



**BIPA TEACHING TRAINING FOR PROSPECTIVE BEGINNER-LEVEL EDUCATORS IN ISI PADANG
PANJANG**

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ABSTRACT

This training was carried out because there was a high demand for prospective teachers to teach BIPA at the student, teacher, and student levels. The training method is lectures and discussion forums. The material presented at this training was about BIPA and components related to the BIPA learning process for prospective BIPA teachers at the beginner level. BIPA teachers at the beginner level must be precise, and capable of planning, organizing, and coordinating components of learning tools in accordance with curriculum standards used so that foreign students (students) can understand learning material so that the desired competence is achieved by learning outcomes. The purpose of BIPA learning is for students (foreign students) to be skilled in using Indonesian communicatively.

Keywords: Training, Teaching, BIPA

INTRODUCTION

Indonesian was sworn in as the national language in the October 28 Youth Pledge and was also designated as the State language in Article 36 of the 1945 Constitution; Indonesian has experienced very rapid development. This development has ushered in the Indonesian language as a unifying tool for the nation's various ethnic groups in Indonesia. The Indonesian language also has function as a modern means of communication in administering the government, education, and the development of science as well as technology and art. Along with the progress achieved by the Indonesian nation in the midst of today's global era, Indonesian has an important role in international relations, namely placing Indonesian as one of the languages considered important in the world.

Related to this, Indonesian has been widely taught to foreigners in various institutions domestically and abroad. Domestically, there are currently \pm 45 institutions that have taught Indonesian for foreign speakers (BIPA), both in tertiary and course institutions. Meanwhile, the teaching of BIPA has been carried out overseas by \pm 36 countries (Badan Pengembangan dan Pembinaan Bahasa. 2018). BIPA is a learning program that teaches Indonesian to foreign communities because the BIPA teaching program supports various interactions between foreign teachers and students during the learning process. BIPA (Indonesian for Foreign Speakers) is a term used in Indonesian language learning programs specifically for foreign citizens.

The BIPA program has become popular and is increasingly in demand since the opening of free trade. Even so, there are still many differences of opinion and variations regarding effective strategies for learning Indonesian to foreign speakers, both with regard to the means to achieve goals, the material taught, and the methods used. In line with the opinion, (Tiawati, et al., 2020) BIPA is one of the training programs needed in order to increase the function of the state language as an international language and fulfill the need for foreign workers for Indonesian language training programs. Identification of market needs is very necessary in preparing for the activities of a course or training program. Identification of

competencies that BIPA students must possess is also needed so that the preparation of graduate competency standards is more focused.

Kurniawan, et al., (2019); Echcharfy, (2019); Kramsch C, (1996) revealed that BIPA teaching in these institutions, both at home and abroad, is managed and developed by their respective institutions without any main institution that oversees the BIPA teaching institutions. On that basis, the Language Development and Fostering Agency, Ministry of Education and Culture of the Republic of Indonesia as a government agency tasked with dealing with language issues in Indonesia, feels called upon and is responsible for fostering, developing, and at the same time facilitating these institutions so that each one can live and develop. According to its characteristics. This is intended so that the teaching of BIPA, both at home and abroad, continues to grow and develop so that Indonesian can become the language of association between nations.

Indonesian language learning given to native Indonesian speakers (natives) is not the same as BIPA learning. Many aspects must be considered in BIPA learning, both internal and external aspects. Indonesian language learning for natives is more directed at cultivating nationalism. Indonesian is the identity and pride of the Indonesian nation. In developing BIPA learning, it is necessary to understand the needs of students adequately. An understanding of the characteristics of BIPA students is the starting point in preparing and carrying out BIPA learning. In general, BIPA students are adult foreign students who have a different cultural background from the culture of the language being studied (Mathew, 2021); (Aguskin & Maryani, 2018). Such student characteristics have implications for the peculiarities of choice of material and presentation in BIPA learning.

Tiawati, et al., (2021); (Pujo Leksono, 2020) revealed that learning Indonesian for foreign speakers still needs the attention of BIPA teachers. We as educators must be able to bring Indonesian to have a place in the eyes of the world. Achieving this goal requires the support of all parties. Language observers must be involved directly and seriously. The thoughts of experts and practitioners need to be utilized to find the right and appropriate strategies for learning Indonesian for foreign speakers. The involvement of BIPA teachers also needs to be considered both in terms of competence and interest. Apart from that, the success of BIPA learning is that teaching materials must have certain characteristics, in the sense that Indonesian language teaching materials given to students must have elements and values of Indonesian culture in them. Teachers will present Indonesian to foreign students that the world will know, but not to be colonized but to be honored. In other words, BIPA learning must give the spirit that the Indonesian nation is a nation that deserves respect.

METHODS

This activity is carried out using lecture methods, discussion forums and questions and answers regarding the material presented. Participants in this training activity are students and teachers who are BIPA teachers. The discussion method was carried out to deliver material regarding BIPA training that began with an introduction to BIPA, methods, media, and teaching tools used by prospective BIPA teachers in teaching Indonesian people to foreign students. Discussion and question-and-answer forums are held for participants who participate in this activity related to BIPA understanding and sharing BIPA teaching experiences in various countries (Creswell et al., 2007); (Perilaku & Yin, 2020). The communicative method used and peer teaching in the next session. In the method used by the forum, participants plan their learning programs, students monitor and evaluate their progress, and learning forum participants interact with others.

RESULTS AND DISCUSSION

An Indonesian teacher is a teacher who is responsible for fostering students in teaching Indonesian; indirectly, the teacher has a sense of responsibility for the development of Indonesian, especially in the institution where the teacher is assigned. Therefore the teacher's role is very important in the success of learning Indonesian. With the development of knowledge and technology in this global era, the Indonesian language has been widely known by foreign people and is interested in learning it. Here the role of the Indonesian language teacher is important in taking responsibility for making Indonesian language learning effective for foreigners.

At the BIPA training held at the ISI Padang Panjang campus, the material presented was an introduction to BIPA, the BIPA curriculum, BIPA material, BIPA media, BIPA strategy. Of course, in this activity, the training participants were known to BIPA, explaining the history of BIPA, the institution or organization that oversaw BIPA up to the BIPA learning level. In addition, the understanding and objectives of BIPA learning are given. From this it is also aimed at the Indonesian language learning process which is carried out in accordance with the needs of later BIPA learners (Tiawati, et al., 2021).

Teachers in BIPA classes at the beginner level can prepare and develop lesson plans (RPP) before class starts. RPP made for teaching BIPA classes must be made at each meeting. This is based on my experience of teaching BIPA at the beginner level. RPP is prepared for each basic competency. The contents of the RPP are identity, competency standards, basic competencies, indicators, learning objectives, materials, methods, learning activities, learning resources and assessment. The preparation of learning needs to pay attention to several things. The teacher must organize, coordinate, and determine the components in the form of learning objectives, content and material that must be provided to achieve the competencies expected of students (foreign students). The purpose of BIPA learning is for students (foreign students) to be skilled in using Indonesian communicatively. The BIPA teacher at the beginner level, before teaching the BIPA class, has formulated and planned the learning objectives to be achieved that day which have been written in the lesson plan. Planning learning objectives is the target or result to be achieved.



Figure 1. Submission of BIPA Material

BIPA teachers at the beginner level can determine appropriate learning materials and strategies according to the needs of teachers and students. Determination of material and

selecting learning strategies is an integral parts that cannot be separated during the learning process. Learning materials must be taught and studied by students (foreign students) to achieve competence and basic competencies, which will be assessed using assessment instruments that are arranged based on indicators of achievement of learning outcomes. In addition to BIPA learning materials and strategies, learning media have an important role in the learning process because they can help and direct the learning process to achieve the desired learning outcomes. BIPA teachers at the beginner level can use interactive learning media to provide an understanding of the material provided to foreign students to understand the learning material discussed (Ramliyana, 2016).



Figure 2. Micro Teaching BIPA

The scope of learning Indonesian for Foreign Speakers (BIPA) consists of 7 levels detailed as follows. (Tiawati, et al., 2020). BIPA 1, able to understand and use expressions in the context of self-introduction and meeting concrete daily and routine needs in a simple way to communicate with very cooperative speech partners. BIPA 2, able to express feelings in a simple way, describe the surrounding environment and communicate daily and routine needs BIPA 3, able to express experiences, hopes, goals, and plans briefly and coherently accompanied by reasons in the context of life and daily work tasks. BIPA 4, able to report observations of events and express ideas in their field topics, both concrete and abstract, quite smoothly without obstacles that interfere with the understanding of BIPA 5 speech partners, able to understand long and complicated texts and able to express ideas with points of view on various topics spontaneously and smoothly with almost no constraints, except in professional and academic fields. BIPA 6, able to understand texts that are long, complex, and contain implied meanings and able to express ideas in clear, structured, systematic, and detailed language spontaneously and fluently according to speech situations for social and professional needs, except in complex academic fields (scientific work). BIPA 7, able to easily understand the information in almost all fields and express ideas spontaneously,

fluently, and precisely by differentiating nuances of meaning and reconstructing arguments and data in a coherent presentation.

BIPA learning must be learned from simple or light material and gradually to material that is felt to be heavier and more complex. For example, in learning vocabulary. Learning begins with basic and frequently used words and then continues with simple affixes and then to complex affixes. In BIPA learning, a teacher must know the learning priorities needed by students. Basic learners really need speaking and listening language skills. These two skills are prioritized over reading and writing skills. BIPA learning is usually offered to adult students or non-children. Their mistakes are a means of understanding and learning. The teacher not only blames, but must correct. Correcting mistakes made is used as a learning platform, allowing students to be critical and learn from mistakes.

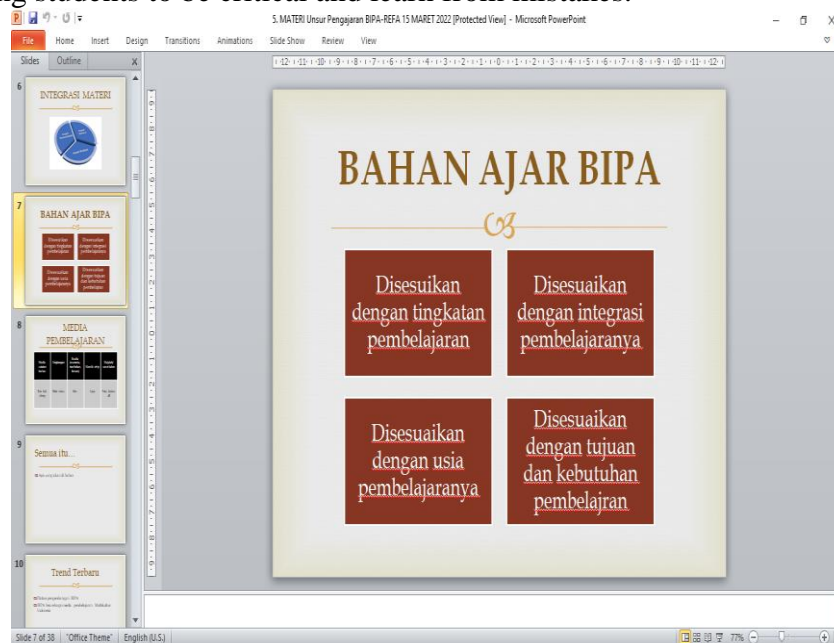


Figure 3. BIPA Teaching Materials

Basically, there are already several BIPA teaching materials that teachers can use, such as Indonesian Lanterns, My Indonesian Friends, Basic Indonesia, and so on. However, not all existing BIPA textbooks present material or information about the socio-cultural aspects of Indonesian society. In fact, the use of language is tied to culture. On several occasions it was found that someone had high Indonesian language skills but was in conflict because he did not have an understanding of communication in the local culture. Even if there is a culture, it is general in nature or specifically refers to the culture that surrounds the author so that it is not contextual. For example, students living in Malang are exposed to teaching materials that focus more on Sundanese culture so that they only have cultural knowledge but not skills to live in the local culture. Therefore, culture-based BIPA teaching materials are needed to overcome these limitations (Fida.et al., 2018).

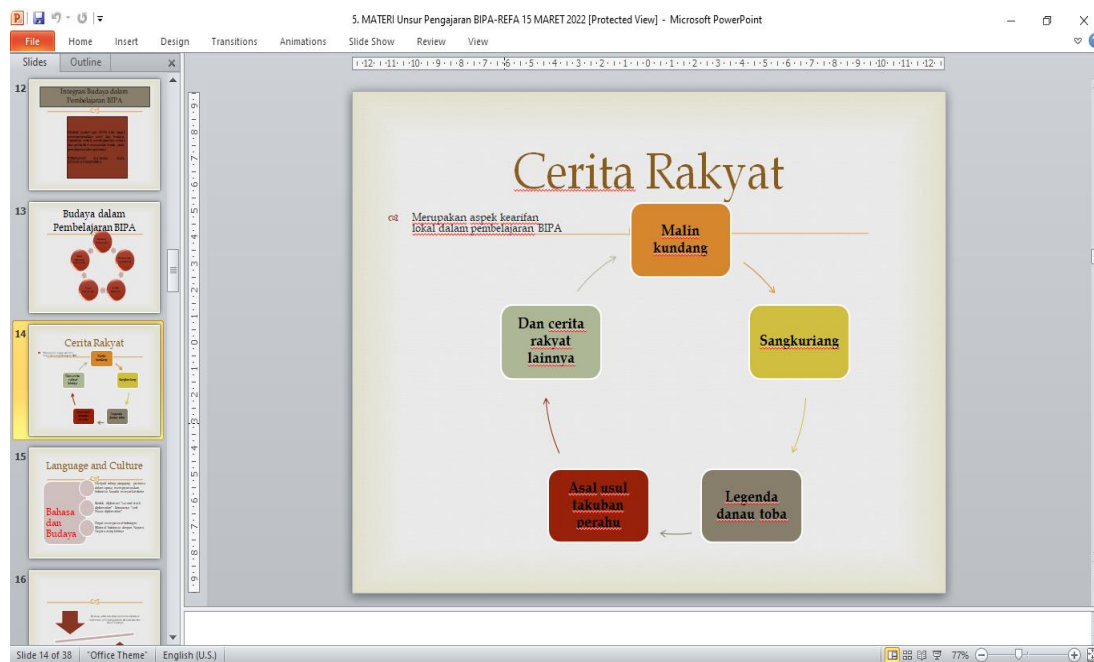


Figure 4. Culture in BIPA Learning

Things that need to be considered in learning BIPA are cultural factors. BIPA students are foreign citizens from various countries. The cultural backgrounds of these BIPA students also vary, and may not be the same as Indonesian culture (Suyitno, et al., 2017a: 53). This needs to be a concern of BIPA organizing institutions because the cultural differences between BIPA learners and Indonesian culture can be a problem if understanding is not given from the start. Problems that can arise are BIPA learners' misunderstandings of cultural events or phenomena they encounter in Indonesia because they are not by a cultural understanding of their country of origin. Wirawan (2018) revealed that the problem of cultural differences between BIPA students and Indonesian culture can be overcome by integrating Indonesian culture into BIPA learning. Learning materials taught to BIPA learners can contain matters related to Indonesian culture as one of the learning materials. Integrating aspects of Indonesian culture into BIPA learning has several advantages, such as (1) adding a variety of BIPA learning materials, (2) increasing BIPA students' understanding of Indonesian culture, thereby reducing misunderstandings related to culture, and (3) introducing the diversity of Indonesian culture to the world. Integrating Indonesian culture into BIPA learning has several benefits. The first benefit of integrating Indonesian culture into BIPA learning is that the Indonesian language and culture are increasingly recognized in the eyes of the world. The second benefit of integrating Indonesian culture into BIPA learning is the mutual understanding of culture by BIPA learners.

CONCLUSION

Teachers in BIPA classes at the beginner level can prepare and develop lesson plans (RPP) before class starts. RPP made for teaching BIPA classes must be made at each meeting. BIPA learning must be learned from simple or light material and gradually to material that is felt to be heavier and more complex. BIPA teachers at the beginner level can determine appropriate learning materials and strategies according to the needs of teachers and students. Determination of material and selection of learning strategies is an integral part that cannot be separated during the learning process. Integrating Indonesian culture into BIPA

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