

Standardization Strategy for the Indonesian Language Proficiency Test (UKBI) in the PBSI Study Program at UMN Al-Washliyah

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ABSTRACT

The urgency of UKBI in the form of a test for activists and education can be a benchmark for a person's language ability, similar to other language tests. The purpose of UKBI is expected to benefit relevant stakeholders such as the Indonesian government, test takers, associations and activists, lecturers, students, and the general public, as well as BIPA teachers on an ongoing basis, especially in terms of action plans and learning. The method used in this study is a qualitative descriptive method by providing a Google form, especially in the PBSI Study Program at UMN Al-Washliyah using the adaptive UKBI method, which includes the selection of four aspects of language skills. The targeted output of this study is how UKBI in the PBSI Study Program at UMN Al-Washliyah can be used as a requirement to participate in a green table hearing. The results of the study found that the UKBI exam in the Indonesian Language study program was considered important with a presentation of 100%, Lecturer knowledge about UKBI in the Indonesian Language study program reached 83.35, The combination of all types of UKBI reached 0.3%, the picture of the Indonesian language proficiency test can see the overall language ability of students 33.3%, and the picture of the Indonesian language proficiency test can improve student competence reaching 66.7. The novelty in this study regarding the UKBI concept applied to prospective PBSI graduates that has not been applied before so that graduates have competent abilities in four aspects of language skills.

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1. INTRODUCTION

The Indonesian Language Proficiency Test (UKBI) is a means to measure a person's proficiency in spoken and written Indonesian. UKBI is one sign that we love and are loyal to the Indonesian language [1]. The North Sumatra Provincial Language Center as a connecting bridge between UKBI and Al

Washliyah Muslim Nusantara University strengthens the socialization of UKBI to lecturers at the university. This socialization is the forerunner to the birth of UKBI at UMN Al Washliyah. [2] UKBI aims to measure written and oral Indonesian language proficiency which includes listening, reading, writing, speaking and responding to Indonesian language rules. UKBI is a standard test to

determine the language proficiency of Indonesian speakers. [3] explains that the scope of language proficiency includes four language skills which contain elements of language knowledge (vocabulary and grammar). The stages implemented in the UKBI test consist of five sections, namely Section I (Listening), Section II (Responding to Rules), and Section III (Reading) in the form of multiple choices, as well as Section IV (Writing) in the form of written presentations and Section V (Speaking) in the form of oral presentations. The Indonesian language proficiency test tests a person's proficiency in understanding listening and reading as well as a person's proficiency in writing and speaking. In addition, the Indonesian language proficiency test also tests a person's understanding in applying Indonesian language rules. Every Indonesian speaker, both native speakers (speakers who use their mother tongue) and foreign speakers can become participants in the Indonesian language proficiency test. [4] the challenge for the Indonesian nation is to preserve Indonesian culture and language amidst the rapidly developing modern current. The graduation requirements for the implementation of the Indonesian Language Proficiency Test that have been set by the Ministry of Education and Culture are in the form of tests that are carried out online. The test can be done several times according to the abilities and needs of the test participants.

The adaptive Indonesian language proficiency test is highly relevant for both lecturers and students as beginners. The ultimate goal of the Indonesian Language Proficiency Test in the PBSI Study Program at Al-Washliyah Muslim Nusantara University is to be used as a requirement for conducting green table hearings, with the provision that students take the Indonesian language proficiency test online and are proven by obtaining an Indonesian language proficiency test certificate. The obligation to use Indonesian in education should be balanced with Indonesian language proficiency that meets the minimum standards for the professional positions of educators, namely teachers and lecturers. This is done in order to

dignify the Indonesian language in the world of education and facilitate its role as a driver of all knowledge. The position of lecturers as professionals serves to enhance the dignity and develop science, technology, and the arts to improve the quality of national education. The development of science, technology, and the arts in order to improve the quality of national education can run well if a lecturer has Indonesian language skills and proficiency that meet the established standards. Indonesian language skills and proficiency can be measured by the Indonesian Language Proficiency Test. UKBI is an Indonesian language proficiency test instrument developed by the Language Development and Fostering Agency which has been tested for validity and reliability [5]. For education activists, the UKBI test can be a benchmark for a person's language ability, just like other language tests that already exist [6]. The current adaptive UKBI is based on the latest technology and is based on modern test theory and is web-based. The web-based test implementation method offers advantages such as a large number of test participants, heterogeneity, effectiveness, and accessibility to test participants [7]. Based on the above background, the researcher is interested in conducting research on "Standardization Strategy for the Indonesian Language Proficiency Test (UKBI) in the Pbsi Umn Al Washliyah Study Program". The results of the UKBI will be used as a requirement for the thesis defense for final semester students at the Al-Washliyah Muslim Nusantara University.

2. LITERATURE REVIEW

2.1 *Language Proficiency Standards*

As a modern language, Indonesian language proficiency standards have been set. To determine the level of language proficiency of a language speaker, a tool is needed. To determine this level of proficiency, the government of the Republic of Indonesia, through the Language

Development and Development Agency, Ministry of Education and Culture, developed a language proficiency test tool called the Indonesian Language Proficiency Test (UKBI).

[8] stated that the importance of studying Indonesian in higher education has two goals: first, so that students have a positive language attitude, such as language loyalty, language pride, and awareness of language norms. Second, so that students are skilled in using good and correct Indonesian, both orally and especially in writing, in scientific papers [8].

UKBI is a test instrument used to measure the Indonesian language proficiency of Indonesian speakers, both native speakers and foreign speakers, in the use of spoken and written varieties of Indonesian. The questions in UKBI are arranged based on a person's level of performance in a series of language skills with well-formulated objectives. By answering UKBI questions, a person's language proficiency rating will be known. The Indonesian language proficiency ranking is formulated as follows.

RANKING	PREDICATE	SCORE
I	Special	725—800
II	Very Superior	641—724
III	Superior	578—640
IV	Middle	482—577
V	Semenjana	405—481
VI	Marginal	326—404
VII	Limited	251—325

Table 1 Ranking of Indonesian Language Proficiency Standards.

2.2 UKBI Materials and Media

1. UKBI Material Domain

The UKBI materials are sourced from actual everyday Indonesian language use across various domains, including communication, science, cognitive dimensions, and knowledge.

2. Manifestation of Domain in Question Material

The communication domain, the scientific domain, the cognitive dimension domain, and the knowledge dimension domain are embodied in the UKBI material. The UKBI material covers four language skills: listening, reading, writing, and speaking. In addition, the

UKBI also contains material on language rules. These five materials are embodied in five test sections: Section I Listening, Section II Responding to Rules, Section III Reading, Section IV Writing, and Section V Speaking. In the use of spoken Indonesian, the UKBI measures the test taker's active receptive skills in listening activities and measures the test taker's active productive skills in speaking activities. In the use of written Indonesian, the UKBI measures the test taker's active receptive skills in reading activities and measures the test taker's active productive skills in writing activities. Questions for listening and reading skills are mapped into grids based on the cognitive dimension and the knowledge

dimension from various scientific fields. Questions will also relate to selected texts according to the communication domain referred to in dialogues, monologues, and readings.

In addition to emphasizing the measurement of these four microlanguage skills, the UKBI also measures test takers' knowledge of the application of Indonesian language rules (spelling, word form and choice, and sentence structure). The measurement of these rule applications is found in Section II (Responding to Rules).

3. UKBI Testing Media

There are three UKBI testing media: paper-based and computer-based. Computer-based UKBI is divided into offline and online. There are several differences in the format of the questions and the equipment required to administer the test using each medium.

3. METHODS

The method used in this study is a qualitative descriptive method. According to

Abdussamd, [3] said that qualitative research is research that is oriented towards natural phenomena or symptoms [9]. Qualitative research is fundamental and naturalistic or natural in nature, and cannot be conducted in a laboratory, but rather in the field. According to [2] descriptive research is research that aims to describe existing phenomena, namely natural phenomena or man-made phenomena, or which is used to analyze or describe the results of the subject, but is not intended to provide broader implications. The subjects of this study were all PBSI lecturers at Al-Washilyah Muslim Nusantara University. The data in this study were obtained from a survey conducted online on lecturers of Indonesian Language and Literature Education at Al-Washilyah Muslim Nusantara University via Google Form. Furthermore, the survey entries obtained from the Google Form were described in the form of tables and graphs.

4. RESULTS AND DISCUSSION

The data obtained from the results of research with lecturers conducted using Google Forms regarding UKBI strategies and standardization at the UMN Al-Washilyah Campus Institution, especially in the PBSI Study Program, are as follows:

Question rubric used to measure UKBI standardization strategy

No	Question Rubric	Answer	Presentation
1	Do you know about the Indonesian language proficiency test in the Indonesian language study program?	No	16.7%
		Yes	83.3%
2	In your opinion, how important is the Indonesian language proficiency test in the Indonesian language study program?	Not important	
		Important	100%
3	What is the main goal you hope for from having an Indonesian language proficiency test? (Select more than one if necessary)	Measuring students' Indonesian language skills	33.3%
		Assess speaking, writing, listening and reading skills	50%
		Ensuring students are ready to teach Indonesian	
		As a graduation requirement	16.7%
4		Ineffective	

	In your opinion, how effective is the Indonesian language proficiency test in improving the quality of students' language mastery?	Quite effective	16.7%
		Effective	33.3%
		Very effective	50%
5	Do you feel that an Indonesian language proficiency test can help students to be more disciplined in learning Indonesian?	Yes	83.3%
		No	16.7%
6	To what extent can the Indonesian language proficiency test describe students' overall language abilities?	Doesn't describe at all	
		Less descriptive	
		It's enough to describe	66.7%
		Very descriptive	33.3%
7	Do you agree if the Indonesian language proficiency test is made a requirement for graduation in the Indonesian Language study program?	No	
		Yes	100%
8	What type of exam do you think is most relevant for measuring Indonesian language proficiency? (Select more than one if necessary)	Oral examination	
		Written exam	16.7%
		Listening test	
		Reading test	
		Combination of all types of exams	83.3%
9	Do you believe that the Indonesian language proficiency test can improve students' competence in the field of Indonesian language education in the future?	Not sure	
		Certain	33.3%
		Very sure	66.7%
10	Are there any negative impacts that you are worried about if the Indonesian language proficiency test is implemented?	exams can cause excessive stress	16.7%
		Yes, exams do not reflect a student's overall ability.	16.7%
		No negative impact	66.7%

Research Discussion

Based on the results of UKBI Strategy and Standardization data processing at the UMN Al-Washliyah Campus Institution, especially the PBSI Study Program, it was found that the Indonesian language proficiency test in the Indonesian Language study program is considered important and can be used as a graduation requirement in the Indonesian Language and Literature Education Study Program with a presentation of 100%, this shows that all lecturers of the Indonesian Language and Literature Education Study Program agree that UKBI is the right strategy used to determine students'

proficiency in language skills. Lecturers' knowledge of the Indonesian language proficiency test in the Indonesian Language study program reached 83.35 and those who did not know were only 16.7%. The combination of all types of oral, written, reading, and listening tests was the most relevant to measure Indonesian language proficiency with an achievement of 83.3% while the written test only reached 16.7%. The description of the extent to which the Indonesian language proficiency test can see students' language abilities as a whole is 33.3% and quite comprehensive is 66.7%. The description of the Indonesian language

proficiency test can improve students' competence in the field of Indonesian language education in the future reached 66.7 with a very confident category and 33.7% in the confident category. The negative impacts that are feared if the Indonesian language proficiency test is implemented in the PBSI Study Program state that there is no negative impact 66.7%, the test does not reflect the overall ability of students 16.7% and the test can cause excessive stress 16.7%. The main objectives expected from the Indonesian language proficiency test with the choice of assessing speaking, writing, listening, and reading skills as much as 50%, Measuring students' Indonesian language skills as much as 33.3, as a graduation requirement 16.7%, and to ensure students are ready to teach Indonesian there is no choice, namely 0%. The effectiveness of the Indonesian language proficiency test in improving the quality of

students' language mastery with the choice of very effective 50%, effective, 33.3%, and quite effective 16.7%.


5. CONCLUSION

Based on research conducted on the UKBI Strategy and Standardization in the PBSI Study Program, it can be concluded that the implementation of the strategy and standardization of the Indonesian Language Proficiency Test in the Indonesian Language and Literature Education Study Program at Al-Washliyah Muslim University achieved the highest percentage of 100% and the lowest 16.7%. Furthermore, the Indonesian Language Proficiency Test is considered effective as a graduation requirement for the Indonesian Language study program with a combination of all types of oral, written, reading, and listening tests.

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