BIPA Strategies: Teaching Indonesian to the World

Andi Mukarramah Nagauleng – Ahmad Mustamir Waris –
Sardian Maharani Asnur – Taslim

Abstract
The primary focus of this research is to determine the effectiveness of Bahasa Indonesia for Foreign Speakers (BIPA) and to investigate the BIPA learners' and teachers' perspectives in identifying the issues arising during learning-teaching processes by seeking its concept, problematization, and urgency. A qualitative descriptive analysis was used as the design of this research. Data were collected through interviews, document studies, and observation. A semi-structured interview strategy was conducted to interview 35 BIPA learners and teacher informants from Yogyakarta, Bali, and Makassar. Various important materials, such as BIPA learning-teaching guidelines, syllabi, and other instruments, as well as the manual and official documents of APPBIPA, were gathered. Observations were made in a BIPA learning-teaching environment to examine teacher-learner interactions and continuing learning results. Data were analyzed using the Seiddel model. The results of this study indicate that the key problems in teaching Bahasa Indonesian to Foreign Speakers are disparities in participants' linguistic backgrounds, the complexity of Indonesian grammatical structures, and the understanding of Indonesian culture. Thus, it is conceivable to infer that BIPA utilization in learning-teaching processes is an attempt to make BIPA learning more relevant, practical, and in line with the demands of foreign speakers interacting with local communities.
Key words: Bahasa Indonesia, BIPA, foreign learners, learning-teaching, strategy

Introduction

Surprisingly, many foreign—non-native Indonesian—learners decided to rely on technology-based translators rather than rigorously master the Indonesian Language or Indonesian or Bahasa Indonesia competency during the global expansion of Bahasa Indonesia for Foreign Speakers—*Bahasa Indonesia bagi Penutur Asing*—(BIPA) program (Sidik et al., 2021). The Indonesian Language Learners for Foreign Speakers (BIPA) program is a government initiative to promote Bahasa Indonesia's development globally (Muzaki, 2021). BIPA has been recognized in over 45 countries as a result of this initiative (Mahsum, 2013). Although this program has piqued international interest, many foreign speakers still prefer to use translators rather than actively learn Bahasa Indonesia to improve their ability (Sidik et al., 2021), indicating the need to improve Bahasa Indonesia's literacy for foreign speakers.

According to the available literature, studies on BIPA can be divided into two categories. The first is the study focusing on BIPA worldwide. According to Muliastuti (2016), BIPA coaching has played an important role in popularizing Bahasa Indonesia with the assistance of several connected entities. Indeed, BIPA education has reached international locations, including industry sectors. Bahasa Indonesia has been taught at colleges in Russia, China, Australia, and the United States (Rafiek, 2014). Furthermore, Soegihartono (2012) states that more than 179 entities, including Indonesian faculties abroad, universities, embassies, and cultural institutes, provided BIPA training.

The second is a study that concerns BIPA learning-teaching models. Kusmiatun (2016) describes many BIPA learning-teaching approaches, ranging from educational materials to electronic media, such as obtaining knowledge about the media used, including the ebook "Sahabatku Indonesia" (Kurniawan et al., 2022; Naufalia, 2022)

and the utility of "Klonoseandono" (I. Y. Rahmawati et al., 2020). Even though multiple studies support the BIPA application, a more in-depth investigation of the efficiency of this application on Bahasa Indonesia literacy for foreign audio systems has yet to be conducted. As a result, this current research is critical to filling the gap and providing constructive insights to scientists, researchers, and educators concerned with the advancement of BIPA. Furthermore, Sari et al. (2016) describe various instructional strategies used in BIPA. Ningrum et al. (2017) emphasize the importance of BIPA in Indonesia's internationalization. Maharani et al. (2018) explore information about the BIPA program's curriculum. Suyitno (2017) distinguishes between studying Indonesian as a mother tongue and learning it as a foreign language. Indeed, previous studies, on the other hand, have concentrated on learning-teaching tactics rather than the immediacy of the BIPA process for foreign speakers. This overview is thus critical in thoroughly understanding the BIPA program's impact and urgency on Bahasa Indonesia's competency for foreign speakers and its potential contribution to investment-based economic growth. This research focuses on Yogyakarta, Makassar, and Bali Cities, which were selected due to the high population of foreign speakers. Lembaga Pusat Bahasa Kemendikbud Yogyakarta, Makassar, and Bali or Department of Language Center of Yogyakarta, Makassar and Bali (2021) show 5241 foreign speakers in Yogyakarta, 1672 foreign speakers in Makassar, and 2432 foreign speakers in Bali. Besides, the primary goal of this research is to determine the effectiveness of BIPA with foreign speakers, as well as to investigate the perspective of BIPA in order to identify the issues arising during its implementation by seeking the concept or approaches, problematization, and urgency of BIPA implemented in the three research areas.

The researchers have four assumptions related to the focus of this study:

1. Creating BIPA programs can improve Bahasa Indonesia and make it a global focal point.
2. The program's development may require assistance from various sources, including local and international populations, teachers and learners, and even language-related institutions.
3. The success rate of this program should be used as an evaluation material for future development. The significance of this idea will have an impact on the dissemination of literacy-based science in Indonesia.
4. The BIPA program was formed by training foreign speakers arriving in Indonesia to comprehend, grasp, and adapt to the country's culture and language.

The Study Framework

BIPA in the Learning-Teaching Context
In the learning-teaching context of Indonesian Language Learners for Foreign Speakers (BIPA), learners are divided into three categories, i.e., beginner, intermediate, and advanced, with five basic language skills: reading, listening, speaking, writing, and grammar are important foundations very in oral and written communication skills(Maharani et al., 2018). Taftiawati (2014) defines BIPA learners as second language speakers who acquire it after first language acquisition. Scholars of second-language learning agree that the first language (mother tongue) has a role in second-language mastery and contributes to second-language language learning-teaching (Syaprizal, 2019). Strong first-language understanding can help with second-language learning since first-language comprehension is useful in the second-language learning-teaching processes.

BIPA studies are frequently utilized as a means to an end. The goals of BIPA teachers range from studying Bahasa Indonesia for conversation to using Indonesian as a topic.

Learners' diversity, practical and communicative use of Bahasa Indonesia, ease of learning, flexibility in growth and development, diversity and flexibility, and socially meaningful environment are all significant elements of BIPA learning-teaching processes (Suyitno, 2017; Susanti, 2015; Ali, 2020). In BIPA program utilization, numerous techniques and procedures exist for teaching Bahasa Indonesia to foreign speakers. BIPA programs are available in colleges, language schools, and cultural centers throughout Indonesia. The purpose is to help foreign learners of Bahasa Indonesia comprehend, talk, and communicate in Indonesian in various situations. The Affiliations of Indonesian Language Teachers and Activists for Foreign Speakers—*Afiliasi Pengajar dan Pegiat Bahasa Indonesia bagi Penutur Asing*—(APPBIPA) is crucial to implementing BIPA. APPBIPA focuses on teaching, training, research, and collaboration to assist international learners in learning Bahasa Indonesia. Through various unique teaching methodologies, APPBIPA develops a learning atmosphere that broadens learners' understanding. APPBIPA also encourages ongoing training for Bahasa Indonesia learners, which aids in understanding how Bahasa Indonesia is taught to non-Indonesian speakers.

Through joint efforts and the use of current technologies, APPBIPA converts BIPA lectures into a tool for understanding and appreciating Indonesian culture. BIPA teachers' competency requirements cover many topics, including teaching, professionality, personality, social, Indonesian, and multicultural skills. The major goal of the BIPA Course is to improve foreign speakers' knowledge of Bahasa Indonesia and its culture by allowing them to communicate in their day-to-day lives in Indonesia (Suyitno, 2017; Laily, 2015). Thus, BIPA learning encompasses language proficiency and cultural awareness, as language and culture are inextricably linked and should be included in the learning-teaching processes (Utami & Rahmawati, 2020).

Learning-Teaching and Literacy

This research relies on the integrated learning-teaching literacy conceptual framework emphasizing the importance of integrating reading and conversation learning as an integral part of comprehensive literacy development (Ahmadi & Ibda, 2018). Within this theoretical framework, reading skills are a process of decoding words and an essential foundation for understanding the information presented in various texts (Rahman & Kosasih, 2019). By expanding vocabularies through reading, individuals acquire the necessary tools to participate in more meaningful and in-depth conversations. The critical principle also gains a central role in this theory, as individuals are taught to question, analyze, and respond to texts in ways that hone critical thinking skills (Purwaningtyas, 2018).

Rather than viewing reading and conversation as separate skills, this theory encourages integration. Reading diverse texts provides different content and perspectives, which can be explored and shared through conversation. The interaction between reading and conversation stimulates critical thinking, deepens understanding, and broadens an individual's outlook. In social and cultural contexts, conversation also acts as a platform to understand diverse views and to hone inclusive communication skills (Joyo, 2018). This theory inspires the application of learning in everyday situations, linking concepts from the text to individuals' real-life experiences. By producing individuals who are not only skilled in reading and speaking but also able to think critically, communicate effectively, and adapt to change, Integrated Literacy Theory provides a strong foundation for holistic and relevant literacy development (Ahmadi & Ibda, 2018).

Integrated Literacy Theory is evident in book group discussions, school debates, speaking podcasts, online news discussions, and shared writing projects. This approach combines reading skills with conversation to improve comprehension and communication (Ahmadi & Ibda, 2018). In BIPA, the application of integrated

literacy theory is strongly relevant. BIPA education is not only about grammar and vocabulary aspects but also about the ability to communicate in everyday life (Hilaliyah, 2017; Pardosi & Kuntarto, 2021). Integrating reading and conversation in BIPA learning can help foreign speakers understand the local culture and build better speaking skills (Khoirunnisa & Sunarya, 2023). By utilizing various reading materials such as short stories or news articles, foreign speakers can hone their understanding of language and vocabulary, which can then be applied through group discussions or debates based on these materials (Pardosi & Kuntarto, 2021).

Sociocultural Theory of Language Learning
Sociocultural theory asserts that language learning-teaching is fundamentally a social process influenced by cultural relationships and circumstances. This concept highlights the collaborative nature of knowledge construction through social interactions, as opposed to the passive transmission of knowledge from instructor to learner (Vygotsky et al., 1978). This theory emphasizes the value of incorporating cultural sensitivity into language training within the framework of BIPA. Foreign language learners' encounters with Indonesian culture, values, and social standards become crucial parts of their language learning-teaching processes when they interact with Bahasa Indonesia. BIPA programs can enable meaningful learning experiences that improve language proficiency and cultural competency by creating a classroom atmosphere that promotes interaction between learners and teachers (Lantolf & Thorne, 2006).
The relevance of cultural immersion in language learning-teaching cannot be overstated, particularly in programs like BIPA, where communication success depends on knowing the subtle cultural quirks of Indonesia. Sociocultural Theory emphasizes how learners' experiences and origins greatly impact how they acquire languages (Lantolf, 2000). Due to their varied linguistic origins, BIPA learners may have differing degrees of experience with Indonesian cultural contexts, which could make communication and comprehension difficult. In order to enable learners to make the connection between language learning-teaching and authentic contexts and cultural practices, BIPA instructors must create a curriculum that includes culturally appropriate materials and activities (Kramsch, 1993). In addition to helping with language retention, this alignment encourages a sense of community and belonging among learners, which boosts motivation and engagement.
The Zone of Proximal Development (ZPD), defined as the range of tasks a learner can execute with instruction but cannot yet accomplish autonomously, is a central notion in sociocultural theory (Vygotsky et al., 1978). Teachers are essential in the BIPA environment because they determine each learner's ZPD and offer suitable scaffolding to facilitate language development (Wood et al., 1976). This could entail specialized learning-teaching techniques, including modeling language use, giving examples that are contextualized, or encouraging peer interactions to improve comprehension. Teachers can assist BIPA learners in navigating the complexity of Indonesian grammar and vocabulary by providing scaffolding for learning-teaching experiences, resulting in increased language competency. Additionally, encouraging learners to participate actively in their language learning-teaching processes fosters the independence and critical thinking abilities necessary for effective communication in a foreign language (Lantolf, 2000).

Communicative Language Teaching in BIPA Classrooms

The pedagogical approach known as Communicative Language Teaching (CLT) emphasizes interaction as the primary method of language acquisition. CLT, created in reaction to the shortcomings of conventional grammar-based education, strongly

emphasizes the development of communicative competence, including grammatical accuracy and the capacity to use language successfully in everyday contexts (Canale & Swain, 1980). The CLT framework can direct curriculum designers in the context of BIPA to promote meaningful communication, guaranteeing that learners participate in activities that represent real-world language use. BIPA can help learners build language abilities directly applicable to their interactions with native speakers in Indonesia by emphasizing real-world tasks and circumstances to improve learners' overall learning experience (Littlewood, 1981).

Task-based learning, in which learners complete assignments demanding to use the target language in relevant contexts, is a crucial element of the CLT framework (Ellis, 2003). This method is helpful in BIPA classrooms because of the particular difficulties brought about by the variety of learners' language backgrounds. Through task-based activities, including role-plays, simulations, and group projects, educators may foster an atmosphere where learners feel motivated to practice language in context. As learners traverse challenging communication contexts, these assignments support language use and improve critical thinking and problem-solving abilities (Willis & Willis, 2013). Moreover, task-based learning is consistent with the results of the BIPA study, which emphasizes the necessity of education that fosters practical communication skills while addressing the intricacies of the Indonesian language.

Effective language learning requires cultural awareness and understanding, especially using the CLT framework (Byram, 2021). Integrating cultural components into the curriculum is essential when teaching Bahasa Indonesia to non-native speakers to promote meaningful communication and increase learners' interest in the language. Exploring cultural norms, attitudes, and practices that impact language use in many contexts is one way this integration can take many forms. BIPA programs assist learners in navigating both the linguistic nuances of Indonesian and the social situations in which it is employed by including cultural material in communicative activities (Kramsch, 1993). This approach contributes to a more comprehensive language learning experience that equips learners for productive relationships with local people by reiterating the study's findings about the importance of understanding Indonesian culture.

Research Method

This current study relies on a descriptive qualitative research design. This design seeks to comprehend and characterize social processes in their natural setting. In this context, description refers to an endeavor to explain in depth the nature and actuality of a phenomenon (Moleong, 2017). Researchers use qualitative approaches to investigate meanings in context. This approach is consistent with the research goal of understanding how the program of learning-teaching Bahasa Indonesia to foreign speakers or learners (BIPA) is executed in the educational setting. In this manner, the researchers respond to the depth and breadth of the purposes of the study.

This study's data sources encompass a wide range of information sources. The primary information was collected from 35 members of Affiliations of Indonesian Language Teachers and Activists for Foreign Speakers (APPBIPA) from Yogyakarta, Bali, Makassar, and foreign speakers. These informants were selected for their knowledge and experience in BIPA learning-teaching programs. Furthermore, information was gathered from various official papers and references, such as BIPA learning-teaching documentation, books, scientific journals, websites, and the Minister of Education and Culture of the Republic of Indonesia's Decree No. 27/2017, which provides a comprehensive view of BIPA course implementation.

Data were acquired using documentary studies, interviews, and observations. Various important materials, such as BIPA learning-teaching guidelines, syllabi, and other instruments, were gathered and analyzed, as well as the manual and official documents of APPBIPA. A semi-structured interview strategy was used to interview

35 informants. The open-ended questions in these interviews allowed the informants to express their experiences, viewpoints, and BIPA educational practices. Observations were made in a BIPA learning environment to examine interactions between teachers and learners and continuing learning results. These three ways combine the data to create a comprehensive picture of BIPA learning-teaching activities.

Data validity is critical to ensuring the correctness and validity of research findings. The researcher collects data using three approaches. *First*, the researchers undertake an immersion and travel to the field to thoroughly grasp the background and context of a BIPA study. *Second*, the researchers use data triangulation to compare and contrast data from various sources, methodologies, and informants. *Third*, the researchers perform a member check, during which the findings are returned to the informants for confirmation and discussion. This data validation verifies that survey results appropriately represent field reality.

Meanwhile, the Seiddel model (Moleong, 2017) was used to analyze the data. The initial stage is to write code and capture the data gathered from the sources. Records data were classified following BIPA learning-teaching principles. The researchers next analyze these data units to uncover patterns and linkages between the data components. Furthermore, the researchers develop a general conclusion summarizing the data study's findings. These procedures ensure that the data are thoroughly and completely processed so that the results reached have a strong foundation and are relevant to the study design and purpose.

Results and Discussion

BIPA in the Learning-Teaching Processes

In this section, the researchers discovered that strategies and approaches for teaching Bahasa Indonesia to foreign speakers (BIPA) differ in Bali, Yogyakarta, and Makassar. Data on the methods, curriculum, and instructional focus were gathered through documentary studies, interviews, and observation with BIPA teachers from the three cities. The findings of these techniques provide detailed insights into how the three viewpoints contribute to effective and personalized learning to the demands of foreign speakers. Table 1 below summarizes the findings of interviews with BIPA teachers in Bali, Yogyakarta, and Makassar, covering teaching methods, instructional time allocations, and methods for infusing local culture into BIPA instruction. This table aids in the identification of various ways and approaches to teaching BIPA in three different situations.

Table 1 Data on BIPA in the Learning-Teaching Processes

No	Informants' Information	Strategies	Data Description
1	SM, BIPA Teacher, Bali, May 10, 2023	Flexibility with CEFR	BIPA program simplifies the Common European Reference Framework for Languages (CEFR) as a developmental guideline, allowing teachers to tailor instructional tactics to learners' learning patterns.
2	SA, BIPA Teacher, Bali, May 11, 2023	CEFR Curriculum for A1 and A2	In the CEFR curriculum, A1 and A2 have 60 learning hours. Half of these 30 hours are used in classical contact, and the remaining 30 are self-study. Students are given homework, such as reviewing audio words learned in the classroom.
3	GW, BIPA Teacher, Yogyakarta, June 5, 2023	Cultural Recognition Approach	The BIPA program in Yogyakarta teaches Bahasa Indonesia through a cultural immersion approach. The focus is on introducing Indonesian cultural values, traditions, and aspects of Indonesian culture to foreign speakers.
4	FS, BIPA Teacher, Yogyakarta, June 6, 2023	Cultural-based Learning-Teaching	In addition to language materials, learners are taught about local traditions, customs, arts, and values. The goal is for learners to not only understand the language but also the social and cultural context in which the language is used.
5	ER, BIPA Teacher, Makassar, April 12, 2023	Adapting BIPA Curriculum for Local Culture	In Makassar, the BIPA program considers the local culture of South Sulawesi. The process involves collaboration with local linguists, cultural experts, and BIPA educators. The learning-teaching contents introduce Bahasa Indonesia and elements of local culture.
6	MN, BIPA Teacher, Makassar, April 12, 2023	"Comucate Apreate" Approach	The "comucate apreate" approach is used in Makassar to teach Bahasa Indonesia practically and effectively. The main goal is to allow learners to interact in real-life situations with an understanding of meaning and context rather than just focusing on complex grammar.

The above table represents efforts to make BIPA learning-teaching more effective and relevant to the needs of foreign speakers interacting with the local community. The various techniques and strategies used in Bali, Yogyakarta, and Makassar reveal how adaptation to local culture and learners' choices influences the approach to BIPA learning-teaching in those places. The BIPA concept, in its utilization, is sponsored by APPBIPA in Indonesia. It is a learning-teaching strategy that covers various areas and resources in the learning process. The goal is to give participants a comprehensive and effective learning experience. This method integrates important parts of language learning-teaching, such as grammar, vocabulary, speaking, listening, reading, and writing abilities (Clarita et al., 2023; Juhansar et al., 2022). It is consistent with Aktan-Erciyes (2021) and Jayendran et al. (2021), who contend that language learning for non-native speakers must encompass a wide range of linguistic abilities. This approach emphasizes the relevance of cultural knowledge in addition to language instruction. Through learning-teaching, participants learn the language and acquire insight into Indonesian cultural values, conventions, and social factors. Jin and Zhang (2021) and Shen (2021) underline the importance of incorporating cultural components into language acquisition so that learners can communicate more sensitively and effectively. In certain settings, it helps individuals speak more compassionately and efficiently.

The BIPA guidelines are standards and concepts that serve as the foundation for teaching Bahasa Indonesia to non-native speakers. The application of APPBIPA is one of the most well-known recommendations in Indonesia. The Ministry of Education and Culture created this guideline to provide a thorough foundation for BIPA teachers. APPBIPA serves as a guide in generating effective and purposeful learning-teaching experiences, from curriculum creation to selecting appropriate learning-teaching methods and evaluating learners' development. This guideline systematically assists BIPA teachers in producing effective learning-teaching experiences (Melati, 2022; Pratiwi et al., 2022; L. E. Rahmawati & Sulistyono, 2021). However, some teachers or institutions may opt for a more flexible method, such as using the Common European Framework of Reference for Languages (CEFR), to teach Bahasa Indonesia. The final goal in both circumstances remains the same: to give BIPA teachers strong direction to assist foreign-speaking learners in achieving the necessary Bahasa Indonesia competency. Using a frame of reference such as the CEFR can provide flexibility in learning to teach Bahasa Indonesia. For example, the BIPA education program is organized around CEFR levels such as A1, A2, B1, B1+, B2, and C1. The curriculum is developed with a total time allotment of 60 hours, concentrating on the A1 and A2 levels, the initial phases (Juliar Fahri & Supriadi, 2023; Sudaryanto & Widodo, 2020). Half of this time, 30 hours, is spent in direct classroom contact, with the remaining 30 hours devoted to self-study. Learners can better understand the subject matter through self-study at this stage by undertaking tasks such as reviewing audio recordings linked to the words taught in the classroom.

These approaches demonstrate the significance of cultural components in language learning-teaching, not just as a means of communication but also as a means of understanding the social context (Clarita et al., 2023; Juhansar et al., 2021, 2022; Juhansar, 2022). The primary purpose of this method is to teach learners how to communicate successfully in everyday situations. The "communicate appreciate" approach also demonstrates an effort to make learning more practical and relevant by emphasizing meaning and context understanding in communication. This viewpoint is consistent with the studies that assert that language acquisition should prioritize the ability to communicate in real-world circumstances (Lushchyk et al., 2021; Reid, 2015; Yu, 2020; Motloung et al., 2021).

In BIPA learning teaching, the emphasis on understanding the social context is an effective strategy. Understanding social context would help learners interact more effectively (Lushchyk et al., 2021; Xiao & Zhao, 2022). To summarize, these techniques reflect efforts to make BIPA learning-teaching more relevant, practical, and adaptable to the demands of foreign speakers connecting with local people. This approach acknowledges that effective communication requires a formal comprehension of grammar and the capacity to utilize the language in real-life settings.

This part highlights several approaches to teaching Bahasa Indonesia to foreign speakers (BIPA) in Bali, Yogyakarta, and Makassar, with a focus on incorporating the local way of life into the language immersion processes. It is consistent with the Sociocultural Theory of Language Learning (Kramsch, 1993; Lantolf, 2000; Vygotsky et al., 1978), which emphasizes the significance of cultural context in language acquisition. The Affiliations of Indonesian Language Teachers and Activists for Foreign Speakers (APPBIPA) provides support for a variety of methodologies that BIPA instructors use to create individualized and successful learning experiences that promote cultural awareness and language proficiency (Atmawijaya, 2023; Laksono & Ismiatun, 2023). Moreover, the integration of the Communicative Language Teaching (CLT) framework enables learners to effectively engage with the language in authentic circumstances by facilitating practical communication through task-based learning (Canale & Swain, 1980; Littlewood, 1981). This all-encompassing approach

to education improves learners' capacity to negotiate the complexity of Indonesian culture and society in addition to preparing them for effective communication (Chan et al., 2022; Chung & Long, 2024).

The Effectiveness of BIPA for Foreign Learners
Foreign Learners' Performance in Mastering Bahasa Indonesia

Foreign speakers participating in Indonesian for Foreign Speakers (BIPA) learning-teaching come from various nations, including Australia, America, the United Kingdom, Africa, Japan, Ukraine, Russia, and others. Their primary purpose for joining BIPA is to work in Indonesia. Other motivations include a wish to stay longer in Indonesia and an interest in Indonesian culture. It illustrates the many incentives for acquiring the native language among foreign speakers. In addition, several people came as tourists hoping to learn the language and culture of Indonesia. They were interested in acquiring Bahasa Indonesia even though formal education was not required. There are also participants drawn from the ranks of employees. Although they are not learning the language for employment considerations, their motivation is to gain a better understanding of Indonesia, as stated by SR, Head of Bali Language Center, in the following interview data:

"Many visitors to Balai Bahasa (Language Center) are tourists who do not require BIPA instruction. Nevertheless, largely because they want to learn about Bahasa Indonesia and the Bali ambiance, some individuals come from among the workers and study not for work but to learn about Indonesia... Because our major goal is enjoyment rather than achievement, we do not utilize examinations to assess their mastery of Indonesian. Instead, we ask for their experience taking BIPA classes here since it is also not a formal school." (SR, Head of Bali Language Center, May 9, 2023).

SR, the Head of the Bali Language Center, disclosed different details on the profile of participants and the technique for learning Bahasa Indonesia for Foreign Speakers at the Bali Language Center during the interview. He added that most people who come to the Language Center are simply tourists who do not need to learn BIPA. They desire to learn more about Indonesian culture and immerse themselves in the Bali ambiance. Furthermore, some individuals are workers, but their study goal is not exclusively for professional considerations but for their curiosity about Indonesia.

Balai Bahasa Bali's approach to BIPA learning prioritizes participant satisfaction and the learning experience. The primary purpose is to foster an environment where participants are content with their learning process rather than just focusing on academic performance. SR further stated that this method does not employ formal assessments to assess participants' language acquisition. Instead, they focus more on participants' direct experience with BIPA sessions at the Language Center. This method represents a less formal and casual approach to learning that emphasizes individual experience and personal involvement in the learning-teaching processes.

It should be noted that Balai Bahasa Bali does not consider itself to be an official school. They place a premium on providing a welcoming learning environment free of the constraints of traditional schooling. The primary purpose is to teach participants practical communication skills and knowledge so that they may engage successfully in their daily lives. While this strategy has advantages in establishing a happy learning-teaching environment, it also has disadvantages. Monitoring participants' progress becomes more difficult without formal examinations, and learning objectives can become less obvious. Balai Bahasa Bali attempts to strike a balance by employing appropriate assessment instruments to assure quality and more measurable learning-teaching outcomes.

The data depicts the dynamics of non-native speakers learning Bahasa Indonesia. While facing hurdles such as progress tracking and objective assessment, BIPA programs emphasize learners' satisfaction and the learning experience. The

effectiveness of this strategy will be evident in the evaluation of the foreign speakers' experiences, which will aid in improving the learning program and creating an effective learning environment in Indonesia. Table 2 shows the evaluation of foreign learners' impression-based performance with the BIPA learning-teaching program.

Table 2 Foreign Learners' Impression-based Performance in Bahasa Indonesia

Foreign Learners	Impression	Data Coding
Theo Biochet	I improved my Indonesian for one month with the help of my love language tutors. I used to know only a few words, but now I can construct more fascinating sentences. I hope always to comprehend my wife's and her friends' gossip. Thank you very much, WL, GW, and TS.	Language progress; compliments to teachers
Maria Dele Hemen Measad	I am pleased with WL as a teacher since I learned a lot, and the courses are unique and enjoyable. When I return, I will return to Cinta Bahasa to study.	Positive course response; plans to continue studying
Nina Dattani	Education in Cinta Bahasa is quite beneficial. Dony is a wise teacher. It takes much perseverance to learn about Indonesia and its customs. Today, I will be completing my project. Thank you very much, Dony. You are very kind and helpful. It will benefit me.	Positive attitude toward education; acknowledges teacher
Keisuke Tanaka	I want to thank all the teachers. They are always very friendly and helpful. I would improve my speaking ability in Indonesia. Textbooks are also very beneficial for me to learn new vocabulary in Bahasa Indonesia. After 20 hours of classes, I could talk with local people about culture, food, and lifestyle.	Teachers are thanked; linguistic growth is highlighted
Lily Morgan	It has been a wonderful experience learning with GS and WK. 4 hours a day is not easy. However, they both did a wonderful job of explaining the many questions. I have collected over the past 18 months.	Positive interactions with teachers reflect on the learning process
Tom Couper-Coles	Thank you for a nice Indonesian class, KW, DN, and SC. This institution provided me with a positive educational experience. The lessons are excellent for practicing conversation skills. Grammar points, vocabulary, and idioms for everyday use are provided. Many soccer words are included.	Considers school experience and curriculum to be important.
Katelijne Peeters	I enjoy learning Bahasa Indonesia with you. Now, I can communicate more effectively with my family in the language. I can also pay local prices (cheap food) here.	Influence on communication and daily life
Liam Zanuk Meliw	Thanks so much, NN, even though I am only here for 20 hours. However, my Indonesian has improved. NN educated me on formal Bahasa Indonesia. I am confident about meeting new clients right now.	Positive acknowledgment of progress boosts confidence.

The performance evaluation reported in table 2 shows that the participants received the BIPA learning-teaching program very well. These findings are consistent with prior research that has found the benefits and beneficial impact of BIPA programs on enhancing language abilities and interactions in daily life. BIPA program improved participants' language abilities considerably (Azizah et al., 2022; Melati, 2022; Septiana et al., 2021; Seherrie, 2023). According to Biochet (Interviewed, May 9, 2023), participants could express an improvement in language abilities in a relatively short period, consistent with the study's findings.

Measads (Interviewed, May 10, 2023), who intended to return to Cinta Bahasa, described positive responses comparable to those shown in Widianto (2021) study. They discovered that after participating in the BIPA program, participants intended to continue enhancing their language skills. Dattani's views (Interviewed, May 11, 2023) on the value of BIPA education are consistent with the findings of Violensia et al. (2021), who underlined the importance of teachers in assisting participants in understanding local culture and customs. Dattani also acknowledged the good impact of education on attitudes and respect for teachers, which is consistent with the study's findings. Tanaka (Interviewed, May 12, 2023), who felt competent to converse with locals following the training, described outcomes that were consistent with the findings of Solikhah & Budiharso (2020). According to the study, BIPA program participants frequently improved their communication capacity and connection with the local population.

According to Morgan (Interviewed, May 13, 2023), positive interactions with teachers and thoughts on the learning-teaching processes were similarly related to the research findings of Mohamad Nor & Rashid (2018). They emphasize that the link built between teachers and participants can create a pleasant and supportive learning environment. Couper-Coles' (Interviewed, May 14, 2023) admiration for appropriate lessons for developing conversational skills and her emphasis on grammar and vocabulary points are similar to the method taken by Perkins & Zhang (2022). In the teaching of BIPA, they emphasize the significance of striking a balance between speaking ability practice and grammar knowledge. In conclusion, the evaluation results in table 2 are consistent with the findings of several prior research demonstrating that the BIPA learning program improves participants' language skills and interactions in everyday life. The evaluation also emphasizes the necessity of excellent learning-teaching, an engaging curriculum, and an immersive learning experience to generate successful outcomes, validating previous research literature findings.

Teachers Challenges in BIPA Learning-Teaching Processes

BIPA is now facing difficult challenges. As a result of research, many locals have adopted English in response to the arrival of many foreign speakers, as the following interview data:

> *"In Bali, foreign speakers do not need Bahasa Indonesia because Balinese people have mastered English. Balinese people have adapted by learning English because of many foreign speakers in Bali. For example, in asking for an address, foreign speakers do not need to bother using a translator or learning Bahasa Indonesia because surely if they know English, they can communicate with Balinese people"* (SR, Head of Bali Language Center, Bali, May 9, 2023).

Nonetheless, the learning-teaching of Bahasa Indonesia still has an important value, especially in a broader context beyond daily interactions with local people. Language is the gateway to understanding a country's culture, history, and society, which could be one reason why BIPA remains relevant even in English-dominated areas.

Another challenge in teaching Bahasa Indonesia for Foreign Speakers (BIPA) is when the teachers have a background in English or another language, as found in Makassar. It can hinder the ability of teachers to correct errors in the pronunciation or writing of Bahasa Indonesia by foreign speakers. The impact can affect the accuracy and quality of BIPA learning-teaching because errors in pronunciation or writing can form wrong habits in learners. In addition, teachers who are not sensitive to the differences between Indonesian and English or other languages may need help to explain the grammatical or sentence structure differences between these languages.

Teaching Indonesian to foreign speakers (BIPA) is challenging for teachers. BIPA teachers face at least three main challenges. *First*, the different language backgrounds of the participants. They come from different countries with varying levels of language proficiency. Some may already have a strong foundation in Bahasa Indonesia, while others may be new to it. Teachers must have the ability to customize learning to suit individual language ability levels. It involves teaching methods to accommodate these differences so that participants can effectively develop their Bahasa Indonesia skills. *Second,* the complexity of the grammatical structure of Bahasa Indonesia. Bahasa Indonesia has unique grammatical rules, such as the subject-predicate-object-adverb, which may confuse foreign speakers. BIPA teachers have the responsibility to help participants understand and master correct grammar. It involves teaching grammar rules, providing relevant examples, and giving in-depth practice so that participants can better use Indonesian grammatical structures. Participants can communicate more effectively in Bahasa Indonesia with a solid understanding of grammar. *Third*, BIPA teachers also face challenges that require a deep understanding of Bahasa Indonesia and culture, strong pedagogical skills, good communication skills, flexibility in adapting teaching methods, and the ability to overcome difficulties in learning. Combining these qualities and skills can provide participants with an effective learning-teaching experience and help them overcome the challenges of mastering Bahasa Indonesia.

Based on this analysis, the key problems in teaching Bahasa Indonesia to speakers of other languages are disparities in participants' linguistic backgrounds, the complexity of Indonesian grammatical structures, and the understanding of Indonesian culture. BIPA teachers must be able to accommodate disparities in language competence levels, provide clear grammar instruction, and comprehend and incorporate cultural norms into their lessons. Furthermore, teachers must possess diverse abilities and attributes, such as a great understanding of language and culture, excellent pedagogical skills, effective communication skills, adaptability, and the capacity to overcome learning-teaching obstacles.

BIPA (Bahasa Indonesia for Foreign Speakers) learning-teaching procedures highlight participants' goals, which range from cultural inquiry to professional integration, and show how language acquisition can be approached dynamically and immersively. Numerous international learners from various nations aim to become proficient in Bahasa Indonesia not only for everyday communication needs but also for personal growth and cultural understanding. This is consistent with the Sociocultural Theory of Language Learning (Kramsch, 1993; Vygotsky et al., 1978), which holds that social interaction and cultural background play a major role in language acquisition. According to the Head of the Bali Language Center, the casual and learner-centered approaches of the BIPA program provide a supportive environment that prioritizes enjoyment over formal assessment, which increases learner satisfaction and engagement. The tenets of Communicative Language Teaching (CLT), which emphasizes meaningful contact and useful communication skills, are reflected in this method (Canale & Swain, 1980; Littlewood, 1981). Notwithstanding ongoing difficulties with grammar and a range of language origins, the BIPA program's focus on individual experiences and culturally appropriate content fosters linguistic proficiency as well as cultural awareness. This paradigm validates the necessity for creative and culturally integrated teaching approaches in the field of language education by fostering positive attitudes about learning in addition to improving language abilities, as demonstrated by previous research (Laksono & Ismiatun, 2023; Rolando P. & Marissa L., 2020).

The Urgency of BIPA and Its Development Strategies

The Indonesian for Foreign Speakers (BIPA) program is essential for foreigners living or working in Indonesia. BIPA enables individuals to communicate daily, interact with the local people, and comprehend cultural conventions. Furthermore, knowing Indonesian opens up more professional prospects, allows foreign speakers to further their studies, and promotes international cooperation. BIPA improves travelers' experiences by allowing them to communicate more easily and thoroughly with local people. Furthermore, learning Bahasa Indonesia demonstrates respect for Indonesian culture by allowing for a more in-depth understanding of traditions, social conventions, and cultural values (Juhansar, 2021). Foreign individuals can integrate into Indonesian society by appreciating the significance of BIPA, while Indonesia gains by promoting culture globally. A more detailed picture of the urgency of BIPA can be seen in the following table 3:

Table 3 The Urgency of BIPA in Indonesia

No	Urgency Indicators	Interview Data	Interpretation
1	Communication Efficiency	"There are also those from Australia where parents send their children to international schools in Bali, and they learn Indonesian because they want to know how to communicate with Indonesian people." (Interview with BW, May 10, 2023)	Indonesian is necessary for effective communication in Indonesia.
2	Career Opportunities	"The reason overseas people want to learn Bahasa Indonesia is that many overseas people want to work or do business in Indonesia since the AEC, and they have a background as learners." (Interview with SR, May 9, 2023)	Communicating in Bahasa Indonesia provides a competitive advantage in the job market.
3	Academic Support	"The longest is 120 hours, which is a learner who is an exchange learner from his university with UGM (Gadjah Mada University), has entered the completion of his final project and is taken online" (Interview with MM, May 10, 2023)	Bahasa Indonesia favors greater education in the country.
4	Respect for Culture	"Learning Bahasa Indonesia allows foreign speakers to comprehend better Indonesian culture and society, as well as local values, practices, and daily lives." (Interview with RK, May 10, 2023)	BIPA is also a form of respect for Indonesian culture.

The urgency of BIPA can be divided into numerous categories. *First*, BIPA is essential for efficient communication. In Indonesia, language is the major means of engaging with natives, purchasing, and going about daily life. Language abilities in Indonesian aid in developing better relationships between foreign speakers and the local community, allowing for a more fluid exchange of information. *Second*, BIPA opens up wider career opportunities. Foreign speakers proficient in Indonesian have a competitive advantage in the job market. Many companies seek employees who can communicate in Bahasa Indonesia to understand the local market better, interact with coworkers, and run business operations. *Third*, in the academic context, BIPA is important in supporting foreign speakers who wish to pursue further education in Indonesia. Mastering Bahasa Indonesia enables them to effectively attend lectures, participate in discussions, and conduct research at Indonesian universities. *Fourth,* BIPA is also a form of respect for Indonesian culture and society. Learning Indonesian helps foreign speakers understand the local population's values, customs, and daily lives. It is not just about learning the language but also about immersing in

Indonesian culture, which can lead to more meaningful social interactions and mutual understanding between different communities in Indonesia.

BIPA, therefore, is critical in facilitating effective communication, expanding job prospects, supporting Indonesian education, and honoring Indonesian culture and society. Foreign speakers who acquire Bahasa Indonesia can better engage in daily life, obtain an advantage in the job market, pursue education, and better comprehend Indonesian cultural values. BIPA is critical for improving cultural integration and exchange between foreign speakers and Indonesian society. Developing BIPA programs requires a comprehensive approach and is supported by strong regulations. Strong regulations are important in ensuring compliance by companies and foreign speakers with Bahasa Indonesia learning-teaching standards. Strong regulations, such as PERDAs (local regulation), can include mandatory requirements for companies to provide Bahasa Indonesia training for the foreign speakers they employ. It provides a clear legal basis to ensure that training is taken seriously. Regulations can also include strict sanctions, such as fines or the return of foreign speakers to their home countries if they do not fulfill the training requirements. These sanctions can incentivize companies and foreign speakers to comply with the rules.

The debates around the Indonesian for Foreign Speakers (BIPA) program highlight how important it is to promote cultural awareness, improve professional prospects, and ease communication among international learners studying in Indonesia. Language acquisition is intricately linked to the social and cultural contexts in which the language is used, as demonstrated by placing BIPA within the frameworks of Sociocultural Theory and Communicative Language Teaching (CLT) (Canale & Swain, 1980; Vygotsky et al., 1978). Language acquisition is not just about learning vocabulary and grammar. In line with the idea that language is a tool for social engagement and cultural exchange, BIPA's ability to close communication gaps and help foreign speakers assimilate more easily into Indonesian society is evidence of its necessity (Lantolf & Thorne, 2006). Additionally, the Zone of Proximal Development (ZPD) idea (Wood et al., 1976) emphasizes the value of modifying instructional tactics to accommodate the various requirements of learners, which is reflected in the framework's emphasis on communicative and practical language use. This integrated approach reinforces the critical role of BIPA in promoting intercultural dialogue and mutual respect by combining literacy development through reading and conversation. It also deepens cultural appreciation and improves linguistic proficiency. Strict rules that back BIPA initiatives are necessary to guarantee compliance and efficacy, promoting a more knowledgeable and interconnected world community.

Conclusion

In summary, the BIPA (Bahasa Indonesia for International Speakers) program results highlight how important it is to support international learners in Indonesia in terms of successful communication, professional integration, and cultural appreciation. The many learning-teaching philosophies used in places like Bali, Yogyakarta, and Makassar demonstrate the need for culturally sensitive methods that consider the participants' varying origins and motives. Through integrating frameworks such as Sociocultural Theory and Communicative Language Teaching, BIPA highlights the mutual reliance between language and culture. This results in a comprehensive learning environment that emphasizes cultural knowledge and practical language abilities. Ultimately, the curriculum enriches learners' personal and professional experiences by improving their fluency in Bahasa Indonesia and equipping them to negotiate the complexity of Indonesian society.

Several feasible recommendations can be made to increase the BIPA (Bahasa Indonesia for Foreign Speakers) program's usefulness for educators and policymakers. First and foremost, it is critical to create an adaptable curriculum that

may be customized to several Indonesian areas' distinct linguistic and cultural settings, like Yogyakarta, Makassar, and Bali, by including regional cultural features and colloquial idioms. Technology can also accommodate different learning speeds by facilitating interactive learning and providing extra materials for independent study through mobile applications and internet platforms. The emphasis of professional development programs for educators should be on learner-centered, engagement-fostering, culturally sensitive teaching techniques. Developing informal assessment techniques that give learners' experiences and real-world language application precedence over formal testing is important. Creating chances for cultural immersion, such as volunteer work and cultural exchanges, can also help international learners gain a deeper understanding of Indonesian society. Fostering collaborations with nearby companies and establishments might provide internship prospects, improving linguistic skills and career assimilation. To ensure compliance with explicit requirements, policymakers should pass legislation mandating foreign workers to take part in Bahasa Indonesia training programs as part of their employment contracts. Last but not least, encouraging continued study to assess the efficacy of teaching tactics will assist in guiding modifications to the curriculum and instructional methodologies in the future. These suggestions can help the BIPA program have a bigger influence on international learners and help them develop a deeper understanding of Indonesian language and culture.

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Dr. Andi Mukarramah Nagauleng, M.Pd.
English Language Education Department
IAIN Manado
Indonesia
andi.mukarramah@iain-manado.ac.id
ORCID 0000-0001-8765-5509
https://www.scopus.com/authid/detail.uri?authorId=57211903740
https://www.webofscience.com/wos/author/record/LOR-9773-2024

Dr. Ahmad Mustamir Waris, M.Pd.
English Language Education Department
IAIN Manado
Indonesia
ahmadmustamirwaris@iain-manado.ac.id
ORCID 0000-0001-8954-743X
https://www.webofscience.com/wos/author/record/LOS-1642-2024

Dr. Sardian Maharani Asnur, M.Pd.
English Language and Literature Department
UIN Alauddin Makassar
Indonesia
sardian.maharani@uin-alauddin.ac.id
ORCID 0000-0003-4961-1462
https://www.scopus.com/authid/detail.uri?authorId=57214244903
https://scholar.google.com/citations?hl=id&user=ywxVX2IAAAAJ

Dr. Taslim, M.Pd.
English Language Education Department
Universitas Muhammadiyah Bone
Indonesia
taslim@unimbone.ac.id
ORCID 0009-0005-2381-0174
https://www.webofscience.com/wos/author/record/LOS-6382-2024
https://scholar.google.com/citations?hl=id&user=CtaE5OoAAAAJ