



The Global teaching practices of Bahasa Indonesia

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Received 5 November 2022 | Received in revised form 07 January 2023 | Accepted 08 February 2023

APA Citation:

Ediwarman. (2022). The Global teaching practices of Bahasa Indonesia. *Eurasian Journal of Applied Linguistics*, 8(3), 312-320.

Doi: <http://dx.doi.org/10.32601/ejal.803025>

Abstract

Due to the success of the Indonesian Government's language policy, Bahasa has been spoken by a growing population. Due to increased globalization and business diversification, Bahasa has become an important language to teach in many countries—the present research aimed to investigate the global teaching practices of Bahasa Indonesia. BIPA is a language program designed for non-native speakers of Indonesian who wants to learn BI. For this purpose, the literature regarding Bahasa Indonesia was reviewed, followed by an in-depth analysis of the global teaching practices of Bahasa Indonesia. Results indicated that Bahasa had been taught in 29 countries with 420 centres of BIPA, indicating the increasingly known importance of BI globally. The present research adds valuable content to the growing body of Indonesian Linguistic literature. The practical significance of this research can also not be denied as it provides insights to many countries to incorporate teaching and learning practices of BI further to avail advantage in business and their economic development by trading with Indonesia, which is rich in resources.

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Keywords: Bahasa Indonesia, BIPA, global perspective, teaching practices

Introduction

Bahasa Indonesia (BI) in current times, is spoken by an enormous amount of the global population, and the respective language is the fourth most populous teaching language in the world (Solikhah & Budiharso, 2020b). The Bahasa language is gaining the significant attention of academia as it is efficiently taught in more than 29 countries, and there are more than 420 BIPA (Bahasa Indonesia for speakers of other languages) centers in the world (Solikhah & Budiharso, 2020a). The teaching of Bahasa in Indonesia follows the effective program Darmasiswa, which comprises the significant practices of teaching for foreign and local students (Hamied & Musthafa, 2019). In the guidance of Indonesian language policy, the teaching centers of BI are not common in Indonesia, but respective centers are developed overseas as well, which enhances the significance of BI as a foreign language. In the global context, BI is efficiently following proficient instructors and funding for the effective training of teachers and enhancing their expertise. Most recently, the role of BI has been associated with the form of soft diplomacy, which focuses on emphasizing the learning of Bahasa for global citizens. Suparsa, Mantra, and Widiastuti (2017) believe that effective teaching practices play a significant role in this regard to enhance the teaching and speaking of BI. In the local and international context, the teaching of BI is increasing, a reflection of which can be seen in BIPA, which is introduced as a program by the Indonesian Ministry of Education and Cultural Center and Language Diplomacy (PPSDK). The basic objective of the program is to enhance the learning of BI for non-Indonesians. In contemporary times, the increased focus of learners on BI from the Asia-Pacific region and Europe. By 2019 the worldwide spread of BIPA covered 48 countries with 179 learning centers (Maryani, 2011). In Indonesia itself, there are more than 45 BIPA centers that are efficiently run

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<http://dx.doi.org/10.32601/ejal.803025>

by PPSDK with the collaboration of training centers and universities (Isnaniah, 2020).

Although the learning of BI is rapidly increasing in the global context, yet a number of scholars have outlined that teaching methods and methodology of BI need considerable attention. The teaching components for BI are not well-defined, and facilities are limited, which serve certain difficulties in effectively learning BI (Nastiti, Datil, & Sukma, 2019). It has also been observed that in Indonesia, some universities related to the teaching of BI do not support and guide the instructors with effective treatments (Nastiti et al., 2019). The accomplishment of BIPA programs outside Indonesia demonstrates the significance of BI for learners; however, the keystone of the communicative competencies, including socio-linguistic aspects and discourse strategies, are not properly highlighted, which implies that teaching practices for BI need standard teaching methods. To expand this topic, the aim of this paper is to overview and analyze the global teaching practices for the efficient development of the Bahasa language. In addition to it, a number of studies focus on teaching practices related to the English language, which results in a scarcity of literature from the perspective of BI. This paper, therefore, tends to fill this gap by highlighting the teaching practices that are efficiently adopted by many countries for BI learners.

Focusing on its aim, this paper is a significant contribution to relevant literature as BI is an acknowledged language in the international domain, and many scholars indicate that it is one of the prominent languages that are being taught in many countries. In addition to it, as Indonesia is the hub for tourism and for work opportunities which makes it essential for many global citizens to learn BI. In recent times, there have been more than 75 countries, including Australia, Morocco, US, German, and Canada which formally teaches BI. This increasing interest has increased the need for the development of significant teaching methods to teach Bahasa Indonesia as a foreign language (TISOL). By highlighting the global perspective of teaching BI, this paper is therefore significant for instructors and institutions. This section of the paper highlights the background and significance of teaching practices of BI, the remainder of the paper reviews the relevant literature, develops methodology, and brings forth the results of this study.

Literature Review

— *Teaching practices in language acquisition*

The role of teachers and the practices adopted by them have a key role in the acquisition of a language. An enormous number of existing studies in relevant literature have remarkably highlighted how efficient teaching practices enhance the learning of a language. The empirical study of Al Kaboody (2013) highlights that in recent years research has focused on the aspects that impact the acquisition of a second language (L2), and most of the evidence has indicated that teachers are one of the most determinant factors in the acquisition of L2. Accordingly, teaching practices play the most influential role, which empowers the motivation of students and provides thorough assistance to students in their process of second language acquisition. Similar perspectives are shared by Li, Steele, Slater, Bacon, and Miller (2016), which indicate that the efficient implementation of teaching practices and consistent instruction plays a significant role to enhance the language learning of students. Hiver, Whiteside, Sánchez Solarte, and Kim (2021) highlight that even the most efficient and significant instruction practices will not work in all circumstances, so the teaching practices need the capacity of flexibility which is a keystone of teaching. In the learning of a second language, teaching practices adopt subordinate notions of teaching, which provides an improved understanding of the ways in which the teacher of a language operates. Thus, efficient pedagogical practices are observed as the prominent contributor to enhance learning practices particular of those learners which are learn languages. The existing literature also highlights the strategies of effective teaching practice as Cheng and Zhang (2021) state that in teaching practices, the feedback of a teacher is a noticeable pedagogical approach that contributes and facilitates the learning of students. In the context of second language learning, the written feedback of the teacher is extensively used as an involvement method that enhances their learning. In view of Richards and Rodgers (2014), the history of language is characterized by an evaluation of the most effective ways of teaching for foreign languages. The development of fluency and accuracy, the choice of the syllabus, and the productive and receptive skills of teaching practices are effective learning strategies for the learners of the language.

— *Teaching practices of BI in Indonesia*

The growing interest in learning of BI has highlighted the need to develop effective and efficient practices to teach BI as a foreign language. Munandar and Newton (2021) bring forth an increased recognition of the importance of adopting effective teaching practices in the teaching of foreign languages. The respective study also highlights that despite the language and education policies in Indonesia, the pedagogical practices face complexities related to the needs of the students and contextual constraints. Numerous existing studies have highlighted the policies and practices of Indonesia to promote the learning of BI as Curtis, Robertson, and Mahony (2019) highlight that the Indonesian Teaching Initiative (InTI)

program provides a diverse learning approach in a social context for acquisition of intercultural language learning which enhances the development of teaching practices. Zuchdi and Nurhadi (2019) highlight that the teaching and learning of BI as a foreign language program is implemented in many universities in Indonesia for foreign speakers. This program is particularly established and developed for foreign students and has been coordinated and authorized by the Indonesian government. In perception of various scholars there are two significant practices to teach foreign languages that in which the first approach integrates the use of the mother tongue to enhance the understanding of a foreign language, and the second approach follows the integration of the target language to teach it (Byram & Esarte-Sarries, 1991). In Indonesia, the teaching of BI follows the second approach in which the learners, most of the time, are adults that already have knowledge of the target language (Suyitno, 2014). The efficient teaching policies are also significantly demonstrated in BIPA, a significant program of the Indonesian government to enhance BI for foreign learners. In this regard, Solikhah and Budiharso (2020a) highlight that teaching practices of BIPA play a key role in the local and overseas development of BI, which enhances the opportunities of teaching BIPA in all across the globe. In Indonesia, the teaching practices of BI encompass graduate, masters, and post-graduate programs in re-known universities of Indonesia.

Theoretical Framework

The study of Hennebry-Leung and Xiao (2023) explores the role of learners practices in shaping the motivation and self-efficacy of language learners. Efficient teaching practices are, therefore, a crucial pedagogical practice for not only the effective learning of language learners but also enhance the theorization of role of learner in language acquisition. The study of Lam (2019) indicates that in studies of valuation literacy an extensive amount of studies centered on how professional training enhance the practices of teachers and how knowledge of teacher the classroom-based assessment of language learners.

The studies of Karim (2015) developed a model of teaching BI in Indonesia with interactive e-books and information technology-based teaching of BI language. This method utilizes the needs of foreign speakers to develop teaching materials for effective instruction of the BI language in Indonesia. In addition to it, the teaching practices of BI in Indonesia also focus on the aspect of culture, as the culture and literature are effective to teach foreign languages. Nurhuda, Waluyo, and Suyitno (2017) also support this view by stating that the usage of local Indonesian literature in teaching practices of BI is effective for foreign speakers as it introduces them efficiently to Indonesian culture and language. The existing studies also highlighted the issues and challenges in teaching practices of BI in Indonesia as the study of Pratiwi (2019) highlights that the teaching methods and teaching materials do not have a resilient foundation for the effective development of BI in Indonesian institutes. As the teaching practices of BI face numerous challenges in Indonesia, Felemban (2012) & Gusnawaty and Nurwati (2019) in this context suggest that a teaching model that integrates culture is an effective strategy to advance the communicative capability of teaching practices for foreign learners.

Method

The development and implementation of the appropriate and efficient methodology is the crucial aspect of any research study that provides the way for the researcher to carry out his study. The goal of this study is to analyze the global perspective of teaching practices of BI thus, this study utilizes a qualitative approach using the data collection from secondary resources. The data collection from secondary resources follows the usage of data that is already available or originally created as a primary resource (George, 2023). As this study has to analyze the global perspective related to teaching practices thus, already gathered and compiled data give a wide opportunity for this study to analyze the respective issue from a wider perspective. As this study involves the in-depth investigation of teaching practices related to BI, thus data was collected from prominent and relevant books, journals, and research papers. The respective study also collected data from published journals of BIPA, the websites of institutes that teach BI, and PPSDK's website. To collect data efficiently, the researcher used significant keywords like BIPA, teaching practices of BI, and global perspective of BI at the relevant sites and journals. A database of relevant data was formulated at first, which after the keen evaluation of the researcher, selects the most relevant data with the global teaching practices of BI. For the analysis, following a qualitative approach, this study utilizes the strategy of content analysis, which is a technique used to identify specific patterns in the recorded data. The usage of content analysis by the researcher is to find about themes, messages, and impacts of the studying phenomenon to make inferences about the text which they analyze (Luo, 2022). The focus of CA in qualitative studies is on the content and contextual meaning of the text. This study implements content analysis by defining the content and ends by including the latent themes and meanings. The literature review of the study has highlighted the importance of BI and the grounding of this significance. The outcomes of this study were derived from the study of instruction practices of BI in numerous countries. The formulated results are aligned with the aim of the study, which efficiently highlights the global teaching

practices for BI. To ensure the worthiness of collected data and analyzed results, this study ensures that the gathering of data from relevant and approved resources so the objective results will be achieved, accountable, and professionally developed (Luo, 2022). The study, therefore, follows ethical considerations as the data collected in an objective way eliminates the threat of biases of the researcher and presents results that are fair and honest.

Results

— *Global teaching practices of Bahasa*

Bahasa Indonesia is presently spoken by an increasing population globally due to the efforts of the Indonesian government's language procedure and policy. Bahasa is the famous language of the 4th most populous nation globally. For learning, Bahasa Indonesia has become an essential language for learning. There is an increasing popularity of the program "Bahasa Indonesia untuk Penutur Asing." This program, abbreviated as BIPA, aims to translate the Bahasa Indonesia language to people who speak other languages. Through 420 centres of BIPA, Bahasa Indonesia is taught in 29 countries (Dardjowidjojo, 1998; Gulö, 2014). The number of learners who are gaining expertise and competency in BIPA reached 55,023 in 2020. The prevalence of Bahasa Indonesia outside the premises of Indonesia has become likely as Bahasa is undertaken as a standardized form of "Malay." In the global context, Japan became the second country in 1925 to teach Bahasa Indonesia 1925. At the end of 1950, Bahasa was observed to be formally introduced in the world, including in important countries such as China, Germany, Italy, France, etc.

Furthermore, many American Universities have taught Bahasa since 1952, whereas the universities of the UK and Australia initiated teaching practices of Bahasa in 1955 and 1967, correspondingly. In the United States of America, Bahasa has acquired the attention of academics in the project form to transform Indonesians as part of the "SAP" (South Asian Program) initiated by "Professor John Echols in 1952" (Gusnawaty & Nurwati, 2019; Solikhah & Budiharso, 2020a). Recent reports declare that Bahasa has been taught at many reputable Universities in America, including "Yale University," "Cornell University," "Arizona State University," "Michigan University," "Hawaii University," "California University at Berkeley" and other institutions in "Northern Illinois, Ohio, Oregon, Los Angeles and Wisconsin". Out of 800 universities in Japan, 75 focus on teaching Bahasa Indonesia, i.e. 9.4%. Whereas in Australia, Bahasa Indonesia has become the most popular course of language, ranked 4th number spoken by 1402 students (Gusnawaty & Nurwati, 2019; Hamidiyah, 2017).

— *BIPA Program*

BIPA works as a teaching program of Bahasa Indonesia for people who speak other languages. Taking it into the teaching sector, it is included in the instructing mechanism as it is equal to instructing Indonesian as an extraneous language, i.e. TIFL is an essential of the policy of speech of the 9th "national language congress". The international community was introduced to BIPA by the program of BIPA going global.

Furthermore, BIPA programs are effective and hold great significance as, from the academic perspective, the overseas programs of BIPA entail opportunities for the organization of BIPA education to global instructors outside Indonesia. The research indicated that although BIPA holds more significant potential, it still has many challenges and opportunities. The study stated the substantial briefing regarding BIPA practices (Suyitno, Susanto, Kamal, & Fawzi, 2017). It mainly provides basics regarding how BIPA is positioned as an essential policy of language. As a result, special operational planning is required by BIPA. According to, the teachers of BIPA must have proper qualifications in academia and experience instructing BIPA; therefore, they suggested sequential expertise of BIPA as specialized teaching preparation and increased advanced access for BIPA with financial assistance from PPSDK. There have been numerous research by experts regarding Bahasa Indonesia that entailed a potential foundation for the application of BIPA policies. Researchers also analyzed the TIFL innovation and curriculum in teaching BI. They recommended that TIFL material for instructing is usually embraced as elaborate teaching material in the educational institutes of Indonesia, where the theory of communicative competence acts as a potential foundation for teaching methodology (Maulana, Zamahsari, & Purnomo, 2020; Suyitno et al., 2017; Zamzamy, 2021). The research titled "One Land, One Nation and One Language which analyzed the national language policy of Indonesia" indicated that the language policy of Bahasa Indonesia has revolved and extensively developed over the years (Harper, 2013). PPSDK prepares the BIPA programs to help learners achieve communicative skills through BI for different contexts and goals. For this purpose, seven programs have been observed as serving, which includes the KNB program "Developing countries partnership", the program of RI Dermasiswa, the CLS "critical scholarship of Language", and the ILFLI program "Indonesian Language initiative of flagship". IOP "Indonesian Overseas program" and SAP "Study abroad plan". With each lasting for 4 months, these programs are integrated in one-year course. The

individual targets of teaching and levels since it initiated in 2015 are illustrated in the [table 1](#).

Table 1. *Instructors and teaching institutions of BIPA in foreign countries.*

Year	No. of Instructors	BIPA institutions	Countries	No. of Learners
2015	14	11	8	1.8
2016	74	47	17	9.8
2017	200	79	22	21.9
2018	226	87	22	18.1
2019	78	77	21	3.1
	592	301	90	54.7

Source: (Solikhah & Budiharso, 2020a)

Considering student perspectives, the motivation for learning BI involves 1. Having command over the Bahasa language, 2. To visit Indonesia, 3. To have a clarity of Indonesian news and books, 4. To study Indonesian Culture, 5. To have a job in Indonesia, 6. To send BI written letters, 7. To gain education from BI courses, 8. To communicate with Indonesian family and friends, 9. To get employed in the Indonesian research department and to master writing skills in BI. Furthermore, the program is provided in six phases. Teaching in a classroom is arranged twice a week for 2 hours (Cahyani & Hadiano, 2018; Permadi, Nasrullah, & Koswara, 2022). The programs are conducted three times annually during January to April, May to August and September to December. This illustrates that the six programs can be completed in 2 years.

Table 2. *BIPA Levels.*

Level	Length of Course and General Aims
BASIC 1	Fifty hours: At this level, the students are capable of understanding and adopting expressive terms, performing routine activities, presenting themselves, and simplistically fulfilling their requirements.
BASIC 2	Fifty hours: At this stage, the learners can exhibit their emotions, determine their surroundings and share their daily routines and needs.
BASIC 3	Fifty hours: After completing this level, the respondents can coherently and briefly articulate their opinions, objectives, ambitions and aims with elaboration in their daily jobs and lives.
BASIC 4	Fifty hours: After completing this stage, the learners are expected to become capable of reporting their observations of the particular event and show their thoughts regarding topics in their related areas, both concrete and abstract, confidently and without hurdles that may reduce the understanding of their speakers.
ACADEMIC 1	60 hours: When this degree is accomplished, learners can naturally and fluently, without hurdles in particular academic fields, become capable of understanding and articulating complicated views in numerous subject fields
ACADEMIC 2	Sixty hours: After the completion of this stage, the respondents are capable of understanding, fluently in a way adequate for professional and social requirements, long and complicated texts having implicit meanings and also express ideas in a more straightforward, sequential, organized and elaborative language, not in a complex educational

area such as in scientific work.

Source: BIPA UPI (Solikhah & Budiharso, 2020a)

Apart from BIPA programs, Indonesian languages are fostered in the universities of Bonn, Constance, Cologne, Berlin, Frankfurt, Passau, Leipzig, and Hamburg and multiple universities among these are capable of affording full-time professors for the Indonesian language. Outside Germany, Indonesian language studies are rare. The teaching and learning of Bahasa is widespread in the Netherlands, but only one Indonesian language program exists at Leiden University. France is also a well-known country for imparting Indonesian language education, where it is taught in La Rochelle, Paris, whereas in Russia in Moscow and Leningrad. Bahasa is taught in only one Italy, Naples, and Indonesia university. Asian countries are, however, at the top famous regions for promoting Bahasa, including Israel, China, Singapore, Japan, Thailand and Korea. Only China is reported to have more than ten universities that promote Indonesian Bahasa language programs.

Discussion

Considering the policy of language, Indonesia, which contains a projected number of people of almost 270 million following the reports for the year 2020, is undertaken as a state of “polyglots”. This is because almost 700 local languages exist despite the national language. The language technique in Indonesia is represented as the most remarkable linguistic phenomenon of the current age, which has been explained as the country's miraculous and noteworthy achievement. For language diplomacy and strategy development (PPSDK), BIPA was launched as a mechanism for “internationalizing BI” by the Education Ministry in Indonesia and the cultural centre. The interest in more profound academics has grown significantly among learners in Latin America, Europe, and Asia-Pacific. The global prevalence of BIPA has been observed in almost 48 countries, along with 179 learning centres for the language (Astuti & Bewe, 2020; Hasel, 2022). The figure remarkably increased with time, and in 2020, this reached 29 countries and 420 centres.

According to the initiation of the BIPA program, a great opportunity is provided for skill development concerning business perspective and other professional or scientific aspects. The aim of initiating the BIPA program is to facilitate mutual understanding and collaboration between the different cultures and Indonesian Culture. The objective of BIPA is explained as a category of “soft diplomacy” for maintaining and establishing beneficial associations with the perspective of Indonesia being placed as an exemplary global resident. For the fulfilment of this objective, the teachers of BIPA are required to play their role as “language ambassadors”, and by this, they can implement this “soft diplomacy” (Suyitno, Susanto, Kamal, & Fawzi, 2019; Tiawati, Rahmat, Kemal, & Chen, 2022). Certain factors and appealing attributes of Indonesian culture attract non-Indonesians who frequently visit the country for many purposes such as tourism, research, study, business, etc.

Conclusion

The present research aimed to analyze the teaching practices of Bahasa Indonesia on the global level. For this purpose, the current study has been conducted, which involved the review of the literature to draw valuable insights regarding the topic under investigation. Results declared that Bahasa Indonesia currently prevails in many countries, and the teaching practices have also increased in different countries. Results also indicated the initiative of BIPA as a language program planned for non-native speakers of Indonesian who want to learn the Indonesian language, i.e. Bahasa Indonesia. The program seeks to train international students to communicate actively while writing and speaking Bahasa Indonesia (Khaerunnisa, 2019). The significant benefit of promoting Bahasa in various countries is that this language can foster Indonesian Culture and arts among foreign speakers (Anggaira, 2023; Quinones Jr & Mayrena, 2020). Teaching Bahasa entails numerous benefits for countries globally. Indonesia is enriched with resources and a potential platform for businesses worldwide with other countries. Its primary business partners are the ones that promote the teaching of BI in their countries. These include; China, Japan, Singapore, Nepal, Malaysia, Australia, India, the United States and many others. America is among those countries where Bahasa has received academic attention (Hima, Saputro, & Farah, 2021; Sembiring, 2020). Promoting this language ensures students may have diverse skills and command over other languages rather than just “English”.

Through Bahasa, opportunities for students can be provided to incorporate diverse competencies over language that can be later helpful for them in the business area. Culture is a critical aspect these days in learning and teaching foreign languages. Researchers also highlighted that attaining a command over any language does not imply that having varied cultural backgrounds can interact efficiently. For this reason, teaching BI as a foreign language must have an intercultural speaker. The research also highlighted that “BIPA-global” is a reality (Hardini, Setyarini, & Harto, 2019; Mardasari, Susilowati, Luciandika, Minerva, & Yanhua, 2022). This program aimed to give respondents the required skills regarding cultural sensitivities, political awareness and particularly language needed to involve with Indonesia in a beneficial,

effective and constructive way. Results also declared that in the past few years, from 2015 to 2019, the number of teachers, BI teaching centres, and the number of countries and learners have increased with time, demonstrating the importance of this language that is gradually prevailing worldwide.

— *Research Implications*

The present research holds various theoretical and practical implications. Theoretically, the study adds valuable insights to the growing literature on linguistics. Currently, literature on Bahasa's significance and rapid global prevalence is increasing prominently, indicating this research to be theoretically beneficial. Teaching practices of Bahasa are also an emerging focus of researchers, but the literature review exhibits a scarcity of research regarding teaching perspectives of BI in countries. So, its global context teaching perspective has remained uninspected for a long time. The gap of research scarcity regarding teaching BI in different countries can be fulfilled through this research. So, the study is a valuable contributor to literature. As far as the practical insights of this research are concerned, with the increased globalization trend, there have been improved diversity practices observed in many countries, including Indonesia. It cannot be assumed that a business counterpart in Indonesia speaks English as it is more accurate to deal with them in their language. Indonesians are conservative and traditionalists; learning about their language means learning about their traditions and culture. Furthermore, the Indonesian economy is growing steadily and with the increased interest of Western nations to expand in Asian countries, Indonesia holds multiple opportunities for businesses and trade. Having a command and knowledge of Bahasa can make it easier for foreigners to work with Indonesians.

— *Research Limitations and future indications*

The current research has investigated Bahasa's teaching practices in several countries, indicating a chance to alter the methodological choice in future research. Therefore, researchers can adopt the "qualitative research" method and conduct interviews with speakers of other languages on their way to learning Bahasa. The aim behind these interviews can be to attain their perspective regarding learning BI. The present research is based on "teaching practices", due to which the "global learning practices of BI" has been neglected. Future researchers can also investigate the learning practices of Bahasa globally and its positive effect on international trade. Furthermore, a comparative study can also be conducted to weigh the pros and cons of the most frequently spoken English language with Bahasa Indonesia to analyze the potential difference between the two and to assess the extent to which both these languages can exert an impact on international trade.

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