

Preparing BIPA Teachers Based on Needs Analysis of the Target Country

Tri Indri Hardini^{1(*)}, Sri Setyarini, and Sri Harto

¹French Language Education Department, Universitas Pendidikan Indonesia, Bandung, Indonesia

(*)✉ (e-mail) tihardini@upi.edu

Abstract

Since the current decade, the teaching of Indonesian language for foreign learners has been running for a relatively long time from elementary to university level in various countries in the world. However, outputs of the program have not optimally reached the targeted goals. As a result, it impacts the working performance of the teachers which have not met those expected by the users. This paper aims at: (1) investigating how the performance of teachers to be optimized to reach the goals through needs analysis of the target country; (2) identifying the constraints faced by the teachers; and (3) finding out the strategies to overcome the constraints faced by them in their teaching practices. There are five teachers involved as the subjects of this study, i.e. two teachers in Australia, two teachers in South Korea, and one teacher in London. The data were collected using two instruments: interviews and document analysis. Based on the interview data analysis, it reveals that content mapping in the Indonesian language teaching has relatively helped teachers to optimize their teaching performance since they can teach learners based on their priority scale mentioned in teaching objectives.

Keywords: language teacher, needs analysis, target country, teaching Indonesian for foreign learners

Introduction

The teaching of Indonesian language for foreign learners which is known as *Bahasa Indonesia bagi Penutur Asing* (BIPA) has long been implemented in many countries in the world. The government of Indonesia through its relevant ministries has initiated some programs for the development of BIPA teaching to different learners in various countries in the world. The Language Development and Fostering Agency, Ministry of Education and Culture (MoEC), for instance, has initiated the program of sending BIPA teachers to some countries in the world. Another example is done by the Beureu of Planning and International Partnerships, MoEC, the Republic of Indonesia, Jakarta to offer distinctive scholarships, called *Darmasiswa*, to foreign students from different countries in the world. This scholarships program is offered to prospective foreign students from different countries in the world having diplomatic relationships with the Government of the Republic of Indonesia. The *Darmasiswa* scholarships program is then represented by 45 universities in Indonesia which are assigned by MoEC to implement the teaching of Indonesian language and cultures in these 45 universities. The *Darmasiswa* scholarships program itself is designed by the government through MoEC to promote the Indonesian language and cultures to young people in the diplomatic countries and build cultural ties and networks for the development of mutual understanding among the participating students' countries (Muliastuti, 2016). In addition, the implementation of the government program to teach BIPA to foreign learners is then followed by some prominent universities in Indonesia through the initiatives of university to university collaborative programs.

The development of BIPA teaching in some countries cannot be separated from some internal problems faced by the BIPA teachers and the institutional problems organizing the BIPA programs. There are some issues that should be taken cared both by the BIPA teachers and the institutions responsible for the organization of the BIPA teaching. Some of the current issues to mention, for instances, are to do with issues of certification for BIPA teachers, stakeholders, and the coordination of the The Language Development and Fostering Agency, MoEC, Jakarta with the supporting

stakeholders (Muliastuti, 2016). It is estimated that the teaching of BIPA has been running in 46 countries, both for primary and secondary school students and for higher education students, i.e. Australia, America, Kanada, Vietnam, Russia, South Korea, Japan, Germany, and many others (Muliastuti, 2016).

The development of BIPA curriculum has not been standardized and this has given some consequences to the provision of books on BIPA that has to be relevant with the needs of the learners through needs analysis program. Then, the learning facilities used to support the teaching and learning processes are still in needs of improvement, i.e. recordings of some model conversations in various topics and in different levels of learners, selected pictures in suitable topics with some relevant contexts, realia, and some other selected videos taken from social media which are relevant for use in the teaching and learning processes (Muliastuti, 2016).

The above phenomena and issues on the development of BIPA teaching in various countries are supported by the Law of the Republic of Indonesia Number 24 Year 2009 on Flag, Language, State Symbol, and National Anthem, particularly Chapter III, Article 44, p.17 regarding the function improvement of Indonesian as an international language. This is to give the constitutional base to the development of the Indonesian language and the improvement of its status from a national language to an international language. The international language in this case is meant to say that Indonesian language can be used as a language for the purposes of communication among people from different countries in the world. This is an interesting phenomenon that teaching BIPA to foreign people in the world is worth investigating. The study covers the expected outcomes as it is intended by the prospective learners through needs analysis of the target country.

Three previous studies on BIPA teachers are presented in this paper to provide readers with some insights on the practices of BIPA teaching in different countries. First, Suek (2018) shares some descriptive experiences in the teaching of Indonesian language in The University of Nottingham, London. This was a part of the government programs' i.e. Scheme for Academic Mobility and Exchange (SAME), Indonesian language for foreign learners (BIPA), and art programs. Four language skills from listening, speaking, reading and writing taught to learners which were given to them in each meeting in the first evening class within two hours for ten meetings in the overall program attended by 15 participants consisting of students, staff and people in the city of Nottingham.

The program lasted for three months from 15 September 2018 to 15 December 2018 which was facilitated by the Embassy of the Republic of Indonesia in London, United Kingdom. The topics were different from one week to another ranging from simple conversations like family, environment, Indonesian foods, topics of interest, traditional costumes, cultural dances, regional songs, tourism, traditional musical instruments, traditional games, and traditional jewelry. This program was intended an understanding for the learners to be familiar with Indonesian cultures through their direct engagement with Indonesian traditional costumes, traditional dances, regional songs of Indonesia, and traditional musical instruments, i.e. Sasando, a traditional musical instrument from Rote Island, East Nusa Tenggara, Indonesia (Suek, 2018).

Then, Suyitno, et al. (2017) shares a concern about the language and cultural differences which has given some consequences on the selection of teaching materials that will be taught to students. In the early stages of their learning experiences, foreign students are still heavily influenced by their first language, culture, and learning styles (Suyitno, et al., 2017). Therefore, the development and organization of teaching materials of the Indonesian language for foreigners need to be tailored to the needs of learners and their entry behavior levels. The direction and focus of teaching materials should be based on the actual uses of the language with contextual examples and practices and the teaching materials should be implemented integrately (Suyitno, 2005). Some techniques of teaching may be implemented by the teachers in the Indonesian language for foreigner's classrooms, i.e. greetings, asking situations at residences, feelings, people's activities, asking times, telling stories or past experiences, reviewing previous materials, asking questions, responding to statements or questions, and describing future plans (Suyitno, 2004).

In addition, some interesting classroom atmospheres can be implemented by BIPA teachers to come up with successful teaching and learning, i.e. the use of humors, the provision of challenging materials, the attraction of songs provided in the classroom, the use of puzzles, the importance of break during classroom studies, the use of different contextual place settings relevant with the topics for discussion, i.e. in a coffee shop (Suyitno, 2005). Authentic materials can be taken from real events in the community, newspapers, television news footage of events in Indonesia, radio programs, menus in restaurants, advertising, and so on (Suyitno, et al., 2017).

Finally, Ronidin (2015) identifies two main categories of constraints faced by Korean learners including linguistic and non linguistic aspects. Some aspects of linguistic encountered by Koreans in learning Indonesian as their foreign language, among others, were: diction, word order, sentence composition, affixes, and use of preposition. Each of the linguistic aspects, in this description, will be given an example to provide the readers with better understanding of the contexts. In terms of diction, the example is *"Di Seoul ada banyak permainan dan pemandangan yang cantik"*. It supposed to be *"Di Seoul ada banyak permainan dan pemandangan yang indah"*. Then, a sample of problems with word order is *"Sampai hari ini, dia belajar rajin untuk impiannya"*. The corrected version is *"Sampai hari ini, dia rajin belajar untuk impiannya"*. In addition, one of the samples provided by Ronidin (2015) in the aspect of sentence composition is *"Di Seoul ada bagus kereta api bawah"*. The revised version is *"Seoul memiliki kereta api bawah tanah yang bagus"*; Meanwhile, an example of problems with affixes is *"Saya kurang dimengerti sastra Melayu Klasik"*. The corrected version is *"Saya kurang mengerti sastra Melayu Klasik"*. Finally, a problem with the use of preposition is shown in *"Harimau masuk di dapur"* where it supposed to be *"Harimau masuk ke dapur"*.

Methods

This research implemented a descriptive qualitative study elaborating the BIPA teachers in their preparation to teach Indonesian language to foreign learners, describing their constraints faced during teaching practices and sharing the ways out undertaken by the teachers to overcome their problems. Five teachers were purposively selected to get involved as the subjects of this study, i.e. two BIPA teachers in Australia, two BIPA teachers in South Korea, and one BIPA teacher in London. The data were collected through two main instruments, i.e. interviews and document analysis. The data were then coded, classified into some categories, and discussed with some existing theories of BIPA teachers to draw some conclusions based on the findings of the study.

Results and Discussion

The teaching and learning process should be designed to maximize the performance of teachers in teaching Indonesian language to foreign learners. The design was directed to formulate some standards with regard to curriculum, materials to be taught to students with some consideration of their achievement levels, teaching and learning processes in the classrooms, facilities to support the maximum achievement of the students' learning, evaluation of the students' learning and their standardized grading systems. These were some of the homeworks that should be carefully and comprehensively discussed to come up with some standards of the Indonesian language teaching and learning processes for the foreign learners for the quality services. However, in the practices in many schools and institutions running the teaching of Indonesian language to foreign learners, the teachers of BIPA found some problems or constraints which were directly or indirectly related with the teaching and learning process in the classrooms and some other technicalities which were related with the implementation of the teaching and with those of supporting facilities for the success of the teaching and learning processes. Some findings of the problems or constraints faced by the BIPA teachers in three different countries were described in the following sections.

Some problems faced by two BIPA teachers in Australia

The problems encountered by BIPA teachers were different from one country to another. These differences might be caused by the differences of the policy related with the status of BIPA in their respective countries. These differences may cause some distinctive supports that have been given and provided by the government of the respective countries to the implementation and the success of the program. Based on the interviews with two BIPA teachers from Australia, Respondent 1 (R1) and Respondent 2 (R2), as the respondents of this study, the problems found by R1 and R2 were shared in the following quotations as indicated in [1] and [2]. The quotation [1] described the problems of the BIPA teachers in their early days to arrive in Australia with their efforts in making adaptation in their new environments (R1). The quotation [1] is shown below.

[1] *Tantangan yang saya hadapi selama menjadi guru BIPA di Australia adalah dalam melakukan penyesuaian diri dengan lingkungan sekolah karena penugasan pada saya berpindah dari satu sekolah ke sekolah lainnya pada setiap caturwulan.*

(The challenges I was facing during my teaching duties as an Indonesian language assistant in Australia, among others, were the ways how I tried to adapt with new school environments where I had to move from one school to another in every four months –R1).

The quotation [2] described the other problems with regard to the differences of students' background in Indonesian language where some of them were bilinguals, some other students were non-bilinguals, and the other students have never learned BIPA before. These have given some consequences to the formulation of teaching materials, the processes of teaching and learning, and their evaluation (R2). The quotation [2] is shown below.

[2] *Saya harus menghadapi siswa bilingual, non-bilingual, dan siswa yang belum pernah belajar Bahasa Indonesia. Kondisi ini cukup menyulitkan guru dalam membuat rencana pengajaran*

(I had to face students with different backgrounds, consisting of bilinguals, non-bilinguals, and those who had never got any experiences to study Indonesian language –R2).

In addition to the problems with regard to their early arrival in Australia with their distinctive problems with facing the students' entry behavior in BIPA, the BIPA teachers also found problems related to their adaptation with different modes of transportation in the country. In this regard, R1 shared the experiences in the following quotation [3].

[3] *Kondisi lain yang saya hadapi antara lain berkaitan dengan transportasi bus dan kereta. Saya harus menempuh jarak cukup jauh dengan menggunakan dua alat transportasi ini. Saya harus menghadapi resiko tertinggal bus atau kereta yang berakibat terlambatnya kehadiran saya di sekolah* (Another condition I was facing, among others, was that related to the transportation modes, i.e. bus and train. I had to use these two modes of transportation in a relatively long distance. I had to take a risk to miss the bus or train which may give a consequence for me to arrive at school late –R1).

Meanwhile, R2 shared the experiences of the local teachers and staff who welcomed the teacher's arrival at the schools through the provision of positive responses and supports. The R2's experiences are shared in the following quotation [4].

[4] *Guru dan staf di sekolah tempat saya bekerja memberikan respon positif dan mendukung program guru bantu ini. Dukungan ini memberikan dorongan semangat kepada saya untuk terus berbuat yang terbaik untuk siswa dan sekolah* (Teachers and staff at schools where I was working for gave positive responses and supported this Indonesian language assistant program. These supports encouraged me to work and do the best for the students and schools –R2).

Other constraints encountered by two BIPA teachers in South Korea

Based on the interviews with two respondents, Respondent 3 (R3) and Respondent 4 (R4) who were working in the same institution found that the program was designed to prepare the young people from South Korea to work in Indonesia. The learning process of the Indonesian language in this institution was a part of the series of routine activities. The learning activities in the classroom were purposely designed in a working atmosphere to give a relatively accurate context of their working environment. The learning environment was formally set up with a very tough schedule starting from 8.30 in the morning to nine in the evening. As the consequence, the learners felt bored to face such a learning situation. The learning process was influenced by the Korean learning cultures which was showing their discipline but it was considered inflexible in nature. The high learning load which was not only Indonesian language but also another language, like English, and other skills had made the learners felt stress. The content mapping which had earlier been formulated by the teachers with the emphasis on the needs analysis had been taught as scheduled. However, there were some constraints found in the teaching and learning processes. Minimum exposures were found from the learning environment, for instances: speaking partners, learning resources, and other relevant supporting references to practice the Indonesian language, particularly for the practices of speaking and writing skills (R3, R4).

Some strategies undertaken by the two teachers to cope with such problems were through: (1) implementing different teaching methods in each meeting which was adjusted with the outcomes from each learning goal through the creations of exposures like the uses of learning media such as videos, songs, and photos about Indonesia; (2) collaborating with the other classes to create new situations and finding new partners to practice speaking skills; (3) visiting some places which have relevant descriptions about Indonesia, for instances, mosques and other rooms for prayers, restaurants, and tourism objects to learn more about Indonesia; (4) practicing speaking skill to Indonesian people to Korean tourism destinations which are mostly visited by Indonesian tourists; and (5) providing further learning program up on their arrival in Indonesia through the implementation of more interactive teaching method (R3, R4).

Teaching practices experienced by one BIPA teacher in the United Kingdom

Different from the experiences of BIPA teachers in the two countries mentioned earlier, Respondent 5 (R5), the BIPA teacher teaching in London, the United Kingdom, shared very different experiences to deal with teaching BIPA to the learners in the country. In general, the learners were interested in taking Indonesian language course (BIPA) for four different reasons, i.e. an interest to learn the international law through the studies of different languages in the countries of their interests, i.e. Indonesian, their true love to Indonesia with its distinctive language and cultures, a preparation to a study, and a research program that they take in Indonesia (R5, Edris, 2018).

In addition, in order to attract the Indonesian language learners in the country, the Indonesian language teacher held the teachings not only in the classrooms but also outside the classrooms. The studies covered the Indonesian language and cultures which could be studied through some interesting media which have relevant contribution to the learners, particularly through their practical engagement with Indonesian popular cultures, for instance through a culinary tourism of Indonesia by cooking practices (R5, Edris, 2018).

The differences of the learners' intension to study BIPA have automatically influenced the BIPA teacher in formulating the lesson plans for their learning and choose the most appropriate and relevant materials for the teaching and learning processes both inside and outside the classrooms. These conditions will also determine the teacher's ways out to come up with solutions for their day to day problems during the teaching and learning processes.

Conclusions

Based on the interview data and document analysis, it reveals that mappings of the teachers' objectives in the teaching of BIPA which are made based on the analysis of the learners' needs will determine the formulation of the materials to teach and the settings of times, places, and strategies to undertake by the teachers in the Indonesian language teaching. This has relatively helped teachers to optimize their teaching performance since they can teach learners based on their priority scale mentioned in teaching objectives. This may direct more appropriate learnings which are acceptable by learners in different countries since the the needs of their learnings are also different from one country to another.

References

- Endris. (2018). 'Introducing the Indonesian cultures through the teaching of BIPA in The SOAS University of London (*Mengenalkan budaya Indonesia melalui pembelajaran BIPA di SOAS University of London*)'; Published by Public Relations of Universitas Pendidikan Indonesia (Humas UPI) on December 28, 2018; Retrieved on 8 March 2019 from: <http://berita.upi.edu/mengenalkan-budaya-indonesia-melalui-pembelajaran-bipa-di-soas-university-of-london/>
- Law of the Republic of Indonesia Number 24 Year 2009 on Flag, Language, State Symbol, and National Anthem, particularly Chapter III, Article 44, p.17 regarding the function improvement of Indonesian as an international language.
- Muliastuti, L. (2016). 'BIPA supports the internationalization of Indonesian language (*BIPA Pendukung Internasionalisasi Bahasa Indonesia*)'; Retrieved on 8 March 2019 from <http://fkip.untidar.ac.id/wp-content/uploads/2016/10/Liliana-Muliastuti-BIPA-Pendukung-Internasionalisasi-Bahasa-Indonesia.pdf>
- Ronidin. (2015). 'The constraints of teaching Indonesian language in South Korea (*Kendala-kendala pengajaran Bahasa Indonesia di Korea Selatan*)'. In *Jurnal Arbitrer*, 2 (4), pp.54-72.
- Suek, L. A. (2018). 'Indonesian language for foreign learners in The University of Nottingham (*Bahasa Indonesia bagi penutur asing di Universitas Nottingham*)' posted by the Education Attache of the Indonesian Embassy in London, the United Kingdom on December 6, 2018; Retrieved on 8 March 2019 from: <https://atdikbudlondon.com/2018/12/06/bahasa-indonesia-bagi-penutur-asing-di-universitas-nottingham/>
- Suyitno, I., Susanto, G., Kamal, M., &Fawzi, A. (2017). 'Teaching materials and techniques needed by foreign students in learning Bahasa Indonesia'. In *Journal of Intensive Studies on Language, Literature, Art, and Culture* (ISLLAC) 1(1), pp.52-70.
- Suyitno, I. (2004). *Pengetahuan dasar BIPA: Pandangan teoritis belajar bahasa*. Yogyakarta: CV Grafika Indah.
- Suyitno, I. (2005). *Bahasa Indonesia untuk penutur asing: Teori, strategi, dan aplikasi pembelajarannya*. Yogyakarta: CV Grafika Indah.