

Implementation BIPA Learning in Central Java Higher Education

DhelintaFitriPramadhanti¹, Sarwiji Suwandi², Muhammad Rohmadi³

¹Indonesian Language Education, Faculty Teacher Training & Education Science,
Universitas Sebelas Maret, Indonesia

²Indonesian Language Education, Faculty Teacher Training and Education Science,
Universitas Sebelas Maret, Indonesia

³Indonesian Language Education, Faculty Teacher Training and Education Science,
Universitas Sebelas Maret, Indonesia

ABSTRACT : This study aims to determine the implementation of BIPA learning in Central Java because important things can be known so that they can be improved and so it means that further development is carried out to maximize the BIPA learning process. This research uses a qualitative approach with an exploratory case study type. The results of this research are that careful planning and preparing the curriculum from the start is needed, especially in making learning plans. For lecturers, it is important to know the characteristics and language skills of BIPA students who come to study so they can make appropriate learning plans. Furthermore, in the BIPA learning process, it is known that there is time management that needs to be improved by lecturers and students. Then, the learning media used by the three universities has been implemented well, but the learning process is still being developed by lecturers because sometimes it is not in accordance with the needs of students whose speaking skills are still low.

KEYWORD : *Implementation, bipa learning, central java, higher education.*

I. INTRODUCTION

BIPA is Indonesian language learning for foreign citizens, for those who cannot speak Indonesian, and for students BIPA can become Indonesian as a second, third language, and so on. Basically, the implementation of the BIPA program is to introduce the Indonesian language and introduce Indonesian culture to foreign citizens (Murtianis, Andayani and Rohmadi, 2019). Based on data contained on the Jaga BIPA page on the BIPA Online website taken on November 6 2021, currently 44 countries in the world, including Indonesia, have their own BIPA institutions. Several countries that have the most BIPA institutions are Australia (113 institutions), Indonesia (78), Thailand (44 institutions), and Timor Leste (44 institutions). According to the same source, the number of BIPA institutions worldwide has reached 465 institutions. Data shows that Indonesian is welcomed by countries in the world.

The development of BIPA teaching and the need for the international community to interact (using Indonesian) for various purposes receive special attention (Maulana, Mulyaningsih, and Itaristanti, 2022). The diverse needs of students can be taken into consideration in preparing BIPA teaching media. Learner needs must be known so that the learning process can be accommodated in Indonesian. In the learning process, teachers need to be creative in presenting the Indonesian language context in the process of understanding Indonesian. One of the creative BIPA teachers is a teacher who is able to apply his artistic abilities in the language acquisition process as a BIPA learning strategy (Gustyawan, 2019). The emergence of technology learning in the digital era does not instantly make BIPA students master Indonesian. In other words, technology helps them to learn beyond formal learning. Ideally BIPA teaching materials include language skills (reading, writing, listening and speaking), language knowledge (vocabulary and grammar), culture and literature. Therefore, it is necessary to select interesting and varied topics to improve BIPA students' abilities.

The objectives of teaching Indonesian include: (1) broadening students' experience through mass media and liking it, (2) helping students to be able to communicate in Indonesian effectively according to their respective potential, (3) introducing students to valuable literary works so that they motivate and be interested in reading, (4) help and guide students to acquire the ability to listen, speak, read and write, (5) stimulate students' attention to the national language and foster good appreciation and a sense of responsibility so as to accelerate improving their speaking skills Indonesian, (6) helping students understand the rules of good Indonesian and

having the willingness to use it in good spoken and spoken language, (7) guiding students to have the courage to express opinions and be confident in themselves so that they are able to communicate well and correctly in various situations and (8) skilled in using good and correct Indonesian according to the conditions and the ability to appreciate good literature (Andayani, 2009: 104).

A study on BIPA learning was carried out by (Herlina, Alfitriyani, and Wuryaningrum, 2020) with the results of the study that what students need is written language material specifically for writing scientific papers for academic needs in lectures. This is proven by the large number of language errors found in the writing of scientific papers by BIPA University of Jember students. Apart from that, (Nurlina, et al, 2017) found that practicality is needed for BIPA students to be able to communicate contextually without having to spend a lot of time. The threat of major cultural vibrations can also be avoided because with BIPA teaching materials students learn to apply culture according to the context in which they find themselves. Based on this, researchers are interested in evaluating BIPA learning in Central Java because important things are known so that they can be improved and so it means that further development is carried out to maximize the BIPA learning process.

II. METHOD

This research uses a qualitative approach with an exploratory case study type. Researchers used an exploratory case study approach, to get a detailed and meaningful overview of the needs of foreign students in learning BIPA 3 (intermediate level). The internal data sources for this research are 5 Indonesian language lecturers and 20 students consisting of foreigners from 5 countries, Thailand, Vietnam, Palestine and Timor Leste taking part in BIPA level 3 learning spread across three Central Java University universities, namely Universitas Sebelas Maret Surakarta, Universitas Negeri Semarang dan Universitas JenderalSoedirman. The data collection technique used was open interviews. The data obtained is qualitative data obtained from interviews. The results of the data obtained by researchers will be explained descriptively and analytically.

III. RESULT AND DISCUSSION

To determine the condition of BIPA learning media in Central Java universities, researchers conducted a field study using observation and interview methods with lecturers and students. Researchers have limited research time so there has been no comprehensive research at universities in Central Java, but random sampling was carried out at universities, namely Universitas Sebelas Maret, Universitas Negeri Semarang, and Universitas JenderalSoedirman.

BIPA Learning Curriculum Planning

Researchers conducted in-depth observations and interviews with BIPA lecturers, researchers found that the BIPA Curriculum was prepared in the planning aspect before starting BIPA program lectures on an ongoing basis which was entirely implemented by the third university studied. BIPA lecturers/teachers consider that the planning aspect before starting BIPA lectures at a university is very important to carry out because it is useful for the continuity of the learning process (Nurwicaksono, 2013). Lecturers and a team of experts involved in planning conducted a curriculum and material preparation workshop. The curriculum can be categorized as a tool that has the highest role in making education a success. A learning process will not take place objectively and on target for education if the curriculum is created in a correct and good way. If you want something good and the results are in accordance with what is expected, then in managing something you must have proper management (Busthomi&A'dlom, 2019). Apart from that, students also take BIPA lecture concentration subjects such as the Semester Learning Plan (RPS) and also the Learning Implementation Plan (RPP) with reference to the Minister of Education and Culture Regulation number 17 of 2017 and also referring to the book "My Friends of Indonesia" published by the Ministry of Education and Culture. However, in practice the lecturer/instructor develops the learning process independently based on student needs during learning even though the teaching materials have been previously prepared by the team.

"I divided into groups using a spinner on the website to make it more interesting and BIPA students don't get bored, even though the important thing is that it's not in the RPP. Lecturers must know the characteristics of BIPA students in order to plan appropriate learning." (Data 1)

"Usually there are BIPA students who cannot speak English or Indonesian so they need a language body to introduce what the teacher means. Of course, careful planning is needed to prepare BIPA learning, it cannot be prepared suddenly." (Data 2)

"Many students still don't master Indonesian, but they also haven't mastered Indonesian because previously there was a pandemic so learning was still carried out online, so that during offline learning the teacher sometimes gave signals to the objects pointed by the teacher. Of course, this is not planned the same as what was

previously in the RPP. "Sometimes there are still lecturers who prepare lessons suddenly because they are busy teaching in other places, so it becomes an obstacle when teaching because of the diverse characteristics of BIPA students' abilities." (Data 3)

Researchers found several obstacles when observing direct online BIPA learning at Universitas JenderalSoedirman, namely BIPA students who still had difficulty speaking Indonesian and did not master English. This makes the lecturer use language signs with the words/objects being taught, for example the word 'door', the lecturer points to the door in the classroom. It can be concluded that the planning aspects carried out by the three universities have been implemented but in the learning process development is carried out by teachers/lecturers because sometimes they are not in accordance with students' needs during learning. It requires careful planning and preparing the curriculum from the start, especially in making learning plans, so it is important for lecturers to know the characteristics and language abilities of BIPA students who will come to study so they can make appropriate learning plans.

It can be concluded that the planning aspects carried out by the three universities have been implemented but in the learning process development is carried out by teachers/lecturers because sometimes they are not in accordance with students' needs during learning. It requires careful planning and preparing the curriculum from the start, especially in making learning plans, so it is important for lecturers to know the characteristics and language abilities of BIPA students who will come to study so they can make appropriate learning plans.

BIPA Learning Process

Implementation learning is the process of implementing the learning plans that have been prepared (Kurniasih & Isnainah, 2019). Overall, learning consists of three activities, namely introduction, main content and conclusion. Based on the results of the observation, an introduction was carried out by preparing tools, teaching materials and learning media, starting learning by motivating students, then conducting an apperception by asking about previous learning and also future competencies that will be used. Next, the core activities are carried out by explaining the material, using learning models and methods, holding question and answer discussions between students and lecturers. Then in the closing activity, the lecturer provides reflections and assignments for the next meeting.

"Learning process activities consist of introductory, core and closing aspects. Introductory activities are carried out using the method of providing motivation to students, asking about previous learning material and conducting apperception, the core activities are carried out by dividing into groups to facilitate learning, and complement the activities held by providing reflection and instructing students for the task of studying the next material. But of course the problem is the ability of BIPA students who do not do it evenly. "My hope is that in the future BIPA students can be mapped based on their abilities." (Data 4)

"The learning flow I apply is no different from learning in general. Learning consists of three processes, such as the initial process, namely introductory activities such as telling about the competencies that will be used, delivering material or core activities, and closing activities by carrying out reflective learning. We usually also learn while playing. So we play games in learning so that they are easy to remember or not boring." (Data 5)

Student BIPA learning consists of three aspects, such as an introduction with a method of determining aids and teaching materials in the form of learning media, while the core part is teaching with learning methods that are appropriate to the material to be taught such as cases, question and answer sessions, while the closing activity is reflective learning. as well as giving assignments. "If learning requires practice, then we do it outside of class, for example cooking typical Indonesian culinary delights and so on." (Data 6)

The problem encountered when conducting direct online BIPA learning visits/observations at Sebelas Maret University is that in the process of implementing the learning, time management in teaching needs to be improved. Because the activities of teachers/lecturers are not only teaching BIPA, this becomes an obstacle in itself so that students can study in the appropriate time, This problem was also discovered when conducting interviews with BIPA students. Apart from that, teachers/lecturers who use a number of Javanese vocabulary also make it difficult for BIPA students to understand the lesson. Unclear instructions for giving assignments and homework given by teachers/lecturers also make it difficult for BIPA students to complete their assignments. The reasons for this problem have been validated by teachers/lecturers through interviews with the quote above, there is a gap in the abilities of BIPA students from one another, there are BIPA students who have very high abilities and there are also those who still have low abilities, teachers/lecturers hope that the University can the front can group into several classes according to their ability to overcome language barriers **that BIPA students can handle.**

Learning Media Analysis

The learning media used by BIPA teachers at three observation research universities only uses PowerPoint and audio. Apart from that, with the help of conventional tools such as spices and kitchen utensils, cooking traditional food and regional specialties is shown directly to BIPA students. During interviews with BIPA teachers at the three universities, it was also explained that they did not use learning media other than PowerPoint and also did not use digital-based learning media. In line with the profound development of digital culture in everyday life, the younger generation is growing to become digital natives (Artanti, et al., 2023). Digital-based media that can be used independently has not yet been developed, even though BIPA students really need it as a medium to practice their speaking skills, it is still relatively low even though their writing skills are good. Learners' oral skills are included in the difficult category because learners' language techniques are different from what they previously mastered from their mothers (Rahmawati &Pranowo, 2022). There are many problems faced in implementing oral competence, such as stuttering when speaking, errors in articulation, difficulties caused by less clear and strong understanding of sounds and other problems that deviate from oral activities (Iskandarwassid& Sunendar, 2008). In terms of learning to speak, Ghazali (2010) states that there are two objectives for learning control competence, namely (1) being able to understand the speech partner's speech, and (2) being able to produce speech that is easily understood by the speech partner. Teachers/lecturers play a role in creating conditions so that the second goal of language learning can be achieved.

"I use PowerPoint and don't use other media and only focus on content. We teachers also develop it ourselves because the material provided is outdated. "Apart from that, we BIPA teachers also haven't thought about creating applications or developing complete materials because of BIPA, even though BIPA materials need to be continuously updated. Because each BIPA student comes from a different year from a different country of origin and their language skills are also different, so updates are needed based on the needs and conditions of foreign students." (Data 7)

"There is nothing special about developing media in the form of applications to help BIPA students improve their speaking skills, even though this is necessary because not all foreign students can speak English and Indonesian. "We also develop materials and media that are in accordance with books from the Ministry of Education and Culture, as well as using our own books for BIPA Students." (Data 8)

"We use existing media such as PowerPoint and also conventional online. On our campus it is still high, only using books from the Ministry of Education and Culture. Indonesian friends, and others took it from the BIPA page." (Data 9)

Researchers found several obstacles when observing online BIPA learning namely BIPA students who still had difficulty speaking Indonesian and had not yet mastered English. This makes the lecturer use language signs with the words/objects being taught, for example the word 'door', the lecturer points to the door in the classroom. It can be concluded that the learning media used by the three universities has been implemented well, but in the learning process development is carried out by teachers/lecturers because sometimes it is not in accordance with students' needs when learning.

IV. CONCLUSION

Researchers carried out BIPA learning using observation methods and interviews with lecturers and students about curriculum planning, learning processes and learning media. The result is the need for careful planning and preparing the curriculum from the start, especially in making learning plans. For lecturers, it is important to know the characteristics and language skills of BIPA students who will come to study so they can make appropriate learning plans. Furthermore, in the BIPA learning process it is known that there is time management that needs to be improved by the lecturer and students have difficulties when speaking Indonesian. Then, the learning media used by the three universities have been implemented well, but in the learning process, teachers/lecturers are developing them because sometimes they are not in accordance with students' needs when learning.

REFERENCES

- [1]. Andayani , et al . (2009). *Anthology : Language, Literature and Arts Learning Models* . Surakarta: Yuma Pustaka.
- [2]. Artanti, Y., Arsyah O., &Sumiyati , S. (2023). Hope for Gen-Z through comedy films Pourris Gates by Nicolas Cuche : Narrative pedagogy . LITERA, Vol. 22, no. 1. <http://dx.doi.org/10.21831/ltr.v22i1.58521>
- [3]. Bustomi&A'dlom . (2019). Development and Evaluation Educational Curriculum at the Cottage Ganjaran Village Islamic Boarding School Gondanglegi Malang. *Journal of Islamic Education*, 5(2).
- [4]. Gustyawan , T. (2020). Role Play in Teaching Speaking Skills for Beginner Level Bipa Students. *DESKOVI : Art and Design Journal* , 2 (2), 65.<https://doi.org/10.51804/deskovi.v2i2.515>
- [5]. Iskandarwassid&Sunendar , D. (2008). *Learning strategy Language* . Bandung: SPs UPI et PT. Teenager Rosdakarya .

- [6]. Herlina ,Alfitriyani , &Wuryaningrum . (2020). Analysis Material Requirements For Learning Bipa at the University of Jember. FKIP E- Proceedings , Jember University Journal .
- [7]. Kurniasih &Isnainah . (2019). Application of Indonesian Language Teaching Materials for Foreign Speakers (BIPA) " My Indonesian Friend " Basic Level at IAIN Surakarta. Journal of Indonesian Language Education for Foreign Speakers , 1(2).
- [8]. Maulana, A., Mulyaningsih, I., &Itaristanti . (2022). Development of Web-Based Basic Level BIPA Learning Media. Journal of Indonesian for Foreign Speakers (BIPA) , 4(2), 134–156.
- [9]. Murtianis ,Andayani , &Rohmadi , M. (2019). Text Book As a Java Culture Recognition Media in Indonesia LearningFor Foreign Speakers (BIPA) in Sebelas Maret University. *International Journal of Educational Research Reviews* , 4(3), 427–434. <https://doi.org/10.24331/ijere.573944>
- [10]. Nurlina , et al . (2017). Need Development of Listening Teaching Materials Loaded Central Java Local Culture For BIPA Learning .*The 1st International Conference on Language, Literature and Teaching*.
- [11]. Nurwicaksono , Bayu Dwi. (2013). Lapindo Folklore As Geo-culture and Geo-mythology Based Insights Local Wisdom in Learning Indonesian for Foreign Speakers (BIPA). UPI Journal of Language and Literature Education.
- [12]. Rahmawati, D. &Pranowo , DD (2022). Hybrid deep learning learning Skills speak Language France . LITERA, Vol. 21 No. 2, <https://doi.org/10.21831/ltr.v21i2.46705>