

THE IMPLEMENTATION OF BIPA VISION-MISSION PROGRAMS AS INTERNATIONALIZATION OF INDONESIAN LANGUAGE (A Case Study in Language Service and Development Unit of Sebelas Maret University)

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ABSTRACT : There are several factors supporting Indonesian language as one of the global languages. The easiness of the use and structure of Indonesian vocabulary makes foreign speakers learn it easily, consequently, Indonesian has been studied by various countries abroad. Therefore, effort to internationalize Indonesian will be easier. One of the efforts to familiarize Indonesian language is by Indonesian Language Learning for Foreign Speakers (BIPA). BIPA learning programs introduce foreigners to learn Indonesia language and culture, based on the vision and mission of BIPA as Indonesian Language Agency applied. This study describes the efforts to implement BIPA vision and mission programs in the Language Center of Sebelas Maret University. The application of its vision and mission in the institution becomes essential, because it determines the institution goals or mandates. The research method in this study used a qualitative method based on case studies. The data in this study were obtained through observation, field notes, and in-depth interviews. Meanwhile, data analysis used is data triangulation technique, and the presentation method of the results uses descriptions techniques.

KEYWORDS: BIPA, Indonesian, foreign speaker, vision-mision implementation

I. INTRODUCTION

Indonesian has several advantages compared to other languages, including the use of latin script in written language, and modest grammatical system of spoken language. The latin script used in the written language of Indonesian is one of the advantages comparing to other countries, or especially ASEAN, because not all of countries in the region use latin as written language. As seen in terms of language learning, someone who mastered english, surely he can has read Indonesian writing because of the latin script used (Hyun, 2015). Even in terms of Indonesian grammar, the use of Indonesian language that is not to consider to gender, number, and time makes it easier for foreigners to learn because it is simpler. The use of this modest grammatical system provides more advantages comparing to other languages. Therefore, it is possible if Indonesian can be one of the languages used in the international world.

The era of globalization, internationalization is one of the phenomena which includes to change the education system by paying attention to educational services to be more competitive and to appease of the global world (Engelke, 2005). This is in line with the purpose of the Indonesian Language Program for Foreign Speakers (BIPA).

Indonesian Language Learning for Foreign Speakers (BIPA) is one of the programs organized under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. The existence of BIPA is intended to teach Indonesian language aimed for foreign students as well as to promote and determine the position of Indonesian in the world.

BIPA learning objectives state in the vision and mission of its implementation. This vision and mission become paramount for the performance of the institution, especially for implementing the performance management system for each interrelated component. These components become the goals of this institution or organization, then, the achievement of goals is measured from the results of the performance from the entire component or it is in line with the vision and mission that is applied, and the vision and mission is to increase

the bargaining value of this institution (Hemsley-brown & Goonawardana, 2007). Thus, good planning is absolutely necessary to actualize the vision and mission, so that the objectives of the institution or organization can be achieved. The purpose of this study is to describe the application of BIPA learning vision and mission in Language Service and Development Unit (UPT P2B) Sebelas Maret University.

II. THEORITICAL REVIEW

1. Indonesian Language Learning for Foreign Speakers (BIPA)

BIPA program are to give Indonesian language learning which targeting to whom are not native speakers of Indonesian. As BIPA focuses more on the process of learning activities, BIPA learning will makes foreigners be able to master Indonesian language in all sectors. BIPA learning objectives are related to reach someone needs in learning languages. (Mackey, 1978) mention there are three aspects that make a person learn particular languages, namely work needs, training needs, and pure needs for learning.

The accentuation in BIPA teaching needs to be differentiated according to the objectives to be achieved. The most prominent goal of BIPA teaching is to get daily communication with Indonesian speakers, and has a specific goal to explore Indonesian culture with all of its aspects. In the first objective, if it was outlined for mastery of everyday language which can communicate to greet, bid, reject, invite, thank, ask permission, invite, and so on. Characteristics of language for this purpose are frequent use of non-formal words, non-standard vocabulary usage, no additions, and modest grammar. However, second purpose will gathered by using standard word forms, technical vocabulary, using complete affixes, good and correct writing rules, and systematic or standard sentence arrangements..

In general, the approach which is appropriate for BIPA learning is the communicative approach. Therefore, it is highly recommended for BIPA managers and instructors use the communicative approach to give learning by trying to develop various strategies to build learning activities more interesting.

2. Vision-mission and Objectives of Indonesian Language Learning for Foreign Speakers (BIPA)

Vision is a picture of the future that wants to be realized in a certain period of time. Vision is also said to be a statement written today, and is the current management process being reached in the future. Vision is, also, a statement that is a means of communicating the reasons for an organization existence in terms of goals and main tasks, besides showing the relationship between the organization and the human resources of the organization, consumers, and other related parties (Hax & Majluf, 1996).

Moreover, mission is a statement about things that must be achieved by the organization for related parties in the future. The statement in the mission have to represent clearly what the organization is and the main activity areas of the organization trying to achieve. In general, the mission statement integrates three specific components, namely teaching, research and public services (Özdem, 2011), which altogether must define the institutional structure, and the results expected contributing to build organizational identity (Fugazzotto, 2009).

Each institution should have vision and mission that is used as the goal and direction of the institution agenda (Moore, Ellsworth, & Kaufman, 2011), including the BIPA learning programs. The vision of BIPA learning is the implementation of BIPA teaching that is able to enhance the positive image of Indonesia in the international world in order to make Indonesian as a broad language for communication at the level of nations. The mission of the BIPA pursuit program is to introduce Indonesian society and culture internationally in order to enhance the image of Indonesia abroad, to enhance closer cooperation and expand the network with BIPA teaching institutions for both domestic and abroad, to provide support and facilitation of BIPA teaching institutions for both domestic and abroad, to improve the quality of BIPA teaching for both domestic and abroad, and to improve the quality of resources for BIPA teaching administration for domestic and abroad.

3. The Implementation of BIPA Vision-Mission Programs as Internalization of Indonesian Language

The conditions of teaching Indonesian Language for foreign speakers (BIPA) at domestic and abroad provide opportunities for Indonesian Language to be developed into international languages, at least in Asia and Southeast Asia. Andayani & Gilang (2015) stated there are countries as asking for Indonesian Language teaching, such as Australia, America, Canada, Vietnam and many other countries. This amount can, surely, increase as the number of other institutions participating in teaching Indonesian keep increasing. Consequently, the efforts to internationalize Indonesian language in the global world have become potential.

Globalization is a condition that is still resolved nowadays. The world encroached on the order of globalization is characterized by the interconnection of all systems, such as in the fields of economics, politics, social, technology, and education (Scholte, 2007). Internationalization is a global phenomenon by transforming systems to move onto become more competitive and provide what are the world need, including education. Internationalization in the world of education discusses international, intercultural or global processes in specific goals, functions and services (Knight, 2015). It is in line with BIPA programs which encourages Indonesian Language to reach global and can be used as an international language.

BIPA which is supported by the orderliness of the institutional system which is one of the forces that arise from within country. The large number of domestic organizers that implement the vision and mission of BIPA learning well will make Indonesian language more developed.

III. METHODOLOGY

This study uses a qualitative method based on case studies. Data in this study were obtained from the results of field observations, field notes, document analysis, and in-depth interviews with personal informants. Observations were made on the teaching-learning process of students in the BIPA class at Language Service and Development Unit of Sebelas Maret University. Documents that are used as sources of research data include learning syllabus, photos of teaching and learning activities, and teaching materials used in BIPA learning. Moreover, interviews were conducted with BIPA instructors.

The data analysis technique of this study uses triangulation techniques. Analysis of qualitative data in triangulation happen by using flow analysis procedures that are carried out through three steps of activity namely data reduction, data presentation, and conclusion or verification (Miles, Huberman, & Saldaña, 2014).

IV. RESULT AND DISCUSSIONS

The ability of the instructor when implementing learning can be a benchmark for the success of learning objectives, including the learning of BIPA. Teachers who are able to master and convey material well can successfully achieve the BIPA learning goals, which based on the vision and mission of BIPA learning. Achievement of the vision and mission provides opportunity for each organization to determine the direction of the institution or organization clearly, to state its purpose, and to show its uniqueness in competing.

Once the objectives of the institution or organization are reached, the related components in an institution still need assessment. Therefore, the reflection on the program being run is very important. If there are shortcomings, they will be corrected in the future. If the program that has been implemented is good and useful, the program will be continued and disseminated elsewhere (Nutley, Walter, & Davies, 2007).

The results and discussion in this study describe the achievement of Language Service and Development of Sebelas Maret University as the executor of BIPA learning in implementing the vision and mission of BIPA learning.

1. **Introducing Indonesian Society and Culture to the International People in order to Improve the Good Image of Indonesia**

In BIPA training at the Language Service and Development of Sebelas Maret University, teaching materials used in learning already contains Indonesian society and culture topics. The teaching material used based on the syllabus provided so that these indicators has been fulfilled properly. By the learning period, there were also material that contains Indonesian culture, such as those carried out by R01, R02, and R03 in their classes. According to them, the introduction of the Indonesian culture and society through BIPA objectives improve good image of Indonesia to foreign people.

This culture-based BIPA learning is one of the teaching materials that can be given to foreigners who have just arrived in Indonesia and who will stay permanently for a long time. The existence of this cultural learning makes foreign students interested in learning more about Indonesian culture because they also feel ease to adapt in the social environment. Also, if it was viewed from the academic progress of learning, it will also equip BIPA learners to have the required competencies and master Indonesian standard language.

2. **Enhancing Cooperation and Expanding Network with BIPA Teaching Organizations both in domestic and abroad**

Through Language Service and Development Unit in Sebelas Maret University, cooperation on language between institutions and universities has been going on two-way direction, both in domestic and abroad. The collaboration explored includes seminars, workshops, and various training related to language. This shows that Language Service and Development Unit of Sebelas Maret University has been well established in expanding the scope of the working network between institutions and other agencies both in domestic and abroad.

The aim of Language Service and Development Unit is to collaborate with various official institutions, to ensure the quality of services (especially services in language training, tests and technical training), and to obtain the latest information, such as exploring cooperation with The Japan Foundation Jakarta for barter information, seminars and workshops, as well as cultural events.

3. **Providing Support and Facilities to BIPA Teaching Organizations both Domestic and Abroad**

Based on file and document analysis, the Language Service and Development Unit (UPT P2B) of Sebelas Maret University offers support and facilities for the Indonesian Language Teaching for Foreigners (BIPA) which provides access for anyone interested in learning Indonesian. The BIPA program curriculum are

divided into 4 (four) Basic levels and 2 (two) Academic levels. The basic level gives students an understanding of Indonesian language skills including speaking, listening, reading and grammar and the distinction of various Indonesian cultures. The academic level prepares students to practice Indonesian for academic purposes. The curriculum in the BIPA program, which was designed starting at this basic level, provides greater opportunities for foreigners who want to learn languages even though they have no basic skill of Indonesian Language at all.

The duration of the BIPA program is around 10 (ten) months. Classes generally begin in September and are completed in June of the following year. After the BIPA program is completed, students who graduate will receive a certificate from Language Service and Development to certify their competence in mastering the Indonesian language. This certificate facilities also can be used to apply for any degree program at the Sebelas Maret University.

4. Improving the Quality of BIPA Teaching Both in Domestic and Abroad

BIPA learning meetings held in class is around 90 minutes per meeting. In each meeting, the learning material provided is adjusted to which is provided on syllabus. Learning activities which take place in the classroom are filled with working on the questions. The questions were available in the textbook which are then interspersed with games that are adapted into the learning material.

The group of students in each training class consists of any students who have different educational backgrounds. Based on what is explained by R01, starting from the undergraduate level even to postgraduate students entering the same class. Consequently, the difference of the background in each training class can create some impacts on beginner students and speakers who are not fluent in Indonesian Language. As the result, the class cannot be effectively implemented because the gap in language skills of the participants is too large to make a comprehensive learning for entire students.

5. Improving the Quality of BIPA Teaching System Both in Domestic and Abroad

The process of implementing a teacher-centered BIPA program has the most important role in the learning process. As R02 did in their class, after finish the class, R02 provides some feedbacks on the material that was learned on that day. This feedback can facilitate the learning process of students so they can find some corrections. This confirms opinion of Roberts & Griffiths (2008) which states that correction of errors in language teaching is very important for the continuity of the teaching process.

It can be concluded that the indicator of increasing the resources for implementing BIPA in Language Service and Development is good, and should be maintained. In addition, the quality of graduates, learning, and the overall BIPA program implemented can be guaranteed in good quality.

V. CONCLUSION

One of the medium to realize the internationalization of Indonesian language is by holding the BIPA programs. This was accompanied by the increasing interest of foreign students who participated in the program. Even, so far there are forty-five countries that have taught Indonesian Language in foreign countries. This increasing number of enthusiasts on the BIPA program, more and more institutions both in domestic and abroad will hold the program through BIPA training or courses.

Based on the results of the research problems above, it can be concluded that the application of the vision and mission of BIPA programs in the Language Service and Training Unit of Sebelas Maret University as a medium to realize the internationalization of Indonesian language has been running good. Moreover, overall indicators taken from the vision and mission of BIPA learning has been carried out thoroughly. The main point that need to be considered in introducing Indonesian to foreign speakers are cultural approaches, because through culture, their interest increases.

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