Students' Perceptions of the BIPA for Arabic Speaker Course at Universitas Pendidikan Indonesia

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ABSTRACT

Indonesian for Foreign Speakers or BIPA is essentially one of the learning activities that is being promoted nowadays. BIPA is very important to study because it has significant goals, one of which is the internationalization of Indonesian language. This role must be taken and mastered by Arabic language education students as agents of internationalization of Bahasa Indonesia in the world through learning BIPA Arabic. This research aims to find out the perceptions of students who have studied BIPA Arabic and this can be used as evaluation material to support lecturers so that they can improve the quality of BIPA Arabic learning in universities. The subjects of this research were university students who were studying BIPA courses. The method used in this research was descriptive quantitative using a Likert scale survey method by distributing questionnaires to respondents totaling 20 subjects. Student responses were measured through questionnaires and interviews so an average of 83.25% was obtained. The results of this study showed that students were able to participate in BIPA learning. They felt satisfied and enthusiastic about participating in BIPA learning, which was designed creatively and innovatively, so that the quality of educators and students can get the most out of it.

Keywords: BIPA learning, BIPA learners, BIPA Arabic.

1. INTRODUCTION

The Indonesian language (Bahasa) is used as the national language for Indonesian citizens to communicate. The language aims to be a unifying language among the many languages and cultures that are scattered in various regions in Indonesia. The Indonesian language has its influence on its citizens so that there is an incentive for every Indonesian citizen to learn it as a form of unifying the Indonesian nation itself, as well as a tool to communicate nationally (Susanti, 2011). Indonesian is also used according to the existing functions and conditions and in different scopes. One is used in education, both in written and verbal communication.

Aside from being a unifying language in Indonesia, Bahasa also has the goal of internationalizing Indonesian in the world as a promotional event and various state interests on a global scale, namely the existence of Indonesian for Foreign Speakers (BIPA) or Indonesian as a Foreign Language (IFL), which is used as a learning program for foreigners who want to learn Indonesian for educational or other purposes. BIPA students learn Indonesian for personal purposes, and they make Indonesian their second or third language (Handayani & Isnaniah, 2020).

BIPA learning has been described in a clear and detailed manner regarding the procedures and placement of each level according to the stages of BIPA learning. This is aimed at fulfilling the needs of the students themselves supported by material taught to meet their learning demands. Therefore, every foreigner who learns Bahasa must follow systematically or sequentially from the initial stage to the end of BIPA learning (Herlina, Alfitriyani, & Wuryaningrum, 2020). From each level intended for BIPA students, after understanding the theories surrounding BIPA, evaluations such as tests are held for BIPA students as the goal that BIPA learning has been achieved (Rahmawati & Sulistyono, 2021).

It can be concluded that international students are subjects of BIPA learning (Kurniasih, 2021). BIPA students are heterogeneous because they come from diverse backgrounds, ranging from age, language of origin, religion, and motivation to learn Indonesian. The Ministry of Education and Culture of Indonesia provides a policy for international students to be obliged to learn Indonesian for their communication and study purposes. This states that international students prioritize Indonesian as their academic needs because, like it or not, they have to master it even though in the BIPA learning process, they will more often use the first language and the foreign language being studied (Ningsih, Rafli, & Boeriswati, 2021).

This is also an entire concern for students who make language studies the focus of their studies to take a role in understanding and even developing their abilities to introduce BIPA to BIPA students. Students must start to learn things related to the Indonesian language, starting from the scientific, cultural, and Indonesian-related aspects, which can be used as BIPA teaching material or media. Of course, this can create competent BIPA teachers in delivering quality BIPA learning (Aini, 2019).

Arabic Language Education students in a state university in Bandung are required to take BIPA Arabic courses for one semester, for 16 meetings. The learning achievements of students from this course are to introduce Indonesian to foreign speakers, especially Arabic speakers, by using Arabic as the language of instruction. Students must know the elements of BIPA learning to determine the portion of teaching material according to the level of BIPA learning stages (Laksono & Ismiatun, 2023). Furthermore, according to Nurochim's (2022) view, studying BIPA can make student contributions to cultural exchange and diversity in Indonesia at a wider level to be introduced to foreign speakers as students. This is in line with the view of Suprastayasa and Ariasri (2023) that Indonesia's cultural heritage has become a world heritage that should be protected and preserved by all parties. In this way, students have an important role in actualizing culture on the world stage and will be analyzed further in this study.

2. LITERATURE REVIEW

BIPA, or Indonesian for Foreign Speakers, is a program aimed at international students who want to learn Indonesian as a second, third, and so on for various purposes. This is certainly an event for the Indonesian people to introduce Indonesian as a world promotion event. As stated by Fauzan et al. (2023), BIPA program is a program that can increase the existence of Indonesian as an international language and help foreign workers master Indonesian.

Learning BIPA Arabic is no different from learning BIPA for other languages. One thing that needs to be considered before teaching BIPA Arabic, the teacher must understand aspects of the language, of course, Arabic itself. In developing this, there must be competent teachers who teach BIPA, starting from mastering Arabic and then collaborating media with BIPA teaching materials so that learning becomes easy for international students to understand. This was conveyed Supriadi and Nurmala (2022) that in teaching BIPA, there needs to be enthusiasm from the younger generation who will be ready to teach BIPA to international students. Likewise, when international students learn Indonesian, they must also understand the cultural civilization in the Indonesian nation. And long before that, students who will later become BIPA teachers must understand the Indonesian language and culture (Arisnawati, Rahmatiah, & Yulianti, 2022).

3. METHOD

The method used in this research is descriptive quantitative using the Likert scale survey method, which is the method used in measuring opinions, and perceptions that will provide feedback to researchers. This method is done by distributing questionnaires to the respondents. The population in this study were 20 Arabic Language Education student respondents at a state university in Bandung, Indonesia, who had studied Arabic BIPA courses. Researchers use this method to obtain data from a group of people based on the perceptions and opinions of existing respondents (Samsuri, Harisanti, & Afian, 2021). Through observation and data based on questionnaires distributed via the Google form, the data is obtained quantitatively and then analyzed statistically. The data analysis used in this research is thematic analysis which includes classifying data according to the indicators created, then recording and selecting according to the desired variables. After selecting, the data is then realized by translating the latest wave of data which is then generalized into a theory (Lester, Cho, & Lochmiller, 2020). Each instrument that has been received is then validated so that the response results from the perceptions and opinions of each respondent about the object under study can be known (Creswell & Creswell, 2018).

4. FINDINGS AND DISCUSSION

The Arabic BIPA course is a faculty expertise course that will provide students insight into Indonesian for Arabic Foreign Speakers (BIPA). Through this course, students will understand the Indonesian language and literature, the

basic principles of learning Indonesian as a foreign language, an introduction to BIPA teaching materials, BIPA teaching strategies, and BIPA learning assessment models. This course is held through theoretical studies and class discussions. Assessment of learning outcomes is based on lecture participation, assignments, and making teaching materials through social media.

This research was conducted with 20 students as respondents, with details of 9 males and 11 females. Implementing learning BIPA Arabic in the Arabic Language Education study program is a course program that students must take. Through learning BIPA Arabic, it is hoped that students will be able to understand Indonesian as a foreign language with the final implementation in the form of creating Indonesian language teaching materials with social media support for Arabic speakers. So, student perception is needed to know the understanding and quality of students after studying BIPA Arabic. The Arabic BIPA course is implemented in hybrid learning, with seven online and the next seven offline meetings. Learning begins with an introduction to the level of each BIPA study and to teaching materials that are appropriate to these BIPA levels. Based on the questionnaire instrument given to the respondents, it can be described as follows.

4.1. Results of Validity and Reliability Test Analysis

Table 1. Validity and Reliability Test

No	Name	Mean	Val	Real
1	AF	38	√	√
2	RM	34	√	√
3	MS	36	√	√
4	FF	33	√	√
5	AR	35	√	√
6	RA	38	√	√
7	TA	37	√	√
8	SR	36	√	√
9	SN	34	√	√
10	HK	40	√	√
11	F	33	√	√
12	AZ	39	√	√
13	KR	33	√	√
14	DS	41	√	√
15	DA	38	√	√
16	MA	36	√	√
17	GM	34	√	√
18	IM	45	√	√
19	IJ	40	√	√
20	TD	41	√	√

The data in Table 1 obtained through the questionnaire. The questionnaire instrument that has been distributed can be considered valid and used by researchers as questionnaire material for respondents to analyze perceptions based on the data obtained. The data obtained above shows that on average the students can recognize and understand BIPA Arabic learning which has been implemented optimally.

4.2. Results of Student Response Analysis

Analysis regarding student responses is based on questionnaire data that has been distributed via the Google form so that the following analysis results can be obtained.

4.2.1. BIPA Arabic Learning Conditions

First, online learning is carried out during the first seven meetings, starting from the first meeting to the seventh meeting, namely the UTS meeting. This meeting focused on theories related to the Arabic BIPA, namely related. Second, offline learning is also carried out at the next meeting after the UTS. This meeting in learning is focused on practice. Students are directed to practice properly teaching Indonesian to Arabic speakers by trying to speak Arabic. Arabic BIPA learning that has been carried out targets several aspects. One is the interaction between lecturers and students, students and students, and interactions from students with BIPA Arabic teaching materials that students have learned and understood (Budianingsih & Qadriani, 2021).

From these two comparisons, online and offline Arabic BIPA learning has a different focus. Still, students perceive that learning that is carried out offline can help students develop the material being studied as shown in Figure 1. Perceptions of students who feel that learning BIPA Arabic is easier to understand when offline, as many as 78.6% of students highly agree with offline learning because when meetings are online, students generally have limited time to interact between lecturers and students, so the theory that students get cannot be fully explored, not to mention some of the obstacles encountered during the learning process. In contrast, when learning is done offline, students can quickly get additional information from the theory explained by the lecturer. Furthermore, 7.1% of students feel sufficient for offline learning. The remaining 07.12% of students disagree with offline learning; this is dominated by students who are out of town far from campus, so it tends to be easier to live online.
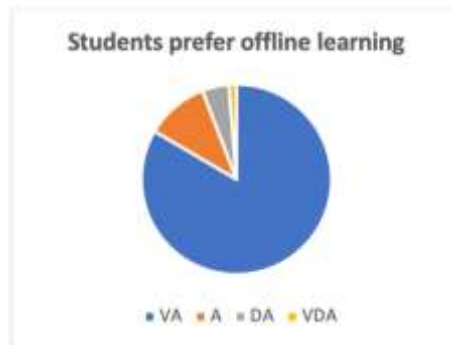
Figure 1 Student's perception of learning BIPA Arabic.

4.2.2. Perceptions of student satisfaction with the Arabic BIPA course

The Arabic BIPA learning attended by students shows statements related to student satisfaction based on the questionnaire data distributed with results as shown in Figure 2. As many as 9.8% of students feel satisfied while learning BIPA, and they can recognize and understand the theory well. Students can provide optimal results in each learning achievement process with good results during pre- and post-learning. As many as 0.9% of students were dissatisfied during Arabic BIPA learning due to constraints during hybrid meetings so that the material acquisition could have been more optimal.

Figure 2 Student satisfaction with Arabic BIPA courses.

The data obtained later, related to the percentage of student perceptions accompanied by conclusions from the respondents' information, can be shown in Table 2. Based on Table 2, it can be concluded that the material presented by lecturers can be understood by students because the material taught is packaged creatively and innovatively by utilizing social media, through digital media, educational aspects will develop and can facilitate the learning process (Ahmadi, Hapsari, & Irvan, 2021). Between online and offline learning, students feel the convenience of offline learning because of the wide opportunities for interaction during learning. In learning BIPA Arabic, students are trained to speak Arabic even though they sometimes find it difficult. However, this can be overcome by active participation from students during learning. With the ultimate goal of learning being the creation of Indonesian language teaching materials for Arabic speakers, this means that students are equipped to become Indonesian language teachers for foreign speakers.

Table 2. Student perceptions of the Arabic BIPA course

No	Statement	Percentage	Description of Respondents
1	The material presented by the lecturer	92.9%	The material presented is easy to understand
2	I am tough to study boldly	14.3%	Limited network access
3	I enjoy learning in an engaging way	78.6%	Plenty of opportunities for interaction and discussion
4	Arabic BIPA learning builds me to be creative	85.7%	Teaching materials are loaded creatively and innovatively
5	Learning BIPA Arabic built my confidence in speaking Arabic	64.3%	Learning objectives that require students to be able to be confident as BIPA learners
6	I find it challenging to speak in Arabic	50%	Lack of mastery of speaking skills.
7	I experienced problems during the practice of Arabic BIPA lectures	7.1 %	Especially when online learning is felt to be less effective.
8	I always participate actively in learning BIPA Arabic	64.3%	With the Arabic BIPA course, students can actively participate
9	I can interact well with my friends during BIPA Arabic lectures	71.5%	It becomes a learning output when students can implement it

4.2.2.1. Student perceptions of Arabic BIPA teachers

In learning, several aspects determine the achievement of knowledge, one of which is the teacher. A teacher who understands and is competent in the field of BIPA certainly has the maximum influence on teaching (Tarigan, Ginting, & Syahputra, 2022), especially the Arabic BIPA teacher for students. Therefore, students must have perceptions about Arabic BIPA teachers. Following are some excerpts of interview data from student respondents who have attended Arabic BIPA lectures at the Arabic Language Education Department.

"In the beginning, I attended BIPA Arabic lectures, I felt it was so easy and relaxed to teach Indonesian to foreigners, but it turns out that we have to understand every aspect of being a BIPA teacher, moreover, being required to understand how to speak Arabic well."

"I felt a different atmosphere when studying BIPA Arabic, the lecturer who taught me helped me understand the material."

Based on these findings, lecturers who are professional in providing knowledge to students can also give a good understanding. The students felt comfortable receiving the Arabic BIPA material being taught. Students understand the concept of Arabic BIPA material from theories that can be implemented during practical meetings of Arabic BIPA teaching in class.

4.2.2.2. Student perceptions of Arabic BIPA teaching materials

Teaching materials in each learning process must be appropriately made because they are used as standard references that assist lecturers in teaching and learning (Suttrisno & Puspitasari, 2021). The BIPA teaching materials that will be taught later must also be adapted to the needs of BIPA students, especially those with different backgrounds, making prospective Arabic BIPA teachers have to understand which teaching materials are appropriate (Kurniasih, Andayani, & Setiawan, 2022). Student perceptions of Arabic BIPA teaching materials that lecturers have presented can be stated to be reasonable and easily understood by students. One of the teaching materials in the study of Arabic BIPA courses discusses (1) knowledge of the basics of BIPA. (2) knowledge of Indonesian language and literature. (3) the basic principles of learning Indonesian. (4) BIPA learning strategies. (5) BIPA learning assessment model.

Teaching materials presented to students must be understood so that during practice, the output from students will be seen, and students will be more qualified to teach BIPA teaching materials to foreign speakers later.

"The teaching materials that I studied turned out to be easy to understand, but several aspects need to be examined so that we are not mistaken in teaching BIPA later, especially in occupying positions at each BIPA level."

<u>*4.2.2.3. Student Perceptions of Arabic BIPA Learning Media*</u>

Learning media is one of the essential aspects of learning. With media, a facilitator will easily convey the objectives of learning. Several media are used to learn BIPA Arabic, namely by empowering the "Bipa Online" platform created by the Ministry of Education, Culture, Research and Technology as page seen in Figure 3.

Figure 3 Online BIPA website from the Ministry of Education, Culture, Research and Technology.

Through the use of online BIPA media, students can access modern technology. This media refers to a pedagogical framework with student processes in teaching and learning. There is also a Zoom meeting platform as a medium for online learning. This media has several features that can make it easier for anyone to access it. The advantage is that students and lecturers can interact easily and quickly and be accessed anywhere, so they do not need to be in one room; besides that, with this media, all parties will be required to be technologically literate. But apart from that, online-based media provides several difficulties, including some that still have signal problems due to weak local networks and unsupported gadget conditions.

One of the media used in learning BIPA is YouTube which can improve student abilities by using it as a learning tool (Wahyuni & Utami, 2021). Every student who already has their group is tasked with compiling Indonesian language teaching materials through the YouTube platform media for Arabic speakers as a means of independent learning and contributing to the country. Through the press used, it is also intended that students have a separate, creative, and innovative attitude (Alwi, Usilmi, Alfansa, & Oktaviana, 2023). As an output of learning the Arabic BIPA course, lecturers introduce a web-based application called "Articulate Storyline" as seen in Figure 4, in which students can present material in slides. Still, they can insert audio and video to show the results uniquely and modernly.

Figure 4 Examples of student work with the Articulate Storyline web application.

In this application, students present material about Indonesian culture to introduce Indonesian civilization to international students (Zamzamy, 2021). The material is presented in stages, from the opening display to the contents and closing. The opening section offers the title and initial introduction of the material to be discussed. Then in the content section, *maharah lugawiyah* material is presented, assisted by audio voices of students using Arabic and Indonesian. Finally, in the closing section, an evaluation is shown in the form of several practice questions to measure how students can learn Indonesian.

Those are some of the learning media in Arabic BIPA courses that are the focus of lecturers on student achievement in Arabic BIPA courses. To produce creative and innovative student characters in education.

"Besides I have to understand every theory contained in Arabic BIPA teaching materials, I am also required to be able to upgrade myself by trying to train my abilities in creating teaching material content for foreign speakers which in turn gives birth to creative, innovative, and confident minds in using social media."

4.2.2.4. Student Perceptions of the Arabic BIPA learning method

A teacher must have different ways depending on the needs of each student (Sheehy, Budiyanto, Kaye, & Rofiah, 2019). Furthermore, in this course, the lecturer uses the project-based learning method to achieve the learning objectives of the Arabic BIPA course. This method focuses on practice as the output of learning. Students are required to be able to teach BIPA Arabic to international students in the future.

"The Arabic BIPA course builds the potential of my creative soul because, with the Arabic BIPA, I can deepen my editing knowledge by being self-taught. Furthermore, little by little, I know the vocabulary that I rarely hear."

Apart from speaking Arabic, students must also be able to present BIPA material gradually and continuously through the role of technological media as a competitive advantage and encourage students to improve their abilities in terms of technology for educational purposes.

"Alhamdulillah, the obstacle in using the Arabic language is not even though it is still stammering but still enthusiastic about practicing saying and practicing MacCallum. Bypass course is very helpful in increasing creativity, understanding, bravery, and speaking skills."

4.2.2.5. Obstacles Faced by Students during BIPA Arabic Learning

In each lesson, even though it has been maximally designed from the beginning to the end, some obstacles will be present during the teaching and learning process. One of the student's perceptions of the challenges during the BIPA learning process is when the learning conditions are online.

"Because BIPA Arabic lectures are conducted online, one of my main obstacles is insufficient network constraints. Besides that, they do not understand the contents of the Arabic BIPA SKL properly due to a lack of detailed explanation regarding the contents of the lesson standard".

In addition, the obstacle students face is the need for more contribution from friends in teamwork. However, this later received the lecturer's attention so that all parties could work together to complete their group assignments.

"The difficulty that I face is that sometimes group friends are passive in participating in doing assignments, which hinders the process of doing it."

In general, the obstacles students face when online learning are due to various internal and external disturbances from each student, so this has an impact on hampering student achievement in acquiring learning theory (Ramdani, Baker, & Gao, 2023) However, this can be overcome during offline education; all theories that have been studied and understood by students are then implemented in the form of video-audio-based teaching media through the Articulate Storyline website application so that the objectives of learning Arabic BIPA courses can be achieved optimally.

5. CONCLUSION

Based on the research results above, Arabic Language Education students have various perceptions of the BIPA Arabic course. Many of them feel satisfied and excited because of the creative and innovative learning process, both from the support of the lecturer as a facilitator and media tools to support the learning. Even so, some students experience difficulties and obstacles, especially during offline learning, but these can be handled properly to achieve maximum learning goals.

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