

Strengthening and Management of The Campus-Based Indonesian Language Institution for Foreign Speakers (BIPA) at The PBSI Study Program of UMN Al Washliyah With The Language Center of North Sumatra Province

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ABSTRACT

The Indonesian language has experienced very rapid development in various parts of the world. This is also influenced by various factors, including Indonesia's state relations with other countries in various sectors, including economic, political, social, and cultural. Through these relations, the important role of the Indonesian language is believed to be a potential element related to the position of the Indonesian language in the international arena. In addition, in accordance with the mandate of Law Number 24 of 2009 concerning the Flag, Language, and National Emblem, namely making the Indonesian language an international language, various diplomatic methods are carried out gradually and systematically under the Ministry of Education and Culture. One of the linguistic diplomacy missions intensively carried out by the Indonesian government is to facilitate the Indonesian language teaching program for Foreign Speakers (BIPA) to many countries that already have bilateral and multilateral cooperation with Indonesia. Through language, a person can communicate with others, even though they have different cultural backgrounds. Likewise, with Indonesian language being studied by people who are not native speakers of the language. Therefore, the BIPA teaching program, which is one of the advantages of this diplomatic mission, continues to be intensified in various universities, agencies, or language institutions abroad.

Keywords: *Strengthening, BIPA Management, PBSI Study Program, UMN Al Washliyah, North Sumatera Province*

1. INTRODUCTION

Every year, hundreds of Indonesian BIPA teachers are sent directly to various countries to serve as language ambassadors, not only teaching Indonesian but also introducing the richness of Indonesian culture to foreign citizens. Although the Covid-19 pandemic is not yet over, efforts to facilitate BIPA teaching programs have never waned. This continues to be done by the Indonesian government through the Language Agency, which continues to organize online BIPA Distance Learning (PJJ) today, supported by good technology utilization and interesting innovations [1]. This matter also proves worthy of appreciation because the BIPA teaching program, which currently must be implemented online, remains in great demand by foreign students.

Therefore, strategies are needed to maintain and implement BIPA teaching as an investment for future success, even if the learning is conducted online. [2] stated that the use of Indonesian in cyberspace indirectly helps spread Indonesian internationally. This is an indicator for the continued implementation of BIPA learning, even if it is conducted remotely. Various strategies in the digital world are also utilized in the learning process, even though the learner and the learner are not in the same time and space. This is done, of course, because there is a vision that the Indonesian nation wants to achieve. One of them is because with many foreigners studying Indonesian, more people will want to visit Indonesia, which ultimately can increase the country's foreign exchange.

Furthermore, efforts to teach BIPA to various countries are a form of Indonesian language internationalization strategy that must be embodied by every element of the nation.

Distance learning of BIPA, or better known as PJJ (Distance Learning), certainly has quite significant differences when compared to direct face-to-face. Various digital media currently available must be utilized optimally to achieve the expected competency targets. The utilization of digital media referred to in this study includes the use of G Suite for Education, consisting of Google Classroom, Google Forms, and Google Drive. The distance learning implemented must minimize all possible forms of obstacles encountered. The methods applied can also be innovative with increasingly advanced technology. Learners in the field of BIPA teaching are also required to utilize these digital aspects, especially in online learning as the author did during the Covid-19 pandemic. First, the author will explain the BIPA organizing partner, the University of Vienna, where this research took place.

2. LITERATURE REVIEW

As time goes by, Indonesian for Foreign Speakers (BIPA) is slowly gaining popularity in the global community. In several foreign universities, Indonesian is starting to become a center of study. [3] stated that along with the progress of Japan-Indonesia cooperation, BIPA has become a strategic path in efforts to strengthen Indonesian cultural diplomacy in the international world. Although not a primary target in employment, for BIPA learners, being able to speak Indonesian will facilitate communication with the work environment and the global environment both in their own countries and in Indonesia. [4] explains that political, economic, and cultural cooperation began after the establishment of diplomatic relations between Japan and Indonesia. This cooperation is mainly carried out in the economic field. Economic cooperation that benefits both countries began in the 1980s. This is evidenced by around 1,600 Japanese companies coming to Indonesia to collaborate and invest with Indonesian companies.

People are also starting to visit Indonesia. Tourists are attracted to Indonesia after watching TV shows promoting Indonesian culture. They start learning Indonesian before leaving to facilitate communication with Indonesians while in Indonesia. [5] state that the use of cultural elements, including language, is important because it reflects social groups or social classes. The form of phonemes and morphemes in anthropological research is an important subject that reflects certain groups of speakers. In anthropological studies, some phonemes can reflect social characteristics. This also occurs in Japanese BIPA learners. The use of Indonesian by learners will also reflect the learner's character in their social environment.

[6] states that language must be used to inform, understand, and realize cultural manifestations with different elements in detail. Although humans can learn through observation and imitation, the complexity of past, present, and future experiences still requires a symbol system that can convey all of those experiences in a complete (contextual) manner. With the help of language, someone can transmit ideas, experiences, and cultural beliefs from the past and present, and pass them on to the next generation. From this explanation, it can be understood that students are able to learn independently only by listening and imitating, but they do not know how to use and convey it well in terms of grammar and complexity because the language produced is inefficient.

BIPA learners come from various countries. However, this time, the author focuses only on the Japanese BIPA learners he teaches. [7] wrote that learners, particularly at Muslim Nusantara University, have different personalities than Western learners. Students, namely university students,

tend to be indirect, quiet, and shy when they have questions or don't understand something. Furthermore, Japanese learners are characterized by writing and translating in great detail, diligently, and carefully. From this explanation, the author also found the same thing. The learners he studied tended to be indirect, trying to understand and solve problems on their own. Their hardworking and meticulous nature made them diligent and more careful when writing down all the new vocabulary and grammar they learned. However, because of the difficulty in understanding, learners did not really like receiving explanations in English. Learners did not like receiving explanations in Japanese. Furthermore, learners also preferred explanations through pictures and clear lists of topics. However, the differences in language families between Japan and Indonesia made it difficult for them to speak and write.

3. METHODS

This research uses a qualitative approach based on descriptive analysis and literature review. This is in line with the objectives to be achieved in this study, namely to describe the use of digital media in supporting distance learning for BIPA students between BBSU and UMN AW.

4. RESULTS AND DISCUSSION

Language learning covers four language areas that must be mastered by learners, including: (1) listening, (2) speaking, (3) reading, and (4) writing. Learners really need to master these four language areas, but in reality very few master these skills. [8] explains that foreign learners often make mistakes in BI learning caused by 2 things, namely linguistic factors such as media and form and content of language. Then the mother tongue factor and language learning experience. [8] explains that language problems are not only logical problems, but logical and functional analysis of this phenomenon can be the basis for suppressing the problem of exceptions to rules in BI word construction. Meanwhile, [9] stated that BIPA learning in Indonesia has various obstacles, both for BIPA teachers and learners. These obstacles are influenced by differences between cultural backgrounds, learning locations, and language use.

Based on the previous explanation, in practice, many language errors are still found, especially in the incorrect use of verbs. Organizing words into sentences requires the ability to place vocabulary to form effective sentences. Effective sentences convey ideas and messages more easily and ensure more efficient and smooth communication. [10] explains that verbs are words that express an action. [11] also explains that traditionally, verbs are all words that express behavior or actions. According to [12], verbs are classified into two, namely:

1. Original verbs or verbs that can stand alone without affixes
2. Derived verbs are verbs that must use affixes, depending on the level of derivation. Derived verbs are divided into three subgroups, namely a) free verbs that require affixes, b) free verbs that can choose whether to use affixes or not, and c) bound verbs that require affixes.

When learning a second language, learners often make language errors. These errors are caused by various factors such as differences in structure between L1 and L2, lack of vocabulary, and so on. [13] explains that errors are consistent and systematic deviations. In addition, it is also explained that errors are usually recognized by acceptability, namely whether the statement is acceptable to native speakers or not. Based on that, if learners learn Indonesian, the learner's utterances are correct or incorrect and acceptable or not by native Indonesian speakers or the rules of Indonesian grammar. BIPA learners from Japan often make mistakes in vocabulary selection because vocabulary contains several translations in Japanese. Written language is a representation of spoken language. Learners cannot write something without first thinking about spoken language. Therefore, everything learners write is a representation of spoken language.

In written language, grammatical completeness is highly considered, such as word form and sentence structure, word choice, correct spelling, punctuation, and even the accuracy of spelling, diction, and sentences. Written language must use standard vocabulary, affixed words, perfect sentence structure, and interconnected paragraphs. However, the differences between Japanese and Indonesian cause Japanese BIPA learners to make many spelling errors, especially when writing descriptive texts. Common errors include affixation errors, sentence structure errors, and word choice errors. The most common error is the use of verbs. Therefore, this time the author wants to know what efforts can be made to reduce these errors and can serve as a reference for BIPA teachers and learners in learning and teaching.

Research related to BIPA and Japanese learners has been reviewed by [11] with the title "Analysis of Written Language Errors in the Translation of Japanese Folk Tales by BIPA Darmasiswa Students Class of 2017". In this study, two types of errors were observed, namely grammatical errors, errors based on symptoms and errors based on grammar. In addition, the research of [14] with the title "Analysis of Written Language Errors of BIPA Level 2B Learners at Wisma Bahasa Yogyakarta". In this study, errors in word choice, conjunctions, punctuation and sentence structure were explained in the written language of BIPA level 2B learners at Wisma Bahasa Yogyakarta. Meanwhile, research on logical errors was conducted by [15] entitled "Analysis of Logical Errors in Elementary School Student Discussions". This study found that there were 15 logical errors in his research caused by arguments made by students that were illogical so that the meaning was difficult to understand.

From the description of several previous studies, no research was found that used descriptive text writing for Japanese BIPA learners. According to the author, BIPA learning will be more effective if the learning model is more varied, such as writing descriptive texts with interesting topics. Learners will better understand the meaning of words by practicing them directly in descriptive writing. In addition, the differences in language families between Indonesian and Japanese cause Japanese learners to make many errors in the use of verbs, then causing the written sentences to be ineffective. This study can be used as a reference on how to teach Japanese BIPA learners good verbs using descriptive writing. In addition, it can enrich the theoretical understanding of Japanese BIPA learners regarding the use of verbs, thereby reducing errors in verb use.

Writing is a language skill that is difficult to master for both native speakers and BIPA students. Good writing requires effort and a lot of time. In BIPA learning, writing assignments are completed in various ways, one of which is writing short essays as descriptive texts.

According to [6], descriptive text is a text that describes an object (person, thing, place, event, etc.) with words in real conditions. According to KBBI, currently it is a picture or description with clear and detailed words. Based on this explanation, it can be said that descriptive text is a text that contains a description of the characteristics of the object being described. Through descriptive sentences, the reader seems to see, hear, and feel what is conveyed in the text.

According to [7], the characteristics of the BIPA format as a field of Indonesian language learning and Indonesian are determined by the characteristics of foreign students. In today's global development, Indonesia needs an increasing number of world citizens. For Japanese students, speaking Indonesian is not only a job, but speaking Indonesian can help students communicate with the work environment or the global environment, both in their own country and in Indonesia.

At the intermediate level, BIPA learning introduces students to the language across a variety of topics. Students must be able to send and receive spoken and written language. Differences in language families, including the diversity of Japanese vocabulary, different verb forms, and distinct phonemic sounds, make learning BIPA challenging for Japanese students. Therefore, as a teacher, the author found many errors in the writing of Japanese BIPA students.

4.1 Research Discussion

This study discusses the types of verb errors in descriptive writing assignments for BIPA students. The authors selected four students, each with two descriptive essays, for research. The

results revealed a total of 31 verb errors. The language errors found were related to phonology and morphology.

1. Causes of Incorrect Verb Usage

BIPA is closely related to the culture of its learners. Within that culture, there is their language. Different countries will have different cultures and languages. Indonesia has a different culture from Japan. Culture and language significantly influence the character of its people. Therefore, cultural differences will impact BIPA learners' learning.

From the results of the research conducted, several difficulties were found that were often experienced by BIPA learners from Japan which caused errors in the use of verbs, namely interlingual factors and intralingual factors.

2. The Influence of Kana Letters on B1

Language factors and individual language learner factors influence a person's language learning. Language factors relate to the form, media and content of teaching materials. Meanwhile, individual language learner factors are related to the level or level of proficiency of language learners

foreign language being studied, the language learner's B1 background, and the learner's experience in learning a foreign language [8].

[9] explains that one of the obstacles in learning a foreign language is the gap between the mother tongue and the target language. Meanwhile, [10] explains that the characteristics of B1 influence and cause difficulties for language learners when learning a foreign language whose characteristics do not match the characteristics of B1. [11] explains that in BIPA learning the focus is on learning:

- a. knowledge of the forms of language that can be spoken,
- b. knowledge of words that can be pronounced and understood by the listener,
- c. knowledge of appropriate and meaningful words depending on context, and
- d. knowledge of words spoken by others.

In Japanese writing rules, double consonants are only written with hiragana letters. *ん* and katakana *ン* only, which is pronounced with the sound /n/ or /m/. The consonant /N/ does not have a vowel sound. This means that this sound cannot be a beat. This causes Japanese learners to insert the phoneme /g/. In addition, the sounds /n/ and /m/ cause spelling errors. The absence of consonants other than /N/ also causes errors in writing the final consonant /h/, for example in /nasi/ becomes /nasih/. Learners think that writing /nasi/ requires the consonant /h/.

In addition, the use of katakana letters in writing foreign languages also affects the understanding of the verbs received. For example, in the word /ubah/, the pronunciation and writing in katakana are *ウバ*—(uba-) causes students to make mistakes in writing. /under/ which has similar pronunciation to *ウバ* (uba) causes a spelling error when writing /ubah/.

3. Indonesian is very rich in affixes

Indonesian is a language with many affixes. Adding different affixes to a single root word can change the meaning of the word. This makes it difficult for some foreign learners to master the correct use of affixes. Essentially, affixes are used to emphasize the meaning or context of a word. For example, the word "satu" becomes "satu," "satunya," "satunya," "himpun," "pesatuan," and "satuan."

4. Indonesian has many words with multiple interpretations.

The large number of vocabulary words in Indonesian that have many meanings make Japanese students have difficulty understanding a sentence. For example, in the word "beat", hit can

mean time or clock and can also have the meaning of hitting/knocking on an object or person. Then in the word "can", can has the meaning of ability or ability and has the meaning of poison in the world of fauna. Apart from that, if this vocabulary is given an affix, it will change its meaning again. Such as hitting, being hit, and venomous.

[12] states that explanations of vocabulary or terms should be based on sociosemantics by maximizing the use of examples. Therefore, the solution to this difficulty is to find equivalent meanings in the appropriate context and then explain them with several example sentences. In Japanese, there are also many words that are homophones (same sound), non-homographs (same spelling), or have different kanji. Although the pronunciation is the same, the spelling is different, making them easy to understand. Meanwhile, in Indonesian, homophones and homographs have the same pronunciation and sound, making them difficult to memorize and understand a sentence.

5. Verb Misuse Attempt

There are several alternative solutions in the use of verbs, including the following:

a. B1 Influence Efforts

Japanese learners often write their pronunciations in katakana when learning or writing a foreign language. Katakana is used in Japanese for loanwords and accents. This practice is detrimental to the language's ability to learn.

Based on this, it's best for teachers to emphasize avoiding the use of katakana in early learning, especially when writing vocabulary. Learners must truly memorize how to read the alphabet.

Then, it's better for teachers to practice reading and ask students to imitate and repeat the vocabulary being taught. Afterward, they should write it down and explain its meaning. This way, there will be no use of katakana in the lesson and no spelling errors will occur.

b. Affix Error Attempt

[13] explains that providing practice to students is not about theory about affixes, but rather emphasizes how to use them correctly in communication. Similarly, understanding meaning places more emphasis on how the word is used in the sentence in communication. Furthermore, [14] explains that Japanese learners enjoy word matching, memorization, and practice exercises. Therefore, teachers explain vocabulary with multiple meanings, provide the appropriate meaning in the appropriate context, and then apply it by presenting texts with sentence context so that the sentence context is understood.

Furthermore, this difficulty can be overcome by creating a suffix table and finding the Japanese equivalents. In addition to the corresponding dictionary meanings, grammatical equivalents (grammar translations) are also available. Based on the characteristics of Japanese learners who struggle with foreign languages, tend to love Japanese, enjoy word equivalents, and enjoy memorizing. Therefore, this method is very helpful for Japanese learners in understanding and memorizing Japanese.

Table 3. Example Table of Solutions for the Affix Memper-

Indonesian Affixes	Japanese Grammar
To-動詞 <i>doushi</i>	他動詞化 <i>tadoushika</i>
To- 形容詞 <i>keiyoushi</i>	～にする <i>ni suru</i>
To-形容詞 <i>keiyoushi i</i>	～にする <i>ni suru</i>
To-名詞 <i>meishi</i>	あつか ～として扱う、～にする <i>toshite atsuu, ni suru</i>

To-名詞Kan meishi Kan	～になるように、～にする <i>ni naru youni, ni suru</i>
To-動詞Kan doushi Kan	～になるようにする、～にさせる <i>ni naruyouni suru, ni saseru</i>

Table 4. Example Table of Solutions for the Prefixes me-Kan and Me-I

共接辞 right と 共接辞 May の違い	
Sitting down ～を座らせる	Occupy ～に座る
Regret ～を残念に思う	Loving ～を可愛がる

c. Attempts at Misuse of Meaning

[2] states that explanations of vocabulary or terms should be based on socio-semantic aspects by effectively using examples. Therefore, the solution to this difficulty is to find equivalent meanings in the appropriate context and then explain with several example sentences. In Japanese, there are also many words that are homophones (same sound), non-homographs (same spelling), or have different kanji. Although the pronunciation is the same, the spelling is different, making it easy to understand. Meanwhile, in Indonesian, homophones and homographs have the same pronunciation and sound, making it difficult for them to memorize and understand a sentence. Therefore, teachers should explain vocabulary that has multiple meanings, then

providing appropriate meaning in the appropriate context. After that, apply it by presenting the text with sentence context so that the sentence context is easier for the learner to understand.

For example, in the words /antre/ and /berjajar/, the teacher must first explain the difference between the words /antre/ and /berjajar/. In Japanese, both words have the same translation, /e LANG/. The explanation can be done using an example sentence to help understand the situation. For example, the following example:

Table 5. Example Table of Solutions for Word Usage Errors 1

Queue	Meaning: Waiting for your turn while standing in a row behind you Example Sentence: Before entering the JR train, passengers must queue. Lina is queuing to pay at the cashier.
	Meaning: Row, forming a line Example Sentence: lined up Cherry blossom trees line the streets This morning, security officers lined up to perform the morning ceremony.

Another example is the words /punya/ and /membawa/. These two words have the same translation in Japanese, namely 持つ/motsu/. In the Big Indonesian Dictionary, the word

/punya/ means to possess. Meanwhile, /membawa/ means to hold or lift something while walking or moving from one place to another. These differences must be explained individually, not only in meaning but also in context. As shown in the following table:

Table 6. Example Table of Solutions for Word Usage Errors 2

Have	Meaning: Have Example Sentences: 1. Lina has 2 children, she gave birth in Japan.
	2. Lina has a lot of money, the money is the result of her work in Japan.
Bring	Meaning: To lift something by holding it from one point to another. Example Sentence: Lina brings provisions to the office Yesterday, Lina forgot to bring her wallet to work.

After explaining the meaning and examples of sentences, students are asked to create several example sentences and then develop them into paragraphs. By applying paragraph development,

students will better understand and remember the vocabulary. Furthermore, they will gain more practice in creativity and writing.

CONCLUSION

Verb usage errors in descriptive texts among Japanese BIPA learners are often found in terms of verb tense, pronunciation, and word choice. This is due to the influence of kana in B1. Furthermore, Indonesian is rich in affixes. Furthermore, errors are also caused by the language's many multi-interpretable words.

Efforts to influence the B1 include reducing the use of katakana in learning. Furthermore, efforts to correct verb misuse in descriptive texts that occur among Japanese BIPA learners include compiling a table of affixes and finding equivalent meanings in Japanese. In addition to vocabulary meaning equivalents, grammar translation is also provided. Furthermore, the instructor explains vocabulary with multiple meanings by providing the same meaning in the appropriate context. After that, they apply this by providing reading material containing sentence context so that the sentence context can be understood.

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