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BIPA in the Global Perspectives: Fostering Indonesian Language for Facing ASEAN Economic Community

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ABSTRACT

As the widest country plus having the highest population in ASEAN, Indonesia is counted as the biggest contributor of economic growth in the region. The transmission of culture, and language definitely adhere to this phenomenon. Moreover, since December 2015 this issue raised by the legalization of economic cooperation in regions, which generally called ASEAN Economic Community. Responding this issue, some steps on various areas were taken, not exceptionally on language education; in regional meeting for example, the Ministry of Education proposed Indonesian as the working language of ASEAN community. By considering the position of Indonesia of course this expectation is not too much. Moreover, from the neighboring perspectives, this language is not only used in this country but also Malaysia, Singapore and Brunei Darussalam. Even though this idea is not yet officially legitimated, efforts on introducing Indonesia is already began by the government. This country has made cooperation with some countries, which called BIPA Program (*Bahasa Indonesia bagi Penutur Asing*), or in English it will be best translated as Indonesian Language for Foreign Learners. Go beyond the ASEAN, Indonesia seemed won't loosed its opportunity to appear themselves on a global stage, not less than 45 countries around the world join this programs, including Japan, USA and Australia (Kompas.com, 2013). Hundreds of language study center have established; some stand as part universities or colleges. Regarding all of this issue arise, this paper aims to describe BIPA Program in a global scale, especially as the respond of ratification of AEC (ASEAN Economic Community).

KEYWORDS: BIPA, Global Perspectives, Indonesian Language, ASEAN Economic Community

As a country with more than two hundred million population and large is more than one million and half kilometers square, Indonesia officially has the highest population and largest area in South East Asia, and of course it attracts the global interest. The growing importance of Indonesia then also led to the interest of foreigners to learn Indonesian language, which the number shot in the last decade. In 2009 the local government of Ho Chi Minh City, Vietnam put this language in the position of two most commonly used foreign language, the Ministry of Foreign Affairs reported that Indonesia as the fifth largest language by number of world speakers 4.463.950 scattered abroad and becomes The world's fourth largest after China, India and Arab (Kompas.com, 2013). In Australia, Indonesian is among the three most popular foreign languages after Chinese and Thai. The rapidly increasing demand of language learners have led the Indonesia's Ambassador for Australia, Najib Riphat Kesoema overwhelmed provide teachers from Indonesia, so he asked Indonesian students who are taking study in the country to actively participate in Indonesian language learning programs for Australian community. Popularity in the land of kangaroos is also shown by the number of visitors to the cultural center of Indonesia in Canberra, which reached 150 students per week (The Jakarta Post, 2016). Mahsun, Head of Language Development in Ministry of Education and Culture said that there are at least 45 countries that participate BIPA, with 174 teaching institutions spread in those countries. In 2011 in AIPA conference (ASEAN inter parliamentary assembly) 32nd the Parliament Chairman proposed Indonesian as the language of instruction for further AIPA sessions (Kompas.com, 2016). It was then responded by the Minister of Education and Culture to prepare Indonesian as the primary language of the ASEAN Economic Community (AEC) which is formally legalized on December 2015. This respond is very reasonable considered the position of Indonesia as the economic center

in ASIA; as depicted on Kompas.com, Indonesian Commission for UNESCO, Arief Rachman on Tuesday, 15 November, 2011 expressed (The Jakarta Post, 2011):

"I am optimistic that (Indonesian) can become an international language. The UN has recently denied that German is an international language because it is only used in Germany. Ours is different, Indonesian is spoken in many countries "

"Many countries" Rachman means definitely points to neighboring countries such as Malaysia, Singapore and Brunei Darussalam. These list of facts make Indonesia self confidence is getting stronger. It then encourages Joko Widodo as a President to make a bold policy through the Ministry of Labor Regulation No. 12/2013 which ordered that all foreigners working in Indonesia shall have KITAS (Limited Stay Permit Card), set in immigration law 2011, they also must be able to master Indonesian (The Jakarta Post, 2015). Intriguing debates heppended related to this policy, a counter group stating that this would only hamper the flow of investment into Indonesia. But it appears not to be heeded, Minister of Labour, Muhammad Hanif Dhakiri argued that it is needed and very fair if all the expatriates required to be master in *bahasa* (Indonesian language) in order to maintain the national's self dignity. During this time our migrant workers sent to Korea and Japan were required to undergo language training in the destination countries, then why expatriates studying in Indonesia are not be treated the same? Ah Maftuchan, a public policy analyst said he strongly supports Dhakiri because with the flows of Asean Economic Community plus coupled of efforts to make Indonesia as the working language of AIPA, it would be absurd if the 'expats language problems' in this own country has not yet been solved, in the other word expatriates are expected to be the ambassadors for 'foreigners who learn Indonesian'. Current efforts Dhakiri done is to create a standard proficiency test for

foreign workers that can be accessed in their home country, so they had better preparation upon arrival in Indonesia, it also can be accessed by those who have been in Indonesia (The Jakarta Post, 2015).

EXECUTION OF BIPA PROGRAM

BIPA basically done by Indonesia government with several countries that have diplomatic relationship. Even BIPA starts in Japan but for the number of language institutions, Australia is dominant. Pangesti Wiedarti, Head of Fieldtrip Program for House of Representatives (*Dewan Perwakilan Rakyat*) mentions that bahasa Indonesia is the most favourite program among the foreign participants (Survey 2012 states; 65% participants chosed *bahasa* Indonesia, 30% culture, culinary and tourism 3%, others 2%). She also stated (Kompas, 2013):

"BIPA dipelajari oleh semua mahasiswa Darmasiswa RI yang belajar di 46 hingga 59 universitas di Indonesia. Tiap tahun ada sekitar 700 mahasiswa asing dari sekitar 77 negara yang belajar seni, budaya, dan bahasa Indonesia juga bidang-bidang lain seperti *tourism* dan *hospitality*,"

"BIPA is a mandatory program taken by overseas students, spread from 46 up to 59 universities in Indonesia. Every year at least 700 students from 77 countries practice art, culture, *bahasa*, including other sectors like tourism and hospitality."

To make sure participants' satisfaction, government is responsible to employ language facilitator who fulfilled some criterias. Furthermore, Indonesian language program in foreign countries of course also condition certain qualification for the facilitators. Form letter No. 5188/ 64/ 85/ 2016 issued by Ministry of Education and Culture mentions those criterias; are (a) subject is willingly to be placed in any site according to the government decision, (b) master degree as priority, (c) mastering foreign

language, (d) experienced in teaching BIPA with one year minimum long term, and (e) able to operate computer in order to teach BIPA. This facilitator exchange is known as SAME (Scheme for Academic Mobility and Exchange). Success output for this program can be measured by the the language standard called UKBIPA (*Uji Kompetensi Bahasa Indonesia bagi Penutur Asing*).

BIPA DISSEMINATION THROUGH EDUCATION

Education is an essential part to promote BIPA. Widodo (2016) states BIPA is a teaching and learning activities (Indonesian language and culture) that particularly designed and systemic-procedural aim to achieve certain goal. In another word, BIPA is manifestation of certain learning approach that appear in the implementation of didactic and methodologic princips. Programming BIPA of course cannot be stand alone, but must be preceded by some planning. To make this plan, Widodo (2016) states a lecturer at least already has the concept and the written planning.

Figure 1. Process in Making Planning for BIPA Teaching and Learning Activities

BIPA planning is essential in order to make the learning process run effective and efficient. This planning then has tight relationship with other learning components; such as the material, media and evaluation. Still from the same source, Learning component is basically divided into seven; those are (1) learning goal. It deals with the

language level of students need to achieve, (2) description or arrangement of learning material is needed to make the learning material is systemic so it is applicable, (3) learning methods is affect so much on the effectiveness and the efficiency of learning process, of course it is then one thing determined the attainment of the learning goal, (4) learning process, (5) learning media talks about the equipments and facilities used to support learning process, (6) learning evaluation is needed not only for assessing students' achievement but also to diagnose their needs and progress so in further it can assist the BIPA organizer improving their professionals. Since diagnosing is one of the elements of evaluation, so that classifying students' language competency is also part of evaluation. BIPA standars of competency is not settled yet, it is true that many of BIPA commitee used CEFR (The Common European Framework of Reference for Language) to standardize their students' competency. It consists of four levels; from the buttom those levels are A1, A2, B1, B2, C1 and C2. However some experts make their own standard level, Widodo (2016) as the BIPA expert of Malang State University for example. He classifies the students level into six; *pemula* (begginer), *dasar* (basic), *pramenengah* (pre-intermediate), *menengah* (intermediate), *pralanjut* (*pre-advance*) and *lanjut* (advance). Back to CEFR, levelisation basically describe students phase of language achievement. Let's say, how is a student classified as A1, A2 and so on? Table 1 follow will give you the detail explanation towards this question.

Table 1
CEFR Global Scale

Proficient User	C2	<ul style="list-style-type: none"> - Can understand with ease virtually everything heard and read. - Can summarise information from differenr spoken and written sources, reconstructing arguments and accounts in a coherent presentation. - Can express him/herself spontaneously, very frequently and precisely, differentiating finer shades off meaning even in more complex situations.
	C1	<ul style="list-style-type: none"> - Can understand a wide range of demanding, longer texts, and recognise implicit meaning. - Can express him/herself fluently and spontaneously without much obvious searching for expressions.

		<ul style="list-style-type: none"> - Can use language flexibility and effectively for social, academic and professional purposes. - Can produce clear, well-structured detailed text on complex subjects, showing controlled use of organisational patterns, connections and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field specialisation. - Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. - Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	<ul style="list-style-type: none"> - Can understand the main points of clear standard input in familiar matters regularly encountered in work, school, leisure, etc. - Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. - Can produce simple connected text on topics which are familiar or of personal interest. - Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	<ul style="list-style-type: none"> - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). - Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate needs.
	A1	<ul style="list-style-type: none"> - Can understand and use familiar and everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. - Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers. 2013. Cambridge University Press.

(7) time allocation. The organizer should be wise to condition the learning process.

The learning term cannot be too long since it shows that the program does not consider the time efficiency, but at the same time it cannot be too short otherwise it is not reasonable.

Beside the learning components, there is also thing called the learner components. This components discuss the characteristics of the students. It benefits the BIPA organizer since they be able to get clearer description of their subjects so it is easier to classify them. Those components are (Widodo, 2016), (Andayani, *without year*): (1) country of origin. There is common assumption that people from the same

origin tend to have the same certain similarities in case of language. For example: people from Japan tend to find difficulty to state alphabet /l/. It occurs because in their syllabic system, *hiragana* this letter is not available. The same thing happens to people from a country where English is their national language; such as United Kingdom, United States and Australia. Indonesian pronounce /a/ as /ʌ/, so they will read Malang with Mʌl ʌŋ, different from people where their mother tongue is English, they tend to read Malang as Mɛlɛŋ. (2) Specification deals with the unique criteria of individual; whether he or she is a student, employee, or not both. If student so what major he or she takes, if employee what professional he or she interests and so on. (3) interest. It deals with individual interest of learning a language whether it is on linguistic or literature aspects, whether it is Indonesian language for business, academic or maybe others. (4) experiencing on learning *bahasa*. Students or employees who have stayed in Indonesian ten years more or last must have different capacity of *bahasa* than whom never been step on their feet in this country nor even learn the language. (5) learning typology. It deals with individual style of learning. Those are people who visual, audio or kinesthetic. Even people from the same category, audio for example, their learning pattern maybe different. (6) learning needs is about what the students are going to do with *bahasa* after they master it. It slightly different from interest. If interest comes from the individual who learn the language, but learning needs is about what they have to, not what they want.

FACTS AND BEST PRACTICES OF BIPA

Eventhough Indonesian is the widest language user in ASEAN and fourth in the world, plus it is already taught several decades ago in four largest continents (Asia, Europe, America and Australia) in fact until today there is no fix standard to standardize BIPA teaching material in national scale, instead independent institutions.

It such irony since this language is taught in many universities and institutions around the globe. China for example (Sudaryanto in Rafiek, 2014):

Jumlah universitas di Cina yang memiliki jurusan Bahasa Indonesia kian bertambah. Dulu, orang hanya mengenal dua nama dua universitas, yaitu Peking University (didirikan pada 1898) dan Beijing Foreign Studies University (didirikan pada 1941). Kini, ada sekitar lima universitas lainnya di Cina, baik milik pemerintah maupun swasta yang membuka jurusan Bahasa Indonesia. Di kota Shanghai, ada Shanghai International Studies University (SHISU). Di propinsi Guangdong, ada Guangdong University of Foreign Studies (GDUFS). Di propinsi Guangxi, ada Guangxi University for Nationalities (GXUN) dan Xiangsihu College, sebuah kampus swasta yang terletak di kota Nanning. Dan terakhir, di propinsi Yunnan, ada Yunnan University for Nationalities. Kesemuanya membuka program S-1 Bahasa Indonesia. Selain program S-1, ada pula kampus di Cina yang menawarkan program S-2 dan S-3 Bahasa dan Kesusastraan Indonesia, yaitu Peking University (PKU).....Disamping PKU, ada pula BFSU yang memiliki program S-2 dan S-3 Bahasa dan Kesusastraan Asia dan Afrika, dengan konsentrasi Bahasa dan Kesusastraan Indonesia.....Mirip dengan BFSU, GDUFS juga membuka program S-2 dan S-3 Bahasa dan Kesusastraan Asia dan Afrika, juga dengan konsentrasi bahasa dan Kesusastraan Indonesia. Sementara itu, GXUN baru menawarkan program S-2 Bahasa dan Kesusastraan Asia dan Afrika, juga dengan konsentrasi Bahasa dan Kesusastraan Indonesia.

The number if universities in China which opened Indonesian majors is growing. In the past, people only knew two name of universities, namely

Peking University (founded in 1898) and the Beijing Foreign University (founded in 1941). Now, there are about five other Chinese universities, both public and private are open Indonesian majors. In Shanghai, there is Shanghai International Studies University (SHISU). In Guangdong province, there is Guangdong University of Foreign Studies (GDUFS). In Guangxi province, there is Guangxi University for Nationalities (GXUN) and Xiangsihu College, a private university located in the city of Nanning. Lastly, in Yunnan province, there is Yunnan University for Nationalities. All of these universities and colleges open undergraduate program (*S1*) for Indonesian language. Not only undergraduate, there is also a campus in China which offers graduate (*S2*) and postgraduate (*S3*) programs of Indonesian Language and Literature, called Peking University (PKU)..... Besides PKU, BFSU offers Language and Literature of Asia and Africa program for graduate (*S2*) and postgraduate (*S3*), with a concentration of Indonesian Language and Literature. As well as BFSU, GDUFS open graduate (*S2*) and postgraduate (*S3*) programs for Asia and Africa Language and Literature, with Indonesian Language and Literature as the concentration. Little bit different case, GXUN just opened only graduate (*S2*) program for Asia and Africa Language and Literature, with concentration Indonesian Language and Literature.

In her paper entitled *Teaching Indonesian Language in Rusia: from Saint-Petersburg to Vladivostok*, Shaposhnikova (2013) explains that Indonesian teaching program has spread out in East Europe, not only in Russia, even in small size countries such as Ukraine, Azerbaijan and Estonia. However, Russia step little bit further than its neighbors, since Indonesian language has been studied, a lot of researches were made especially from linguistic aspects. It then produced an Indonesian gramatical book that

published in 1972, compiled by Alieva, Arakin, Oglobin, and Sirk. We also can find this book in Indonesian-translated version. The last Indonesian grammatical book is compiled by A. Oglobin was published in 2004, a systematic masterpiece which include all grammatical aspects, so it is applicable to use by linguists and students. Go to the west, in United States, Indonesian language is taught in several universities; such as Columbia university, Arizona State University, Cornell University, Northern Illinois University, Ohio University, University of California at Berkeley, University of California at Los Angeles, University of Hawaii, University of Michigan, University of Washington, University of Wisconsin-Madison, Yale University, and University of Colorado at Boulder (Soemarmo in Rafiek, 2014). Compared to other countries, Australia maybe the biggest consumer of BIPA. Indonesian language has been taught in schools and universities since 1955, of course it then implicates to the highest number of the teachers (Adelaar in Rafiek, 2014). In fact, since 2015 *bahasa* become the requirement of graduation for senior high students, and become third the most popular foreign language in that country. In summary, in 2012 this language is taught in about 200 colleges and universities around the globe (Andayani, *without year*).

In Indonesia itself, among Best Practices of BIPA organizer are UMP (*Universitas Muhammadiyah Purwokerto*/ University of Muhammadiyah Purwokerto) and UM (*Universitas Negeri Malang*/ State University of Malang). Back to the main point that BIPA program does not have national standard for the material, these two universities in fact are designing their own teaching materials, which of course set based on one's interest; whether this interest is based on the students' needs just like happened in UMP or based on institutions agreement as UM did.

Begin with the foreign students need of improving their writing competency, BIPA program in UMP initiated to develop writing material. This material looks easy to be understand, since it is very applicative. The example of this material syllabi:

Table 2
The Contents of Syllabi

No.	Theme	Material
1	Regards	- Say “ <i>Assalamu’alaikum</i> ” can be used every time.
2	Greetings	- “ <i>Selamat pagi/siang/sore/malam</i> ” depends on time. - Differences greeting in Indonesia and the students’ country. - Speaking practise.
3	Sign, announcement, label and its usage	- Introducing greetings. - The usage “ <i>Apa kabar?</i> ” - Miscellaneous/ courtesy in daily life. - The different culture to greet in Indonesia and students’ country

Source: Nurlina, L., Israhayu, E.S. 2014. BIPA Learning Material Development for Empowering Thailand Students’ Writing Competence. EDUCARE: International Journal for Educational Studies, 7(1) August.

Nurlina and Israhayu themselves define teaching materials as all forms of material used to assist facilitators in implementing the teaching and learning activities. This material can be written or unwritten. Developing material is important considered the benefits. First, the material is more suitable with the learners need. Second, the facilitator is not too dependent on textbook that sometimes difficult to get. Third, teaching material is richer because it sourced from various references. Fourth, it increase the facilitator knowledge and make them expererincing in writing instructional materials. Last, teaching material will be able to build some effective learning communication between the facilitators and the learners. The result of teaching and learning program with material development shows by the learners who get improvement on the score. The indicator writing scores includes vocabulary, diction, grammar, systematic writing, and the contents.

Another best practice shows by UM with the program called CLS (Critical Language School) which is the cooperation with United States Government. The goal of this program seems quite ambitious, to target verbal ability of the learners only in

two months (19 June up to 11 August 2012). The tight target made UM boosted the program by applicate total immersion strategies. Outside the classroom activities, they placed the learners in house families. By doing this, they expected the learners will be more exposed with *bahasa*, especially in case of daily communication. Basically, there were three types of learning activities done by UM; those were classroom teaching, outroom teaching (tutorial), and class selection. (i) In classroom teaching, the activities include making discussion, dialogue, debate, interview, and a lecture delivered by the facilitator which is then practiced by the students in forms of performance. (ii) Tutorial activities include determining tutorial object, explaining the material object, and evaluating the object and activities. Another outroom activity is learner visits. In this occasion, the learner is expected to be active interact and communicate with people around the visiting site. (iii) In class selection, learning activities done by using Indonesian as language instruction in all part of the session, including for the students' question; they were not allowed to asking in another language than Indonesian. Since, the focus is communication skill training, there is no evaluation for this section.

CONCLUSION

As one of most popular language used in the globe, Indonesian language has its own position in ASEAN, especially after the ratification of AEC (ASEAN Economic Community) in 2015. This phenomenon then raised some critical issues regarding to make Indonesian become international language. Some steps have been taken, especially in educational sector we know BIPA (*Bahasa Indonesia bagi Penutur Asing*) program. This program in fact boost the establishment of language learning centres in about 45 countries; whether it stands as part of universities or colleges. To support this ambition, Indonesian government set SAME program which aims to send

out local facilitator abroad to teach Indonesian. In the country itself, BIPA is taught towards foreign students; among the best practices are UMP and UM.

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