

STUDENTS' PERCEPTIONS OF THE INDONESIAN LANGUAGE COURSE AND THEIR CORRELATION WITH THE NEED FOR CULTURALLY RESPONSIVE DIGITAL LEARNING MATERIALS

(Persepsi Mahasiswa terhadap Mata Kuliah Bahasa Indonesia dan Korelasinya dengan Kebutuhan Bahan Ajar Digital Responsif Budaya)

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Abstract

This study examines the importance of integrating cultural elements into digital learning materials to enhance student engagement, comprehension, and motivation across diverse backgrounds. The primary objective is to explore students' perceptions of the Indonesian Language course and their relationship with the need for culturally responsive digital teaching materials. Employing a quantitative correlational research design, data were collected through a questionnaire administered to 469 students from 40 study programs across 16 higher education institutions in Indonesia, selected through random sampling. The instrument used had been validated for both reliability and validity. The findings indicate that, overall, students' perceptions of the Indonesian Language course fall into the "very positive" category. Moreover, these perceptions significantly correlate with the demand for culturally responsive learning materials. Data were analysed using Kendall's tau-b and Spearman's rho correlation techniques, yielding coefficients of 0.672 and 0.794, respectively. These results demonstrate a significant positive relationship between students' perceptions and their need for culturally relevant digital materials. In other words, the more positive students' views of the Indonesian Language course, the greater their need for engaging learning resources that incorporate cultural elements.

Keywords: 3 students' perception, the need for teaching materials, digital learning, culturally responsive teaching

Abstrak

Penelitian ini membahas pentingnya menggabungkan unsur budaya dalam bahan ajar digital untuk meningkatkan keterlibatan, pemahaman, dan motivasi mahasiswa dari berbagai latar belakang. Tujuan penelitian ini adalah untuk mengetahui persepsi mahasiswa pada Mata Kuliah Bahasa Indonesia dan hubungannya dengan kebutuhan akan bahan ajar digital yang peka terhadap budaya. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Data dikumpulkan melalui angket yang diisi oleh 469 mahasiswa dari 40 program studi di 16 perguruan tinggi di Indonesia, yang dipilih secara acak. Instrumen yang digunakan sudah teruji valid dan reliabel. Hasil penelitian menunjukkan, secara umum persepsi mahasiswa terhadap Mata Kuliah Bahasa Indonesia berada dalam kategori "sangat baik". Persepsi ini berkorelasi signifikan dengan kebutuhan bahan ajar yang responsif budaya. Analisis data dilakukan menggunakan teknik korelasi Kendall's tau b dan Spearman's rho, yang menunjukkan nilai 0,672 dan 0,794. Hasil ini menunjukkan adanya hubungan positif yang signifikan

antara persepsi mahasiswa dan kebutuhan bahan ajar digital yang responsif budaya. Dengan kata lain, semakin positif pandangan mahasiswa terhadap mata kuliah Bahasa Indonesia, semakin tinggi pula kebutuhan mereka terhadap bahan ajar yang menarik dan mengandung unsur budaya.

Kata-kata kunci: persepsi mahasiswa, kebutuhan bahan ajar, pembelajaran digital, pengajaran responsif budaya

INTRODUCTION

The Indonesian Language course plays a critical role in higher education, as it supports students in developing language proficiency, critical thinking skills, and an understanding of national culture. In the current era of technological advancement, the teaching of Indonesian Language must adapt to developments in information and communication technology, as technology can significantly enhance the quality of learning (Umoh J et al., 2020). Digital technology can enrich students' learning experiences and promote academic achievement (Kumi-Yeboah et al., 2020). The use of digital tools in instructional material development also supports the cultivation of 21st-century skills, including critical thinking, creativity, communication, and collaboration (Sofia, 2023).

Digital learning offers several advantages, such as easier access to learning resources, flexible study time, and more engaging content through multimedia, which can increase students' motivation to learn. With digital learning materials, students can study anytime and anywhere without being limited to a physical classroom (Maulida & Ridwan, 2022). Today's students—often referred to as “digital natives”—are generally more inclined to learn through technology than through traditional methods (Prensky, 2014). Digital materials can also be presented interactively through videos, animations, simulations, and online quizzes, which facilitate a better understanding of course content. Additionally, digital platforms can be used to support group discussions and interaction between lecturers and students, creating a more dynamic learning environment. Digital teaching materials have also been shown to encourage deeper and more critical thinking among learners (Mardiana et al., 2022). Therefore, the development of digital learning materials has

become an essential component of modern education.

However, beyond being digital, the teaching of Indonesian Language must also integrate cultural elements. This is crucial because language and culture are inherently interconnected. Language is not merely a tool for communication but also a reflection of a community's way of thinking, customs, and values (Altarriba & Basnight-Brown, 2022; Boltayevna, 2020). Language learning that incorporates cultural content can contribute to the preservation of national heritage and provide insights into the relationship between language and social life (Kim, 2020). A culturally responsive Indonesian Language curriculum not only enhances linguistic competence but also deepens students' appreciation of national cultural values. As (Gay, 2018) argues, connecting learning materials to students' cultural backgrounds makes learning more meaningful.

Culturally grounded education can also instill values such as mutual cooperation, tolerance, and respect (Badriyanto, 2018; Tahir et al., 2021; Wahyuni et al., 2019), fostering cultural awareness, preserving identity, and promoting global openness. Indonesian Language learning materials can be enriched through cultural content, such as folktales, historical texts, local wisdom, and living cultural practices, which reinforce students' sense of identity and national pride. This aligns with Ki Hajar Dewantara's vision of education as a means of character and cultural development. Such an approach also contributes to safeguarding Indonesia's cultural heritage from extinction (Cahyawati, 2022).

Thus, the development of culturally integrated digital materials for the Indonesian Language course represents a strategic effort to improve learning quality. This approach not only enhances language skills but also

cultivates culturally aware individuals who are capable of navigating an increasingly globalized world (Zulfadhli et al., 2023). As noted by (Kartini et al., 2019), language instruction must be aligned with cultural education to preserve both national and local identities. Consequently, research on the development of culturally responsive digital learning materials for Indonesian Language is of vital importance.

As an initial step, this study focuses on a needs analysis by investigating the extent to which students perceive a need for culturally enriched digital learning materials. Specifically, the research explores student perceptions—defined as their views, understandings, and attitudes toward the learning process, including the course content,

METHOD

This study employed a quantitative approach with a correlational research design, aiming to investigate the relationship between students' perceptions of the Indonesian Language course and their need for culturally responsive digital learning materials. The research was conducted at several universities in Indonesia that offer the Indonesian Language course. Two primary variables were examined:

- a. Variable X: Students' perceptions of the Indonesian Language course;
- b. Variable Y: Students' need for digital learning materials that incorporate cultural elements.

The study population consisted of 40 academic programs across 16 universities. A random sampling technique was applied, taking into account the diversity of academic programs and campuses. The total number of respondents was 469 students. All participants were either currently enrolled in or had previously completed the Indonesian Language course, ensuring that they had direct experience with the subject matter.

Data were collected through a questionnaire comprising 10 statements. Each statement was rated using a 4-point

teaching methods, and instructional materials. Student perception is a key factor influencing learning motivation and academic outcomes (Fredricks et al., 2004). When students have a positive perception of a course and its instructor, they are more likely to engage actively in learning. However, little is known about how student perceptions influence the demand for culturally integrated materials in digital formats

In line with this background, the present study aims to examine students' perceptions of the Indonesian Language course as a general education subject and to determine whether these perceptions correlate with their need for culturally responsive digital instructional materials.

Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The indicators for each variable are presented in Table 1 and Table 2.

Table 1.
Indicators of Students' Perceptions

No.	Perception Indicator	Description
1	Perceptions of the importance of taking the Indonesian Language Course	Level of support for the mandatory Indonesian language course policy. The importance of the course in equipping students across disciplines. Relevance of the course to language competence improvement.
2	Perceived benefits of the Indonesian Language Course in supporting academic study and language skills	The course's influence on general academic skills. Benefits of the course for academic writing. Relationship between the course and formal speaking or presentation skills.
3	Perceptions of satisfaction with the Indonesian Language learning process	Engaging and varied learning experiences in the course. Active student participation in learning activities. Satisfaction with the teaching methods used by the lecturer.
4	Perceptions of understanding the content of the Indonesian Language Course	Clarity of material delivery by the lecturer. Relevance of the material to students' language proficiency. Simplicity of the materials in helping students grasp language concepts.

Table 2.
Indicators of Teaching Material Needs

No.	Need Indicator	Description
1	Need for engaging teaching materials in the Indonesian Language Course	Diversity and visual appeal of teaching materials. Simplicity and attractiveness of content presentation. Relevance of materials to student interests.
2	Need for ICT-based digital teaching materials	Application of technology in Indonesian language material development. Quality of digital content in supporting interactive learning. Relevance and alignment of digital content with current educational technology trends.
3	Need for accessible and user-friendly digital teaching materials	Accessibility of digital materials across multiple devices. User-friendliness of the materials. Flexibility to access materials anytime and anywhere.
4	Need for culturally responsive Indonesian language content	Integration of cultural and character values in materials. Appropriateness of content with culture-based character formation. Ability of materials to foster cultural awareness.
5	Need for culturally responsive digital teaching materials reflecting Indonesian culture	Representation of national culture in digital teaching content. Use of digital media to showcase Indonesia's cultural diversity.
6	Need for Indonesian language learning that connects content with students' cultural contexts	Appreciation of students' cultural identity and background in learning materials. Connection between course content and students' cultural contexts. Building a meaningful learning environment through cultural contextualization.

The results of the validity and reliability tests of the instrument are as follows. All items were found to be valid, as indicated by significant item-total correlations ($p < 0.01$). The entire instrument demonstrated reliability, with Cronbach's Alpha and other reliability coefficients exceeding 0.7. Therefore, the questionnaire is deemed suitable for measuring students' perceptions and their needs for learning materials within the context of this study.

Data analysis was conducted using correlation tests to examine the relationship between students' perceptions and their needs for culturally-based digital learning materials. The researcher employed two non-parametric correlation techniques, namely Kendall's tau-b and Spearman's rho. Additionally, further analysis was performed to explore more detailed relationships between specific aspects of students' perceptions (e.g., the perceived importance or benefits of the course) and the types of needs for digital learning materials.

DISCUSSION

Result

The analysis of students' perceptions regarding the Indonesian Language course as a general education subject is presented in Tables 3 and 4.

Table 3.
Statistics Student Perceptions

N	Valid	469
	Missing	0
Mean		84.8481
Median		87.5000
Mode		100.00
Std. Deviation		12.60163

Descriptive statistical analysis of the student perception questionnaire scores revealed a mean value of 84.85, with a standard deviation of 12.60. The mode was 100, indicating this score appeared most frequently among respondents. Meanwhile, the median score was 87.50, signifying that half of the respondents scored above and half below this value.

When converted into a percentage scale, the mean score corresponds to 84.85%, indicating that students' overall perception of the Indonesian Language course falls into the "very good" category. This suggests that students not only acknowledge the academic importance of the course but also hold a high appreciation for the learning approach, course materials, and benefits gained from it.

Table 4.
Descriptive Statistics Student Perceptions

	N	Minimum	Maximum	Mean	Std. Deviation
Student Perception 1	469	25.00	100.00	85.3412	17.44009
Student Perception 2	469	25.00	100.00	88.3262	14.09379
Student Perception 3	469	25.00	100.00	83.5821	14.87714
Student Perception 4	469	25.00	100.00	82.1429	15.91722

Item-level analysis of the questionnaire showed that students' perceptions of the Indonesian Language course were predominantly positive across aspects of relevance, benefits, and learning experience. Regarding the importance of the Indonesian Language course as a mandatory subject, the majority of students strongly agreed ($n = 188$) or agreed ($n = 242$) that it should be compulsory across all study programs. This reflects a strong awareness of the mastery of the Indonesian language as a fundamental competence within multidisciplinary academic contexts. Concerning the benefits of the course for academic and language skills, respondents acknowledged significant contributions to improving general academic skills, including academic writing, critical reading, and oral presentation. Specifically, 193 students rated this item with a score of 3, and 264 students gave a score of 4. Satisfaction with the learning process was also high, with 254 respondents assigning a score of 3 and 189 respondents scoring 4 to statements related to learning experiences. Students reported that the learning process was enjoyable, varied, and allowed active participation, thereby strengthening their engagement in the course. Regarding motivation and interest in attending the course, 258 students scored 3 and 165 students scored 4 on the statement that the Indonesian Language course motivates learning. This reflects successful management of learning that is not only informative but also inspiring for students. Subsequently, students'

perceptions were correlated with their needs for culturally responsive digital learning materials. The correlation analysis results between students' perception variables and their needs for culturally responsive digital learning materials are shown in Table 5.

Table 5.
Correlation of Student Perception with the Needs of Teaching Materials

		Student Perceptions	Teaching Material Needs
Kendall's tau_b	Student Perceptions	Correlation Coefficient 1.000 Sig. (2-tailed) . N 469	.672** .000 469
	Teaching Material Needs	Correlation Coefficient .672** Sig. (2-tailed) .000 N 469	1.000 . 469
		Correlation Coefficient 1.000 Sig. (2-tailed) . N 469	.794** .000 469
Spearman's rho	Student Perceptions	Correlation Coefficient .794** Sig. (2-tailed) .000 N 469	1.000 . 469
	Teaching Material Needs	Correlation Coefficient .794** Sig. (2-tailed) .000 N 469	1.000 . 469
		Correlation Coefficient 1.000 Sig. (2-tailed) . N 469	.672** .000 469

** . Correlation is significant at the 0.01 level (2-tailed).

The data analysis presented in Table 5 demonstrates a significant relationship between students' perceptions of the Indonesian Language course and their needs for culturally responsive digital learning materials. Kendall's tau-b analysis yielded $r = 0.672$ with a significance level of 0.000. Spearman's rho analysis showed a higher correlation value of $r = 0.794$, also significant at 0.000. Since the significance values for both tests are below 0.05, the null hypothesis (H0) is rejected, indicating a significant correlation between the two variables.

This positive correlation implies that the more positive students' perceptions of the Indonesian Language course, the stronger their need for culturally responsive digital learning materials. Furthermore, the high correlation coefficients (especially Spearman's rho > 0.70) indicate a very strong relationship, rather than a mere statistical association. This confirms that students' experiences and evaluations of the Indonesian Language learning process have a tangible influence on their expectations for digital learning materials that are more contextual and culturally relevant

Table 6.
Correlation of Student Perception with the Needs of Teaching Materials (Each Type)

		Teaching Material Needs 1	Teaching Material Needs 2	Teaching Material Needs 3	Teaching Material Needs 4	Teaching Material Needs 5	Teaching Material Needs 6
Student Perception 1	Correlation Coefficient	.438**	.486**	.427**	.466**	.486**	.430**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	469	469	469	469	469	469
Student Perception 2	Correlation Coefficient	.475**	.548**	.541**	.549**	.601**	.535**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	469	469	469	469	469	469
Student Perception 3	Correlation Coefficient	.654**	.462**	.506**	.513**	.558**	.487**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	469	469	469	469	469	469
Student Perception 4	Correlation Coefficient	.661**	.453**	.506**	.449**	.517**	.487**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	469	469	469	469	469	469

More detailed correlational findings are presented in Table 6, showing the relationships between subdimensions of student perceptions and specific needs for various types of digital teaching materials. Perception 1 (importance of the Indonesian Language course) exhibited a moderate correlation with Need 2 (ICT-based digital learning materials): $r = 0.486$, and Need 5 (culturally responsive digital learning materials): $r = 0.486$. This suggests that awareness of the course's importance drives students' desire for more digital, adaptive, and culturally contextual learning formats. Perception 2 (perceived benefits of the course for skill development) showed a strong correlation with Need 5 ($r = 0.601$), indicating that students who perceive the course as functionally beneficial also demand learning materials integrated with local cultural values, reflecting an expectation for learning that is both academic and socio-cultural. Perceptions 3 (satisfaction with the learning process) and 4 (understanding of the material) exhibited very strong correlations with Need 1 (engaging learning materials), with correlation coefficients of $r = 0.654$ and $r = 0.661$, respectively. This indicates that positive learning experiences are directly associated with students' expectations for more interactive and engaging materials, which in turn support their understanding of the content. Additionally, Perception 4 correlated moderately with Need 5 ($r = 0.517$), reinforcing that material comprehension is linked to the presence of cultural contextualization in the learning

materials; students reported better understanding when content is connected to familiar cultural contexts.

Table 7.
Interaction Between Needs

		Teaching Material Needs 1	Teaching Material Needs 2	Teaching Material Needs 3	Teaching Material Needs 4	Teaching Material Needs 5	Teaching Material Needs 6	
Kendall's tau_b	Teaching Material Needs 1	Correlation Coefficient Sig. (2-tailed) N	1.000 .000 469	.477** .000 469	.471** .000 469	.460** .000 469	.501** .000 469	.431** .000 469
	Teaching Material Needs 2	Correlation Coefficient Sig. (2-tailed) N	.477** .000 469	1.000 .000 469	.664** .000 469	.575** .000 469	.567** .000 469	.573** .000 469
	Teaching Material Needs 3	Correlation Coefficient Sig. (2-tailed) N	.471** .000 469	.664** .000 469	1.000 .000 469	.570** .000 469	.578** .000 469	.542** .000 469
	Teaching Material Needs 4	Correlation Coefficient Sig. (2-tailed) N	.460** .000 469	.575** .000 469	.570** .000 469	1.000 .000 469	.708** .000 469	.581** .000 469
	Teaching Material Needs 5	Correlation Coefficient Sig. (2-tailed) N	.501** .000 469	.567** .000 469	.578** .000 469	.708** .000 469	1.000 .000 469	.631** .000 469
	Teaching Material Needs 6	Correlation Coefficient Sig. (2-tailed) N	.431** .000 469	.573** .000 469	.542** .000 469	.581** .000 469	.631** .000 469	1.000 .000 469

Results in Table 7 show significant intercorrelations among the various types of student needs, suggesting that students do not view digital learning material requirements in isolation but as part of a holistic learning experience. The highest correlation was observed between Need 4 (culturally responsive content) and Need 5 (culturally responsive digital materials): $r = 0.708$. This very strong correlation indicates high student awareness of the importance of cultural integration in both the content and the digital format of learning materials. Their expectations extend beyond content delivery to how such content is packaged digitally, reflecting identity and cultural diversity.

These findings underscore the critical importance of a cultural approach in developing digital learning materials. Positive student perceptions of the Indonesian Language course—especially regarding relevance, benefits, and delivery are strongly correlated with the need for digital materials that are interactive, ICT-based, culturally responsive, and presented in an engaging and easily comprehensible manner. Practically, the development of digital learning materials for the Indonesian Language course should: (1) integrate local content, student culture, and values of diversity; (2) employ flexible and modern

formats such as interactive multimedia; and (3) adapt presentation styles to suit the diverse backgrounds of students across study programs.

Discussion

Overall, the findings of this study indicate that the Indonesian Language course is perceived as a strategically important subject in supporting student success across various academic programs. The positive perceptions held by students demonstrate that they not only appreciate the content and teaching methods but also regard the course as relevant to their future academic and professional needs. Strong support for the mandatory status of this course reinforces the position of Indonesian Language as a critical instrument in developing students' critical thinking, academic writing, and effective communication skills. This also suggests that the development of teaching materials, innovative learning approaches, and the integration of strong cultural contexts will further strengthen these positive perceptions in the future.

The results reveal a significant positive relationship between students' perceptions of the Indonesian Language course and their need for culturally responsive digital learning materials. This finding underscores that students' perceptions are not merely subjective opinions but crucial factors that influence their overall learning experience—from interest and engagement to academic achievement. Rosenbluh & Berry (2024) emphasize that student perceptions serve as reflective tools for educators to enhance teaching quality and learning engagement. When instructors understand how students perceive the subject matter and instructional methods, they can more effectively tailor their pedagogical approaches.

Furthermore, the study by Willenda et al. (2024) demonstrates that culturally responsive digital learning materials have been proven to enhance students'

comprehension, motivation, and engagement. Students feel more valued when their identities and backgrounds are acknowledged, which in turn strengthens the student–teacher relationship and supports their social-emotional learning (Shih, 2024; Tyagi et al., 2022). The implementation of Culturally Responsive Teaching (CRT) can lead to improved academic outcomes and foster a more inclusive classroom environment (Hilliard et al., 2024). Ongoing feedback from students can help refine CRT strategies to ensure they address the diverse needs of learners (Huang, 2019). Nevertheless, educators often encounter challenges due to insufficient resources and guidance in implementing CRT practices (Martin et al., 2024; Stevens et al., 2022). These findings underscore the importance of designing instructional materials that are not only informative but also relevant to students' cultural realities. These findings highlight the importance of designing learning materials that are not only informative but also culturally relevant to students' realities.

Integrating cultural aspects into teaching materials enriches the content and equips students with cross-cultural communication skills increasingly necessary in a globalized world. Gan (2024) asserts that embedding cultural elements in learning enhances intercultural understanding while creating an inclusive learning environment. In this context, students do not merely learn a language but are positioned as cultural mediators who bridge differences. Similarly, Rahmawati & Suhardi (2024) find that culturally differentiated content significantly boosts students' learning motivation.

The urgency of culturally conscious pedagogical approaches is also underscored by Touloukian et al. (2024), especially during times of crisis. They argue that cultural responsiveness in digital learning fosters more meaningful and humanistic educational experiences. Lan (2024) supports this view by highlighting that

culturally responsive teaching practices significantly ignite student interest and motivation.

Research by Nursidah et al. (2024) shows that cross-cultural learning is not only enjoyable but also aids students in better retention of new vocabulary. Moreover, Harahap et al. (2020) reveal that locally based cultural learning materials improve students' rationalization and dispositions according to five learning effectiveness indicators. In this process, students actively engage in discussions, inquiries, and information exploration. Adlis et al. (2022) also confirm that culture-based learning enhances academic outcomes, evidenced by improved question answering and active participation.

Additionally, Dewi et al. (2022) highlight that incorporating familiar elements aligned with students' backgrounds in learning materials bridges gaps and fosters pride in cultural identity rather than feelings of shame or inferiority. Kim (2020) even argues that language learning accompanied by cultural understanding cultivates empathy and socio-political awareness across borders, but this can only be achieved if pedagogy and research are grounded in cultural responsiveness.

Equally important, the dimensions of religiosity and local wisdom values have been shown to influence students' learning intentions, as stated by Murjito et al. (2024). This confirms that effective learning materials must also consider spiritual values and locality as part of character formation.

On the other hand, the digital era has brought significant transformations to education, including Indonesian Language learning. The use of digital learning materials offers flexibility, accessibility, and opportunities for more contextual multimedia integration. This finding is reinforced by Umoh J et al. (2020), who assert that digital learning media consistently foster students' motivation and interest.

Hasanah et al. (2021) emphasize that multicultural-based digital learning materials not only effectively cultivate students' pluralistic attitudes but also encourage moral understanding through presented narratives. This is particularly relevant given the nation's diversity and the importance of nurturing a young generation capable of living together peacefully.

Moreover, according to Diningrat (2019), integrated online learning design facilitates the teaching and learning process—not only for instructors and instructional designers but also for students in building knowledge and interaction. Online learning is no longer a temporary solution but a fundamental component of today's and future education ecosystems.

From these findings, several important implications emerge. First, the development of digital learning materials should aim to enhance students' motivation and ease of learning, not only technologically but also in terms of content relevance. Second, the integration of character and cultural values in Indonesian Language learning must be prioritized, considering its contribution to developing culturally grounded and characterful individuals. Third, students' perception of comprehensible materials correlates strongly with the need for engaging content; thus, content delivery should use simple language supported by visual media such as diagrams or illustrations. Fourth, students require strengthened practical skills, such as academic writing, public speaking, and academic reading comprehension—these should be facilitated within the learning materials. Finally, an ongoing evaluation and feedback system is necessary to ensure the materials remain relevant and effective. Surveys and discussion forums can serve as mechanisms for regularly gathering input for content development.

By understanding the interplay between students' perceptions and needs, the development of culturally responsive digital learning materials for the Indonesian

Language course can be more targeted. When materials are designed considering cultural context, technology, and practical skill requirements, the learning process becomes more meaningful and transformative.

CONCLUSION

Overall, students' perceptions of the Indonesian Language Course fall within the "very good" category. This indicates that students not only recognize the academic importance of this course but also highly appreciate the learning approaches, materials, and benefits gained from it.

This study reveals a significant positive correlation between students' perceptions of the Indonesian Language Course and their need for culturally responsive digital learning materials. Data analysis shows that students' perceptions of various learning aspects—such as content relevance, delivery methods, and cultural context—are moderately to strongly correlated with their need for engaging, easily understandable learning content that reflects cultural values and national character. The interrelationships among need indicators also demonstrate fairly strong correlations, indicating that students tend to regard multiple aspects of learning materials as simultaneously important and complementary.

These findings affirm that students' perceptions are not merely reflections of attitudes but serve as strategic indicators for developing more adaptive and contextualized learning materials. Culturally responsive digital learning resources hold great potential to enhance motivation, facilitate content comprehension, and strengthen the connection between learning materials and students' cultural identities. In this context, the use of information and communication technology (ICT) functions not only as a supplementary tool but as a fundamental foundation in designing engaging, relevant, and meaningful learning experiences.

Based on these results, this study recommends three key directions for the development of learning materials. First, the

integration of cultural values and national character into digital learning materials to ensure the learning process is grounded and contextually relevant. Second, the optimization of technology in the development and distribution of learning materials to provide greater flexibility, interactivity, and accommodate diverse student learning styles. Third, the design of communicative and easily comprehensible learning materials that carefully consider language, visual structure, and content depth.

The implications of these findings suggest the need for synergy among lecturers, learning material developers, educational institutions, and policymakers in designing and providing digital learning materials that are not only technologically advanced but also culturally and pedagogically relevant. The presence of culturally responsive digital learning resources can serve as a strategic step toward promoting more inclusive, transformative, and competitive education. Furthermore, this study opens avenues for future research exploring the effectiveness of culture-based digital learning materials in improving student learning outcomes, as well as the sustainable application of this approach across other university courses.

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