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ANALYSIS OF STUDENTS' RESPONSES THROUGH INTERNATIONAL CULTURAL EXCHANGE PROGRAM IN *KAMPUNG LALI GADGET*, EAST JAVA, INDONESIA

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ABSTRACT

This study is expected to explore the students' intention to have this program. Besides that, it also provides evidence about the handicap of having the cultural exchange program to visit *Kampung Lali Gajet* and other problems during the visit in this region. In general, an international cultural exchange program for the opinion leaders, the host, the guests, or the participants involved has several benefits. Therefore, the purposes are intended to (1) improve the relationship with other nations, (2) get strategies for networking (3) get skill of interpersonal communication skills. This study is a qualitative study that explores the phenomenon of international cultural exchange programs done by students and faculties from different countries: Indonesia, Malaysia, and the Philippines. The sample of this Study are Malaysia and Philippines students. The data are collected in the form of interviews and observation. The data was analyzed based on the process from open codes to axial codes. The findings of this research are participants in the study believe that the program serves the purpose of sharing common traditional games, recognizing cultural differences, and fostering connections through shared interests.

Keywords: *International cultural exchange, exploration, kampung lali gadget*

Introduction

In the program of the national education system, there is a strategy depicted in the term of *Merdeka Belajar*. All universities in Indonesia have implemented this term. Learning is not only in the classroom but also outside the classroom. Now, the national education system incorporates a strategy called *Merdeka Belajar*, which universities in Indonesia implement. *Merdeka Belajar* emphasizes learning beyond the confines of the classroom (Merdeka, 2020). Its goal is to cultivate a global perspective among university students and promote tolerance. This objective should be integrated into relevant programs. One such strategy is the students' international cultural exchange program, which equips them with the skills and knowledge needed to understand and engage with diverse cultures worldwide. Through this program, students can develop their understanding of international relationships and interact with peers and nations from various countries.

More specifically, today, Universitas Nahdlatul Ulama Surabaya (UNUSA), Indonesia, has a program of international cultural exchange program. This program—for the time being— involves three countries: Indonesia, Philippines, and Malaysia. This international cultural exchange is conducted to provide students from different countries with knowledge and skills about cultures in different countries. The place chosen is in the Village of *Kampung Lali Gajet*, Sidoarjo, East Java, Indonesia.

The research on the exploration of the students' international cultural exchange program has not yet been conducted. This is the first time the research on a cultural exchange program in Wonoayu, Sidoarjo, East Java, Indonesia. There were some studies done related to cultural exchange programs. One of the studies was done by O'Down (2020). This study focused on using the model of a cultural exchange program. One of the evidence explored in this study is about the lack of access to services, language barriers for exchange and the like. They were aware of the importance of getting information. They also think that language interpreters can help them get information about what they have visited.

Another study concerning the cultural exchange program was done by Mulvey, B. (2020). It was the cultural exchange exploration in China. It was found that Chinese families always send their children to study abroad in order to make them more global. They also want to make the education standard increase. This can be done by having an internationalization program. Another finding showed that Chinese students want to assimilate them with Western people. Thus, it is a matter of getting global with other nations.

It has been noted that O'Down (2020) found the factor being a lack of information about the place they visited, and Mulvey (2020) found one of them is the students' eagerness to get assimilated with the Western people or other nations, and this they believe they can improve their education standard. Yet, a study by Han (2022) was also done in China's internationalization program. This study explored the program of internationalization program done in higher education. It was explored that the students from this program experienced professional development. They can expand their academic networks. The students also felt that there was a handicap in the internationalization program dealing with mobility handicaps. Thus, the previous studies that explored the exchange program or internationalization program

by university students have provided us with at least three kinds of evidence. One is to get information about other nations but lack of access to information. In that case, they did an exchange program. Besides that, the evidence being explored also deals with the intention of the students to get global and, therefore, assimilate with other nations. Finally, the evidence being explored from the previous studies is related to the intention to improve their education standard, which can be identified by having networks.

Based on the condition of Universitas Nahdlatul Ulama Surabaya (UNUSA), which has a program with international cultural exchange, and the national education system with its *Merdeka Belajar*, the researchers want to explore the program that is being conducted this year (2022). The research is also motivated by previous studies (O'Down, 2020; Mullvey, 2020; Han, 2022) which also explored the internationalization program. Therefore, in this present study, the researchers try to explore the international cultural exchange program, which is done by Universitas Nahdlatul Ulama Surabaya together with two foreign countries' students: Malaysia and the Philippines. In this study, the researchers try to explore such as (1) what aspects the students can learn from their visit to Kampung Lali Gajet, Wonoayu, Sidoarjo, East Java, Indonesia. (2) What the students want to expect from this international cultural exchange program by visiting the village of Kampung Lali Gajet in Wonoayu, Sidoarjo, East Java, Indonesia, after they go home to their countries. (3) What kinds of handicaps do they find during this international cultural exchange program in visiting the *Kampung Lali Gajet*, Wonoayu, Sidoarjo, East Java, Indonesia.

In general, an international cultural exchange program for the opinion leaders, the host, the guests, or the participants involved has several benefits. Therefore, the study has its aims, purposes, and objectives as the following:

Aims

This research aims to explore the implementation and impact of the international cultural exchange program conducted by Universitas Nahdlatul Ulama Surabaya (UNUSA) in collaboration with the universities of Malaysia and the Philippines. The study seeks to understand the experiences, expectations, and challenges faced by students participating in this program, particularly during their visit to *Kampung Lali Gajet*, Wonoayu, Sidoarjo, East Java, Indonesia. This research aims to contribute to the broader understanding of the *Merdeka Belajar* strategy and its effectiveness in fostering global perspectives, tolerance, and educational standards through cultural exchange.

Purpose

The purpose of this research is to gather and analyze data on the specific aspects of cultural learning, expectations, and challenges encountered by students during the international cultural exchange program. By doing so, the study would provide valuable insights into how such programs can be improved to serve the goals of *Merdeka Belajar* better, enhance international relations, and facilitate students' professional and personal development. This research also intends to identify potential solutions to the problems faced during the exchange, thereby aiding in the refinement of future programs.

Objectives

Therefore, the objectives are intended to (1) improve the relationship with other nations, (2) get strategies for networking (3) get skill of interpersonal communication skills (Palinkas et al., 2009). Besides that, it is also expected to (4) have innovation for certain conditions through the diffusion of information (Sahin et al. (2006) and adoption after getting the new information that is appreciated. Finally, it is also expected to (5) increase the students' experience (Oldenburg & Glanz, 2008).

This study is expected to provide information about the students' intention to have this program. In other words, this study explores what the students' intention is probably in the program of cultural exchange. Besides that, it also provides evidence about the handicap of having the cultural exchange program to visit *kampong Lali Gajet* and other problems during the visit in this region and also possible solutions. This can also provide a solution.

Table 1: List of the Questions

No	Questions	The Expected Response
1	What do you think about this program of exchange visiting the traditional games at this kampong Lali Gadget?	Opinions about the exchange program
2	What do you expect from this, when you have been back to your country?	Expectations for Possible Transformation
3	Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?	Sustainability and Satisfaction

Theoretical Framework

Cultural Exchange

Cultural exchange is sharing different ideas, traditions, and knowledge with someone who may be coming from a completely different background than our own, and this can provide some benefits for the participants. For example, there is a program conducted by the International Youth Exchange (ICYE) related to cultural exchange between nations (ICYE, 2022). According to this institution, with the international cultural exchange program, educational institutions can exchange information about different cultures. In addition, with cultural exchange, participants can experience and learn cross-cultural opportunities between nations. The aim is to build the potential of the participants, especially the younger generation, regarding their competence. More importantly, it can also provide the participants strategy for networking with other nations as the skill of interpersonal communication within and between organizations and communities. Even it may also lead to the adoption of new behaviors (Palinkas et al., 2009).

International cultural exchange is also good for innovation for a certain condition According to the theory of diffusion and innovation (Sahin, 2006). Practically, the diffusion of any information, e.g., cultures or values, can be communicated through certain channels, and the international cultural exchange is one of those channels. Sending the students to other countries can also be the process of getting new information from different countries (diffusion). They

finally learn new things, including the cultures. They can adopt and appreciate the culture to increase their experience (Oldenburg & Glanz, 2008). Therefore, international cultural exchange is considered one of the channels which are in the form of social networks comprised of peers and opinion leaders: the participants and the host as the leaders transforming the values. For that reason, organizing cultural exchanges can be done by sending university students to various countries with different cultures.

Interpersonal Interaction

In behavioral theory, especially regarding interpersonal interactions, the focus lies on human relations, starting from the lower level, namely subordinates or subordinates, to the upper level, namely leaders. Therefore, social interaction within the scope of the international cultural exchange program will also have an impact on their behavior. They will respond to the cultural values they see and experience (Graham, 2018). Furthermore, in the context of social interaction, international cultural exchange is an important means of developing participants' cognition, for example, their emotional feelings psychologically. This can also provide university students with channels of communication for social interaction.

Benefits of International Cultural Exchange

There are some benefits of international cultural exchange. The international cultural exchange can provide the participants with their confidence and independence. Besides that, this program can also improve relations between the countries of the participants. The most important thing of international cultural exchange is to improve the people's understanding of other cultures (Sun et al., 2019).

Self-Confidence and Independence

Self-confidence can be built by interacting with more people from different countries. In order to be self-confident, any university student should get involved in social interaction with different people from different countries. This is important because when the students find new friends they will build the relationship and be self-confident. The social interaction with different people from different countries makes them feel more and more confident (Sun et al., 2019).

Improving Relations

Improving a good relationship among the people requires a sustainable program for the development of a certain goal. This can be done by creating a good climate among the members or institutions (Fonseca et al., 2020). Therefore, the parties in the community or associations should have the goal they want to achieve together. This is also inline with the result of a study by h Ayeni. (2012), the goal in education institutions is regarded as a significant factor in improving the relationship between principals and teachers. In this case, by having a shared goal, they can improve a sustainable relationship. They need the application of a goal-oriented school and community partnership. Only do they create the goal they want to achieve together can they improve their relationship. In summary, that goal-oriented program can lead to a sustainable relationship between the two parties, institutions, or organizations.

Understanding Other Cultures

Understanding other cultures is good for increasing the individuals' sense of collaboration. According to Huang (2019), understanding other cultures needs knowledge, and relationships with others can gain this knowledge. Implicitly, understanding other cultures can also improve a good relationship. Yet, it requires knowledge, and this knowledge is considered human capital.

In other words, gaining an understanding of different cultures plays a crucial role in fostering collaboration among individuals. As Huang (2019) points out, this understanding necessitates knowledge, which can be acquired through interactions and relationships with others. More importantly, understanding other cultures not only enhances relationships but also contributes to the development of human resources. In addition, understanding other cultures promotes collaboration among individuals, as Friedman and Liu (2013) suggest. This requires knowledge, which can be obtained through interpersonal relationships. By improving relationships and fostering the development of human capital, understanding different cultures has significant benefits.

Therefore, the cultural exchange program by the university faculties and students is one of the most important strategies to promote understanding among the nations. Based on the theoretical framework above, it can be synthesized for this study to focus on the exploration and find the evidence related to the problems of cultural exchange and the solution. First of all, the theoretical construct deals with interpersonal interaction as the behavioral theory that emphasizes interpersonal interactions it focuses on relationships from subordinate to leader levels (Graham, 2018). Within international cultural exchange programs, it is obvious that the participants engage in social interactions, shaping their behaviors in response to encountered cultural values. Such exchanges also enhance cognitive development, including emotional intelligence, and provide avenues for social interaction among university students. Secondly, this theoretical framework concerning the cultural exchange program has some benefits. It is constructively argued that international cultural exchange can enhance the participants' confidence and independence, fostering cross-country relationships and enhancing cultural Understanding (Sun et al., 2019). Thirdly, cultural exchange programs make the individuals cultivate self-confidence among university students. Socializing with peers from various countries facilitates relationship-building nurturing confidence over time (Sun et al., 2019).

Besides the three points above, another great impact of the cultural exchange program is to establish shared goals and foster sustainable relationships, a principle applicable not only in educational institutions but also in broader community settings (Fonseca et al., 2020; Ayeni, 2012). Finally, a cultural exchange program can make the participants understand other cultures which can promote collaboration and the development of human capital. This understanding, facilitated through interpersonal interactions, enhances relationships and contributes to cross-cultural cooperation (Huang, 2019; Friedman & Liu, 2013). Cultural exchange initiatives by universities play a vital role in fostering global understanding and cooperation.

For viewing the cultural exchange programs, researchers should explore whether the findings of the research itself evidently prove the points above. At least, there must be categorization into the above framework such as collaboration, communication, and understanding team for their expectation of to be skillful personal interaction, cultural understanding, sharing a goal and fostering relationship, and enhancing the cultural cooperation.

When being synthesized, the arguments in the framework above can be constructed as the synthesis of the study that focuses on exploring and evidencing the impact of cultural exchange programs. Key points include such as the following:

- 1) ***Interpersonal Interaction***: Examining how social interactions in cultural exchange programs influence participant behaviors, emotional intelligence, and social interaction skills (Graham, 2018).
- 2) ***Benefits of Cultural Exchange***: Investigating the enhancement of self-confidence, independence, cross-country relationships, and cultural understanding through cultural exchange programs (Sun et al., 2019).
- 3) ***Shared Goals and Sustainable Relationships***: Assessing the role of shared goals in fostering sustainable relationships within educational institutions and broader community settings (Fonseca et al., 2020; Ayeni, 2012).
- 4) ***Cultural Understanding and Collaboration***: Evaluating how cultural understanding promotes collaboration and human capital development through interpersonal interactions (Huang, 2019; Friedman & Liu, 2013).

Based on the theoretical bases with the constructs related to the theories above, the researchers should categorize these elements to assess their impact on personal interaction skills, cultural understanding, shared goals, relationship fostering, and cross-cultural cooperation. This framework provides a comprehensive basis for exploring the multifaceted benefits and mechanisms of international cultural exchange programs. This can be demonstrated in Figure 1.

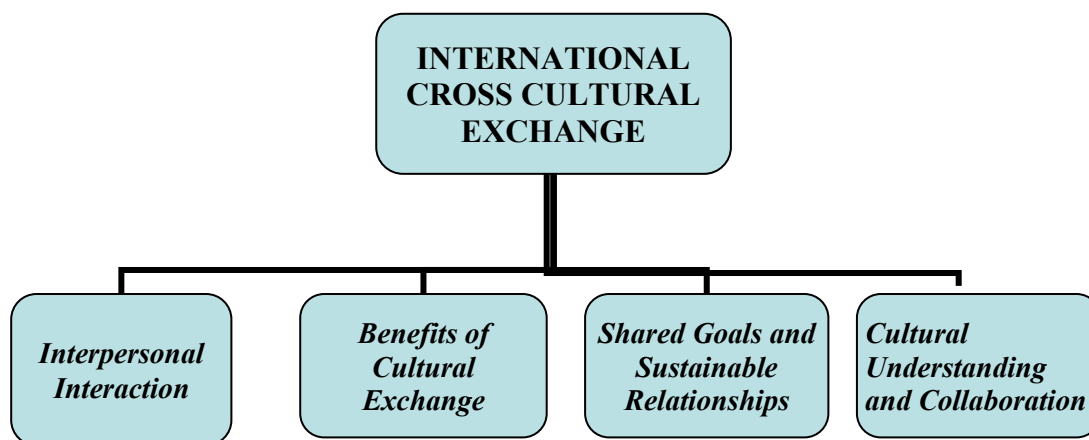


Figure 1: The Conceptual Framework of International Cross-Cultural Exchange

Methodology

This study is a qualitative study that explores the phenomenon of international cultural exchange programs done by students and faculties from different countries: Indonesia, Malaysia, and the Philippines. This tries to get a clear picture of the international cultural exchange program from the perspectives of both the universities' students and faculties. The research problem is formulated into such as what the universities' students and faculties'

perception of the international cultural exchange program. What do they expect from such a program, and whether they still want to have this program for the future.

Sample

When considering the sample, this study has its sample taken by purposive sampling with the criteria (Campbell et al., (2020) such that the students are from different countries: Indonesia, Malaysia, and Thailand. Another criterion is that the respondents have never met and they visit the place in other countries especially Malaysia and Philippines students to Indonesia.

Data Collection

The data are collected in the form of interviews and observation. The interview was done with students from different countries: Indonesia, Malaysia, and Thailand. Besides that, the interview was also done with the program coordinator and the officers of staff at the *Kampung Lali Gajet* program. They were asked the questions as presented in Table 1. The observation was done by the researchers who got involved in this international cultural exchange program: Observant and participants as well (Noble and Heale, 2019). In this research, there were 12 from the Philippines, 7 from Malaysia, and 15 from Indonesia in Kampong Gazette, Sidoarjo, and East Java, but they were represented by three students for each being interviewed in depth, with the questions based on the conceptual framework. The data were gathered based on the framework as in the conceptual framework as in Figure 1.

Data Analysis

The data was analyzed based on the process from open codes to axial code (William & Moser, 2019) as follows:

1. The information from the sources of interview and observation is collected and transcribed.
2. The collected data are classified into the domains (McGowan et al., 2020)
3. The information that is classified into the domain is then defined into themes (Williams and Moser, 2019). (Figure 2)
4. The data triangulation is done from different sources (data triangulation: interview, observation), triangulate (three people), and interpreted finally, it can be done for inference or conclusion (Noble and Heale, 2019).

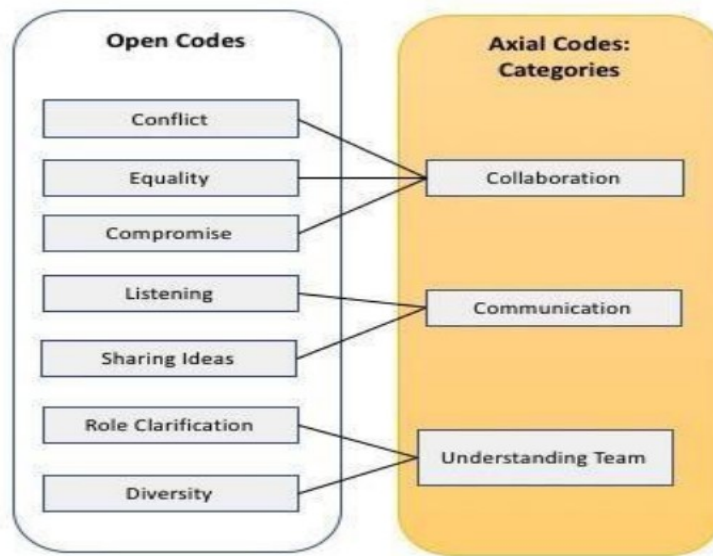


Figure 2: The Example Coding Process (William & Mores, 2019)

Findings and Discussions

Findings

This section starts with the data collection from the responses by the participants of the international cultural exchange program. The information was from the students and faculties from three countries: Malaysia, the Philippines, and Indonesia. The responses from the university students are presented in Table 2, while those from the universities' faculties are in Table 3.

The students from the Philippines:

Table 2: Responses from the Universities' Students and Faculties

INFORMANT 1 (female)	Questions	INFORMATION DATA	CODES/ THEMES	Inferences (Summary)
	1: What do you think about this program of exchange visiting the traditional games at this kampong Lali Gadget?	Actually, it is fun because we can get together with other students from different countries, especially Indonesian students. But, I think we have similarities about the traditional games, Sir. Like you, this one (while pointing the "Egrang game" to the interviewer, the researcher). But we don't have the other one	<p>1: Cultural Exchange: The respondent expresses the idea that participating in the activity is enjoyable because it allows them to interact with students from different countries, particularly Indonesian students. This suggests that the theme of cultural exchange is present, highlighting the opportunity for individuals from diverse backgrounds to come together and share their cultural experiences.</p> <p>2: Shared experience: The respondent mentions a common</p>	In summary, the semantic meaning of the theme in this response is about the joy of cultural exchange, the sharing of common traditional games, and the recognition of differences in cultural practices. This provides insights into the ways in which people from different backgrounds come together and

		(while pointing to <i>Gapyak</i> , the circle-wood footwear).	interest in traditional games, specifically pointing out the "Egrang game" as an example of a game they share with the interviewer. This indicates a shared cultural experience and interest in traditional activities, emphasizing the common ground between individuals from different backgrounds.	connect through shared interests and experiences while also acknowledging the diversity that exists within cultures.
	2. What do you expect from this when you go back to your country, the Philippines?	I try to introduce the games that are not there in my country, but they are there in Indonesia. I will tell my friends and try to have the games so that we can get more traditional games from Indonesia.	<p>1: Knowledge Sharing: The respondent expresses a proactive effort to introduce games from Indonesia to their country, indicating a willingness to share cultural knowledge. This reflects an interest in promoting cross-cultural exchange by bringing elements of Indonesian culture to their own.</p> <p>Interest in Traditional Games: The respondent's intention to introduce and play games not present in their country underscores a strong interest in traditional games. It shows a desire to explore and appreciate the cultural significance and entertainment value of these games.</p> <p>2: Promotion of Culture: The respondent's goal of telling their friends and acquiring these games implies a broader interest in promoting and preserving Indonesian culture. This can be seen as a positive act of cultural appreciation and cross-cultural enrichment.</p>	In summary, the semantic meaning of the theme in this response is about the respondent's active role in facilitating cross-cultural knowledge sharing and adopting elements of Indonesian culture, particularly traditional games. It highlights the importance of cultural exchange, a genuine interest in traditional games, and a positive approach to promoting and celebrating cultural diversity.
	3. Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?	I expect so if there is another chance, but I might have graduated from college. It should be by the students of my juniors. Well, I think it is good also.	<p>1: Sustainability: The respondent expresses an expectation that, in the future, if there is another chance for a particular activity or event, it should be organized by students who are their juniors. This indicates a willingness to pass on the responsibility and opportunities to the next generation of students.</p> <p>2: Succession: The mention of having possibly graduated from college by the time another opportunity arises indicates a recognition of the natural transition in roles and responsibilities that occurs as students progress through their</p>	In summary, the semantic meaning of the theme in this response is about the expectation and willingness to pass the responsibility of organizing certain activities or events to the next generation of students, recognizing the importance of a smooth transition and expressing a positive outlook on this practice.

			<p>academic journey. The respondent acknowledges that it's appropriate for their juniors to take the lead.</p> <p>Positive Attitude towards Succession: The phrase "I think it is good also" reflects a positive attitude towards this transition. The respondent views it as a positive and appropriate practice for students to continue organizing such activities, ensuring the continuity of the tradition.</p>	
INFOR MANT 2	Questions	INFORMATION	OPEN CODES/ THEMES	
	<p>1: What do you think about this program of exchange visiting the traditional games at this kampong Lali Gadget?</p>	<p>It is nice to be here with your students. I really enjoy the games, though I was in trouble trying to play with <i>Egrang</i>. I finally could do it and even won the competition. (She is the first winner in the competition of <i>Engram</i> among the students from three countries: Malaysia, Indonesia, and the Philippines.)</p>	<p>1: Sharing Experience: The respondent expresses that being with the students and participating in the games is a pleasant experience. This indicates that they find joy and satisfaction in the activity, reflecting a positive sentiment.</p> <p>2: A challenge: The mention of being in trouble while trying to play Egrang highlights the challenges encountered during the game. This element of challenge adds depth to the experience, indicating that the respondent had to overcome obstacles.</p> <p>3: Competition for Achievement: The respondent's statement about finally being able to play Egrang and even winning the competition highlights a sense of achievement. The victory in the competition is a significant accomplishment, indicating their skill and determination.</p> <p>4. Networking: Interactions with Students from Different Countries: The reference to being with students from three countries, Malaysia, Indonesia, and the Philippines, suggests an international and cross-cultural dimension to the experience, emphasizing the diversity and interaction among students from various backgrounds.</p>	<p>In summary, the semantic meaning of the theme in this response is about the enjoyment of the experience, the challenges faced and overcome, the sense of achievement in winning a competition, and the international aspect of interacting with students from different countries. It portrays a positive and memorable experience of participation and success in a competitive setting.</p>
	<p>2. What do you expect from this</p>	<p>Yes, Sir. I will also share the video of this visit to</p>	<p>1: Sharing of Experience: The respondent expresses their</p>	<p>In summary, the semantic meaning of the theme in</p>

	<p>when you go back to your country, the Philippines?</p>	<p>my friends in my college (Philippines)</p>	<p>intention to share the video of their visit with their friends in their college in the Philippines. This demonstrates a desire to pass on the experience to others, suggesting an act of sharing and disseminating knowledge or memories.</p> <p>2: Dissemination of Information: The mention of sharing the video with friends implies a broader goal of disseminating information about the visit, the activities, or the cultural exchange to a wider audience. It highlights the importance of spreading the knowledge gained from the experience.</p> <p>3: Building Relationships: The act of sharing the video with friends in the Philippines reflects a cross-cultural connection, as it involves conveying experiences and insights gained during interactions with individuals from different countries. It emphasizes the value of intercultural communication.</p>	<p>this response is about the respondent's intention to share their experience and video with friends, emphasizing the importance of disseminating information and fostering cross-cultural connections. It showcases a proactive approach to connecting and communicating with others about their experiences.</p>
	<p>3. Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?</p>	<p>If we have another opportunity, I will also join this program so that we can continue our collaboration</p>	<p>1: Sustainability: Desire for Continued Participation: The respondent expresses a clear desire to join the program again if another opportunity arises. This indicates a strong interest in continuing their involvement in the program, emphasizing the value they place on participation.</p> <p>2: Collaboration: The mention of wanting to continue the program in order to "continue our collaboration" underscores the importance of collaborative efforts. It suggests that the respondent values the relationships and partnerships formed through the program and wishes to maintain and build upon them.</p> <p>3: Commitment to Long-Term Engagement: The response implies a commitment to sustained engagement and collaboration. It reflects a forward-looking perspective and a willingness to</p>	<p>In summary, the semantic meaning of the theme in this response is about the respondent's strong desire for continued participation in the program and their emphasis on maintaining and expanding collaborative relationships. It highlights a commitment to ongoing engagement and collaboration in the future.</p>

INFORMANT 3 (female)	Questions	INFORMATION	OPEN CODES/ THEMES	
	1: What do you think about this program of exchange visiting the traditional games at this <i>kampong Lali Gadget</i> ?	It is so unique to see this village. The first time, I enjoyed the food. What is it? (while pointing at <i>Gethuk</i> ((cake made from Cassava)). (at this moment, the researcher told her the name of the cake: <i>Gethuk</i> "). For the game, I like the <i>egrang</i> , though it is difficult to play with it. (<i>She had known the name because it was introduced when they arrived at the Kampong Lali Gadget.</i>)	invest time and effort in the program for the long term. 1. a). Learning something new about the food) 1. b) accepting the culture (similar to her culture in her country, Philippines))	
	2. What do you expect from this when you go back to your country, the Philippines?	I want this cultural exchange can be followed up next year.	2. a) sustainability expectation	
	3. Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?	We can do it again next time, Sir.	3. a) follow up/ Sustainability	All expressed fascination with the village, particularly enjoying the unique experience. During her first visit, she appreciated the local food, specifically pointing to a cake made from cassava called <i>Gethuk</i> . The researcher informed her of the cake's name at that moment. Later, she mentioned liking the traditional game of <i>egrang</i> despite finding it challenging to play. She was already familiar with the name as it had been introduced to her upon arriving at <i>Kampong Lali Gadge</i> .

The Faculties/ Teachers

INFORMANT 1 (teacher/faculty)	Questions	INFORMATION DATA	CODES/THEMES	INFERENCES
1. Malaysia	1: What do you think about this program of exchange visiting the traditional games at this kampong <i>Lali Gadget</i> ?	I believe it is good, Sir. I just now looked around at my students playing some games with other students from the host (interviewer: Indonesia) and also from Malaysia. Actually, the one who is playing the game over there is my student for a Master's degree, not an undergraduate. She looks so interested in that game (researcher: while looking at the <i>Egrang</i> game).	1. a) accepting friendship (togetherness) 1. b) accepting Culture Similarity. <i>Egrang</i> is the same in the Philippines. It is not only in Indonesia.	
	2. What do you expect from this when you go back to your country, the Philippines?	At least, the students can get in touch with different students from different countries so that they can understand one another. It is interesting, Sir. We also like the traditional drink, Sir. What is that? (while pointing at the drink being provided by the host of Kampong <i>Lali Gadget</i> , the owner. And. It is " <i>Beras Kencur</i> ", the traditional drink made from rice and ginger).	2. a) accepting/ Increasing understanding among the nations 2. b) accepting eating the Food and Drink (students exchange can be related to Food and Drink, not only culture)	
	3. Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?	I think so. We can also keep in touch so that we can continue this program.	3. a) willingness to have a follow-up/Sustainability.	The speaker expressed satisfaction, stating that the ongoing activities were good. Observing their Master's degree students actively participating in games with students from both Indonesia and Malaysia, the speaker highlighted the valuable interaction between students from different countries, fostering mutual understanding. The speaker also mentioned an appreciation for the traditional drink called " <i>Beras Kencur</i> ," made

				from rice and ginger, offered by the host at Kampong Lali Gadget.
INFORMANT 2 (teacher/faculty)	Questions	INFORMATION DATA	OPEN CODES/ THEMES	
1. Philip pines	1: What do you think about this program of exchange visiting the traditional games at this kampong <i>Lali Gadget</i> ?	I believe my students like it very much. I can also suggest to my college that we can also do this again in the future.	1. a) sustainability (wants to continue the program in the future) 1. b) Pride, seeing that his students got involved and engaged in the games with other students both from Indonesia and Malaysia.	
	2. What do you expect from this when you go back to your country, the Philippines?	My expectation is only to continue this program in the future. Maybe, the other students next time can also come here again with the same purpose.	2. sustainability	
	3. Do you want to come again to Indonesia, especially the UNUSA campus, next time for further programs?	All of us felt happy and satisfied. We can see our students and the other students from Malaysia and the Philippines were friendly playing the game. It seem they had met before this event.	2. Satisfaction 3. Friendship	All express a positive outlook, believing that their students enjoyed the experience. They mentioned the possibility of suggesting to their college to repeat such programs in the future, expressing the expectation for continuity. The speaker expressed happiness and satisfaction, observing friendly interactions between their students and students from Malaysia and the Philippines during the event, noting a sense of camaraderie as if they had met before.
INFORMANT 3 Indonesia	1: What do you think about this program of exchange visiting the traditional games at this kampong <i>Lali Gadget</i> ?	We can reevaluate our plans as they hold significant importance for both the university and its students. For the university, it aligns with our vision and mission to gain recognition within the ASEAN region. For the students, it offers valuable opportunities for cultural exchange and fostering	1. a) achieving the university vision (wants to continue the program in the future) 1. b) Cultural exchange and understanding among the students	

		friendships that promote better mutual Understanding		
	2. What do you expect from this when you go back to your country, the Philippines?	Gaining exposure to managing international programs is essential. It also enhances students' ability to collaborate effectively within a global team, working alongside peers from diverse nations	1. Management skill 2. team and collaboration	
	3. Do you want to continue again for further programs?	Based on our being satisfied with a collaboration like this, we will continue our program for making this suitable.	4. Satisfaction and 5. Sustainability	All emphasize the importance of reevaluating plans, citing their significant impact on both the university and its students. For the university, the plans align with the vision and mission, aiming for recognition within the ASEAN region. For students, the plans provide valuable opportunities for cultural exchange, fostering friendships, and promoting mutual understanding. Additionally, exposure to managing international programs is seen as essential, enhancing students' abilities to collaborate effectively in global teams with peers from diverse nations.

Discussion

The students' Perception of the International Cultural Exchange

In the first finding: First of all, they think that it is for sharing common traditional games and the recognition of differences in cultural practices. In other words, this study provides insights into the ways in which people from different backgrounds come together and connect through shared interests and experiences while also acknowledging the diversity that exists within cultures. These findings are in line with the argument by Huang (2019) for getting knowledge, social interaction, and improving good relationships.

Secondly, they think that their active role is to facilitate cross-cultural knowledge sharing and adopting elements of Indonesian culture, particularly traditional games. It highlights the importance of cultural exchange, a genuine interest in traditional games, and a positive approach to promoting and celebrating cultural diversity. This is also suggested by Friedman

and Liu (2013); the activities are for cultural exchange and also for promoting understanding among the nations.

Thirdly, the semantic meaning of the theme in this response is about the expectation and willingness to pass the responsibility of organizing certain activities or events to the next generation of students, recognizing the importance of a smooth transition and expressing a positive outlook on this practice.

The second finding: First of all, they think that it is the enjoyment of the experience, the challenges faced and overcome, the sense of achievement in winning a competition, and the international aspect of interacting with students from different countries. It portrays a positive and memorable experience of participation and success in a competitive setting.

Secondly, they think that it is for sharing their experience and videos with friends, emphasizing the importance of disseminating information and fostering cross-cultural connections. It showcases a proactive approach to connecting and communicating with others about their experiences.

Thirdly, they think that it is due to a strong desire for continued participation in the program and their emphasis on maintaining and expanding collaborative relationships. It highlights a commitment to ongoing engagement and collaboration in the future.

The third finding: First of all, they think that it is expressing something fascinating particularly enjoying the unique experience. During her first visit, she appreciated the local food, specifically pointing to a cake made from cassava called Gethuk. The researcher informed her of the cake's name at that moment. See also as studied by Fonseca et al. (2020), it is for creating a good climate among the members or institutions. Later, she mentioned liking the traditional game of egrang despite finding it challenging to play. She was already familiar with the name as it had been introduced to her upon arriving at Kampong Lali Gadge. Thus, as argued, it can also for self confidence (Sun et al., 2019).

Secondly, they think that it is for stating that the ongoing activities were good. Observing their Master's degree students actively participating in games with students from both Indonesia and Malaysia, the speaker highlighted the valuable interaction between students from different countries, fostering mutual understanding. The speaker also mentioned an appreciation for the traditional drink called "Beras Kencur," made from rice and ginger, offered by the host at Kampong Lali Gadge.

Thirdly, they think that it is like the traditional game of egrang, despite finding it challenging to play. She was already familiar with the name as it had been introduced to her upon arriving at Kampong Lali Gadge.

In summary, in the first finding, participants believe that the purpose of the program includes sharing common traditional games, recognizing cultural differences, and connecting through shared interests. They also emphasize the importance of facilitating cross-cultural knowledge sharing, adopting elements of Indonesian culture, and passing on the responsibility of organizing activities to the next generation. This is as the previous studies such as Han (2022) and Huang (2021).

In the second finding, participants perceive the program as an opportunity for enjoyable experiences, overcoming challenges, achieving success in competitions, and interacting with students from different countries. They express a desire to share their experiences videos, and maintain collaborative relationships for continued participation in the program. This emphasizes the previous studies by Ayeni (2012) and Han (2022), and especially by William & Mores (2019).

In the third finding, participants express fascination with the unique experience of visiting a village, enjoying local food like Gethuk, and appreciating traditional games such as egrang. They also highlight positive interactions between students from different countries and express appreciation for a traditional drink called "Beras Kencur" offered by the host at Kampong Lali Gadget. O'Down, (2020) and Friedman & Liu (2013)

Conclusion

In conclusion, participants in the study believe that the program serves the purpose of sharing common traditional games, recognizing cultural differences, and fostering connections through shared interests. They emphasize cross-cultural knowledge sharing and the adoption of Indonesian cultural elements, highlighting the importance of cultural exchange and promoting diversity. Additionally, there is a willingness to pass on the responsibility of organizing activities to the next generation. The second finding emphasizes the positive and memorable aspects of the program, including enjoyment, overcoming challenges, and international interactions.

Participants expressed a desire for continued participation, sharing experiences, and maintaining collaborative relationships. In the third finding, participants express fascination with unique experiences, enjoying local food, and appreciating traditional games. Positive interactions between students from different countries are highlighted, along with an appreciation for traditional drinks.

However, based on the evidence above, the researchers did not find any crucial problem. Therefore, suggestions merely on how to make this cultural program sustainable so that the above benefits can become the student's global knowledge through their experience joining the international cultural exchange program.

This finding implies that universities such as they can make use of the students' international cultural exchange for the purposes found in these findings. They can interact socially and understand each other by sharing experiences and exchanging not only their science and knowledge but also cultural aspects, like traditional games and foods.

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