

The Future of BIPA Teachers

A Model of In-Country Selection and Professional Development for Overseas Employment

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ABSTRACT

This study aims to explore the future of BIPA (*Bahasa Indonesia bagi Penutur Asing*, 'Indonesian language for foreign speakers') teachers particularly viewed from in-country selection process and professional development. This qualitative case study involved eight BIPA teachers who attended the selection process and successfully became candidates of the BIPA teachers in 2019. The eight selected candidates were then assigned to work as BIPA teachers in different primary and secondary schools in Victoria, Australia in 2020. Data of this research were collected through online survey questionnaires, in-depth interviews via Zoom Meetings, and BIPA teachers' related documents. The online survey questionnaires were administered to seek some information with regard to the in-country selection process and professional development before they departed to Australia. In-depth interviews through Zoom Meetings were applied during their employment in Australia to explore their teaching experiences and their day-to-day engagement with local teachers and students. BIPA teachers' related documents were identified to see the importance of the in-country selection process and professional development for their employment overseas. Results indicated that the selection process should be directed to explore not only theories of BIPA teaching and cultural knowledge but also practical experiences in particular teaching contexts and in various cultural performances. In addition, professional development should also be based on needs analysis derived from the country of destination through compiling the BIPA teachers' experiences found during their overseas employment. A well organized in-country selection process and professional development will be a good future model for the BIPA teachers to work overseas.

Keywords: *BIPA teachers, professional development, selection process*

1. INTRODUCTION

Indonesian language is a national language functioning as a unifying language for all Indonesian citizens (Alisjahbana, 1980; Kertiasih, 2018; Rambu, 2016; Repelita, 2018). Indonesian language is spoken by the citizens in government offices, campuses, schools, conferences, seminars, trainings, focused-group discussions, and even in public areas throughout Indonesia (Karyanti, 2015). As an official language, Indonesian is used in a variety of written documents in the government offices, campus and school libraries, and public information providers both printed and online versions (Karyanti, 2015; Rambu, 2016). The Indonesian language is continuously maintained through using it in various national forums and even in some international events. In addition, the language is also developed

through the teaching of Indonesian to speakers of other languages (TISOL) in various countries in the world (Gunawan, 2020; Gusnawaty & Nurwanti, 2019). In the context of Indonesia, the TISOL is popularly known as the teaching of BIPA which is now getting more popular in some countries in the world building bilateral diplomatic relationships with Indonesia (Hardini, Setyarini, & Harto, 2019a).

In the Association of Southeast Asian Nations (ASEAN) forum, for instance, the Indonesian language is developed through the ASEAN economic community (AEC) by exchanging various goods and services among the neighboring countries in the Southeast Asian regions (Aziz, 2014; Saputro & Arikunto, 2018). This forum has given some possibilities for particular businesspeople in ASEAN to invest their businesses in Indonesia (Mediyawati, Lustyantie, & Emzir, 2019). Through these

business opportunities, the businesspeople are encouraged to learn the language of the country of destination, including that of Indonesian for foreign investors who are doing their business in Indonesia (Aziz, 2014; Rambu, 2016).

In the effort of succeeding the development of Indonesian language in the international forums, the teaching of BIPA should be nationally managed through making policies on some relevant aspects, i.e., curriculum, teaching materials, teachers' competences and skills, and other supporting facilities (Assapari, 2014; Nugraheni, 2015; Suyitno, Susanto, Kamal, & Fawzi, 2017). The national guidelines with regard to curriculum with its crucial coverage, important elements of teaching materials that should be included, the teachers' competences and skills required to optimally run the internationalization program of the Indonesian language, and the minimum facilities that should be made available for the success of the program should also be managed to optimally achieve the standardization of overall elements for the success of BIPA teaching program (Assapari, 2014; Nugraheni, 2015).

The national standard of BIPA teaching that is formulated for the international program should be based on some research findings on the implementation of BIPA teaching in some selected countries (Hardini, Setyarini, & Harto, 2019a; Hardini, Setyarini, & Harto, 2020b). The more cases of teaching found in different countries in the world, the better and more comprehensive formula that can be created. The creation of a BIPA teaching program in the international forums should be based on empirical data and practical experiences derived from BIPA teachers, practitioners, and researchers who have been intensively engaged in teaching practices both at home and overseas. The identification of BIPA teachers to share their teaching experiences will provide the national team members to accommodate their real practical experiences from different countries with their particular cases found in the country of destination (Hardini, Setyarini, & Harto, 2019b). These cases of teaching experiences provided by teachers, practitioners, and researchers will enrich the nuances in formulating the national guidelines for the BIPA teaching that will be implemented overseas.

Various BIPA teaching experiences were provided by the team of teachers who had successfully done their duties to be Indonesian language assistants in various Victorian schools, Australia (Hardini, Setyarini, & Harto, 2019a; Hardini, Setyarini, & Harto, 2020a; Hardini, Setyarini, & Harto, 2020b). These can be used as empirical inputs for the formulation of BIPA teaching model for the implementation of BIPA teaching overseas, not only in Australia but also in other countries in the world. Research on this particular topic, in-country selection process and professional development, is still hard to find, therefore, it is worth researching. The

creation of initial types for the development of BIPA teaching model is a new concept since what has been running so far is the one implemented in Indonesia for those coming to this country for various businesses, i.e. studying, working, and doing a business. Since the coverage is too large, this research will be limited to the in-country selection process and professional development to prepare the teachers before their overseas employment. When this program is completed, the candidates of BIPA teachers are ready to depart overseas to be ambassadors of the Indonesian government to successfully run the internationalization program of the Indonesian language.

2. METHOD

This study aims to explore the future of BIPA teachers particularly viewed from the in-country selection process and professional development before the teachers departed for their overseas employment. This qualitative case study (Creswell, 2012; Hancock & Algozzine, 2006; Malik & Hamied, 2017; Yin, 2018) involved eight BIPA teachers (BiTs), voluntarily recruited as the participants of this study. They consisted of BIPA teacher-1 (BiT-1), BIPA teacher-2 (BiT-2), BIPA teacher-3 (BiT-3), BIPA teacher-4 (BiT-4), BIPA teacher-5 (BiT-5), BIPA teacher-6 (BiT-6), BIPA teacher-7 (BiT-7), and BIPA teacher-8 (BiT-8) who undertook the selection process and successfully became candidates of the BIPA teachers in the year 2019 (Docs, BiT-1 – BiT-8). These candidates were selected by the Faculty of Language and Literature Education, Universitas Pendidikan Indonesia (UPI) and they were then assigned to be representatives of the University to work as BIPA teachers in different primary and secondary schools in Victoria, Australia from January to December 2020 (Hardini, Setyarini, & Harto, 2019a).

The data of this research were collected from three main instruments including online survey questionnaires (SQs), in-depth interviews via Zoom Meetings (ZMs), and some related documents (Docs) of the BIPA teachers. The online survey questionnaires were administered to seek some information with regard to the in-country selection process and professional development held by the Faculty of Language and Literature Education UPI before they departed to Australia. Due to the COVID-19 pandemic, there were not any candidates of BIPA teachers who were recruited in the year 2020 to work in Victoria in 2021. Meanwhile, the in-depth interviews through Zoom Meetings were applied to explore their teaching experiences and their day-to-day engagement with local teachers and students during their employment in Australia in 2020. Some selected candidates were interviewed to see their understanding on the program and the preparation that had been made by each of the individual candidates to participate in the selection process, ranging from document selection, interview

process, teaching simulations, and simulation performed by the participating applicants to show their knowledge and skills in the Indonesian art and cultures, and their cultural performances.

The data were then analyzed using thematic analysis (TA) proposed by Braun and Clarke (2006) and Clarke and Braun (2018) which was implemented to the three sources of research data. The sources of data are coded to provide readers with easier identification of the data sources, for instance, online survey questionnaires are coded "SQs", in-depth interviews via Zoom Meetings are written "ZMs", and BIPA teachers' documents are labelled "Docs". These codes have given clues to make some data categories and to come up with several categories of research data. The results of the data analysis using TA were used as the basis for making conclusions of this research.

3. FINDINGS AND DISCUSSION

Using a thematic analysis (Braun & Clarke, 2006; Clarke & Braun, 2018), the data of this research were classified into six main categories including: (1) the existing condition of BIPA teachers in Victorian schools in the last ten years; (2) fulfilment of the required administrative documents by applicants; (3) teaching simulations performed by the applicants to show their BIPA competences and skills; (4) art and cultural performances shown by the applicants during the in-country selection process; (5) English interview sessions attended by the applicants to demonstrate their knowledge and skills related to various aspects with regard to the country of destination including its educational system, current political and economic conditions, and local arts and cultures; and (6) a professional development organized in a pre-departure training followed by the selected candidates to prepare their departure for overseas employment.

When the applicants passed the selection processes from Stage-1 to Stage-4, they proceeded to Stage-5 as the final stage which is the professional development. This stage was intended for the prospective BIPA teachers to prepare various things, ranging from briefing on duties of the BIPA teachers, strengthening BIPA materials, obtaining knowledge of applicable laws and orders in the country of destination, strengthening English language skills both for communicative and for academic purposes that would be implemented and spoken to prospective learners who would be the target learners in the BIPA learning process. They dealt with various matters related to immigration affairs where BIPA teachers are required to take care of various documents for visa application and once the visas have been granted to the candidates of BIPA teachers, they are then ready to depart to the country of destination to carry out their duties.

3.1. The existing condition of BIPA teachers in Victorian schools in the last ten years

Before discussing the main stages of the in-country selection process (Stage-1 to Stage-4) and professional development (Stage-5) in preparing the BIPA teachers to work overseas, the following is presented data on BIPA teachers working in Victorian schools, Australia for the last 10 years from 2011 to 2020 (Hardini, Setyarini, & Harto, 2019a; OIER, 2020). The data of BIPA teachers in Victoria, Australia were used as references and bases for developing the prototype for the development of BIPA teachers in various countries in the world. Various best-practices carried out by BIPA teachers in Victorian schools within the last 10 years can be used as empirical references and reflections for the development of the future model of BIPA teachers particularly focused on in-country selection process and professional development. This model is very important to prepare the candidates of the BIPA teachers who are going to carry out their overseas duties to have sufficient knowledge, competences and skills for the implementation of their works.

In accordance with the data of BIPA teachers shown in Figure 1, the year 2010 was the initial recruitment process for the BIPA teachers from UPI to work in Victoria, Australia. It was a milestone for the implementation of collaborative activities between UPI and the Department of Education and Training (DET), Victoria, Australia. The candidates of BIPA teachers selected in 2010 were then employed as BIPA teachers in Victorian schools from January to December 2011 (Hardini, Setyarini, & Harto, 2019a). The BIPA teachers, in the context of Australia, are known as Indonesian language assistants, recruited for this collaborative purpose were different in number from one year to another which is very much depending on the quota provided by DET (Hardini, Setyarini, & Harto, 2019a). The details of the BIPA teachers from the Faculty of Language and Literature Education UPI serving their duties in Victorian schools in the last ten years from 2011 to 2020 are presented in Figure 1.

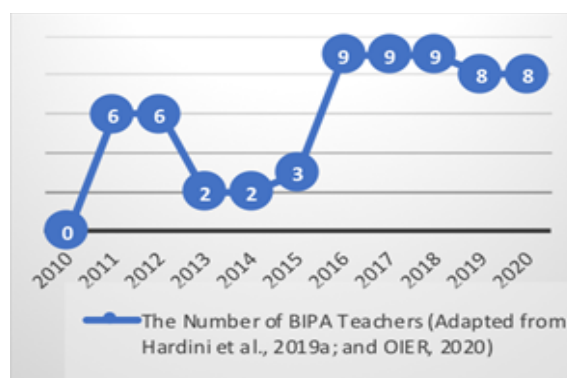


Figure 1 BIPA teachers from UPI in Victoria, Australia from 2011 to 2020

In response to the future needs of BIPA teachers who are going to work overseas, some preparation should be made in order to make the BIPA teachers successful in running their teaching program. There are five stages that have been proposed to be implemented by BIPA teachers as the model for the in-country selection process and professional development for the BIPA teachers. From Stage-1 to Stage-4 are the series of selection processes and Stage-5 is the stage for professional development. In the following section, explanations are made step by step from the in-country selection process to the professional development stage in the series of pre-departure training to prepare the selected candidates of BIPA teachers to serve their employment overseas. The in-country selection process and professional development stages are important to prepare the candidates of the BIPA teachers who will become ambassadors of Indonesia to develop the Indonesian language in the international arena.

3.2. Stage-1: Submission of required documents for applicants

The administrative details required by BIPA teachers were announced by the Faculty of Language and Literature Education to the graduates of the faculty fulfilling some specific requirements indicated in the announcement released by the faculty. Applicants must be the graduates of language education programs from the Faculty of Language and Literature Education UPI graduating in the last two years. The candidates were required to be fluent in English language and have less than a year of teaching experience in the relevant fields. They were required to show their commitment to continue working in the field of education after the completion of the program. They were also required to have their own commitment of being unmarried during their overseas employment within a year during their service as BIPA teachers. In addition, applicants of BIPA teachers were also required to submit their relevant documents with regard to administrative documents such as a signed letter of application completed by copies of legalized diploma and academic transcripts, a curriculum vitae written in English language, and recent passport-sized photographs.

After submitting the administrative details completed by relevant required documents, the applicants were then identified whether or not they were fulfilling their requirements to be applicants of BIPA teachers. Once, they were identified to have fulfilled the requirements, they were then informed to follow the next stages of the selection process including BIPA teaching simulation, Indonesian art and cultural performances, and interview sessions in English language to identify the applicants' knowledge of the country of destination in general, the education system, and even the current political and economic conditions.

Table 1. Qualifications and documents required for applicants

No	Descriptions of qualifications and documents required for applicants	Required	Enclosed
1	Holding a bachelor's degree in a language education program	✓	
2	Graduating from the language education program within the last two years	✓	
3	Showing a teaching experience in no more than a year in the relevant fields	✓	
4	Showing an own commitment of being unmarried during a year of overseas employment	✓	
5	A formal letter of application completed by a personal statement		✓
6	Copies of diploma and academic transcripts		✓
7	An English curriculum vitae written in a provided format		✓
8	Recent passport-sized photographs		✓

Source: Docs (BiT-1 – BiT-8)

Finally, the selected applicants as the candidates of the BIPA teachers were supposed to follow a pre-departure training held by UPI to prepare a series of training activities covering BIPA teaching, educational system, recent political and economic conditions, law and its enforcement, and immigration affairs. The BIPA teacher candidates were also required to manage their own passports and visa expenses, health insurance, returned air tickets, and other local transportation costs, while UPI was responsible for the costs of the in-country selection process and professional development. Details of the qualifications and documents required for the applicants are summarized in Table 1.

3.3. Stage-2: Teaching simulations performed by applicants of BIPA teachers

The teaching simulations performed by applicants of BIPA teachers were viewed from five aspects including ways in building contextual learning, strategies in selecting relevant learning media, efforts in providing possible realia for learning, creativity of implementing appropriate learning strategies, and ideas in choosing relevant learning evaluation. The simulation-based learning is considered to be effective approach for the development of various skills (Chernikova, Heitzmann, Stadler, Holzberger, Seidel, & Fischer, 2020). These teaching simulations shown by the applicants of BIPA teaching can be used as references on the importance of materials selection, choices of appropriate media,

relevant teaching strategies, and adequate evaluation tools. These simulations have given some insightful descriptions that can direct the formulation of BIPA learning curriculum that is nationally standardized, therefore, the teaching of BIPA implemented by one BIPA teacher to another will also be standard. Several important cases derived from BIPA teachers who had implemented their BIPA teaching experiences in various Victorian schools in 2020 (BiT-1, BiT-2, & BiT-4) are presented in quotation [1], [2], and [3].

The teaching simulations were carried out to determine the knowledge and experiences of candidates of BIPA teachers in carrying out their duties. Knowledge of BIPA teachers on BIPA materials was considered to be the main ingredients for carrying out their duties as BIPA teachers in Victoria. BIPA teaching materials were prepared according to the expectations of users and were made based on the experiences of BIPA teachers who had completed their duties in previous assignments. This experience is used as the basis for formulating BIPA teaching materials according to the level and ability of students. The BIPA materials presented by BIPA teachers to prospective teachers based on their experience while working in schools in Victoria, Australia will serve as a real example. Real examples of BIPA teachers who have done their jobs are real needs analysis to be shared to the selected candidates of BIPA teachers who will carry out their duties in schools in Victoria, Australia and in other countries in the world. These materials need to be well prepared by candidates of BIPA teachers and the provision of BIPA materials needs to be done during the pre-departure training program. Due to the lessons learned from the COVID-19 pandemic, candidates of BIPA teachers need to be trained on how to teach BIPA using relevant technology through the implementation of online learning using various teaching platforms (Hardini, Setyarini, & Harto, 2021).

There were some interesting cases found in the teaching of BIPA experienced by the BIPA teachers in Victorian schools. Some of these cases were taken as examples that can be used as references for the BIPA teachers when they are teaching BIPA not only in Australia but also in other countries in the world. First, during an interview via Zoom Meetings (ZMs), BIPA teacher-4 (BiT-4) identified that the books on BIPA used in schools were not relevant with the current conditions. Therefore, it was suggested that the books on BIPA were revised to adapt them with the current situation and condition as it is indicated in quotation [1].

- [1] *Buku-buku BIPA yang ada di sini perlu diremajakan karena kondisinya sudah tidak sesuai dengan perkembangan zaman* (The books on BIPA available in this school should be revised since their conditions are no longer relevant with the recent development) [ZMs-BiT-4].

Cooking activities were formerly known as popular topics among students when they were attending BIPA (Hardini, Setyarini, & Harto, 2020b; Hardini, Setyarini, & Harto, 2021), however, in some particular schools the cooking activities could not be implemented due to some safety reasons. However, there were some other activities substituting the cooking activities considered interesting by some students, among others, were playing drama and practicing dances. These experiences were shared by BIPA teacher-1 (BiT-1) during an interview through a Zoom Meetings (ZMs) as cited in the quotation [2].

- [2] *Kegiatan memasak sudah ditiadakan di beberapa sekolah karena beresiko dengan keamanan dan para siswa diarahkan untuk bermain drama, menari, dan kegiatan sejenis lainnya* (Cooking activities are not implemented in some particular schools due to safety reasons and the students are directed to play drama, practice dances, and do the other similar activities) [ZMs-BiT-1].

The cooking activities were still implemented in some other schools, particularly in primary school level. However, due to the COVID-19 pandemic, the cooking activities were changed with the other ways of introducing Indonesian food to Victorian students through making some artificial foods made of paper, like origami in Japanese and through videos (Hardini, Setyarini, & Harto, 2021). In this particular time, through an interview via Zoom Meetings (ZMs), BIPA teacher-2 (BiT-2) shared experiences in making a “tumpeng”, a ceremonial dish of yellow rice served in a cone shape (KBBI, 2016), made of paper which was considered to be another interesting activity for primary school students. This unique experience is shared by BiT-2 in quotation [3].

- [3] *Kegiatan memasak di tingkat primary school di beberapa sekolah masih diperbolehkan. Akan tetapi, karena adanya pandemi ini, maka kegiatan memasak diganti dengan membuat kerajinan tangan dengan tema makanan Indonesia, misalnya membuat tumpeng dari bahan kertas* (Cooking activities are still allowed in some primary schools. However, due to [COVID-19] pandemic, the cooking activities are altered with making some handicrafts with the theme of Indonesian food, for instance, making tumpeng made of paper) [ZMs-BiT-2].

The aforementioned cases were only samples of BIPA teachers’ experiences in dealing with their teaching practices during their overseas employment, particularly in Victorian schools. These can be used as references in making some consideration for the formulation of BIPA teaching materials that would be proposed to the national level that might be possible to be accommodated and implemented in some particular countries that have been running the similar programs and to initiate the program to the other partnering countries in the world.

3.4. Stage-3: Art and cultural performances shown during in-country selection process

Art and cultural performances shown by applicants of the BIPA teachers were part of a series of in-country selection processes. The introduction of Indonesian arts and cultures to the BIPA learners is a part of the teaching of Indonesian language which cannot be separated from its arts and cultures since cultures are “society’s map of reality” (Valentine & Matsumoto, 2001). The Indonesian arts and cultures that should be owned by the candidates of the BIPA teachers were not only intended for performance purposes, but also for students' knowledge of the Indonesian arts and cultures which were very rich viewed from one specific culture to another (Hardini, Setyarini, & Harto, 2021).

Applicants of BIPA teachers were required to show their art and cultural knowledge through sharing them to the selection team members to make sure that their art and cultural knowledge were adequate for the applicants to be selected as the candidates of the BIPA teachers. In addition to knowledge sharing with regard to the Indonesian arts and cultures, the applicants were also required to perform any of the Indonesian arts and cultures to make sure that they have performing skills in relation to the selected arts and cultures. The performances were also identified to see how skillful the applicants were in performing any of the Indonesian cultures, dance performance for instance, to make sure when they were selected, the candidates could attract Indonesian learners overseas, for instance, through their performances. When the applicants were identified to have sufficient knowledge about the Indonesian arts and cultures, they were then invited to show their cultural performances on stage, or they sang traditional Indonesian songs from various regions in Indonesia. These were the applicants’ skills in performing arts and cultures on stage. Then, the next step for this stage was that the applicants were required to share their knowledge and skills through oral presentations about the arts and cultures that had been performed. Some particular samples of data obtained from the selected candidates when they were performing the Indonesian arts and cultures during the in-country selection process are presented in Table 2.

3.5. Stage-4: English interview sessions attended by applicants

The English language interviews were intended for the candidates of BIPA teachers to reveal the knowledge of various information with regard to the country of destination in general, the education system, the current political situation, and the economic conditions in the country that would be the destination of the BIPA teachers.

Table 2. Samples of art and cultural performances during the in-country selection process

No	Dance and other art performances	Musical performances
1	Batik drawing, an art drawing skill in making a Batik; Jaipong dance, a popular traditional dance from West Java; and Pendet dance, a traditional dance from Bali.	Singing Indonesian songs for children such as <i>Ampar-Ampar Pisang</i> , <i>Burung Kakatua</i> , <i>Topi Saya Bundar</i> , and <i>Kicir-kicir</i> .
2	Jaipong dance, a popular traditional dance from West Java.	Showing Angklung musical performance, playing a guitar and singing some Sundanese songs such as <i>Bubuy Bulan</i> , <i>Pupuh</i> and <i>Manuk Dadali</i> .
3	Ondel-ondel dance, a folk dance performed by Betawi people, Jakarta; and Jaipong dance, a popular traditional dance from West Java.	Showing Angklung musical performance and skills in playing some Indonesian puppets, i.e. Sundanese puppets, <i>Wayang Golek</i> .
4	Saman dance, a popular dance from Aceh, a Western part of Indonesia; and Indang dance, a traditional Islamic dance from West Sumatera.	Storytelling with an Indonesian legend story, <i>Malin Kundang</i> , a folklore from West Sumatera; and singing a Javanese song for children, <i>Cublak-Cublak Suweng</i> .
5	Merak dance, a classical Sundanese dance from West Java; and Jaipong dance, a popular traditional dance from West Java.	Playing a guitar and singing some traditional songs from West Java, i.e., <i>Cing Cangkeling</i> , <i>Manuk Dadali</i> , and <i>Tokecang</i> .
6	Jaipong dance, a popular traditional dance from West Java, and Merak dance, a classical Sundanese dance from West Java.	Playing a guitar and singing some Sundanese songs such as <i>Tokecang</i> and <i>Peuyeum Bandung</i> .
7	Merak dance, a classical Sundanese dance from West Java; Saman dance, a popular dance from Aceh, a Western part of Indonesia; and Serimpi dance, a classical dance from Yogyakarta and Central Java.	Playing a guitar and singing traditional songs from Maluku, an Eastern part of Indonesia, i.e. <i>Buka Pintu</i> , <i>Nona Manis Siapa yang Punya</i> , and <i>Rasa Sayang Sayange</i> .
8	Merak dance, a classical Sundanese dance from West Java; and Saman dance, a popular dance from Aceh, a Western part of Indonesia.	Playing a guitar and singing some popular traditional songs for children from East Nusa Tenggara, such as <i>Anak Kambing Saya</i> and <i>Potong Bebek Angsa</i> .

Since the interviews were conducted in English, these interviews were automatically directed to identify their knowledge and skills in using English both for everyday communication purposes and for academic purposes. These interviews are very important to hire the best selected applicants (Odeku, 2015).

One example of a case in this interview was an interview with candidates of BIPA teachers who would be working in Victoria, Australia in 2020. They were interviewed about their knowledge of Australia in general, its education system, socio-cultural conditions of the community, the transportation system, the economic conditions, and even the legal system in force in Australia. This is important to prepare them to live in Australia with a variety of systems in which they were very different from the ones applied in Indonesia. Therefore, once they were accepted as candidates of BIPA teachers, they already had readiness to face such various systems applied in Australia. In this way, their knowledge of Australia was explored and at the same time their English language skills both for communication purposes and for academic purposes were also clearly identified. Details of the entire in-country selection process ranging from Stage-1 to Stage-4 can be seen in Figure 2.

3.6. Stage-5: A professional development followed by the selected candidates

A professional development was done through a pre-departure training. It was done to provide the candidates of BIPA teachers with comprehensive information on the duties of BIPA teachers, the materials of BIPA from standardizing curriculum to its implementation, materials with regard to law and orders, English for communicative and academic purposes, and some descriptions on the immigration affairs applied to the candidates before departure, upon arrival in the country of destination, and during their stay in the country of destination. A number of crucial agendas were identified to be included in the pre-departure training of the BIPA teaching program, including BIPA as the main materials for the training covering the standardization of curriculum, BIPA teaching materials, and the media used for the teaching program. In addition, BIPA teachers' knowledge about the system of education, legal system and law enforcement, current political and economic conditions, and training on the immigration system before departure, upon arrival, and during the BIPA teachers' stay in the country of destination. The professional development is directed to the selected candidates to develop their knowledge and skills (Mizell, 2010).

Understanding the law through the provision of explanations and samples of law cases and orders, for instance, aims to provide the candidates of BIPA teachers with some overviews of the overall laws and regulations applied in the country of destination so that they could behave properly relevant with the applied regulations.

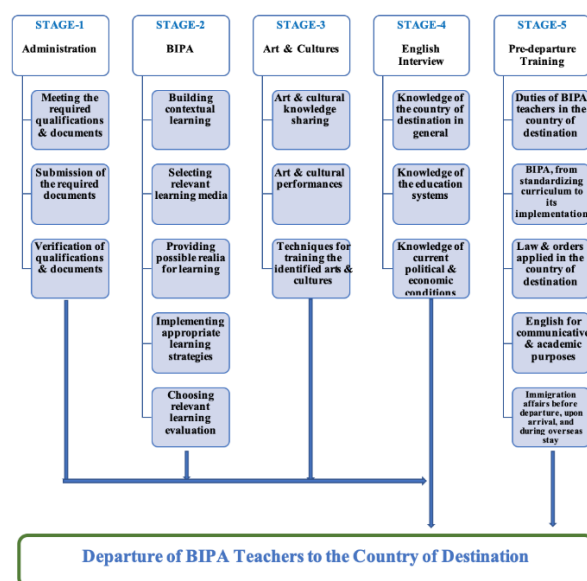


Figure 2 A model of in-country selection process and professional development

In addition, they did not ignore the existing rules and regulations during their services as BIPA teachers overseas such as violation of traffic regulations or pedestrian rules, ways of communicating and behaving with students and teachers at schools, and the other actions or behaviors that were not legally the same between Indonesia and the countries where the candidates of BIPA teachers would carry out their duties. The stages [Stage-1, Stage-2, Stage-3, Stage-4, & Stage-5] of the model of the in-country selection process and professional development derived from the three data resources (SQs, ZMs, & Docs; BiT-1 – BiT-8) are presented in Figure 2.

When the stages from Stage-1 to Stage-5 have been completed, the candidates of BIPA teachers are ready to depart to the country of destination. The BIPA teachers have been facilitated with a number of preparations that are considered to be very important to succeed in undertaking their duties as BIPA teachers who will also be the Indonesian ambassadors to work overseas.

4. CONCLUSION

The BIPA Teachers program should be carefully designed to meet the needs of the BIPA teaching in various countries in the world. Research evidence should be used as the basis for developing the future of BIPA teachers' model, particularly with regard to the in-country selection and professional development before their overseas employment. When the applicants fulfil the administrative documents and requirements, they are invited to follow a series of selection processes ranging from BIPA teaching simulations, art and cultural performances both from Indonesia and from that of the country of destination and ended by interview sessions

attended by the applicants to demonstrate their knowledge of the country of destination, its educational system, recent political and economic situations, and its local arts and cultures. Once the applicants are accepted to be the candidates of BIPA teachers, they are then invited to follow a professional development organized by UPI as the provider of BIPA teachers before departing overseas.

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