



BIPA IN THE PERSPECTIVE OF INDONESIAN AND REGIONAL LITERATURE EDUCATION STUDENTS

Alyssa Putri Nurochim*
State University of Malang

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ABSTRACT

BIPA (Indonesian for Foreign Speakers) is a topic that is identical to students of the Indonesian and Regional Literature Language Education Study Program. The implementation of BIPA in Indonesia and abroad at this time cannot be denied anymore and has grown very rapidly. As an effort to improve and develop the Indonesian language, BIPA has many benefits for both the organizing institution and the state. But besides that, people still think that being a BIPA activist can damage one's nationalist spirit. PBSID Study Program students as people who are closer to BIPA feel that this is not true and emphasize the various benefits of BIPA.

INTRODUCTION

Recently, we often hear about BIPA or Indonesian for foreign speakers on various social media. Along with the issue of Indonesian which will become the second language of ASEAN, BIPA is also increasingly known in the wider community. This aims to provide knowledge to the Indonesian people regarding proposing Indonesian as the second language of ASEAN instead of Malay which was previously announced by the Malaysian government. The Indonesian language has a strong power to occupy this position. Indonesian is known worldwide and studied by people from various cultural backgrounds. This shows that Indonesian has more speakers than we imagine. BIPA's role in this matter is more important than introducing the Indonesian language introduction program to the world. So what exactly is BIPA? Who should understand BIPA well?

* Corresponding author.

E-mail addresses: alyssa.putri.2002116@students.um.ac.id (Alyssa Putri Nurochim)

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As the name implies, BIPA is an Indonesian language teaching program for foreigners. The realm of thinking about BIPA certainly cannot be separated from Indonesian language education. Universities, as the highest educational unit in Indonesia, have an important role in producing Indonesian language teachers for both junior high, high school, and college (lecturer) levels. The Indonesian literature department, more precisely the Indonesian language education study program, is a place where BIPA teachers are formed and equipped with the knowledge to continue Indonesian language education to future generations. Indonesian language education itself is not only limited to schools in the country regardless of the level of education. BIPA as an Indonesian language education program for foreign speakers targets foreigners/foreigners as students. Of course, a deep understanding of BIPA is needed, balanced with the general knowledge that is qualified for everyone who wants to become a BIPA teacher/activist. Students of the Indonesian Literary Language Education Study Program must know and know what BIPA is.

Students in higher education have been grouped according to more specific majors in certain fields. They enter the department to deepen their knowledge and abilities, and to pursue the career they will choose after completing their education at university (Ebtanastiti, 2014). As well as students of the Indonesian and Regional Literature Language Education Study Program, at the State University of Malang who are provided with materials and knowledge about teaching Indonesian. It aims to produce the best graduates and become competent teachers in the future. Although graduates can take careers outside the realm of their study program. However, they are printed to become Indonesian language teachers in the future. This means that an introduction to BIPA is also given to students. Both in-depth BIPA material and just a brief introduction to BIPA must have been given to students. According to the researchers themselves, Indonesian Language Education students should be familiar with the term BIPA.

The Indonesian and Regional Language Education Study Program at the State University of Malang itself already has an International A accreditation which means that apart from being well-known in the country, its competence is also recognized in the eyes of the world. This study program offers four vocational specializations to its students. The four specializations are BIPA, Javanese, drama, and journalism (JSI UM Catalog, 2020). The State University of Malang is known as one of the pioneer universities in implementing BIPA in East Java. Even the Chair of the East Java APPBIPA, Dr. Gatut Susanto, M.M, M.Pd., is the Director of BIPA at the State University of Malang as well as a lecturer in the department of Indonesian literature at the State University of Malang. There are twelve types of BIPA programs organized by BIPA UM. The twelve programs include CLS, Darmasiswa, IOP, Private Program, In-Country, KNB, Immersion Program, IFLI, Rumah Indonesia, Aminef, Kasetsart, and ISS (Program | BIPA FACULTY OF SASTRA, 2017).

This article will explore how students of the Indonesian and Regional Literature Language Education Study Program at the State University of Malang view BIPA. Starting from the definition, benefits, and roles, as well as discussions about BIPA instructors/activists, will be discussed in this article. After conducting a survey of students of Indonesian and Regional Literature Language Education, State University of Malang Batch 2020 using a questionnaire instrument, the researchers

found out how the definitions of BIPA were different among eleven respondents. The researcher himself as a student of the Indonesian and Regional Literary Language Education Study Program at the State University of Malang also provides his views on BIPA in this article.

DEFINITION OF BIPA

Law of the Republic of Indonesia Number 24 of 2009 concerning the Flag, Language, and The State Emblem, as well as the National Anthem, has mandated that "the government will improve the function of Indonesian to become an international language gradually, systematically, and sustainably". To support these efforts, from 2015 to 2018, the Language and Books Development Agency, Ministry of Education and Culture, through the Center for Development of Language Strategy and Diplomacy, has sent Indonesian Language teachers for Foreign Speakers (BIPA) to 176 institutions in 27 countries in Indonesia. world (Okitasari, 2019). BIPA exists as an effort to develop the Indonesian language by increasing the number of speakers. With the BIPA program, more and more people abroad who do not use Indonesian as their daily language learn and become Indonesian speakers. BIPA is an abbreviation of Indonesian for foreign speakers. As the name implies, the focus of BIPA is to teach Indonesian to foreign speakers who want to learn Indonesian (Wirawan, without year). Based on the results of a survey conducted by researchers, the respondents who are students of the Indonesian and Regional Literature Language Education Study Program have the same opinion.

According to the survey results, all eleven respondents admitted that they were familiar with the term BIPA. The majority of respondents wrote "Indonesian language learning for speakers/foreigners" as the first sentence that comes to mind when they hear BIPA. This is closely related to the abbreviation of BIPA itself, namely Indonesian for Foreign Speakers. Furthermore, there were several different answers written by the respondents.

The first different answer written by the respondent was "teaching Indonesian to foreigners". According to the researcher, this is related to the perspective of the PBSID Study Program students themselves who are prospective Indonesian language teachers in the future. Therefore, the respondent writes the word "teaching" in the form of an active verb to show his perspective as someone who teaches Indonesian.

The second answer, namely "foreign language". According to the researcher, this is aimed at the Indonesian language taught to BIPA students is not B1 or B2 like Indonesian language learning in schools in Indonesia, but as a foreign language. This is because Indonesian is not used as their everyday language and is also not a cognate language with their B1 or B2. If we look at Indonesian from the perspective of BIPA students, it is certainly true that Indonesian is a foreign language like the respondents' answers.

The third answer, namely "someone who teaches or gives tutorials in Indonesian". This answer is in line with the first answer seen from the perspective of the PBSID Study Program teacher/student. Even though a PBSID student does not have a teaching diploma or certificate, he can still be a language partner who provides tutorials for BIPA students as a partner in practicing communicating using Indonesian. This activity is as important as BIPA learning activities in the classroom

because the process of mastering foreign languages is not only carried out with formal learning in class but also with language acquisition which is carried out in more relaxed/non-formal activities. This is also related to Krashen's hypothesis regarding the differences in foreign language learning and acquisition.

BIPA according to the researcher's perspective as a student of the PBSID Study Program is an activity of teaching Indonesian to foreigners. Learning Indonesian in BIPA has a slightly different context from learning Indonesian in general in schools in Indonesia. This is because BIPA students are people who have never known or used Indonesian before. It's the same when we learn English, Spanish, Japanese, or Russian, which we have never known before. BIPA students must learn Indonesian from the most basic, maybe even students with a first language who use a different script, must learn the letters of the alphabet first. Many other basic things must be taught to BIPA students before he finally learns Indonesian language material which is at the same level as Indonesian language material in ordinary schools.

FOREIGN SPEAKERS IN BIPA

BIPA students are foreigners who have never used Indonesian as their daily language. What is meant by this? Foreign speakers or students referred to in BIPA are people who: (1) do not use Indonesian as B1 or B2, (2) master B1 and B2 which are not cognate with Indonesian, and (3) foreign nationals but not always not Indonesian. The first language (B1) or mother tongue is the language that a person masters for the first time and continues to be used in their daily lives for an indefinite period. The second language is the language that is mastered and used after the first language. Second, what is meant here is not the order of mastery of a language but the order of how far the language is mastered and the frequency of its use. As the first language, the second language is also often used in daily activities and can be learned at school or home/community. A foreign language is a language that is not directly related to one's social environment. Usually, foreign languages are languages that do not belong to the B1 and B2 families. A foreign language is learned by someone with certain aims and objectives and is not used as a daily language.

Aly Abu Bakar Basalamah stated that according to experience, a person's mother tongue will have a direct influence, both positive and negative, on the process of learning foreign languages (Basalamah in Alawiyah, 2020). This means that the first language, second language, and foreign language are related to each other. The process of mastering each language that a person learns will always be influenced by the language he has previously mastered. BIPA students learn Indonesian as their foreign language. Therefore, a BIPA teacher must know the track record of the learner's mastery of the language. It is useful to see the extent of the learner's language mastery ability. If the mastery of the first and second languages can be said to be successful, then the mastery of foreign languages can be predicted to go well.

IMPLEMENTATION OF BIPA IN INDONESIA

BIPA in Indonesia is widely held by universities in Indonesia as the highest education unit. Several universities in East Java that organize BIPA programs include Malang State University (UM), Muhammadiyah Malang University (UMM),

Brawijaya University (UB), and Malang State Polytechnic (Polinema). The BIPA activists and lecturers in Indonesia and abroad are under the auspices of an institution, namely the Association of Indonesian Language Teachers and Activists for Foreign Speakers (APPBIPA) which was formed in November 1999 at IKIP Bandung (now Universitas Pendidikan Indonesia) (About - APPBIPA, 2022). In addition to physical institutions, BIPA is also held online utilizing technological advances in today's modern era. BIPA Daring (Indonesian for Foreign Speakers on the Network) is a brand of BIPA program facilitation portal developed by the Language Development and Guidance Agency, Ministry of Education, Culture, Research, and Technology in 2018. The BIPA Daring Portal was developed as a manifestation of the coordination and facilitation role of the Language Agency in providing access for BIPA program beneficiaries and stakeholders to BIPA services from various sources (BIPA Daring, 2021). Currently, there are around 78 BIPA organizing institutions spread throughout Indonesia, according to data from Jaga BIPA (Network of BIPA Program Organizing Institutions) reported from bipa.kemdikbud.go.id.

IMPLEMENTATION OF BIPA ABROAD

Not inferior to the implementation of BIPA in Indonesia, BIPA organizing institutions abroad are also widespread in various countries. According to the Indonesian Ministry of Foreign Affairs (Diplomacy, No. 106. Year. X), there are at least 52 foreign countries that have opened Indonesian Language Study Programs, some of them; the United Kingdom, United States, Australia, Morocco, Vietnam, Canada, Japan, Ukraine, South Korea, Hawaii to Suriname (Indonesian is Interested in Many Countries | Good Indonesia, 2021). Today, BI is taught in almost all corners of the world. According to data on enthusiasts for the Government of the Republic of Indonesia Scholarship Program, namely the Darmasiswa and Darmasiswa Plus programs, it is known that BI enthusiasts are spread across five continents. The proof is that BI has been studied and taught on five continents, Africa, America, Australia, Asia, and Europe (Introductory Module BIPA UM). According to data released by Kemendikbud.go.id, since BIPA was held in 2015 until 2020, there were around 79,901 BIPA students in 206 institutions spread across 30 countries around the world. From the various data above, it can be concluded that the Indonesian language (BIPA) is no longer a 'foreign' language in the ears of people abroad.

BENEFITS AND ROLES OF BIPA

Introduction to Indonesian Language and Culture

As we all understand, BIPA is an activity for teaching Indonesian to foreign speakers. This means that the Indonesian language and culture are introduced and taught to their students. Not only language but culture is also included in the material taught in BIPA. Language and culture are two things that cannot be separated and influence each other. Culture is a system that is inherent in humans regulating human interaction in society, so language is a system that functions as a means for this interaction to take place (Hodidjah, 2019).

Based on the survey results, all respondents chose the introduction of Indonesian as one of the benefits of BIPA. This is related to the main material in BIPA learners is Indonesian. The goal of BIPA students is to learn and master the

Indonesian language so that they can communicate fluently orally and in writing. The more people abroad who master Indonesian, the more people who know Indonesian. Whether it's a student's family or friends, slowly they will all become familiar with Indonesian, be interested in learning it, and promote it to friends and other family members. This cycle is the advantage of introducing Indonesian to foreigners. This cycle does not only apply to Indonesian but also to other languages.

As many as nine out of eleven respondents chose the introduction of Indonesian culture as one of the benefits of BIPA. This means that many PBSID students are aware that teaching about language is always followed by teaching about culture. Language is analogous to a 'door' to enter another room with a special interior in it. Language is also a 'window' to know habits, psychology, history, needs, and all cultural changes (Lestyarini, 2017). A new culture can be conveyed and understood if the cultural element has a name or term. The naming or terminology is language (Hodidjah, 2019). When a language is taught to someone, the culture of the country that uses that language will always accompany it in the teaching material. For example, when we learn English at school during junior high or high school, we indirectly also learn how the culture of countries that use English as their main language is. This happens when we look for other sources for learning such as songs and films to more easily master English by seeing its use in everyday conversations such as in films or literary works/poems such as in songs. The same is true for BIPA students during the process of learning Indonesian.

Increase State Revenue

All BIPA programs organized by the government show that language and culture have become the first backbone in efforts to promote Indonesia to the world community. This is in line with the role of language today which has become very important in the global role in the economic and political fields of the country concerned. "A language becomes an international language for one chief reason: the political power of its people." (Crystal in Darmayanti, 2017). This opinion shows that teaching BIPA indirectly also has a positive impact on the country's economy. The implementation of BIPA in Indonesia will attract foreign students to come and stay in Indonesia during their BIPA study process. As foreign nationals living in other countries, of course, they have to pay for a visit visa. Reporting from kemenkumham.go.id, a visit visa is given to foreigners who will travel to Indonesia for visits such as in the context of government duties, education, social culture, tourism, business, family, journalism, or stopping to continue their journey to other countries. The tariff for a visit visa upon arrival in Indonesia is 35 USD, for a one-way visit visa it is 50 USD, and for a multiple-trip visit visa, it is 110 USD. Especially when the student has not been able to pass the BIPA program that he participated in within a certain time limit and has to extend his visa, the more costs he has to spend and the more income the state gets.

The implementation of BIPA abroad is no less profitable, even though the students are not bound by a visa. There are various kinds of BIPA programs abroad, some are paid, and some do not charge any fees to the students. But usually, the BIPA program that does not charge students is the BIPA program for beginners to attract students' interest, while for subsequent classes there will be a certain fee. This

can certainly be BIPA as an entrepreneurial field for entrepreneurs. Any agency, of course, has an economic wheel in it to survive as an organization that houses its employees and staff. That is why in addition to realizing its main goal, namely promoting the Indonesian language and culture, BIPA also has a significant impact on the economy, especially state opinion.

As for the survey results, it was found that four out of eleven respondents agreed that BIPA could increase state revenue. This seems to still have to be re-explained to PBSID students. From the survey results, it can be seen that there are still many students who do not realize the benefits of BIPA in the economic field. It seems that their understanding is still fixated on BIPA as a program that only operates in the field of education. In fact, behind that, many other fields have been positively affected by BIPA.

Internationalization of Indonesian Universities

Thoyib in Ningrum (2017) reveals that internationalization in the context of globalization is a sign of progress in the field of education. Internationalization can present hopes to go in the right direction more positively. However, on the other hand, internationalization can also have an impact bad for anyone who is not able to manage it properly (Ningrum et al., 2017). BIPA as a means of introducing Indonesia to the world's eyes also plays a role in internationalizing universities in Indonesia. As we know that many universities in Indonesia organize BIPA programs. This means that the names of universities in Indonesia have reached the ears of foreigners who want to learn Indonesian. As a result, not a few BIPA students directly come to Indonesia to study. Many BIPA programs at universities in Indonesia provide dormitory facilities for their students. Of course, this can make them more familiar with the university where they study Indonesian in addition to the education system in formal classes. This is what can make universities in Indonesia increasingly recognized in the eyes of the world. Therefore, every institution that administers BIPA, both at home and abroad, must have good facilities, education systems, and organizational systems. It aims to give a good impression to foreign students studying there. When they return to their home country and continue their activities there (work or other), they will share their experiences of learning Indonesian with their family, friends, and co-workers. This can be one way of introducing universities in Indonesia to the eyes of foreigners.

The survey results stated that there were as many as seven out of eleven people who agreed that BIPA could help universities in Indonesia expand their wings at an international level. It seems that quite a lot of students are aware of the positive impact of this BIPA. They are aware that BIPA can attract foreign students to come to Indonesia and continue their studies here. Some students think that the Indonesian language which is increasingly recognized by the outside world can open international gates for universities in Indonesia that organize BIPA programs. Other students think that the BIPA program is subtle diplomacy for Indonesia. That way, universities that host BIPA in Indonesia can improve their standards according to international standards. While other students think that the number of foreign students in a university can help the university's accreditation/ranking. This is to see the credibility of the university. Not only that, but universities abroad will also start

to open their eyes to universities in Indonesia and will start to establish cooperative relationships if they see the good potential. This will certainly be an easy way for Indonesia to send representatives of outstanding students for student exchange and scholarship programs.

Keeping World Peace

More foreign speakers who can speak Indonesian well can increase the value of Indonesia among world countries. This has become a strategy of state power and diplomacy. The more and wider the speakers of a language, the stronger its position in the world (Mulia, 2017). Language and art were never meant to solve political problems, but they can be wonderful facilitators of cultural diplomacy. Language and art can not only be a manifestation of beauty and humanity, but also a representation of politics and culture (Bainus in Darmayanti, 2017). Language and culture are easy ways for a country to strengthen its mastery. The more the number of speakers of a language is a sign that more foreigners know the country. The more famous a country is, the more its power will be recognized by other countries.

Efforts to maintain world peace were launched by Indonesia in the opening of the fourth paragraph of the 1945 Constitution. In addition, Indonesia's foreign policy is also free and active. Free means, Indonesia has never sided with one of the blocs (west and east) in international politics. While being active here means, Indonesia plays an active role in maintaining world peace to create a world without war and disputes between countries. Language and culture are safe ways to make this happen. Through arts such as songs, films, and other literary works, the Indonesian language and culture can be easily accepted by the wider community without being bound by politics and national boundaries. Given that we live in an era of globalization, it is very easy to 'remove' national boundaries when we communicate with people from different countries. BIPA as a means of scenting Indonesian language and culture takes an important role in realizing world peace. The survey results show that as many as seven out of eleven students agree that BIPA can help maintain world peace.

Internationalization of Indonesian

In line with the enactment of Law No. 24 of 2009 article 44 "The government will improve the function of Indonesian language into an international language gradually, systematically, and sustainably", the Center for Development and Protection (Pusbanglin), the Language Development and Development Agency (Language Agency), the Ministry of Education and

Culture prepares strategies to support the internationalization of the Indonesian language, including increasing the vocabulary, developing the Indonesian Language Proficiency Test, and thirdly trying to take Indonesian abroad by holding a BIPA learning program (Language Agency, 2016). E. Aminudin Aziz, Head of the Language Development and Development Agency, emphasized that through soft diplomacy, Indonesia wants to improve its identity, increase the dignity of the Indonesian nation, and make Indonesia a pride for foreign speakers abroad. In 2045, he added, the year in which the target of developing Indonesian to become an

international language (Indonesian is Interested in Many Countries | Good Indonesia, without year).

Today we hear a lot of posts on social media that say that the Malaysian government has hailed Malay as a second language in ASEAN. However, BIPA activists in Indonesia consider that Indonesia is far more deserving of this position. Reporting from the kemenlu.go.id page, there are some interesting facts about the Indonesian language that can attract the attention of foreigners to learn Indonesian. First, Indonesia ranks third as the language with the largest number of speakers in Asia. Second, Indonesian is designated as the second official language in Vietnam. Third, besides being famous in Vietnam, Indonesian is also the fourth most famous language in Australia. Fourth, the giant Indonesian-language Wikipedia website is in the 25th position among the 250 Wikipedia pages in other languages. Fifth, there are around 72,000 Indonesian language students abroad. Sixth, according to the Indonesian Ministry of Foreign Affairs (Diplomacy, No. 106 year X), 52 foreign countries have opened Indonesian Language Study Programs, such as England, the United States, Australia, South Korea, and so on. Seventh, until the end of 2020 there were 355 BIPA organizing institutions spread across 41 countries.

The answers from the survey results were quite diverse, but in general, they agreed that Indonesian has the potential to become an international language and the second language of ASEAN. This is related to several things: (1) Indonesian has a grammar that tends to be easy to learn, (2) the Indonesian language is widely known and has many speakers around the world, and (3) BIPA organizing institutions are widely spread in various countries. It is undeniable that the popularity of Indonesian in the world has increased significantly from year to year. This certainly brings a great opportunity for Indonesian to become an international language.

According to Sunandar in Sumarti (2017), there are ten strategies for internationalizing Indonesian through BIPA. Three of them are (1) creating the impression that Indonesian is easy and fun, (2) strengthening and developing BIPA teaching, and (3) preparing teaching materials, instructors, education/training, and the entire infrastructure for BIPA implementation. This means that the strengthening of facilities, teaching materials, education system, and BIPA teaching staff is very much needed to give a good impression on BIPA students regarding BIPA, the organizing institution, and Indonesia.

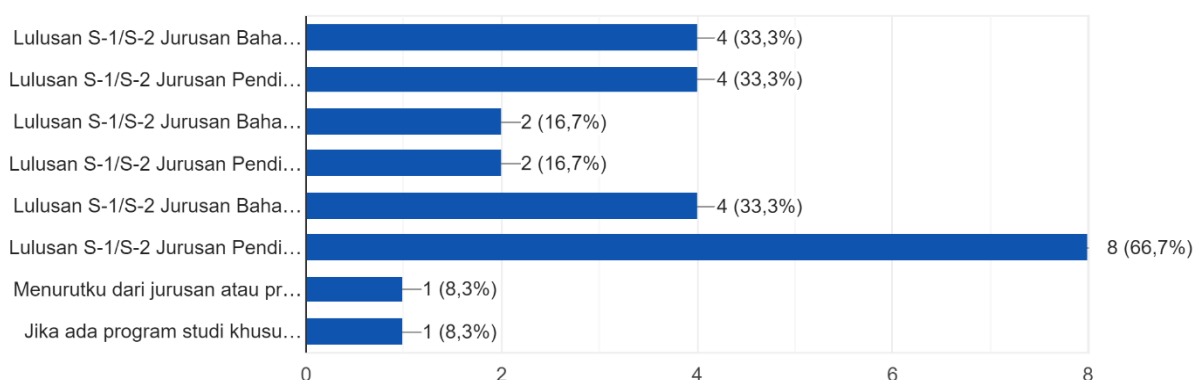
BIPA LECTURERS AND ACTIVISTS

Basic competencies

Intercultural understanding becomes the basis of knowledge for teachers in achieving the success of the learning objectives and the material to be taught (Suyitno, 2015). A BIPA teacher must have good knowledge of the Indonesian language and culture, teacher knowledge, understanding of the culture of BIPA students, and broad general knowledge. An understanding of culture as described by Suyitno above is an important asset for BIPA teachers to determine all elements of learning in the classroom. A teacher who has an understanding of his students will easily compile learning materials and determine the teaching system in the classroom. That way, students will also easily understand the material provided and the learning objectives will be achieved. According to Surandhani (2017), BIPA

learning by implementing cross-cultural learning activities will be a smart step that is very appropriate, wise, and fun if we as BIPA teachers can design a BIPA learning model, methodology, and system that is as effective and attractive as possible that is adapted to the characteristics and the needs of BIPA students so that it is hoped that BIPA students can better understand how to apply language skills properly and correctly by referring to an understanding of art and cross-cultural popular local culture that develops in the local community in a balanced way.

The answers of the students from the survey results on this matter were very diverse. The majority of students answered that intention, willingness, and competence were the main capital for a person to become a BIPA teacher. It is seen from the perspective of students as prospective teachers that these three things are a person's main capital to start teaching. Meanwhile, several other students wrote down self-confidence, consistency, bilingual ability, and public speaking skills as capital that a BIPA student must-have. According to the researcher himself, these four things are secondary capital to becoming a BIPA teacher because not all teachers (in general) have these four things. There are even teachers who only get this when they enter the classroom directly and teach for some time. Meanwhile, when asked to choose who is more appropriate to be a BIPA teacher, the students answered as follows.



Information:

- 1) Graduates of S-1/S-2 Majoring in Language and Literature (all languages)
- 2) Graduates of S-1/S-2 Majoring in Language and Literature Education (all languages)
- 3) Graduates of S-1/S-2 Majoring in English Language and Literature
- 4) Graduates of S-1/S-2 Majoring in English Language and Literature Education
- 5) Graduates of S-1/S-2 Department of Indonesian Language and Literature
- 6) Graduates of S-1/S-2 Department of Indonesian Language and Literature Education
- 7) Others: (1) what study programs are important with intention and totality, (2) there should be a special BIPA program

Impact of Becoming a BIPA Teacher

Maybe many people think that being a BIPA teacher/activist can fade the love for the homeland. But who would have thought that becoming a BIPA teacher/activist could foster a person's sense of nationalism? One of the BIPA teaching institutions in Yogyakarta that are committed to fostering a sense of nationalism in the younger generation and dignifying the Indonesian language is

LPK Hangeul Yogyakarta (Luvytasari, 2017). By becoming a BIPA teacher, one's sense of nationalism will even increase. This happens because we as BIPA teachers who deal directly with people from various countries with different cultural backgrounds become increasingly aware of what advantages our own culture has. Especially for BIPA teachers abroad who experience directly living abroad, they will feel the contrast between living in their own country and other countries. The survey results found that all students agreed that being a BIPA teacher would not reduce one's sense of nationalism.

CONCLUSION

BIPA (Indonesian for Foreign Speakers) has become a general term for students of the Indonesian and Regional Literature Language Education Study Programs. According to them, BIPA is an Indonesian language learning and teaching program for foreigners. In addition to introducing the Indonesian language and culture to the world's eyes, BIPA also plays a role in realizing world peace, increasing state revenues, and internationalizing universities in Indonesia. BIPA is also an important 'figure' in making Indonesian an international language in the current era of globalization. The main capital that must be owned by BIPA teachers is the intention, willingness, competence, understanding of students, and the attitudes needed to speak in public. These things are certainly needed by BIPA teachers to achieve BIPA learning objectives and help students master the Indonesian language both orally and in writing. The thinking of people who think that being a BIPA teacher can reduce their love for the homeland is the wrong idea. For students of the PBSID Study Program, becoming a BIPA teacher can increase the sense of nationalism and love for the country of its activists.

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