

# ***BIPA (Bahasa Indonesia bagi Penutur Asing/Indonesian as a Foreign Language) Policy as the Implementation of National Language Politics***

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## **ABSTRACT**

The politics of national language as a manifestation of the attitude of the nation of Indonesia in the aspect of nationhood produces several formulations that must be implemented at the strategic policy level. Republic of Indonesia Law Number 24 of 2009 concerning Flags, Languages and State Symbols, and National Anthem followed by Government Regulation of the Republic of Indonesia Number 57 of 2014 concerning Development, Development, and Protection of Languages and Literature, and Enhancing the Function of Indonesian Language as a manifestation the national language political spirit has given birth to the internationalization policy of Indonesian language through the teaching of Indonesian as a Foreign Language (BIPA). Through the BIPA program carried out by the PPSDK starting from 2015 to now by sending 200 instructors every year, it is hoped that Indonesian can improve its function into an international language with the initial target being to become the official language of instruction in ASEAN. The results of the BIPA program carried out by the PPSDK in terms of quantity are the increase in speakers of Indonesian, in this case, BIPA students.

**Keywords:** *National language politics, Teaching BIPA, Language diplomacy, Foreign language learning*

## **1. INTRODUCTION**

The politics of the national language as one of the nation's political views belonging to Indonesia has vast implications in the life of nation and State. The National Language is a political stance of nationalities in the aspect of language that its realization in the form of policy usage and utilization of Indonesian Language. Sumpah Pemuda on 28 October 1928 as the embryo of a political national language produces the pledge of Sumpah Pemuda who vows in grains third States will uphold the unity of Language, Indonesian Language. The embodiment of the young man vows which are clearly expressed in the 1945 constitution that the State language is Bahasa Indonesia.

In its realization, implementation level by the existence of a National Language on Political Praseminar 29-30 October 1974. The politics of national language can also mean the use of Indonesian Language processing, as the national language and the language of the country in the entire national policy. National discretion which contains the

planning, direction and provisions which can be used as the basis for the processing of the whole language problem is called the politics of the national language.

The existence of politics of the national language in the context of nationality becomes very important because through the politics of the nation's national language/country Indonesia confirms his attitude towards linguistic problems manifested in national policies. Several factors cause a National Language politics, including the politics of national languages have a function to provide the basis and direction for planning and development of the national language, and at the same time provide answers to key questions relate to:

- 1) The function and position of a national language in comparison with other languages,
- 2) Determination of characteristics of raw language Indonesia,
- 3) Standardization of procedures and the development of the national language, and
- 4) Development of the teaching of the national language in all types and levels of educational institutions, ranging from kindergarten level up to the college level.

The politics of national languages also provide the basis and direction for the national language with:

- 1) Education and teaching inside and outside institutions.
- 2) Implementation of the Government Administration,
- 3) Workforce development both among Governments and among private,
- 4) Development of national literature,
- 5) National cultural development,
- 6) Improved quality and quantity of public reading materials, Quality improvement newspapers and broadcast radio and television, and
- 7) Writing science books, either in the form of an original bouquet or in the form of translation. [1]

Through the politics of the national language, Indonesia believes that the national language is a symbol of the national spirit of Indonesia roundness, the unification of the various Community instruments of different linguistic, cultural background, and kesukuannya into the one national society of Indonesia, and the relationship of the anti, interregional as well as culture. In his position as the State language the language of Indonesia is the official language of Government, the language of instruction in the educational world, tools of transportation on a national level for the benefit of national development planning and implementation, as well as the development of culture, science, and technology.[2]

As known, *Bahasa Indonesia* has a significant role in the struggle for Indonesian independence, because with *Bahasa Indonesia* is the unification of various ethnic groups and social diversity can be united through the oath of youth. Through *Bahasa Indonesia*, efforts to improve the life intelligence of the nation can be realized. This corresponds to the position and function of *Bahasa Indonesia* as the language of the country that serves as the introductory language of education. [3] Thus, Indonesian language education has a strategic role in building the intelligence and personality of the nation, even in the period after independence, the Indonesian language also formed the character as a nation of Indonesia that rests on ethnic civilization in Indonesia.[4]

The role of the Indonesian Language in education to the intellectual life of the nation is becoming increasingly important in the framework of the role of the nation of Indonesia to enter the era of globalization, particularly in the region to welcome the ASEAN economic community. This will be backed by the potential of Indonesian Language for the language of 'international' particularly in the ASEAN Region. The reason why the Indonesian Language is said to have the potential to become their own international language because the language of Indonesia has two strengths, namely in terms of linguistic and historical.[4]

In terms of linguistic said Indonesia has the potential to become the international language because in terms of number of speakers, the language of Indonesia in ASEAN is the language with the most number of speakers. One factor that may encourage a language can become an international language is to a large number of speakers who use that language. [5]As well as the language of the United Kingdom can be an international language, many factors cause, among

them the existence of a "*promosi kebahasaan*" or language promotion.[6].

Linguistic promotion can also be done by Indonesia language. Linguistic promotion is done in order to realize the function of the language of Indonesia became the international language in accordance with the mandate of the legislation.[3] [7] For manifest the mandate, the Center for Language strategy and Diplomacy Development (PPSDK), language Development and Book development agency, Ministry of education and culture as the institution or institutions designated to implement the mandate of the Act of removing policies the assignment of Teachers Indonesian as a Foreign Language (IFL/BIPA).

Assignment program faculty BIPA becomes very crucial because its existence through the program, the target of an increasing function of the language of Indonesia became the international language can be achieved Internationalization of the language can be said to be successful if there is an indication of the number of speakers of that language gain. That is, the language of Indonesia can be said to be increasing its functions if the number of speakers, in this case the number of foreigners increased. The increase of the number of foreigners can be achieved if done treatment or a special approach to achieve it. Through the assignment of the BIPA teachers to the target countries and the process of learning the language of Indonesia, the number of foreigners increased Indonesia language.

Assignment program faculty BIPA implemented by the Center for Language strategy and Diplomacy Development (PPSDK) started the year 2015 until now, more focused to the ASEAN countries and countries that are economically and politically have linkages with Indonesia. The reasons which aspects influenced the selection of the ASEAN countries and countries which have economic and political interests with Indonesia, according to the results of the ASEAN Summit 2011 year that Indonesia proposed language became the language of instruction for the General ASEAN Economies (MEA). This means that any economic considerations become very important when deciding on policy assignment BIPA teachers, because the language policy is also not to be separated from economic policy. [8]

The program assignment BIPA teachers conducted Center for Language strategy and Diplomacy Development (PPSDK) contributes considerably to the increasing number of Indonesian speakers in ASEAN countries. [9] This is demonstrated by the BIPA teacher's report data sent by the teachers.

## 2. METHOD

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### 3. RESULT AND DISCUSSION

#### 3.1. BIPA Program of Center for Language strategy and Diplomacy Development (PPSDK)

Center for Language strategy and Diplomacy Development (PPSDK) has been implementing a program BIPA starting in 2015 in accordance with the mandate of the LAW Number 24 year 2009 about the flag, language, and a coat of arms, as well as a Nation Anthem and PP Number 57 Years of 2014 Development, coaching, and shield cover language and literature, as well as the strategic Body Language the purpose of 2015 – 2019, namely an increase in the nation identity through language of Indonesia as well as the use of language as a means of improve intelligence the nation. For the purposes of the measurements of achievement strategic objective measurements required strategic goals that describe the conditions that must be achieved by the year 2019.

The language of the Agency strategic goals include: 1) increasing the quality of the language and its use as the development of science and technology as well as boosting the competitiveness of Indonesia, 2) increased role of Indonesia language as the language of the relationship in ASEAN. In addition, the BIPA Program established programs because of the magnitude of interest in foreigners to learn the Indonesian Language, both from countries such as Australia, Asia, the Americas, and Europe. In addition, there have been many overseas schools that implemented the Indonesia language curriculum as the foreign language of choice. One example is the University of Sydney in Australia already since the year 1973 raising cooperation in organizing Indonesia language teaching program.

To get optimal results in this program, PPSDK as the institution or institutions which were given the authority to send teacher provisioning BIPA, giving to prospective teachers. In addition, the Center for Language strategy and Diplomacy Development (PPSDK) is also preparing materials that continue to be evaluated each year. Prepared materials continue to do repairs in order to be accepted by the foreign students. This is done because students of Indonesia language comes from countries that have cultures have differences with Indonesia also should be given a different approach compared to the student of a country that has in common with culture Indonesian. [10]

#### 3.2. The State Target Program BIPA

Based on data up to the year 2018 Center for Language strategy and Diplomacy Development (PPSDK) has sent teachers BIPA to various countries. BIPA teacher delivery is done in addition to a review of aspects of economic interests is also seen from the demand of the country. As for countries in the Asian region who already sent BIPA faculty, namely Singapore, Malaysia, Viet Nam, Myanmar, Laos, Thailand, the Philippines, Cambodia, East Timor, India Japan, Papua New Guinea.

In addition to the Asian region, Center for Language strategy and Diplomacy Development (PPSDK) also sent faculty BIPA to countries both in Europe as well as Africa and the Americas. These countries include Australia, Tunisia, Uzbekistan, Egypt, Italy, Finland, Germany, United Kingdom, Russia, France, and the United States.

#### 3.3. Number of Faculty BIPA who has been assigned

Last year 2018 data shows the number of teachers who have been assigned to the target countries as follows:

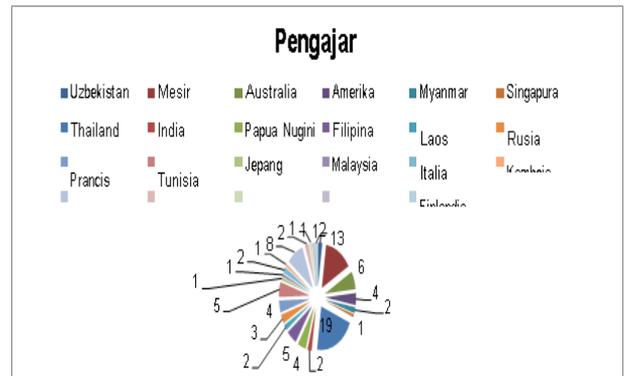


Figure 1 The BIPA teachers

#### 3.4. The Total Number of Students

Judging from the data, the number of student BIPA at the countries that sent teachers are as follows:

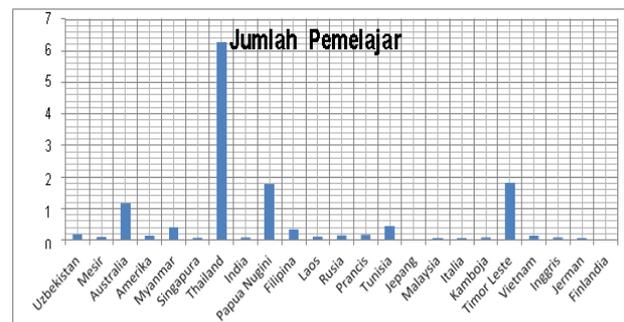


Figure 1 Total of BIPA teachers

From the table, it can be seen that the number of foreign students who studied the Indonesian language of most of the countries Thailand.

### 4. CONCLUSION

Indonesian as Foreign Language Program (BIPA) that is implemented by the PPSDK as the political implementation of national language so far shows that there is an increasing number of foreigners the language of Indonesia. However, for a more optimal results indeed to do repairs. The repair can be done preferably based on thorough studies program BIPA. In between need for tracer study to measure the extent to which the existing components in the program run. In addition, also to get feedback from students regarding the BIPA teaching and learning materials assigned.

In addition, in the presence of legal bases or statutory regulations that support BIPA Program policies, expected results will be more optimal. Presidential regulation of the Republic of Indonesia number 20 year 2018 concerning the

use of foreign workers [11] in which it contains regulations that require to facilitate the teaching of Bahasa Indonesia as foreign workers may be more perceived Impact if there is a more technical derivative even practical so that the form, stage, and the size of the facilitation process materialize and precisely target.

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