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Factors affecting the improvement of english language proficiency of students in Bali for internships a broad

Ni Wayan Mekarini

Universitas Triatma Mulya, Indonesia

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ABSTRACT

The development of English has experienced rapid growth, and intense global competition has resulted in trends in English language teaching. In every formal event, English becomes the opening language of instruction in national and international forums. This study aims to identify factors that play a role in improving English language skills in students in Bali who intend to undergo internships abroad. The research method used is quantitative; the instrument in this study uses questionnaires given to respondents and interview guidelines, observation, and documentation. Data analysis techniques in this study use factor analysis on SPSS 26 software. The results of this study show that learning motivation and formal education are the main factors in improving the English language skills of students in Bali for intership programs abroad. However, there are other factors, such as basic skills, study environment, and study habits, as well as basic knowledge of English, that also affect English language skills for students who want to do internships abroad.



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Corresponding Author:

Ni Wayan Mekarini

Universitas Triatma Mulya

Email: wayan.mekarini@triatmamulya.ac.id

Introduction

Bali has been a popular tourist spot since the 20th century and continues to attract visitors from all over the world. (Santika et al., 2022) Bali is a popular destination in the Asia-Pacific due to its unique culture, beautiful natural landscapes, and world-class hospitality. (Suadnyana & Koeswiryono, 2023) Tourism has significantly boosted Bali's economy, providing many employment and entrepreneurship opportunities. No wonder Bali's tourism and hospitality sector continues to grow (Paulina et al., 2022), attracting students who want to work in this field. (Hmidani, 2017) With Bali's growing economy and the high demand for English language skills, it is time for students who want to do internships abroad to learn English in order to compete in the national and international job market. (Yasin & Mustafa, 2022).

Education is very important for every generation, especially the younger generation, (I. R. Pertiwi, 2022), to improve the quality of education and human resource knowledge in a country, especially in Indonesia. (Durrutunnisa & Nur, 2020) Mastery of English is very important to compete in the global era, especially in the ASEAN (Gulto et al., 2023) community (Everyone in education must pay attention to increasing learning achievement. This is because learning achievement is the main indicator of student learning success. (Kinasih & Olivia, 2022). Students with good learning achievement can be classified into the category of learning success, (Suningsih, 2022), while students with poor learning achievement can be classified into the category of learning failure. In general, (Jadidah et al., 2023), humans develop stimulus-response relationships driven by rewards

and punishments. (Enggawati et al., 2023). Storage and memorization, transfer, generalization, and interference are all activities in which we are all involved. (Anabel & Simanjuntak, 2022)

English, which is part of the humanities course and is a competence of the personality development course, (Gultom et al., 2023), teaches students to communicate actively in English. (Hardina, 2022) In the end, students will have expertise in speaking and writing English. (Rintaningrum et al., 2017) All graduates with advanced degrees must have language skills, especially English. (Agung, et al., 2020) Graduates will feel the impact when they work. Quality education requires effective and enjoyable learning. (Utami & Wahyudin, 2022).

Reforms in English are becoming important and ever-evolving in parts of the world and are increasingly important in modern society. (Rafatbakhsh & Ahmadi, 2019), considering that English is a universal language for educational institutions. (Vadivel et al., 2022) .the development of English has experienced rapid growth. (Sari, 2022) Competition for internationalization in higher education universities began (Kim et al., 2018) In its implementation, mainly to fulfill educational reforms and to restructure the world of education (Tedjo & Hartani, 2022), Mastery of English language skills can be obtained through formal or informal education (Gang et al., 2023) English language learning is mandatory for students throughout Indonesia (Permana et al., 2021). Indonesian student graduates are expected to have good academic and communication skills (Anggarista & Wahyudin, 2022) to face the globalizing industrial revolution, especially mastery of English. (Lestari, 2015)

English is the language of instruction in national and international forums, (Mahsar, 2020) such as in the forum English-Medium Instruction (EMI). (Ali et al., 2023) Besides that, English is very important to make it easier for people from different language backgrounds to talk to each other in the job market sector, (S. A. Pertiwi et al., 2023), especially students who want to do internships abroad. (Lestari et al., 2022) As a global phenomenon that attracts people from all over the world, (Hajarudin, 2023), learning English is becoming an important tool for industry professionals to meet the needs of workers who come from diverse cultural backgrounds. (Agung & Purwaningsih, 2023) With this globalization, the demand for English language skills is increasing. (Durrotunnisa & Nur, 2020)

Teachers face the challenge of creating a teaching and learning environment for English material that fits today's needs. (Santos et al., 2022). In the learning process, students will master four English language skills, namely: listening, reading, writing, and speaking. (Karim et al., 2023) In general, students have known English since elementary school (Haidara, 2016). However, in fact, students still have difficulty using English, especially in everyday life (Pelicioni et al., 2023). English language education aims to develop an international perspective and shape students' own awareness of their interest in learning English (Vadivel et al., 2022). In addition, students are expected to be able to develop a willingness to learn independently and have the awareness to learn. (Duan & Qiu, 2022)

In the first study conducted by (Leyort, 2021) The results of this study show that respondents' difficulties mainly come from internal factors, and internal factors are categorized into main aspects, namely weak hearing and pronunciation, lack of knowledge and ideas, shyness and nervousness, and fear of mistakes and criticism. Some other external factors that have less impact on students' speaking performance are practice time, topic content, IELTS-oriented speaking tests, and lecturer support. The study is expected to help students overcome their internal problems and suggest some recommendations to minimize the undesirable effects of negative factors.

The second study was conducted by (Saito, 2021). The results showed that Japanese students and Chinese/Vietnamese students were divided into two groups and assigned to read different readings (EIL vs. non-EIL readings) before discussing various English. After intercultural communication, participants were asked to write about their ideas about EIL and their reflective writing was qualitatively analyzed to examine how knowledge of EIL would affect students' attitudes towards the variety of English. As a result, Japanese students who read EIL showed a positive attitude towards a variety of "non-native" English, including "Japanese English." In contrast, Chinese and Vietnamese students showed negative attitudes towards all types of English even after studying EIL.

Furthermore, the third study was conducted by (Pelicioni et al., 2019). The results in this study show that many studies focus on one or several factors that have an impact on improving students' English skills. Few studies have explored several factors in order to provide a comprehensive picture of what might play a role in influencing the English acquisition of students learning English as a foreign language. The three groups of factors discussed include student-related factors, teacher-related factors, and context-related factors. From the three studies described above, researcher can conclude some differences with previous research. With the research to be conducted by researcher, a conclusion can be drawn that: The first study focused on speaking performance; the second study studied attitudes; and the third study improved overall speaking ability. In 2022, based on the

results of a survey conducted by the Language Development and Development Agency, the level of English mastery of students in Bali will be at the B1 level (Mawene & Bal, 2018) This shows that students are able to understand the main points of general conversation and are able to express their opinions in a simple way. (Yasin & Mustafa, 2022).

However, the level of English mastery of students in Bali still needs to be improved. (Bal & Perzigian, 2013). This is important to do so that students have adequate abilities to compete in the world of work and life. (Yen. et al., 2019). In these three decades, research on the factors that influence the improvement of English language skills in students in Bali for internships abroad is still very limited. Besides that, the subject matter in English is very difficult for students to understand, namely grammar and structure, where in this structural grammar students learn spelling based on EYD. Not only this students who take internships outside also experience problems in mastering vocabulary in the language English, and it is still difficult to communicate and be inert with foreigners. This is due to the lack of confidence of students who will be abroad when interacting with foreigners or tourists. Although many students in Bali are interested in doing internships abroad as part of their career development.

This creates a gap between the desire of students to participate in internships abroad and their willingness to learn English. In the observation and interview of researchers with several students in Bali who will go abroad for internships, they got information that these students are still finding it difficult to communicate in English. By understanding this gap, researchers are interested in conducting research on students who will go abroad for internships. Some of the contributions to this study include, first, the fact that this study focused on internal factors of the important relationship between internships and language skills improvement. While many studies address language learning in academic settings, these two studies uniquely explore the internal and external factors that influence students in Bali in the practical application of language skills in the real world, such as in an international work environment, explaining the dynamic relationship between practical experience and English language development.

Method

This research analysis method uses quantitative methods. The location of this research is in the province of Bali, especially in Denpasar, with a period of December 10, 2023, to February 15, 2024. In this study, using factor analysis with the results of data processing using the SPSS software assistance application version 23, The source of the data used is primary data obtained from the first source of this study, namely students in Bali, through data collection techniques such as questionnaire results, interviews and observations, documentation, and literature studies from various sources that have a correlation with this study. Then secondary data will be obtained from the second source, namely from agencies that have internship programs in foreign countries for students, brochures about internships abroad, agents, and so on. In this study, the type of data used is quantitative data containing numbers from the results of the questionnaire. In the next stage, researchers managed questionnaire data using the SPSS software application version 26.

The population in this study was 375, with a total research sample of 100 respondents from students who will intern abroad. The variables used in this study are latent variables consisting of exogenous variables marked with X and endogenous variables with Y. Data analysis techniques in this study were carried out in several stages, including the following: a) Validity and Reliability The quality of the questionnaire in this study used several tests, including a) the normality test, b) the KMO and Bartlett's test, d) the communalities, e) the total variance explained, f) the sketch plot, g) the component matrix, and h) the rotated component matrix. The measurement scale used is the Likert measurement scale. The Likert scale uses five scoring numbers, namely: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Furthermore, researchers draw conclusions and suggestions based on the results of the data analysis that has been carried out during this study. The form of the rating scale used in this questionnaire is the Likert measurement scale.

Result and Discussion

Based on research that has been conducted by researchers and conducting data analysis, researchers formulate findings in the discussion of factors that affect the improvement of English language skills in students in Bali for internships abroad. Researchers describe the results of the research, saying that students in Bali who will do internships abroad must strengthen their English skills for internships abroad thanks to a good learning environment. support. Some aspects of this environment include participation in immersive learning experiences, opportunities to speak English actively, and access to adequate learning resources.

A learning environment that supports access for students to a wide range of educational resources, such as libraries that have an extensive collection of books and materials in English, access to online learning platforms, and learning facilities that have assistive technology. Students who can easily gain access to these resources have a greater opportunity to improve their English language skills and broaden their understanding. Students in Bali who will intern abroad need to do communicative practice in English, which is a way of practicing communicating actively in English. This can be achieved through role plays, presentations, class discussions, or other group activities that require the use of English. These practices can help them improve their confidence in speaking, listening, reading, and writing in English. In addition, students in Bali who will intern abroad previously need to take part in student exchange programs and study abroad experiences; these programs can support opportunities to study abroad. Students participating in the program have the opportunity to participate in an immersive learning experience, interacting with native speakers.

In addition, students need to plan career goals, and the student's own personality is very important to encourage themselves to learn English. These goals can come from within themselves, such as personal interests, ambitions, or the desire to achieve success in their future careers. The motivation from within greatly affects the student's English skills. There are several methods of spending Effective learning methods encourage students to participate actively in various activities related to English, such as speaking, listening, reading, and writing. This repetitive, focused practice gives students the opportunity to improve their ability to use language better. Effective learning methods allow students to interact with each other and with their teachers. Interactive activities such as group discussions, role plays, teamwork, or role play help students learn to communicate in English in real-life contexts. This interactivity makes students more motivated and engaged in learning.

Furthermore, effective learning methods present learning material in a context that is relevant and meaningful to students. This can include the use of materials related to everyday life, real-world situations, or topics that interest students. By providing relevant context, this method helps students connect English learning with their own experiences and knowledge and can also be used To help students learn English, effective methods also utilize digital technology. Examples include online applications, English learning platforms, learning videos, and other digital resources. At the initial analysis stage, researchers conduct a normality test to determine the validity of the data that has been obtained by them in conducting research, following the results of the normality test in Table 1 below. This test uses the statistic D.

Tabel 1. Normality Test

		Learning Motivation	Basic Capabilities	Study Habits	Learning Environment	Educators Formal
N		100	100	100	100	100
Normal Parameters ^a	Mean	4.35	4.01	3.97	4.29	4.53
	Std. Deviation	.762	1.093	1.040	.956	.715
Most Extreme Differences	Absolute	.290	.258	.224	.339	.395
	Positive	.196	.182	.162	.230	.256
	Negative	-.290	-.258	-.224	-.339	-.395
Kolmogorov-Smirnov Z		3.026	2.695	2.335	3.539	4.125
Asymp. Sig. (2-tailed)		.080	.113	.130	.121	.115

Source: SPSS Data Analysis, 2024

The normality test is used to test whether a sample or data distribution follows a normal distribution or not. Normality is a basic assumption in many parametric statistical methods, and if the data is not normally distributed, the interpretation of certain statistical test results can be invalid. In the context of normality tests, numbers such as skewness and kurtosis are often used. Data or variables are said to be normal if they have a significant value of more than 0.50. It can be seen that the significant value in the data above exceeds the value of 0.50. Normal parameters show the value of the mean (average): The average value of each variable. For example, the average learning motivation is 4.35. Deviation: Measures the extent to which data is spread over the average.

The standard deviation value of basic ability is 1.093. Most Extreme Differences: Shows the most extreme difference between the observed data distribution and the expected normal distribution. There are three columns: absolute, positive, and negative. Absolute: Shows the largest absolute difference. For example, the biggest difference in the learning environment is 0.395. Positive and Negative: Shows the greatest positive and negative difference. For example, the biggest positive difference in study habits was 0.162. Kolmogorov-Smirnov Z:

Indicates the statistical value of the Kolmogorov-Smirnov test, reflecting the extent to which the data distribution differs from the normal distribution. The higher the value, the greater the difference. For example, the Z for learning motivation is 3,026. Asymp. Sig. (2-tailed). The p value, or significance, indicates how significant the difference is between the observed data distribution and the expected normal distribution. A p value above 0.05 indicates that the data does not differ significantly from the normal distribution. Thus, based on the results of the normality test, the data tend to follow the normal distribution at a significance level of 0.05 for all variables.

Tabel 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.681
Bartlett's Test of Sphericity	Approx. Chi-Square	179.527
	df	10
	Sig.	.008

Source: SPSS Data Analysis, 2024

The steps taken after each initial variable to be included in the analysis are obtained, namely testing the adequacy of the sample through the KaiserMeyer-Olkin index (KMO) Measure of Sampling Adequacy and the significance value of Bartlett's Test of Sphericity. This index is used to examine the accuracy of factor analysis. If the KMO value is between 0.5 and 1 and the significance of Bartlett's Test of Sphericity is less than the significance level (α) used, it can be interpreted that appropriate factor analysis is used. From the output of SPSS 26, a KMO value of 681 was obtained, and the significance value of Bartlett's Test of Sphericity was 0.179, so it can be concluded that appropriate factor analysis is used to simplify the set of 5 variables.

Tabel 3. Communalities

Variable	Initial	Extraction
Learning Motivation	1.000	.612
Basic Capabilities	1.000	.843
Study Habits	1.000	.847
Learning Environment	1.000	.713
Formal Education	1.000	.747

Source: SPSS Data Analysis, 2024

Community is basically the amount of variance of a variable that can be explained by existing factors. More details can be seen in Table 3 above. The output with SPSS 26 can be seen in the appendix; each variable included in the factor analysis will have its own communality value. This value indicates how much of the variability of the variable can be explained by the factors extracted. Total communality is the sum of the communalities of all variables included in the factor analysis. It provides a thorough picture of the extent to which factors are extracted. High or low communality values can provide information about how well factor models can explain data variation. A high value of communality indicates that factors in the model are able to explain most of the variation in variables, while a low value indicates that much variability cannot be explained. The importance of looking at communality is to understand how well the factor model is able to summarize information from the observed variables. Interpretation of these outputs can provide clues as to how well the factor model fits into the data and to what extent the extracted factors contribute to explaining the variability in the data.

Learning motivation is influenced by various factors, including basic abilities, study habits, and the learning environment (Prasetya, 2019). With the opinion that learning motivation is an internal force that drives a person to learn or achieve learning goals, learning motivation is very complex and can vary between individuals. The basic abilities that every individual has, such as cognitive abilities and intelligence, can play an important role in learning motivation. Someone who feels able to understand and handle learning material tends to be more motivated. Learning challenges that match an individual's ability level can increase motivation. In addition, setting clear and meaningful learning goals can provide the direction needed to increase motivation. Positive feedback and appreciation for achievements can increase learning motivation. This creates a positive experience and provides encouragement to keep learning.

Learning materials that are interesting and relevant to an individual's interests or goals are more likely to trigger learning motivation. When a person sees a connection between learning and daily life or personal goals, motivation can increase. Formal education, such as tutoring, can increase students' interest in learning (Afia, 2023). Formal education refers to the learning process that is officially regulated and structured by an educational institution, such as a school or college. In contrast to non-formal or informal education, formal education has

special characteristics that involve certain academic programs and curricula. There is a standard curriculum that must be followed by all students at some level. The curriculum includes core subjects such as math, languages, science, and social studies, as well as perhaps some elective subjects.

Formal education involves teachers or teachers who have undergone specialized training in their field of teaching. They are responsible for delivering course material, providing guidance, and evaluating student progress. Character development and the learning environment also play an important role in students' academic achievement (Queen, 2022). Support from teachers, peers, and family can have a positive impact on learning motivation. Support and understanding from the social environment can increase self-confidence and morale. It is important to remember that these factors are interrelated and that each individual's motivational learning experience can be unique. As a holistic approach, educators and mentors need to consider these factors to create a learning environment that supports and motivates each individual.

Table 4. Total Variance Explained

Source: SPSS Data Analysis, 2024

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.659	53.173	53.173	2.659	53.173	53.173	2.013	40.265	40.265
2	1.103	22.064	75.237	1.103	22.064	75.237	1.749	34.972	75.237
3	.535	10.706	85.943						
4	.437	8.742	94.685						
5	.266	5.315	100.000						

The first criterion in Table 4.1 used is the eigenvalue. Factors with an eigenvalue greater than 1 will be retained, and factors with an eigenvalue less than 1 will not be included in the model. From the table above, eigenvalues greater than 1 in 1 factor and 2 factors are obtained. With this criterion, the number of factors used is two. The second criterion is a determination based on the value of the percentage of total variance that can be explained by the number of factors to be formed.

From the table above, interpretations can be made relating to the cumulative total variance of the sample. If the variables are summarized into several factors, then the total value of variance that can be explained is as follows: If all 5 variables are extracted into 1 factor, the total variance that can be explained is $53.173/5 \times 100\% = 2.659\%$. If the 5 variables are extracted into 2 factors, the total variance that can be explained is $22.064/8 \times 100\% = 1103\%$, and the cumulative total variance for the 2 factors is $53.173\% + 75.234\% = 17.49\%$. By extracting the initial variables into 2 factors, a fairly large cumulative total variance of 75.817% has been produced, meaning that the 2 factors formed can already represent 5 variables of study habits, which explains 75.817%. Thus, the extraction of the two factors obtained has been stopped and has met the second criterion.

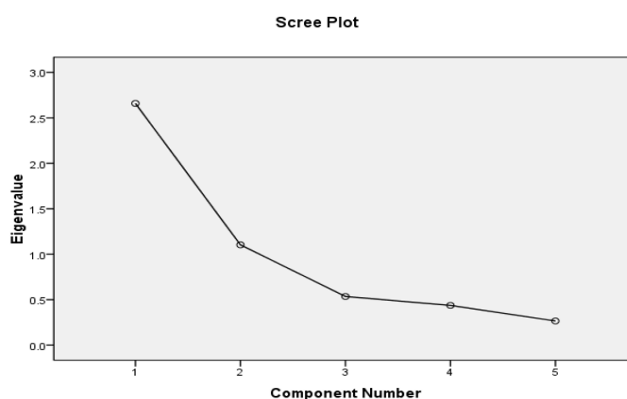


Figure 1. Scree Plot

Source: SPSS Data Analysis, 2024

From the combination of these three criteria, it can be concluded that the most appropriate factor extraction is two factors. When applying factor analysis, one of the decisions that needs to be made is to determine how many factors will be extracted from the data. In this case, it seems that an evaluation has been made of several

different numbers of factors, and the conclusion drawn is that two factors, namely learning motivation and formal education, have the most appropriate amount. The teaching process and classroom environment can further have an impact on student achievement (Masreviastuti, 2020). Study habits include the way a person approaches learning and daily learning activities. Someone who has good study habits, such as planning time, focusing, and being consistent in studying, tends to be more motivated. The learning environment includes the places and situations in which learning occurs. A supportive, comfortable, and resourceful environment can increase learning motivation. Conversely, an unsupportive environment can hinder motivation.

Model accuracy refers to the extent to which the selected factor model reflects the pattern of relationships between observed variables. If the selected factor model reflects the relationship well, it is considered appropriate. Therefore, the conclusion that the extraction of learning mobility factors and formal education is the most appropriate shows that this model is adequate in explaining the pattern of relationships between these variables. The sharpness aspect of interpretation focuses on the extent to which the results of factor extraction can be meaningfully interpreted or explained in the context of the problem or study. By concluding that two factors provide a clearer or more meaningful interpretation, it shows that the use of two factors can be more easily interpreted in a given framework or situation. In other words, the conclusions are the result of a holistic evaluation of all three criteria and collectively state that taking the two factors together provides an optimal representation or best fits the data being observed.

Tabel 5. Component Matrix^a

Variabel	Component 1	Component 2
Learning Motivation	.750	-.223
Basic Capabilities	.737	.547
Study Habits	.707	.590
Learning Environment	.707	.461
Formal Education	.744	.439

Source: SPSS Data Analysis, 2024

After it is known that there are two factors that have the most optimal value, the matrix component table shows the distribution of the five variables on the two factors formed, while the numbers in the table are factor loadings, which show the magnitude of the correlation between a variable with factor 1 and factor 2. The process of determining variables is fed to factors that are carried out by comparing the magnitude of the correlation of each row. More details can be seen in Table 1.6: (Output with SPSS 26).

Table 6. Rotated Component Matrix^a

Variabel	Component 1	Component 2
Learning Motivation	.717	.312
Basic Capabilities	.211	.894
Study Habits	.160	.906
Learning Environment	.838	.102
Formal Education	.852	.144

Source: SPSS Data Analysis, 2024

Table 6 showed Rotated Component Matrix as the result of factor analysis. It is statistical method used to reduce interrelated variables to fewer and more interpretable factors. The rotation process in the results of this study aims to obtain factors with loading factors that are clear enough for interpretation. A rotated component matrix is a correlation matrix that shows a clearer and more tangible distribution of variables than a component matrix. In this context, the table shows the matrix of components that have been rotated for each observed variable (learning motivation, basic ability, study habits, learning environment, and formal education) against the two factors of the analysis results. Learning Motivation: Highly correlated with Factor 1 (0.717). This shows that learning motivation has a significant contribution to this factor.

A high score on this factor indicates high motivation to learn. Basic Ability: Positively correlated with Factor 2 (0.211). Although less significant compared to the first factor, basic abilities have a small contribution to this factor. Study Habits: Positively correlated with Factor 2 (0.160). Just like basic ability, study habits make little contribution to this factor. Basic Ability: Highly correlated with Factor 2 (0.894). Basic abilities have a very significant contribution to this factor. A high score on this factor indicates the high basic ability of the student. Study Habits: Highly correlated with Factor 2 (0.906). Study habits have a significant contribution to this factor. A high score on this factor indicates good study habits. Learning Environment: positively correlated with Factor

1 (0.838) and has a contribution to Factor 2 (0.102). The learning environment plays a role in both factors, but its contribution is greater in the second. Formal education is highly correlated with Factor 1 (0.852) and has a small contribution to Factor 2 (0.144). Formal education is more dominant in the first factor but also makes a small contribution to the second factor.

Conclusion

Based on the description above, it can be concluded that the results of this study show that there are several main factors that significantly affect the improvement of English language skills in students who will do internships abroad. These factors involve learning motivation and formal education, which are the main factors in the ability to speak English for students to intern abroad. Besides that, there are several other factors that are the findings of researchers, such as basic skills, learning environment, and basic knowledge of English. This research provides a deep understanding of the factors that can be intervened to improve the English language skills of students in Bali in preparation for internships abroad. The implications of these findings can be used by educational institutions to design learning programs that are more effective and relevant to the demands of the global world of work. Firstly, this study can help improve the English language skills of students in Bali by creating a better curriculum and learning approaches that are effective, programs to improve English language training, cross-cultural communication skills classes that can make students more confident and ready to work in international work environments, and the availability of learning methods tailored to the needs of students to be able to help prepare for internships abroad.

Thirdly, this research can also encourage and promote closer cooperation between educational institutions and industries such as the tourism industry, technology manufacturing, and so on, especially in terms of preparing students for internships abroad. Such cooperation could include the provision of internships, additional training, or assistance in developing educational programs that match industry needs. This study also emphasizes the importance of alignment between the educational curriculum, internship preparation, the suitability of internship programs and cooperation with industry and always providing support and motivation for students to achieve their goals both nationally and internationally. By paying attention to all the needs of students and providing adequate resources to learn English and communicate with people from various cultures and characteristics, it will create Balinese human resources, especially students who will intern abroad will have superior competitiveness in the international arena.

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