



An Evaluation of Indonesian Language for Foreign Speakers Curriculum: An Evidence from a State University in East Java

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Abstract. This research conducts since some foreigners have wanted to master the Indonesian language as a communication skill for their occupation requirements for many years. Unfortunately, a state university in East Java called Unesa has not yet had a business or professional curriculum. Moreover, the component of words in every field contains various terms and functions. This article analyses the evaluation of the Indonesian language for non-native speaker curriculum in that institution using a qualitative method. The data was collected by observing 15 BIPA students and six lecturers through the interview process and filling out the forms. The result of this research is that BIPA Unesa has an unsuitable learning process for every class purpose, particularly for someone who wants to be involved in professional life or build their own business in Indonesia. Hence, this team concludes that they have to develop business BIPA learning materials so that they will contribute a positive impact. Then, many are more interested in learning the Indonesian language because it suits their needs.

Keywords: Indonesian language · Curriculum · Foreigners · BIPA

1 Introduction

The Indonesian Language for Foreign Speakers (BIPA) department in State University of Surabaya (Unesa), has developed and innovated through various teachings given by educators to students for over 20 years. During the period, it only offers academic and daily conversation classes. Thus, if a person wants to learn the Indonesian language for business purposes, they must join an academic course in which the output is focused on academics or general Indonesian language.

On the other side, the aim of business class is completely different from the academic or daily conversation class. Every class has their own characteristics because the principal of developing the BIPA curriculum should pay attention to the relevance between the curriculum and student needs, the effectiveness, the efficiency, the flexibility, and the sustainability [11].

All this time, BIPA Unesa utilizes the graduate competence standard from Minister of Education and Culture Regulation number 27 of 2017 and uses ebook “Sahabatku Indonesia” which can be downloaded on <https://bipa.kemdikbud.go.id/belajar> for all type classes, namely academic, daily conversation, and business. However, this book contains the Indonesian language skills in common topic, such as greetings, family, holiday, birthday, direction and location, etc. As a consequence, BIPA Unesa students just learn from those sources and lecturers adapt it into the learning process without dividing into several classes.

According to the Great Dictionary of the Indonesian Language (KBBI), the curriculum is part of learning materials taught by an education institution, for example, a school or university [1]. However, referring to the BIPA students who focus on business, the standard variety is the most crucial component to master in negotiating, delivering projects compellingly, and building beneficial relationships.

Standard language variety has predetermined rules and regulations that cannot be changed at any time according to individual wills. In addition, the form of the standard variety has regularity and logic. These characteristics cause the variety of common languages to have dynamic stability and intelligence [1].

Meanwhile, the BIPA curriculum has been listed in the Regulation of Minister of Education and Culture Regulation 27 of 2017, which contains graduate competency standards for Indonesian language for non-native speakers (BIPA). This national curriculum has seven levels (BIPA 1—BIPA 7). The level scope covers variant targets. For instance, students who take BIPA 1 can understand and practice the contextual expressions of self-introduction and cooperate with their partners by implementing their Indonesian language skills. Then, BIPA 7’s students are similar to native speakers since they can easily interpret information from any field and express their thoughts spontaneously. Consequently, the BIPA institution cannot adapt it directly to their students because they need to establish their curriculum based on student needs.

The analysis needs are carried out by teachers to understand the relevant necessity of students [2]. Then, institutions are able to recreate the curriculum that has been developed and implemented in the classroom begins with good planning through needs analysis study from the previous process [5]. It also must be accompanied by exploration of its philosophical foundation as a rationale in providing guidance in achieving educational goals.

In foreign language teaching, there are general and specific aims. General aims mean international students can understand well that the Indonesian language is Indonesia’s identity which can be utilized for multi-purposes. Then, in the particular goal, students can communicate in any context with the proper use of Indonesian vocabulary [3]. Thus, before the learning process, the BIPA’s organizer should provide the appropriate learning materials from curriculum to medium, which aid students while studying the Indonesian language.

BIPA Unesa students who take business purposes often experience issues while connecting the materials between business and daily life topics. Since the vocabularies in business or professional life are dissimilar to daily conversation. Ideally, the curriculum

for each lesson must have planning and preparation processes. Then, it can be a consideration to create all contents including curriculum, lesson plan, book, medium, and other facilities supporting the learning process [10].

In accord with this phenomenon, the researchers evaluated the current BIPA Unesa curriculum as BIPA learning refers to its functional aspects [7]. Hence, every class should have its form. Then, this article reveals the evaluation and concludes that BIPA Unesa needs to create a new business curriculum for business and professional purposes. Therefore, it will positively impact BIPA Unesa by establishing a developing plan to expand a business curriculum. As a result, many foreign speakers are more interested in learning Indonesian because it suits their needs.

Technically, in the previous studies, several researchers suggested re-creating a BIPA curriculum for each BIPA institution. One clear example is what Susilo [11] wrote regarding a BIPA curriculum development that has a similarity with this article since it evaluates the curriculum and develops in general purposes. Nevertheless, this research focuses on assessing the Indonesian language for non-native speakers (BIPA) curriculum in BIPA Unesa, then suggests devising a business curriculum for BIPA students with the same subjects (listening, reading, writing, and speaking).

2 Methods

This research was carried out for one semester. The curriculum evaluation analyzed a research process that includes activities of collecting the interview results from students and lecturers, also analyzing the current curriculum in BIPA Unesa with a qualitative method.

Descriptive qualitative method generates a subjective viewpoint [6] which is used in this study in order to examine the natural state by describing in detail based on the data found [9]. According to Ward, Hooley, and Lambert, the following are the steps implemented to do a qualitative method.

There are various ways that we can obtain the data, face-to-face first due to politeness, however, if it is not possible, a telephone or online interview is applicable [12]. Online data collection simultaneously provides the chance to do synchronous and asynchronous processes [3]. The data used in this research is face-to-face, and online interviews, as some students nowadays stay in their native countries. Moreover, the information from the current curriculum document implemented in BIPA Unesa is collected by researchers. There three steps to collect the data: (a) Interviewing BIPA business and professional students and lecturers in order to gain their opinions while learning process by using the current curriculum; (b) Surveying learning process at BIPA Unesa by providing a questionnaire for six lecturers and 15 students; and (c) Reading, noting, and selecting the data from the curriculum document which one is suitable for BIPA business and professional students or not.

In analyzing and interpreting the data, it does not apply an approach based on a philosophical or epistemological perspective [8], but the analysis is much more generally explorative and commonly used deductive approaches [4]. Therefore, this research uses the interview and document analysis then it will be connected to validate the argument in terms of explaining the statement that some topics in learning materials do not facilitate business and professional students properly.

3 Results and Discussion

3.1 Curriculum in BIPA Unesa

At the beginning of BIPA Unesa in about 2000, students mostly were from the Darmaiswa Kemendikbud program, which was merely focused on studying the Indonesian language for academic purposes. As a result, BIPA Unesa did not consider developing an Indonesian language curriculum for business classes. Then, time by time, the number of demands to improve the Indonesian language for business or professional purposes gradually increases. It happens since Unesa's position is strategic in West Surabaya, which is close to business areas due and industrial cities, such as Gresik, Pasuruan, Mojokerto, Jombang, and the surrounding towns. Hence, many foreign workers are interested in learning the Indonesian language as a medium of communication and job requirements. Besides that, numerous expatriate families need language skills for non-formal communication to support their daily life.

In 2020, approximately 81 students from Thailand, China, Azerbaijan, Japan, South Korea, Somalia, Egypt, Australia, India, Yamen, Sudan, French, Poland, and Timor Leste were accepted to study the Indonesian language and culture by BIPA Unesa. Subsequently, BIPA Unesa accommodated 93 international students from Singapore, Philippines, Australia, China, Vietnam, Afghanistan, Cambodia, Egypt, South Korea, Singapore, Palestine, Iran, Spain, and Sudan. These students had different aims in terms of learning the Indonesian language and culture, for instance:

- (1) Academic, which is for preparation before pursuing their degree in some Indonesian universities or their countries due to take Asian studies
- (2) Businesses, some want to work in Indonesia or collaborate with Indonesians.
- (3) Culture studies for students who need to learn Indonesian culture seriously.
- (4) Communication.

All the time, BIPA Unesa uses the graduate competence standard from Minister of Education and Culture Regulation number 27 of 2017 and uses ebook "Sahabatku Indonesia." This book contains some topics that are not following the needs of students with business or professional focuses, for example, family, birthday, holiday, and hobby.

Moreover, researchers interviewed three students who decided to take business purposes from South Korea, Thailand, and China. According to this interview, they said that BIPA Unesa could aid and guide them while learning the Indonesian language through the interactive and compelling learning process. At the same time, they also suggested providing other materials related to their business needs, namely, writing a cover letter and report, negotiating or complaining, participating in the meeting, advertising and marketing, applying for a job, and passing a professional interview. By following this fact, this research team plans to expand the BIPA curriculum, which focuses on business or work.

Here is a result description of curriculum survey from 15 students and 6 lecturers at BIPA Unesa in order to gain information their needs. Students are from Egypt, Poland, South Korea, Madagascar, Thailand, Japan, Philippine, and China. The score starts from 1 (very inappropriate) to 4 (very appropriate). Furthermore, it contains some advice to BIPA Unesa in terms of learning process, curriculum and material development.

1. Menurut Anda, apakah buku sahabatku Indonesia sudah sesuai dengan kebutuhan materi bagi pemelajar tujuan bisnis (kerja)? (In your opinion, ...to the material needs of business (work) students?)
15 responses

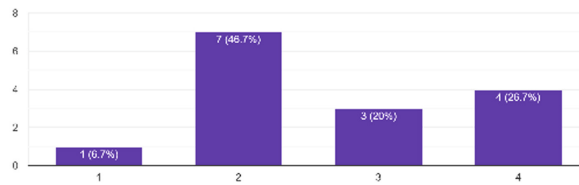


Fig. 1. Students' opinion.

1. Menurut Anda, apakah buku sahabatku Indonesia sudah sesuai dengan kebutuhan materi bagi pengajar BIPA tujuan bisnis (kerja)? (In your opinion...o the material needs of business (work) teachers?)
6 responses

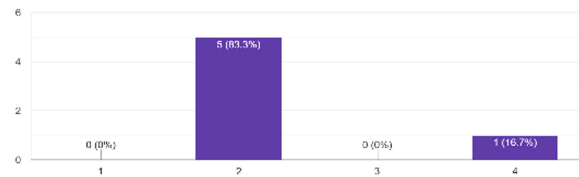


Fig. 2. Lecturers' opinion.

3.1.1 The BIPA Materials in “Sahabatku Indonesia”

These following charts reveal the percentage of students and lecturers who assess business and professional work materials on “Sahabatku Indonesia” (Fig. 1 and Fig. 2).

As we can see, most respondents said that the composition of materials in that book is not related to specific purposes, such as businessmen or employees, since more than 80% of lecturers support this argument. In addition, nearly 42% of students agree with it.

3.1.2 The Preparation Material for Professional Life in “Sahabatku Indonesia”

According to this diagram, it can be seen that more than 40% of students said that the “Sahabatku Indonesia” book contains supporting materials in supporting preparation for building a business or working in Indonesia. Nevertheless, almost 35% of students disagree, which means this book is not able to lead them to learn the Indonesian language for specific business purposes (Fig. 3).

At the same time, more than half of lecturers rate that the “Sahabatku Indonesia” book does not contain preparation materials for looking for an occupation or establishing students' own business (Fig. 4).

3.1.3 An Introduction to the Work Environment in “Sahabatku Indonesia”

These charts below show the number of students and lecturers who state the “Sahabatku Indonesia” does not contain an introduction to the work environment (Fig. 5 and Fig. 6).

2. Apakah materi pada buku sahabatku Indonesia sudah memuat tentang persiapan dalam mencari pekerjaan? (Does the material in 'Sahabatku Indone...ready contain preparations for looking for a job?)
15 responses

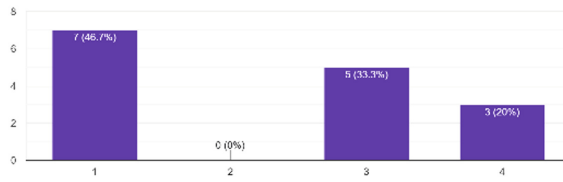


Fig. 3. Students' opinion.

2. Apakah materi pada buku sahabatku Indonesia sudah memuat tentang persiapan dalam mencari pekerjaan? (Does the material in 'Sahabatku Indone...ready contain preparations for looking for a job?)
6 responses

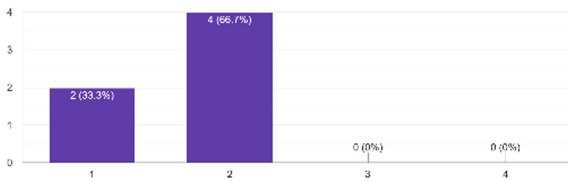


Fig. 4. Lecturers' opinion.

3. Apakah materi pada 'Sahabatku Indonesia' sudah memuat tentang pengenalan lingkungan kerja? (Does the material on 'Sahabatku Indonesia' ... contain an introduction to the work environment?)
15 responses

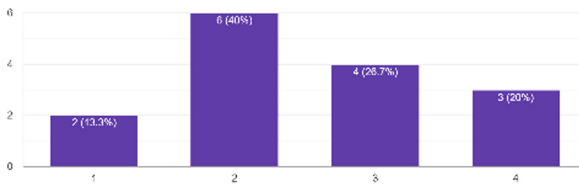


Fig. 5. Students' opinion.

3. Apakah materi pada 'Sahabatku Indonesia' sudah memuat tentang pengenalan lingkungan kerja? (Does the material on 'Sahabatku Indonesia' ... contain an introduction to the work environment?)
6 responses

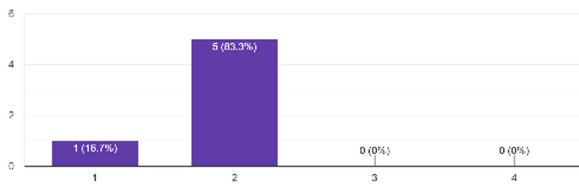


Fig. 6. Lecturers' opinion.

4. Apakah materi pada buku Sahabatku Indonesia sudah memuat tentang presentasi, negosiasi, dan komplain tentang pekerjaan? (Is the material i...ations, negotiations, and complaints about work?)
15 responses

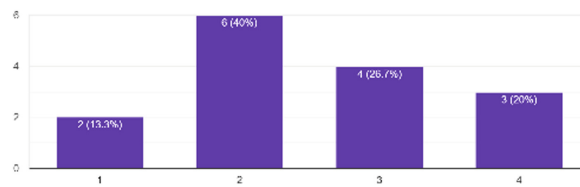


Fig. 7. Students' opinion.

4. Apakah materi pada buku Sahabatku Indonesia sudah memuat tentang presentasi, negosiasi, dan komplain tentang pekerjaan? (Is the material i...ations, negotiations, and complaints about work?)
6 responses

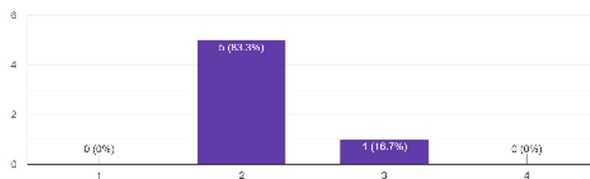


Fig. 8. Lecturers' opinion.

From students, there are noticeable two different viewpoints because it has the same percentage of around 34% of students argue that the material of introduction to the work environment exists in the “Sahabatku Indonesia” book, while others decline it. At the same point, roughly 84% of BIPA lecturers score two, which means the material does not have this subject in that book.

3.1.4 The Contents (Presentations, Negotiations, and Complaints) on “Sahabatku Indonesia”

The “Sahabatku Indonesia” book is not for specific purposes so that it is normal when some students and lecturers give “two” as their mark to evaluate its book. These tables prove this statement (Fig. 7 and Fig. 8).

It is clear that students and lecturers have similar markings in this type of question. 40% of students and 83.3% of lecturers claim that the “Sahabatku Indonesia” materials, for instance, presentations, negotiations, or complaints.

3.1.5 The Introduction of Working or Business Culture Material

BIPA students and lecturers in Unesa have various points of view in understanding and introducing the culture subject for business or professional purposes. These charts depict their opinions (Fig. 9 and Fig. 10).

It is obvious that both explain the working culture material is unsuitable for their purposes since over half of the lecturers appraise “two.” At the time, between scores “two” and “four” (under a half), be balance in describing the business or working culture in the “Sahabatku Indonesia” book.

5. Apakah materi pada "Sahabatku Indonesia" sudah memuat tentang budaya yang terkait dengan dunia kerja di Indonesia? (Does the material on "Sa...culture related to the world of work in Indonesia?)
15 responses

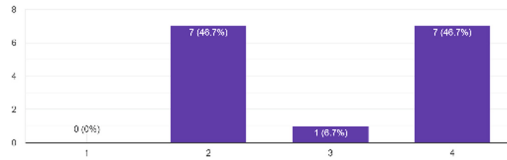


Fig. 9. Students' opinion.

5. Apakah materi pada "Sahabatku Indonesia" sudah memuat tentang budaya yang terkait dengan dunia kerja di Indonesia? (Does the material on "Sa...culture related to the world of work in Indonesia?)
5 responses

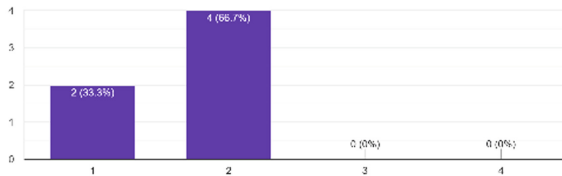


Fig. 10. Lecturers' opinion.

6. Apakah sudah ada penjelasan istilah-istilah yang sering digunakan dalam pekerjaan? (Is there an explanation of the terms that are often used in the work?)
15 responses

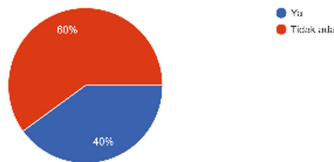


Fig. 11. Students' opinion.

3.1.6 The Work Vocabulary Lists on "Sahabatku Indonesia"

The vocabulary list is pivotal in learning a new language, particularly the Indonesian language. Students will be assisted and master this language fastly. From this explanation, nearly all respondents, 60% of students and 100% of lecturers agree that the work vocabulary list in "Sahabatku Indonesia" is none since this book is not for business or professional goals. This statement is proven in the diagram below (Fig. 11 and Fig. 12).

3.1.7 The Importance of Developing Business Curriculum

The following pie charts reveal the perfect percentage to establish a business curriculum from students and lecturers. As a result, they support entirely the separate curriculum from the previous one (Fig. 13 and Fig. 14).

6. Apakah sudah ada penjelasan istilah-istilah yang sering digunakan dalam pekerjaan? (Is there an explanation of the terms that are often used in the work?)
6 responses

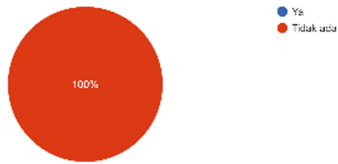


Fig. 12. Lecturers' opinion.

8. Apakah Anda setuju apabila tim BIPA Unesa mengembangkan modul untuk tujuan bisnis? (Do you agree if BIPA Unesa team develops modules for business purposes?)
15 responses

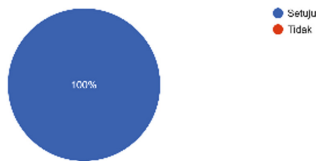


Fig. 13. Students' opinion.

8. Apakah Anda setuju apabila tim BIPA Unesa mengembangkan modul untuk tujuan bisnis? (Do you agree if BIPA Unesa team develops modules for business purposes?)
6 responses

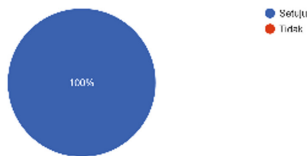


Fig. 14. Lecturers' opinion.

As is presented in the diagram, it achieves a perfect score that students and lecturers give positive responses in developing BIPA business curriculum. Some also submit their suggestion to succeed in this project and are shown in the table (Table 1).

3.2 Business BIPA Learning Materials Development Plan

By following this fact, this research team plans to expand the BIPA learning materials, which focus on business or work. The topic that BIPA Unesa will develop in this plan relates to the work needs concretely. Language skills, namely writing, reading, listening, and speaking, also become compulsory, but the grammar course, particularly for academics, is omitted.

The following table is the plan for developing business BIPA learning materials in BIPA 1 business or professional classes (Table 2).

In the next step, those topics will be developed to be a module learning for business classes or foreign workers.

Table 1. Students' suggestion

No.	Suggestion
1.	Please provide more speaking practice in the new book
2.	Make more specific topics for business man like me. It is going to help me a lot.
3.	This plan is good for people who want to build their business or work in Indonesia
4.	Providing a simulation recording for interview or signing a contract will be much more fruitful and beneficial for people who want to settle carriers and income in Indonesia.
5.	I hope the content is made denser
6.	Need more study and test before developing business curriculum and learning materials
7.	Make it more adaptable with the newest theme and condition in Indonesia

Table 2. Business development plan for BIPA learning materials

No.	Topic	Skill
1.	First Impression	Able to build first impression by introducing themselves orally or in writing
2.	Determination of Direction, Location, and Work Environment	Able to describe direction, location, and the office
3.	Activities in The Office	Able to explain their activities from morning to afternoon in the office
4.	Organization Structure in The Work Environment	Able to understand the structure organization concept in the office
5.	Ability and Experience	Able to explain their self-image based on its ability and experience
6.	Working Together with Colleagues	Able to involve actively by oral or in writing through coordination with colleagues in the office or work environment
7.	Participate in Meetings	Able to involve actively and professionally in every meeting
8.	Offer, Sale, and Negotiation (Number, Price, Time, and Date)	Able to implicate actively through offer, sale, and negotiation
9.	Advertisement and Marketing	Able to understand and apply the advertisement planning
10.	Complaints and Dealing with Gripe	Able to explain and respond complaints

4 Conclusion

According to the previous description and analysis of data, it can be concluded that the BIPA curriculum evaluation is not applicable for all purposes, such as, business or professional life. It also showed that some topics in “Sahabatku Indonesia” do not suit on business purposes. As a consequence, it is not optimal in understanding business terms since they cannot implement it directly to their professional purposes. Because of that, BIPA Unesa needs a new BIPA curriculum, particularly business, to aid students while studying the Indonesian language properly.

Authors’ Contributions. The research was conceptualized and planned by Hespi Septiana. Warsita N. Ardiyanti and Octo D. Andriyanto conducted the research. Asrori and Dadang Rhubido contributed to the results’ interpretation. Hespi Septiana took the lead in writing the manuscript. All authors provided critical comments and contributed to the research, analysis, and text development.

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