral study program in language, literature, and culture are expected to become transformational leaders based on regional cultural values. Then, 29.7% or 37 respondents stated that they agreed, 5.1% or 6 respondents stated that they were neutral, and 2 respondents did not provide an answer (did not choose). These findings demonstrate the high expectations of the academic community regarding the strategic role of doctoral graduates in building a society based on local wisdom. This expectation is in line with the views in the book *Transformational Leadership in Organizational Culture*, which asserts that transformational leaders have the ability to influence changes in the values, beliefs, and collective vision of their community or organization (Maidin & Rajamemang, 2021). This type of leadership encourages followers to act beyond personal interests to achieve shared goals, including the preservation and transformation of cultural values. Furthermore, higher education is required to produce not only academics but also agents of change with cultural sensitivity. In this context, as demonstrated in the study by Pande Ayu Naya Kasih (2022), the formation of student character based on local cultural values (such as leadership values in *Seven Bayuat* Warmadewa University) has been proven to be able to produce graduates with integrity and a spirit of cultural leadership.

Thus, it can be concluded that respondents' support for the transformational role of doctoral graduates in Language, Literature, and Culture is not only aspirational but also realistic, considering the existing practices of character and cultural education in various educational institutions in Indonesia. This reinforces the urgency of designing a doctoral curriculum that is not only academic but also includes leadership training based on local cultural values.

The Influence of the Existence of the Doctoral Study Program in Regional Languages, Literature, and Culture

Based on the data obtained regarding the importance of doctoral study programs, respondents received varying opinions. A total of 113 respondents wrote their opinions, while 6 respondents did not answer the question on that point. The majority of respondents, or more than 50%, stated that the doctoral study program in language, literature, and culture is very important as an effort to preserve regional culture and literature. Most respondents also stated that the existence of a doctoral study program is very important because the studies and research conducted by the doctoral study program in language, literature, and culture are expected to become scientific sources as an effort to improve the quality of education. A total of 9 respondents believed that the existence of a doctoral program is important for the continuity of the academic process from undergraduate to doctoral level in order to produce experts and specialists in the fields of language, literature, and culture. A total of 2 respondents strongly agreed with the existence of a doctoral program as an effort to improve the quality of character education for young people. Most respondents answered in agreement, but there was 1 respondent who answered that the existence of a doctoral program is only important for certain groups.

Rector Regulation No. 21 of 2024 concerning the opening, changes, and closure of UNY study programs explains that the Doctoral Study Program is a level taken after completing a Master's or Master's program in a relevant field (Rector Regulation, 2024). This aims to develop new scientific theories or ideas by producing scientific research, logical, critical, systematic, and creative thinking originating from experts. This statement is in line with several respondents' opinions regarding the importance of the existence of the Doctoral Study Program in Language, Literature, and Culture, especially at the FBSB UNY. Higher education institutions have a mission to carry out education, research, and community service or what is called Tri Dharma which is adapted to current developments (Yuliawati, 2012). The results of research conducted by students must be useful in society as engineering, innovation, and technology diffusion (Lian, 2019).

Long-Term and Short-Term Challenges of the Doctoral Study Program in Regional Languages, Literatures, and Cultures

The question regarding the greatest challenges facing doctoral programs in language, literature, and culture in the short and long term received 114 responses in the questionnaire. Most respondents identified globalization and student interest as the main challenges to the development of doctoral programs in regional languages, literature, and culture. Higher education institutions face numerous challenges in education, research, and innovation (Diasonu & Salaj, 2024).

Cultural study programs face both short-term and long-term challenges. Cultural study programs need to address the relevance of their curriculum to the needs of industry and modern society, as well as improve the quality of competent human resources in the cultural field. Meanwhile, in the long term, cultural study programs face the challenge of preserving and developing culture in the era of globalization and digitalization, where local culture can be eroded by global culture and rapidly developing technology. Therefore, cultural study programs need to continuously adapt and innovate to maintain the sustainability and relevance of culture in the future. According to Akhmaloka et al. (2023), the challenges that a study program will face in the long term include improving lecturer competence, global competition, improving the quality of education and research, a relevant curriculum, integrating technology into learning, and equitable access to education.

The curriculum is one of the challenges facing study programs in higher education. The curriculum must be tailored to the needs of the industry. A curriculum that aligns with the needs of the field will be attractive to prospective students. In addition to the curriculum, student interest also poses a challenge to the development of study programs. According to Nugraheni (2012), student interest is based on many factors, including learning motivation and lecturer performance. Lecturer performance can be

seen or assessed from physical appearance, mastery of the material, delivery of the material, and teaching style.

Effective Strategies for Introducing Study Programs

Based on the questionnaire results, 115 respondents provided answers regarding effective strategies for promoting study programs. Respondents' responses regarding study program promotion strategies were quite varied. Most respondents responded by disseminating information through social media, collaborating with institutions and cultural actors, holding seminars, increasing studies or research, creating activities aligned with the study program, and increasing publicity regarding the study program's advantages and long-term career opportunities.

Opportunities for Study Program Collaboration with Other Disciplines

Based on the data obtained, 115 of 119 respondents responded that the opportunities for interdisciplinary collaboration were very good. Four respondents did not answer the question on this point. One respondent provided an overview of collaborations that the doctoral program in language, literature, and culture could undertake, namely with anthropology, psychology, sociology, computer science, history, economics, education, and the arts. The respondent also provided an overview of the benefits of collaboration between different disciplines. One benefit of study program collaboration is creating new innovations in research, improving the quality of education by presenting new findings or perspectives to students, and having a real impact on solving problems in society. This aligns with the statement in the Key Performance Indicators for Higher Education written by the Directorate General of Higher Education, namely increasing the relevance of higher education to the needs of industry, the business world, and the world of work (Nurwadani, 2021). The following is an excerpt from the questionnaire regarding opportunities for study program collaboration with other disciplines. The following is an excerpt from several respondents' responses regarding opportunities for collaboration between the Doctoral Program in Language, Literature, and Regional Culture with other disciplines.

Collaboration between study programs is also one of the official programs of the government, namely MBKM (Merdeka Belajar Kampus Merdeka). There are many programs provided in MBKM, one of which is student exchange. Student exchanges in the MBKM program vary, such as student exchanges across study programs within the same campus, student exchanges across study programs within different campuses, and student exchanges within the same study program within different campuses (Haris, A., 2024). The government supports student exchange programs as a form of collaboration between study programs to expand access to learning resources, gain intercultural experience, and build broad relationships to open up career development opportunities (Haris, A., 2024). Students with different study programs will experience learning in other study programs for the benefit of insight and research development. One example of interdisciplinary research that is important to be carried out as an effort to preserve culture is the research of ancient manuscripts (philology) which is collaborated with other sciences as auxiliary sciences in research to achieve a level of validity. Philology with ancient manuscripts as the object has the task of dissecting the contents of manuscripts written in the past. According to Prayogi (2021), philologists need other sciences to obtain accurate data, such as linguistics, literature, history, and law.

Collaboration opportunities for the Language, Literature, and Culture Doctoral Study Program can also be achieved by establishing partnerships with local communities, cultural institutions, local governments, and creative industries. Culture has a close relationship with its society. According to Kastulani in Hasan et al. (2022), traditional leaders who play an active role have an influence on the existence of customs and traditions in society. Meanwhile, according to Diaconu & Salaj (2024), one effort to improve the quality of higher education is through internal collaboration within the campus or externally with institutions, industries, and other campuses within the country and abroad. International collaboration provides opportunities for higher education to improve its reputation, expand academic

relations, and open up opportunities towards more advanced resources (Hajrizi & Shaqiri in Rahmawati et al., 2024).

Expectations for Study Program Managers

Based on the data collection results, 115 respondents expressed hope that the management of the doctoral study program in language, literature, and culture, FBSB UNY, would have a broad scientific and social impact. Respondents wrote various hopes, such as improving the quality of educators or lecturers in providing professional guidance. Most wrote positive hopes for the sustainability of education in the doctoral study program in language, literature, and culture, commonly called Bastrada. Twenty respondents stated the importance of improving the quality of learning, such as developing a curriculum tailored to public needs, so that it has a real impact on life. Prioritizing relationships, namely establishing scientific collaborations with other campuses, the government, and even the community, was also a hope expressed by 16 respondents. Another hope was the provision of scholarships that accommodate doctoral study programs, written by 8 respondents. Fifteen respondents wrote that the existence of a doctoral study program in language, literature, and culture could be an effort to preserve regional languages and cultures, especially Javanese. Four respondents also provided input to disseminate information about the doctoral study program in language, literature, and culture significantly nationally and internationally. One of them is holding a competition aimed at students and the general public to promote or introduce the Regional Language, Literature and Culture Study Program to the public.

Therefore, it can be concluded that the majority of respondents have high hopes for the Doctoral Study Program in Language, Literature, and Regional Culture at UNY. Improving the quality of lecturers in guiding learning is one factor contributing to successful learning. Furthermore, aligning the study program curriculum with public needs is a factor in increasing public interest in pursuing doctoral studies. Aligning the curriculum with the study program's objectives must be consistent, considering that the curriculum is one of the success factors desired in the learning process, which includes various choices of materials and models in learning, the development of various materials, evaluation activities, and learning outcomes (Suratno, 2022:69). The public's enthusiasm for collaborating with certain parties in the Doctoral Study Program in Language, Literature, and Regional Culture is evident. Collaborating with certain partners can facilitate the promotion of the Doctoral Study Program in Language, Literature, and Regional Culture.

Another hope expressed by the community is a scholarship program to ease the cost of studying. The scholarships available to UNY doctoral students include the Domestic Postgraduate Scholarship (BPPDN); the Regional Government/Cooperation Scholarship; the Education Fund Management Institute (LPDP) Scholarship; the UNY Postgraduate Scholarship; the Ministry of Religious Affairs Scholarship; the Directorate General of Teacher Training and Education Scholarship; and the Indonesian Domestic Lecturer Excellence Scholarship (BUDI-DN). <https://pendidikan.karangasembab.go.id/wp-content/uploads/2019/06/Leaflet-PMB-UNY-edit-13-Mei-2019-Share.pdf>.

The general requirements for applying for a doctoral scholarship include: Students are Indonesian citizens; Doctoral program students who have taken and passed the dissertation proposal seminar; The maximum age limit for applicants when registration closes is less than 48 years; GPA achieved until the last semester is at least 3.25 on a scale of 4; currently undergoing a doctoral study period of at most seven semesters at the time of applying for the scholarship as evidenced by the transcript/study result card of the last semester; have completed or passed the dissertation proposal examination at a domestic university registered with BPPT or which has a minimum accreditation of Good based on PDDikti (<https://beasiswa.kemdikbud.go.id/wp-content/uploads/2023/11/Buku-Panduan-Bantuan-Disertasi-Rev-1.3.pdf>).

In addition, there are main requirements for applying for an LPDP scholarship. Applicants for doctoral studies in the LPDP scholarship program must attach a letter of willingness to become a

member.*promoter/co-promoter*; applicants who have studied but not completed their studies can re-register for the LPDP scholarship at the same level by attaching proof of a letter of termination or similar, these requirements can be accessed via the link (https://lpdp.kemendikbud.go.id/storage/beasiswa/general/page/file/general_page_file_1737166651.pdf).

Prospective doctoral students can apply for scholarships under these conditions. Likewise, universities are encouraged to register the Doctoral Program in Regional Language, Literature, and Culture Education as a major within the scholarship program. Therefore, financial constraints can be addressed with LPDP scholarships and other programs.

Conclusions and Suggestions

Based on the research results, the following conclusions were drawn.

Promotion is a method of disseminating information using specific techniques to attract interest. Competition in the world of education in the era of globalization is fierce. Education is required to adapt to the currents of globalization by prioritizing innovation and being able to face real-world situations efficiently and effectively in its application (Ahyani, 2021). Promotion carried out by universities is crucial to supporting the existence of study programs. According to Jayadi et al. (2024), an effective study program promotion strategy involves collaborating and establishing public relations. (*public relation*), Collaboration between universities and strategic partners, including community organizations, government agencies, donors, and alumni. According to Akhmaloka et al. (2023), academic reputation promotion can be achieved by organizing national and international scientific conferences. Other strategies include awarding honorary doctorates to Nobel Laureates, participating in or organizing international events, consistently developing study program websites, and building partnerships with other parties.

Based on the correspondents' suggestions regarding effective strategies for introducing the study program, they believe that the regional language, literature, and culture education study program has the potential to be opened at the Faculty of Social and Political Sciences, University of Yogyakarta (FBSB). Furthermore, the regional language, literature, and culture education study program is worthy and capable of standing as a department that continues or preserves regional culture. Considering that there are already undergraduate and graduate programs in Javanese Language Education that focus on studying Javanese language education (<https://uny.ac.id/sites/default/files/202309/Buku%20Peraturan%20Akademik%20UNY%202023.pdf>). Furthermore, with the right strategy in introducing this study program to the public, it will have a great opportunity to get new students. The great enthusiasm from prospective doctoral students in the regional language, literature, and culture education study program shows that there are still scholars who want to preserve regional culture through the academic realm. Therefore, with the opening of the regional language, literature, and culture education study program for doctoral degrees, there is a great opportunity for scholars who continue their studies in the field of linguistics, literature, and regional culture as a form or aesthetic image of Indonesian culture.

Based on the research results, it was concluded that 57% had very high perceptions, enthusiasm, and expectations or strongly agreed, 36% had high perceptions, enthusiasm, and expectations or agreed, and 7% had less perceptions, enthusiasm, and expectations. With these results, it is hoped that input to Basatrada S3 will increase because it comes from all over Indonesia, and the 2024 survey found that Indonesia has 720 regional languages. Collaboration with Language Centers throughout Indonesia is needed. Therefore, more intensive socialization and promotion are needed.

References

- Akhmaloka, dkk. (2023). Strategi Peningkatan Kualitas Menuju Perguruan Tinggi Berkelas Dunia. Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Astini, P., & Gunawan, T. (2024). Pentingnya Kolaborasi Teknologi Dan Budaya Lokal Dalam Memperkuat Identitas Bangsa Untuk Mewujudkan Indonesia Emas. *Jurnal Ilmiah Pendidikan*, 9(3), 312–316.
- Ahyani, M. A. H. J. R. A. D. A. B. H. (2021). Eksistensi Model Perguruan Tinggi Di Lingkungan Pondok Pesantren (Studi Tentang Peluang Dan Tantangannya Di Era 4.0. *Hikmah*, 18(1), 81–90
- Abusyairi, K. (2013). Pembelajaran bahasa dengan pendekatan budaya. *Dinamika Ilmu*, 13(2).
- Andre, M., & Atmanegara, S. (2024). Memahami Identitas Budaya Melalui Lensa Sastra: Eksplorasi Humaniora Dalam Era Globalisasi. *MOUSE JURNAL HUMANIORA*, 1(2), 40-44.
- Budi Setyaningrum, N. D. (2018). Budaya Lokal Di Era Global. *Ekspresi Seni*, 20(2), 102. <https://doi.org/10.26887/ekse.v20i2.392>
- Deja, M., Wójcik, M., & Świerczyńska-Głównia, W. (2024). Digital information culture in doctoral schools: A scoping review. *Journal of Librarianship and Information Science*, March. <https://doi.org/10.1177/09610006241239084>
- Diaconu, M. G., & Salaj, A. T. (2024). *Enhancing Innovation in Higher Education Institutions: Barriers, Actions and Strategic Instruments for Sustainable Innovation*. *European Conference on Innovation and Entrepreneurship*, 19(1), 148–157. <https://doi.org/10.34190/ecie.19.1.2619>
- Ekowati, V. I., Widyastuti, S. H., Endraswara, S., Reyhana, V., & Yuliana, A. (2023). Fast Track Sebagai Upaya Peningkatan Kualitas Penerimaan Calon Mahasiswa Unggul Program Magister Prodi Pendidikan Bahasa Jawa. *Piwulang: Jurnal Pendidikan Bahasa Jawa*, 11(2), 233-250.
- Faraj, A. O. kamel, & Sharabi, W. A. N. (2021). Developing the Digital Culture among the Students of Educational Faculties in Prince Sattam Bin Abdulaziz University. *International Journal of Higher Education*, 10(3), 158. <https://doi.org/10.5430/ijhe.v10n3p158>
- Haris, A. (2024). Buku Panduan Merdeka Belajar Kampus Merdeka. Diakses melalui <https://dikti.kemdikbud.go.id/wp-content/uploads/2024/06/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-MBKM-2024.pdf>
- Hendra, T., Adzani, S. A. N., & Muslim, K. L. (2023). Dakwah Islam dan Kearifan Budaya Lokal: Konsep dan Strategi Menyebarkan Ajaran Islam. *Journal of Da'wah*, 2(1), 65-82.
- Herzani, A. P. (2021). Peran Pemerintah Dalam Menginventarisasi Ekspresi Budaya Tradisional Indonesia. *Jurnal Hukum & Pembangunan*, 50(4), 956-978.
- https://books.google.co.id/books?hl=id&lr=&id=ReHeEAAQBAJ&oi=fnd&pg=PP1&dq=bidang+humaniora+adalah+&ots=5CSs0Nooer&sig=ICPSSxqQfuMaMX28zEeUQJpMEqU&redir_esc=y#v=onepage&q=bidang%20humaniora%20adalah&f=true
- <https://www.kompasiana.com/susilowati52877/66c5f3aeed641550f5133ce2/harmonisasi-pendidikan-nasional-dengan-kebudayaan-lokal-di-indonesia>
- Hikmah, N. (2013). *Pendidikan berbasis muatan lokal sebagai sub komponen kurikulum*. 13(1), 105–119.

- Indriyanti, D. R., Widiyatmoko, A., & Prasojo, B. T. (2023). Pendampingan Manuskrip Jurnal Internasional Bagi Mahasiswa Program Doktor UNNES. *Journal of Community Empowerment*, 3(1), 22–29.
- Ismanto, T. Y., Toruan, T. S. L., Widodo, P., & Taufik, R. M. (2025). *TRADISI DAN IDENTITAS BUDAYA DI PAPUA PEGUNUNGAN*. 19(2), 1302–1314.
- Kebudayaan, R. (4). TAHUN 2022.
- Jayadi, dkk., (2023). Strategi Promosi Program Studi Melalui Pendekatan Kolaboratif. *Oikos-Nomos Jurnal Kajian Ekonomi dan Bisnis* Vol 16 No 2.
- Lena, I. M., Anggraini, I. A., Utami, W. D., & Rahma, S. B. (2020). Analisis minat dan bakat peserta didik terhadap pembelajaran. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(1), 23–28.
- Lena, I. M., Anggraini, I. A., Utami, W. D., & Rahma, S. B. (2020). Analisis minat dan bakat peserta didik terhadap pembelajaran. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(1), 23–28.
- Lian, B. (2019, July). Tanggung jawab Tridharma perguruan tinggi menjawab kebutuhan masyarakat. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.
- Maidin, A. M. R., & Rajamemang. (2021). *Kepemimpinan Transformasi dalam Budaya Organisasi*.
- Milyana I. Sanger, J. lasut, & Tuwiwa, J. (2022). Peran Tokoh Adat Dalam Melestarikan Nilai Budaya Pekande-Kandea Di Kelurahan Tolandona Kecamatan Sangia Wambulu Kabupaten Buton Tengah. *Journal Ilmiah Society*, 1(1), 1–10.
- Mufasiroh. (2022). *Model Kurikulum Muatan Lokal Berbasis Masyarakat*.
- Nadhiroh, U. (2021). Peranan pembelajaran bahasa jawa dalam melestarikan budaya jawa. *JISABDA: Jurnal Ilmiah Sastra Dan Bahasa Daerah, Serta Pengajarannya*, 3(1), 1–10.
- Nugraha, A. (2019). Pentingnya pendidikan berkelanjutan di era revolusi industri 4.0. *Majalah Ilmiah Pelita Ilmu*, 2(1).
- Nugraeni, F. (2012). Pengaruh kinerja dosen terhadap motivasi belajar mahasiswa (Studi kasus pada mahasiswa Fakultas Ekonomi UMK). *Jurnal Sosial Budaya*, 5(1), 20–24.
- Nurizzati, Y. (2020). Tracer Study Alumni Mahasiswa Jurusan Tadris Ilmu Pengetahuan Sosial Iain Syekh Nurjati Cirebon. *Eduksos Jurnal Pendidikan Sosial & Ekonomi*, 9(2).
- Nurizzati, Y. (2020). Tracer Study Alumni Mahasiswa Jurusan Tadris Ilmu Pengetahuan Sosial Iain Syekh Nurjati Cirebon. *Eduksos Jurnal Pendidikan Sosial & Ekonomi*, 9(2).
- Nurwadani, Paristiyanti. (2021). Buku Panduan Indikator Kinerja Utama Perguruan Tinggi Negeri. Direktorat Jendral Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. Diakses melalui <https://dikti.kemdikbud.go.id/wp-content/uploads/2021/06/Buku-Panduan-IKU-2021-28062021.pdf>
- Pawlicka-deger, U. (2020). *DHQ : Digital Humanities Quarterly The Laboratory Turn : Exploring Discourses , Landscapes , and Models of Humanities Labs Three Discourses of the Laboratory Turn Infrastructure Changes in the Humanities*. 14(3).
- Pers Kemendikbudristek, P. S. (2023). Kolaborasi Pelaku Budaya Indonesia dengan Internasional untuk Pemajuan Kebudayaan Indonesia. *Siaran Pers Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi* Nomor: 345/Sipers/A6/VII/2024.

<https://www.kemdikbud.go.id/main/blog/2024/07/kolaborasi-pelaku-budaya-indonesia-dengan-internasional-untuk-pemajuan-kebudayaan-indonesia>

Pendidikan Bahasa Jawa. diakses melalui <https://pbd.fbs.uny.ac.id/id/visi-misi-dan-tujuan>

Peraturan Rektor Nomor 21 Tahun 2024. Pembukaan, Perubahan, dan Penutupan Program Studi. Diakses melalui

https://ditpenjamu.uny.ac.id/sites/ditpenjamu.uny.ac.id/files/Peraturan%20Rektor%20Nomor%2021%20Tahun%202024-Sign%20TTD_0.pdf

Prayogi, A. (2021). Filologi Sebagai Ilmu Bantu Sejarah: Telaah Teoritis-Praktis. *SWADESI Jurnal Pendidikan dan Ilmu Sejarah*, 2(2).

Pujiono, S. (2021). Literasi Budaya Mahasiswa Di Era 4.0. *Lingua: Jurnal Bahasa dan Sastra*, 17(2), 110-120.

Rahmawati, Rinny, Rahmi. (2024). Peran Kolaborasi Dalam Perguruan Tinggi. *Indo-MathEdu Intellectuals Journal*. Diakses melalui file:///C:/Users/ginarsih/Downloads/150-Aulia+Rahmawati.pdf

Rejeki, N. S., & Negoro, S. H. (2022). Collaborative Governance dan Strategi Komunikasi Nilai-Nilai Organisasi dalam Membangun Landasan Kemitraan. *Jurnal ILMU KOMUNIKASI*, 19(1), 69–86. <https://doi.org/10.24002/jik.v19i1.4616>

Suratno, J., Sari, D. P., & Bani, A. (2022). Kurikulum dan model-model pengembangannya. *Jurnal Pendidikan Guru Matematika*, 2(1), 67-75.

Syairi, A. (2013). Tingkat Pengetahuan Keluarga Pasien Tentang Self-care (Perawatan Diri) Pada Anggota Keluarga Yang Mengalami Stroke di RSUD Tangerang Tahun 2013.

Tahan, A., Kehik, B. S., & Mael, M. Y. (2021). Peranan Tokoh Adat Dalam Melastarikan Kebudayaan Lokal Di Desa Lakanmau. *Jurnal Poros Politik*, 3(1), 1–7. <https://doi.org/10.32938/jppol.v3i1.1960>

Tim Penyusun Peraturan Akademik Universitas Negeri Yogyakarta. (2023). Buku Peraturan Akademik Universitas Negeri Yogyakarta. Retrieved from <https://uny.ac.id/sites/default/files/2023-09/Buku%20Peraturan%20Akademik%20UNY%202023.pdf>

Tjahyadi, I., Andayani, S., & Wafa, H. (2020). Pengantar Teori dan Metode Penelitian Budaya.

Yani, J., & Srimulat, F. E. (2023). *Administrasi pendidikan*. CV. Tatakata Grafika.

Yuliawati, S. (2012). Kajian implementasi tri dharma perguruan tinggi sebagai fenomena pendidikan tinggi di Indonesia. *Jurnal Ilmiah Widya*, 218712.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).