

THE IMPLEMENTATION OF BIPA LEARNING MANAGEMENT AT UIN RADEN MAS SAID SURAKARTA AFTER THE REGULATION OF KEPDIRJEPENDIS NUMBER 6244 OF 2019

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ABSTRACT

BIPA at UIN Raden Mas Said Surakarta develops Indonesian language skills for foreign students to be able to communicate well, politely, and fluently with Indonesian people; and have Islamic knowledge. This research aims to: (1) describe the implementation management of BIPA learning; and (2) to describe the implementing constraints for KEPDIRJENPENDIS Number 6244 of 2019. The research data collection technique was documentation of KAK, a certificate template, and a lecture journal. BIPA learning was explored through in-depth interviews covering preparation, implementation, monitoring, and evaluation. Since 2006, it has had planning, organizing, implementing, and supervising learning as KEPDIRJENPENDIS Number 6244 of 2019. It emphasizes listening, reading, writing, and speaking skills using direct methods. Cultural insight emphasizes local wisdom; and Islamic insight emphasizes morality and Islamic celebrations (sekaten, Eid homecoming, and isra' mi'raj). Issues that should be concerned with it, namely: (a). the language matriculation implementation cannot be carried out on time because it has to align with existing lectures in the faculty environment of each foreign student; (b) the documentation of BIPA learning archives by BIPA organizers has not been organized as institutional archiving requirements; (c). The availability of educational buildings is still limited, so the availability of classrooms is also limited; (d). BIPA organizers have not been optimal in managing the test question bank, so it has the impression that they are only repeating existing questions without updating them. BIPA organizers do not yet have assessment standards set as a permanent reference in providing evaluations to foreign students.

Keywords: Management, Learning, BIPA

1.0 INTRODUCTION

Indonesian for Foreign Speakers (BIPA) is a program of the Republic of Indonesia (a scholarship program offered to all foreign students from countries that have diplomatic relations with Indonesia) and the result of collaboration between the Ministry of Education and Culture and the Ministry of Foreign Affairs since 1990. BIPA participants can choose one of the selected universities in Indonesia. The manifestation of the BIPA program is training and assistance for foreign speakers to improve the function of the state language as an international language and meet the needs of foreign workers in training programs (Inderasari & Agustina, 2017).

Along with the above explanation, BIPA can simultaneously promote and increase interest in the Indonesian language, art, and culture through its teaching. Quoting the statement of Rivai, et al (2017: 2) said that teaching Indonesian abroad is experiencing very rapid development. Hertiki also said that teaching BIPA abroad could also be used as a medium to introduce Indonesian arts and culture, conduct research, and create collaborative networks.

Hasanah et al (2022:100) examine how Indonesia, with all its cultural diversity and local wisdom, can attract the interest of the international community. Indonesia is a country rich in cultural values with many tribes. It is the variety of ethnicities, cultures, and local wisdom that attracts the curiosity and interest of foreigners in learning Indonesian as a means of cultural communication. In this case, the government's serious steps are manifested through language and culture training programs. Indonesian is not only a learning content for foreigners in realizing their goal of knowing local culture and wisdom (Tiawati et al, 2022).

Based on the above reason, BIPA program is very important and strategic in introducing Indonesia to the international community. As stated by Zulfahmi (2016: 600), Indonesia's role in international relations has also placed Indonesia as one of the important languages that are considered important in the world, along with the development and progress that have been achieved by the Indonesian people amid today's global era. Thus, such a fact has caused many foreigners to be interested in learning Indonesian as a tool to achieve various goals, both political, trade, arts and culture and tourism (Adryansyah, 2012:1; Solikhah & Budiharso, 2020).

As a country with the largest language and economy in the ASEAN region, the BIPA training program has a crucial role in developing and maintaining rich traditions and culture, especially in the form of works of art, tourist attractions, and culinary treasures. Continuing to develop reliable and accountable graduate competency standards through the BIPA program is also an effort to gain wider recognition both at the regional and international levels in a way that continues to show increasingly good results. Mutual understanding and mutual respect, in turn, further enhance friendship and cooperation between nations. So, in turn, Indonesia can become a medium for cross-cultural understanding, namely understanding and growing a sense of sympathy and love both for Indonesia and for other countries (Maulana et al, 2020).

Then, through the regional policy of the ASEAN Economic Community (AEC), the movement of students between countries in the ASEAN region has become faster and wider. Quoting data from <http://bipa.kemdikbud.go.id/asia>, as stated by Dwi Budiyo. The BIPA Program Organizing Institution Network in 2022 shows that the BIPA Program has spread to around 44 countries and is managed by 466 institutions. These institutions are spread across Asia, the Pacific, and Africa (15 countries), America and Europe (18 countries), and Southeast Asia (10 countries). Out of a total of 466 institutions, 209 are in the identified category, 209 are facilitated, and 13 are in the validated category (Febrianti et al, 2020).

Therefore, BIPA training institutions, especially those at State Islamic Religious Colleges (PTKIN), can become one of the institutions that foreign students need to exist so that foreigners' interest in Indonesian continues to increase in various parts of the world. In several study programs, the ability to speak Indonesian for foreign students is one of the keys to success in studying in Indonesia. Therefore, gradually, foreign students will need BIPA training services to master or improve their proficiency in Indonesian. When this is the case, this

phenomenon requires high awareness of the integration of quality assurance, both in the internal environment of the implementing agency and in the external environment, for example, concerning accreditation and certification bodies (Muradi et al, 2022).

Seeing the importance of BIPA for all of this, the government and the private sector must compete to provide alternative policies, standardization, and attractive offers for their students. The government and the private sector must also analyze the needs of their students so that the implementation can continue to suit their needs. Kusmiatun (2018:24) mentions that material is an important and crucial part of learning BIPA. The selection of interesting teaching materials can affect BIPA students' interest in learning. BIPA students need to choose reading material with varied topics so that they can increase their interest.

Each level of BIPA students has different material needs, so BIPA material must adapt to the needs of the students. The ideal needs for BIPA participants mean that they cannot be separated from the standard curriculum. In principle, the need for basic mastery of BIPA learning also leads to listening, speaking, reading, and writing. Besides aiming to attract foreign students to take part in the BIPA program to get as many foreign students as possible, acceleration with local arts and culture can also be material for syllabus and curriculum preparation (Anam et al, 2022).

According to Rosiyana (2020: 375), BIPA learning is a learning process carried out by foreign speakers to learn Indonesian. In teaching language for BIPA, learning activities must be more detailed and mainly focused on the learning process. This is very important so that foreign speakers have no difficulties learning Indonesian. The teacher must also know what the difficulties are for foreign speakers in learning Indonesian so that the learning process can be effective and efficient. The BIPA program is learning Indonesian with foreign students as the subject. BIPA looks more at or focuses on its students. The people who are subject to BIPA are foreigners. So, Indonesian is a foreign language for BIPA learners.

UIN Raden Mas Said Surakarta is one of twelve PTKINs that has foreign students and also organizes the BIPA program. Data on undergraduate foreign students at UIN Raden Mas Said Surakarta in the 2013–2022 periods, namely: from Thailand (twenty five students) and Philippine (five students) from the study programs of KPI, PBI, IAT, SPI, TBI, SI, HES, and PIAUD.

Table 1: The List of BIPA Foreign Students at UIN Raden Mas Said Surakarta 2013–2022

| NO | NAME | COUNTRY ORIGIN | SUDY PROGRAM |
|----|-------------------------|----------------|--------------|
| 1 | Makusairi Waedotong | Thailand | KPI |
| 2 | Hasria Maharung Sarapil | Thailand | PBI |
| 3 | Alee Abusi | Thailand | IAT |
| 4 | Machi Jehso | Thailand | IAT |

| | | | |
|----|------------------------|----------|-------|
| 5 | Aslahuddin Lohka-a | Thailand | IAT |
| 6 | Ahmad Muhammad | Thailand | IAT |
| 7 | Sooraida Ma'saman | Thailand | PAI |
| 8 | Nurhannan Mamu | Thailand | PBI |
| 9 | Hade Hwangchi | Thailand | SPI |
| 10 | Pasiyah Tahe | Thailand | TBI |
| 11 | Lisa Sada | Thailand | SI |
| 12 | Soraya Sibuh | Thailand | PBI |
| 13 | Niyuraida Che-useng | Thailand | SI |
| 14 | Sumaiyah Nima | Thailand | PBI |
| 15 | Muhammadfaosan Chewae | Thailand | TBI |
| 16 | Maryam Hayisamaeng | Thailand | PBI |
| 17 | Husna Lateh | Thailand | PBI |
| 18 | Bukhoree Kудay | Thailand | TBI |
| 19 | Marlon B. Cortez | Filipina | PBS |
| 20 | Reymond M. Macpal | Filipina | PBS |
| 21 | Sitihaja A. Mombas | Filipina | PBI |
| 22 | Ailyn Maharung Sarapil | Filipina | PBI |
| 23 | Wilda Sueri | Thailand | TBI |
| 24 | Nurhasnah Paehnaeh | Thailand | PBI |
| 25 | Sofia Yaten | Thailand | PBI |
| 26 | Afnan Dareng | Thailand | PBI |
| 27 | Kuhasir Kunoh | Thailand | PBI |
| 28 | Masukreeplee Kusu | Thailand | TBI |
| 29 | Niasfan Che-Useng | Thailand | HES |
| 30 | Sanny Eriman Mombas | Filipina | PIAUD |

The interest of foreign students in studying at UIN Raden Mas Said Surakarta includes the existence of religious and general study programs, and it's easy to learn about diversity, especially in Surakarta, directly related to Islamic insights and local Indonesian culture.

Thus, related to BIPA training, UIN Raden Mas Said Surakarta focuses on specific development directions by placing more emphasis on graduates having Islamic insights and being able to communicate well, politely, and fluently with Indonesian people for various purposes in various contexts.

Therefore, to support all of this, UIN Raden Mas Said Surakarta, which is under the responsibility of PTKIN, needs to have national standard BIPA learning implementation management following what has been mandated by decree of the Director General of Islamic Education (Kepdirjenpendis) Number 6244 of 2019 concerning the national standard for Indonesian Language Teaching Training for Foreign Speakers (BIPA) Islamic Religious College (PTKAI). Several things need to be explained regarding the BIPA implementation program at UIN Raden Mas Said Surakarta are about: (1) How is BIPA Learning Implementation Management; (2). what are the characteristics of obstacles during implementation? Kepdirjenpendis Number 6244 of 2019 concerning the PTKAI BIPA Teaching Training National Standards (Isnaniah, 2020).

Some of the research underlying the formulation of this discussion was conducted in 2022 by Maulana et al (2022) from IAIN Syekh Nurjati Cirebon, namely "Development of Web-Based BIPA Learning Media". This study describes the development of web-based basic-level BIPA learning media containing material that is presented in a structured manner and can be self-taught. The target for the successful development of this medium is that the web can be accessed normally so that the material on the web can be studied independently by users.

In another study, Hasanah et al. (2022) also conducted research 2022 entitled "Dangdut Koplo Songs as Local Wisdom-Based BIPA Teaching Materials for Advanced Learners, where this research focused on discussing dangdut koplo songs as material teaching BIPA based on local wisdom, and its implications for learning BIPA level VII. The results of the study explain innovative ideas and values in incorporating elements of local wisdom through dangdut koplo songs into BIPA learning that have never existed before, especially at the BIPA institution of UIN Raden Mas Said Surakarta.

So next, the discussion space of this research is to describe the management of the implementation of BIPA learning at UIN Raden Mas Said Surakarta PostKepdirjenpendis Number 6244 of 2019 concerning PTKAI BIPA Teaching Training National Standards. After that, the description is to detect the inhibiting factors and the solution in the implementation of Kepdirjenpendis Number 6244 of 2019 at UIN Raden Mas Said Surakarta.

Kepdirjenpendis Number 6244 The year 2019 is about national standards for BIPA training education at PTKI, which include: 1). graduate competence standards; 2.. Standard learning processes; 3.. Standards for lecturers and educational staff; and 4). Learning assessment standards. Graduate Competency Standards (SKL) in training Kepdirjenpendis to serve as a guide in formulating curriculum, determining learning materials, planning and implementing learning, as well as determining graduate students in training, as well as those who study independently, as a reference in compiling, revising, or updating the curriculum, both in planning and implementation aspects (Isnaniah, 2021).

Moreover, Kepdirjenpendis Number 6244 of 2019 is about a set of plans and arrangements regarding objectives, content, and learning materials, as well as ways of delivering and

assessing them as guidelines for organizing learning activities to produce graduates with specific learning outcomes. Second, learning plans are prepared in the form of Semester Learning Plans (RPS) for each level of training that refer to Graduate Competency Standards (SKL) that were developed by BIPA teachers. Third is the availability of an appropriate BIPA curriculum, comprehensive teaching materials, qualified teaching staff, and adequate infrastructure to support BIPA teaching (Aryawan et al, 2017).

The fourth is the learning method that can be selected for the implementation of training material learning, including group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of learning outcomes at each level. Fifth, teachers must have academic qualifications and educator competence, be physically and mentally healthy, and have the ability to organize training to fulfill learning outcomes at each level.

Sixth, tutors from the Indonesian Language or Indonesian Literature Education Study Program have the lowest qualifications in semester 6 (six) who have passed BIPA courses or have abilities in the field of culture and Islamic insight and are active in community activities. Seventh, tutors from the Non-Educational Indonesian Language or Indonesian Literature Study Program have qualifications of at least semester 6 (six) and have a minimum ability of 2 (two) foreign languages, have expertise in the arts as evidenced by a certificate/certificate, are active in activities at the community is proven by a certificate/certificate, and has knowledge of culture and Islamic insights. And finally, the learning assessment standard is a minimum criterion regarding the assessment of student learning processes and outcomes to fulfill the learning achievements of each level (Aryawan et al, 2017). This research aims to: (1) describe the implementation management of BIPA learning; and (2) to describe the implementing constraints for Kepdirjenpendis Number 6244 of 2019.

2.0 RESEARCH METHODS

The character of this research is qualitative with a descriptive approach. Satori (2011: 23) reveals that qualitative research is to explore phenomena that cannot be quantified so that descriptive efforts can be made of the phenomena that occur. This research was conducted at UIN Raden Mas Said Surakarta, namely on Pandawa Street, Pucangan, Kartasura, Sukoharjo. The subjects of this study were BIPA program managers for the period of 2020-2023; namely: eleven staffs consisting of chairman, secretary, and educative staffs.

The Head of General Affairs and Academic Services (describing information about students and their backgrounds; Deputy Chancellor for Student Affairs and Cooperation (explaining the program area and responsibility for the BIPA program), and foreign students (providing information about BIPA learning) UIN Raden Mas Said Surakarta are as an informant of this research.

The data collection technique in this study was the documentation of several Terms of Reference (TOR) (to interpret the scope and objectives of the BIPA program); BIPA certificate template (to understand the evidence of BIPA competency achievement as an assessment); Semester Learning Plan (RPS) (to find out the planned learning activities), and BIPA Lecture Journal (to dig up information on lecture material during the current semester). A series of in-

depth interviews were also conducted by researchers to gather information from research subjects and informants starting from preparation, implementation, monitoring, and up to evaluation of the course of the BIPA program.

From the results of the data collection process through observation, documentation, and interviews above, the first step carried out by researchers in data analysis techniques is by reducing data so that the required data needs are easily segregated. It is this sorted data, the researcher then processes and analyzes it based on Kepdirjenpendis Number 6244 of 2019 to describe the conclusions of the BIPA Curriculum Management Implementation.

3.0 FINDINGS AND DISCUSSION

The Raden Mas Said Surakarta Chancellor's Decree Number 95 concerning the Establishment of the BIPA Program was published in 2017 at UIN Raden Mas Said Surakarta with the hope that BIPA UIN Raden Mas Said Surakarta could become a learning place for foreign students to learn Indonesian language and local wisdom culture in Indonesia. The purpose of this BIPA institution is to facilitate and become a place for foreign students from Thailand and the Philippines to study Indonesian with assistance from BIPA teachers and tutors. With this decree, foreign students at UIN Raden Mas Said Surakarta are expected to be able to adapt to the lecture and social environment while living in Indonesia. The competencies expected are listening, speaking, reading, and writing Indonesian skills.

Before studying BIPA, UIN Raden Mas Said Surakarta required foreign students to attend matriculation courses first. This matriculation lecture is a form of warm-up given by the instructors to foreign students to introduce what needs to be taken and carry out all matriculation activities while participating in the BIPA program. This is the first lecture while taking the BIPA program so that foreign students have basic Indonesian language skills that are simple and practical so they can adapt to a new place.

Most of the problems faced by managers during this matriculation activity are related to reasons, namely: 1). Most foreign students come from lower middle-class society. So, the problem that arises is the problem of economic factors in the student's family. Many foreign students think about the cost of living (living cost) even though tuition fees are free/borne by the government of origin; and 2). Making/renewing student visas is usually completed before the first lecture.

During BIPA learning, teachers use Book A1 "My Indonesian Friends" with categories for the beginner level on material related to physical characteristics. The overall learning plan for this semester is contained in a coordinated manner by BIPA managers in the form of lesson plans. BIPA teachers only carry out RPS every semester. Planning for the preparation or creation of the BIPA curriculum at UIN Raden Mas Said Surakarta in the form of an RPS toolkit starting from the preparation plan relating to language skills, cultural insights, and Islamic insights, recruitment of foreign students, to evaluation as a graduation standard.

BIPA curriculum planning is designed in a team, but decisions at the implementation level are left individually by each teacher/tutor according to the existing level/level. The RPS compiled has been adjusted to the BIPA Graduation Standards (SKL). Even though the RPS was designed and compiled jointly by the team, the development of the material to be delivered

depends entirely on the innovation and creativity of each teacher or tutor. This is because each teacher or tutor provides material in their respective fields, namely listening, reading, speaking, and writing skills, insight into Indonesian culture, and Islamic insight.

This RPS includes competency standards; basic competencies; indicators (objectives); learning methods; outcome assessment; and aspects assessed in learning. BIPA learning materials emphasize listening, reading, writing, and speaking skills. In cultural insight learning, material emphasizes local wisdom, and in Islamic insight, the material emphasizes morality and forms of Islamic celebration (sekaten, Lebaran, and Isra' mi'raj) by utilizing learning media such as projector screens, blackboards, videos, pictures, and others.

Foreign students are expected to have competence in understanding and using expressions in the context of the physical characteristics of themselves and others to fulfill daily and routine concrete needs in a simple way when communicating with very cooperative speech partners. This step is to provide basic skills that must be possessed by foreign students, namely the ability to express and recognize simple words and phrases related to the physical characteristics of oneself and others, giving information to others regarding body shape, facial shape, shape eyes, hair shape, nose shape, hairstyle (when someone asks about the other person's physical characteristics).

The teachers use the direct method (direct method). In this method, foreign students learn to understand a language by listening to Indonesian as often as possible and foreign students learn to speak through speaking activities. In addition, the community-based language learning method (community language learning method) is also being developed so that teachers in carrying out their role as mentors (counselors). The activities of foreign students in learning are in groups. Students sit in a circle while studying. Meanwhile, the teachers are outside the circle and ready to assist with learning. Group study can reduce fear and can stimulate students to express their ideas and feelings.

The planning for the preparation or creation of the BIPA curriculum at UIN Raden Mas Said Surakarta is in the form of an RPS toolkit. It started from the preparation planning relating to language skills, cultural insights, and Islamic insights, recruitment of foreign students, to evaluation as a graduation standard. BIPA curriculum planning is designed in a team, but decisions at the implementation level are left individually by each teacher/tutor according to the existing level/level.

The prepared lesson plan has been adapted to the BIPA SKL based on the Regulation of Minister of Education and Culture (Permendikbud) number 17 of 2017. Even though the team designed and compiled the lesson plan together, the development of the material to be delivered depends entirely on the innovation and creativity of each teacher or tutor. This is because each teacher or tutor provides material in their respective fields, namely listening, reading, speaking, and writing skills, insight into Indonesian culture, and Islamic insight. This RPS includes competency standards; basic competencies; indicators (objectives); learning methods; outcome assessment; and aspects assessed in learning.

BIPA learning materials emphasize listening, reading, writing, and speaking skills. In cultural insight learning, material emphasizes local wisdom, and in Islamic insight, the material

emphasizes morality and forms of Islamic celebration (sekaten, Lebaran, and Isra' mi'raj) by utilizing learning media such as projector screens, whiteboards, videos, pictures, and more.

Assessment of learning outcomes is pursued by a model post-test which is a reinforcement of what has been given during learning orally. The questions are presented by the teachers in writing using the application powerpoint. During the exam, the teachers divide students into small groups (consisting of 3-4 people). Students are asked to explain physical characteristics as RPS based on directions from each question on power point and answer it based on the physical characteristics of one of the friends in one room (one class). After finishing explaining the physical characteristics, students take turns giving questions as ordered in the question table below to other groups.

For example, the character of the questions given is as follows:

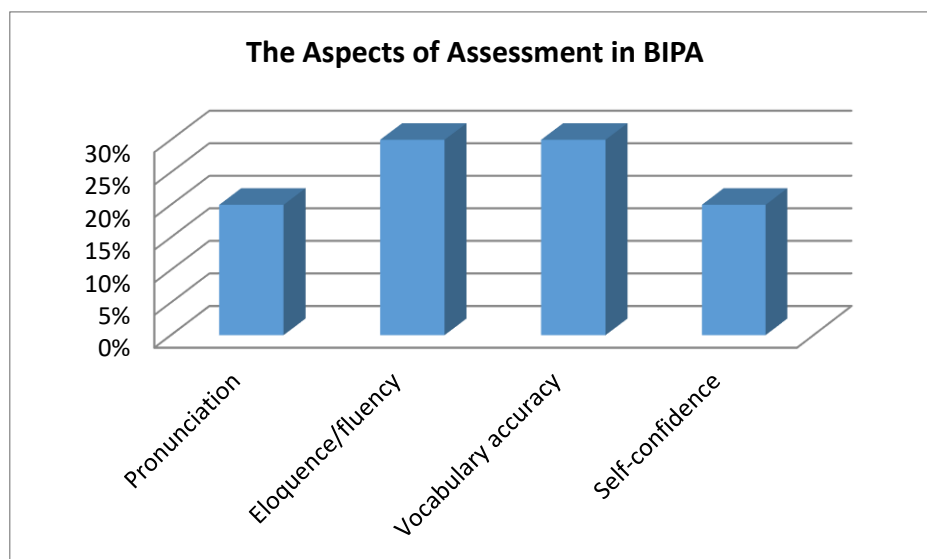
- *Who's he?*
- *He is wearing..... (Color).*
- *His face..... (Face shape: round/oval).*
- *Eye shape..... (Narrow/round).*
- *He has a nose..... (Nose shape: sharp/snub/round/pointy).*
- *Body..... (Tall/skinny/fat).*
- *Hair shape..... (Curly/straight/short/long).*
- *Hairstyle..... (Kids/braided/untied).*
- *His skin color is..... (White/brown/black).*

The aspects of assessment in BIPA learning activities are:

Table 2 The Aspects of Assessment in BIPA

| No | Aspect | Score (maximum) |
|-------|---------------------|-----------------|
| 1 | Pronunciation | 20% |
| 2 | Eloquence/fluency | 30% |
| 3 | Vocabulary accuracy | 30% |
| 4 | Self-confidence | 20% |
| Total | | 100% |

The Aspects of Assessment in BIPA are described in chart below:



The Chart of Aspects of Assessment in BIPA in UIN Raden Mas Said Surakarta

What has been carried out by the manager of BIPA UIN Raden Mas Said Surakarta above is following the internal training method Kepdirjenpendis Number 6244 of 2019 namely communicative methods and based on the introduction of Islamic insights. The learning process is carried out by starting with receptive skills (listening, reading, and writing). The instructors teach the material and act as mentors/facilitators.

4.0 CONCLUSION

Maintenance of the BIPA program at UIN Raden Mas Said Surakarta since 2006 has been following the Indonesian Curriculum Management for Foreign Speakers (BIPA) as Kepdirjenpendis Number 6244 of 2019 starting from planning, organizing, implementing, and supervising the curriculum related to curriculum objectives, teaching materials, textbooks, teachers and students, methods, facilities and infrastructure, and evaluation.

The issues that should be concerned with the BIPA program at UIN Raden Mas Said Surakarta, are namely: (a). The implementation of language matriculation cannot be carried out on time because it has to align with existing lectures in the faculty environment of each foreign student; (b). The documentation of the BIPA program archives by the BIPA organizers has not been organized according to institutional archiving requirements; (c). The availability of educational buildings is still limited so the availability of classrooms is also limited; (d). The BIPA organizers have not been optimal in managing the test question bank so the BIPA organizers have the impression that they are only repeating existing questions without updating the questions; (e). The organizers do not yet have a BIPA assessment standard set as a permanent reference in providing evaluations to foreign students. So, some of the issues need to get attention or alternative solutions from the leaders at UIN Raden Mas Said Surakarta. The studies on how to compile good BIPA test questions as standard assessment decisions that do not yet exist at UIN Raden Mas Said Surakarta can be used as material for further research.

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