Indonesian Language Learning Assistance for Foreign Speakers (BIPA) at the Indonesian Embassy in Ankara, Turkey

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Abstract	Article Info
Indonesian until now has been taught to foreigners in various institutions both at home and abroad. This learning program is known as the Indonesian for Foreign Speakers (BIPA). This study aims to give an assistance of Indonesian language learning for foreign speakers of turkey. During the Covid-19 pandemic, BIPA learning was carried out online. Turkey is one of the countries whose citizens have a considerable interest in studying Indonesian. The researchers used Service Learning (SL) approach (Felten, & Clayton, 2011). It as a medium for integrating voluntary community service with active reflection which is expected to enrich and strengthen the material about bringing oral storytelling in developing students and teachers. The method of this study is by giving an assistance of Indonesian language learning. The BIPA program at the Indonesian Embassy in Ankara Turkey has been going on for 2 periods. In the 2nd period, which was implemented from October 9 to December 15, 11 classes and 4 BIPA levels have been carried out well. This is evidenced by the results of the final examination of the program obtained by the learners, namely by increasing the Indonesian language competence of the learners. The results obtained by the learners at the end of the program showed that their Indonesian language competence was improved. Thus, in the future this program is expected to continue so that more learners can take part in the BIPA program implemented at the Indonesian Embassy in Ankara, Turkey either online or in-person learning. Thus, the BIPA learning program can continue to be implemented in the future.

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INTRODUCTION

Indonesia now ranks fourth as the most widely spoken language by speakers of languages in the world. This was stated by the Minister of Education and Culture of the Republic of Indonesia in his speech on one occasion. As also stated by Iskandarwassid (2011), that the number of Indonesian speaker when measured from the total population of Indonesia occupies the fourth position in the world. This fact proves that Indonesian can become a great power in the world besides other languages. The large population coupled with the large number of Indonesian speakers certainly makes Indonesian a potential to face globalization. The Indonesian nation already has a very strong capital in facing the global market that we will soon face.

However, if it is not accompanied by good human resources, it will still lose competition with other countries and lose to compete with the three languages with the

highest number of speakers in the rest of the world , such as: Chinese, English and Spanish. Of course, we must strive to compete with the three languages of this world.

As one of the most widely spoken languages, of course, it will provide many advantages for Indonesian people in many fields. According to Iskandarwassid (2011) the language "Indonesia has the opportunity to become the language of instruction in various purposes, for example business and the delivery of information". This opinion is in line with the opinion of Arifin (1985 which states that the position and function of the Indonesian as a State Language, namely (1) the official language of statehood, (2) the official language of instruction in educational institutions, (3) the official language of instruction in educational institutions, (4) the official language in the development of culture and the use of modern science and technology.

However, what remains and continues to be an obstacle is the ability of the Indonesian nation to compete in globalizing Indonesian. To realize the dream of making Indonesian an important language in the world, of course, an active role is needed not only the government but also the entire Indonesian people. One of the efforts made by the government at this time is to develop the role of Indonesian in the country itself and by starting to carry out linguistic diplomacy activities to foreign countries. One of the programs that is being developed continuously is the Indonesian program for Foreign Speakers or better known as BIPA. This BIPA program is an Indonesian learning program that is taught to foreign nationals who want to learn Indonesian as a foreign language for many purposes (Astuti & Bewe, 2020).

Bahasa Indonesia is experiencing such rapid development both at home and abroad. This is proven by the increasing interest of foreign nationals to learn Indonesian. The learning of foreign nationals who learn Indonesian is known as BIPA (Indonesian for Foreign Speakers). BIPA is a program specifically held for foreign nationals who want to learn Indonesian. The learning and teaching of a foreign language refers to the teaching or learning of a non-indigenous language outside the environment in which it is commonly used (Catalano and Moeller, 2015: 327).

At the beginning of its history, the BIPA teaching program started from the *Darmasiswa* Program, which is a scholarship program from the Ministry of Education and Culture for foreign students who want to learn Indonesian language, art, music, and crafts. The program was started in 1974 as an again of the ASEAN initiative and only applies to students from ASEAN. In 1976 the *Darmasiswa* program was expanded to students from other countries: Australia, Canada, France, Germany, Hungary, Japan, Mexico, the Netherlands, Norway, Poland, Switzerland, and the United States. In the early 90s the *Darmasiswa* program was expanded to all countries that had diplomatic relations with Indonesia (Liliana Muliastuti).

Indonesian until now has been taught to foreigners in various institutions both at home and abroad. The Ministry of Education, Culture, Research and Technology through the Language Development and Development Agency has facilitated   BIPA teaching programs for foreign countries. The purpose of the facilitation carried out is for language diplomacy , namely by promoting Indonesian language and culture to

realize Indonesian as an international language.

It is recorded that in 2021 the Language Development and Development Agency has facilitated the BIPA program in 38 countries in 87 institutions abroad with the number of teachers assigned as many as 279 teachers and the total number of learners is 10,730 (https://bipa.kemdikbud.go.id/bakti). With these data, it can be said that the enthusiasm of foreign nationals to study Indonesian very high. Even though various defenses are still hit by the Covid-19 pandemic, BIPA is still successful with the implementation of online BIPA in several countries.

BIPA teaching is inseparable from the introduction of Indonesian culture (Sholikhah & Budiharso, 2020). According to Alimatusadiyah (2016) BIPA learners' understanding of Indonesian culture really helps them in placing themselves appropriately in Indonesian. As for the cultural aspects that can be implemented into learning activities, namely, (1) a picture of the social and cultural life of the Indonesian people, (2) the peculiarities of the regions in Indonesia, (3) the values and norms held by the Indonesian people, and (4) regional tourism and arts in Indonesia. Therefore, the linguistic diplomacy carried out by hammering BIPA teaching is a very appropriate program in addition to globalizing the Indonesian language as well as to promote Indonesian culture to the international world.

In its implementation, BIPA teaching requires learning tools that can support all BIPA learning activities. Mussaif (2017) said that in the learning process of BIPA, the right strategies and methods are needed in managing the curriculum, teaching materials, mentoring, and commitment of BIPA teachers. Currently, the BIPA of the Ministry of Education and Culture has facilitated all these things very well. BIPA teachers' needs related to learning can all be accessed online through the page https://bipa.kemdikbud.go.id/ . This certainly makes it easier for teachers to carry out their teaching.

Currently, the Language Development and Development Agency has carried out BIPA teaching assignments to implement the online BIPA Program in many countries. One of the countries implementing the BIPA program online is Turkey. Especially in the era of the covid-19 pandemic where the learning process is mostly done online rather than offline. Online learning needs to be packaged as optimally as possible so that learning activities can run well and provide optimal results (Wawan, et al., 2022; Roisatin, et al., 2021; Sari, et al., 2022). This study focuses in assisting the Indonesian language learning for Turkey citizen. Although it is one of the countries that have just started the BIPA program at the Indonesian Embassy, Turkish learners are the highest number of learners in the first period of the BIPA program. The number of prospective learners currently reaches 501 people. This is of course a matter of pride for us. Because Indonesian turned out to be one of the most popular things for citizens of salty countries for them to learn. https://ihram.republika.co.id/

BIPA Teaching at the Indonesian Embassy in Ankara, Turkey

As mentioned earlier that Turkey is a country that has just implemented the BIPA program. The implementation of the BIPA program is only started in 2021 where

BIPA learning must be carried out online. Currently, the BIPA program that has just been completed is the 2nd BIPA Program which will be held from October 9 to December 15, 2021. The implementation of the Turkish Online BIPA Program is the result of collaboration between the Indonesian Embassy in Ankara, Turkey and the Ministry of Education, Culture, Research, and Technology.

In this period, there were as many as 6 teachers assigned to teach BIPA in 11 classes at the Indonesian Embassy in Ankara. There are several levels or levels of BIPA. This is because before the class starts, a placement test is held which aims to meet the level of language proficiency of prospective learners. Based on the results of the placement test, the learner is placed according to the ability they have. There are 4 levels of BIPA, namely BIPA 1, BIPA 2, BIPA 3, and BIPA 4.

Many kinds of application learning media to engage the students learning and influence the effective learning program that gave positive influence of students interest in learning process (Pramesti, M., & Amelia, W. 2022; Rohibni, et al., 2022; Wijaya, A., & Salis, R. N. 2022; Laili, et al., 2022) . The learning process is carried out online by utilizing *the Zoom meeting* service as a virtual class. BIPA learners of the Indonesian Embassy consist of various educational   backgrounds, ages, and occupations. The BIPA learning program is carried out every Saturday. Although Saturday for most learners is not their day off, their enthusiasm for learning Indonesian very high. This is evidenced by the frequency of their absence in the classroom.

METHOD

The method used Service Learning (SL) approach (Felten, & Clayton, 2011). It as a medium for integrating voluntary community service with active reflection (Rokhmawan, T, et al., 2022). Hence, it can enrich and strengthen training materials in community development with the use of existing assets and potentials , which is expected to enrich and strengthen the material about bringing assistance of Indonesian language learning for foreign speakers of turkey, which is in the form of assistance in learning Indonesian for Turkey citizen. The sample in this study is BIPA learners at the Indonesian Embassy in Ankara consisting of 3 learners of BIPA 4 and 8 BIPA 1 learners. Data is collected through observations made during learning. The data obtained are then analyzed descriptively, namely by explaining some important things that happen at the time of learning.

RESULT AND DISCUSSION
Teaching Materials and Learning Materials

Learning materials serve a paramount role in the learning process (Kusmiatun, et al. 2017). The main teaching materials used are sourced from the books *Buku Sahabatku* Indonesia BIPA 1, BIPA 2, BIPA, 3, BIPA 4, BIPA 5, BIPA 6, BIPA 7   published by the Language and Book Development Agency 2019. Teaching BIPA is like teaching other languages, which integrating 4 language skills (Okada, 2020). In addition, teachers

also get teaching materials through other sources. The material taught is adjusted to the curriculum and syllabus that has been set by the Language Development and Development Agency. Each learner must complete the competencies that must be curated at the BIPA level. The material that must be taught not only Indonesian language bat also Indonesian culture (Suyitno, 2007).

Online Learning Methods and Media

Online BIPA learning is certainly very different from offline BIPA learning. Online BIPA learning maximizes the use of digital technology in the learning process (Gacs, et al. 2020). With the use of digital technology, it is hoped that online BIPA will be as good as offline BIPA learning. Teachers are expected to encourage learners to be enthusiastic about participating in online BIPA learning. The method used must be able to increase the learner's interest in learning to learn Indonesian (Suparsa, et al. 2017; Sanjaya, 2006).

The method used in online BIPA learning at the Indonesian Embassy in Ankara. Teachers use a *genre-based approach* as a method in teaching writing skills. Teachers also use the translation method in BIPA 1. In addition, teachers also use the discussion method in BIPA 4 learners.

In online BIPA learning, teachers use several game-based online application modes to make learning more interesting and fun. As Cahyaningsih (2021) stated that teachers have various digital tools to facilitate interactive teaching and learning of online BIPA. Teachers use padlets in teaching writing skills. Padlet is very effectively used to teach writing skills. Because with padlet, teachers and learners can interact directly during the learning process. Teachers can immediately provide feedback on the learner's writing. In addition to padlets, teachers also maximize the use of wordwalls to learn vocabulary. Teachers also use quizziz and learningapps and kahoot to teach other skills. In general, learners like learning activities using game-based online application mode. The online learning can improve the process of learning (Leksono & Tiawati, 2020).

Constraints and Challenges

Online BIPA learning that has been implemented can be carried out properly and smoothly. However, there are still obstacles faced by teachers during the learning process. The main obstacles are related to learning time. Because learners come from a variety of backgrounds, whether they are age, occupation, or education, it is the time to study that becomes an obstacle. Most of the learners who are not present in class are constrained by the time that coincides with working hours. In addition, diverse levels of ability are also an obstacle for teachers in the learning process. There are some learners who are not supposed to be at the BIPA level where they are studying. This usually happens because they did not take a placement test at the beginning of the program. These obstacles end up being a challenge for teachers (Atmojo & Nugroho, 2020). Regarding time, usually teachers still allow learners who reason to work not to take classes. However, the teacher will provide the subject matter to those who are not present in class. Furthermore, regarding the abilities of
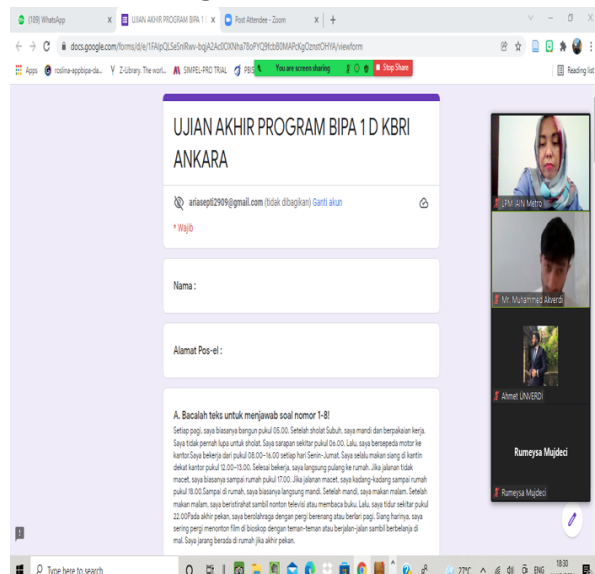
diverse learners, teachers must prepare diverse materials also by adjusting the abilities of existing learners. So that at every meeting all learners can follow the learning process well.

Figure 1 Documentation of Online Learning Activities
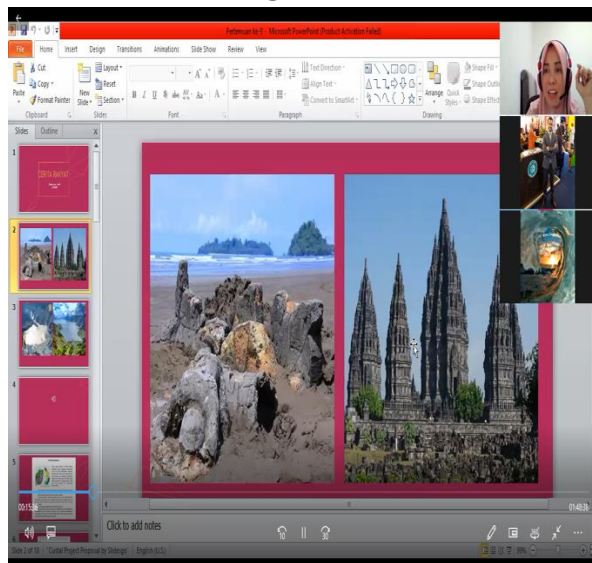
Picture 1

Picture 2

The pictures above are the examples of the learning process of Indonesian language learning in online class of BIPA 1 and BIPA 4. Picture 1 explained about the material of narrative text, which is describe about Indonesia culture. It is important to introduce Indonesian culture in teaching BIPA (Tanwin, 2020; Rachman, et al, 2019; Kundharu, 2015). The teacher used a media of power point to deliver the materials. Picture 2 is about final test of the program. Here, the teacher asked the learners to do the test in a google form.

Figure 2 Documentation of Online Learning Activities
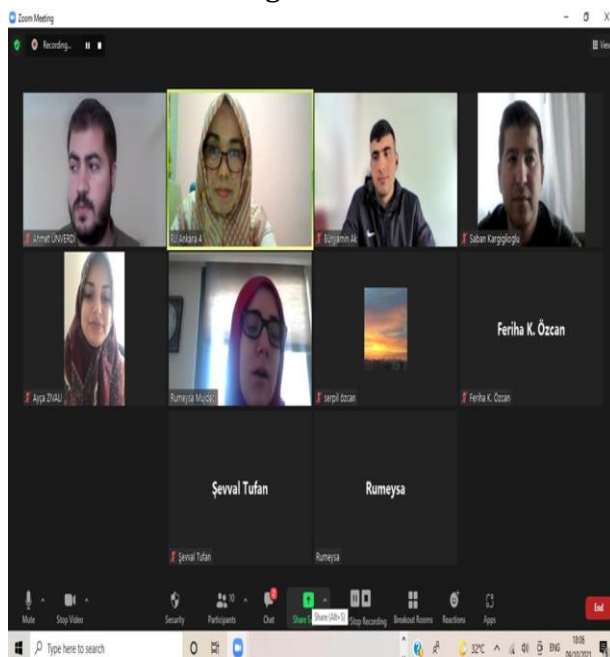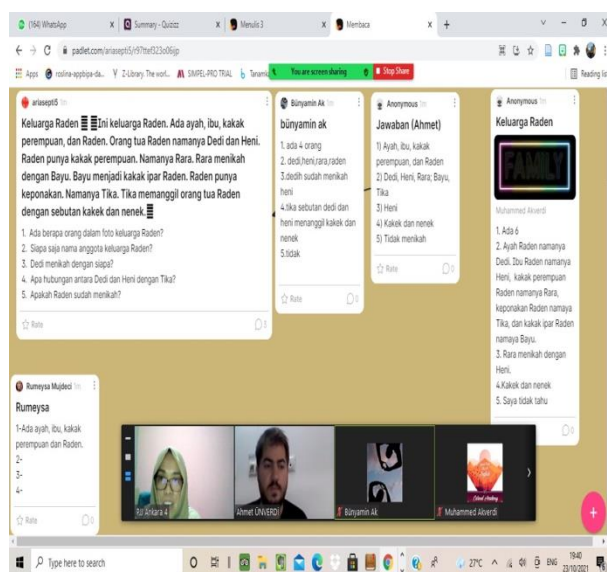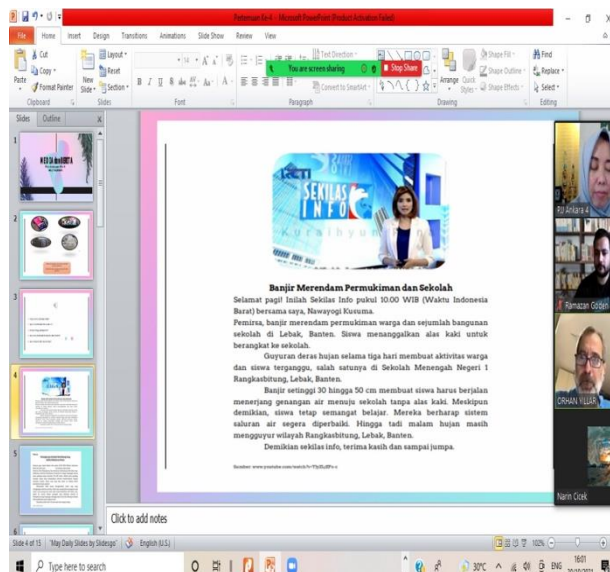

Picture 3
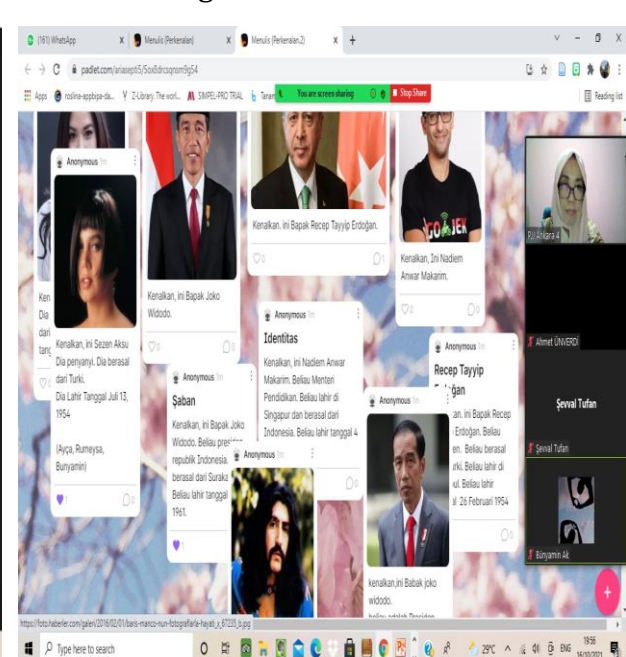
Picture 4

Picture 3 described the learners of BIPA 1 which were very active in the process of learning. They really excited to learn Bahasa Indonesia and the culture of Indonesia. Picture 4 is one learning media that the teacher often used when she assisted the learners in learning Bahasa Indonesia. Media is essential, not only for giving assist for learners but for branding language to promote the thing (Suhono, et al., 2022). This was writing skills test. The teacher used padlet as a media for teaching writing.

Figure 3 Documentation of Online Learning Activities

Picture 5   Picture 6

Picture 5 also described about padlet as a media for teaching. Padlet is one of learning media online which is effective for all of language skills teaching. Picture 6, described about the learning process of reading skills.

CONCLUSIONS

The BIPA program is one of the linguistic diplomacy programs that is currently increasingly being implemented by the Indonesian government in an effort to globalize Indonesian. The assignment of BIPA teachers either directly or in PJJ will greatly expand the spread of Indonesian in parts of the world. Linguistic diplomacy through the online BIPA program at the Indonesian Embassy in Ankara, Turkey has been well implemented. The results obtained by the learners at the end of the program showed that their Indonesian language competence was improved. Thus, in the future this program is expected to continue so that more learners can take part in the BIPA program implemented at the Indonesian Embassy in Ankara, Turkey either online or in-person learning.

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