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## INTRODUCING INDONESIAN LANGUAGE TO THE WORLD THROUGH CULTURE-ENRICHED BIPA LEARNING

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### ABSTRACT

This study aims to introduce the Indonesian language and culture to the world through learning cultural-based BIPA (Indonesian Language for Foreign Speakers). The method used is content analysis to identify the cultural-based materials in BIPA learning related to Indonesian culture, such as customs, arts, music, dance, and culinary. The results of the study show that cultural-based BIPA learning can effectively introduce the Indonesian language and culture to the world. The cultural-based materials in BIPA learning can increase the interest and understanding of the world towards the Indonesian language and culture. Therefore, cultural-based BIPA learning must be developed and disseminated widely to introduce the Indonesian language and culture to the world.

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## INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) is increasingly in demand internationally, as evidenced by the increasingly widespread existence of BIPA institutions in various countries. This shows the potential of Indonesian to become an important international language. However, in BIPA learning it cannot be separated from the rich and diverse Indonesian cultural context (Salama & Kadir, 2022). Therefore, culturally charged BIPA learning is needed as a strategy to introduce Indonesian culture to the world.

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BIPA learning also has its own problems, especially in the psycholinguistic aspect. Each BIPA learner has a different first language, sociocultural background, and goals for learning Indonesian. This can be a factor in the emergence of problems in BIPA learning (Purnamasari, 2021). Some problems that arise include the need for more cultural capital for BIPA students about Indonesia, the lack of practice in using Indonesian by BIPA students, and the psychological burden of BIPA students on BIPA learning. Therefore, BIPA learning is needed to accommodate differences in learning styles and introduce a variety of languages that are appropriate to the context and situation of speech.

Amidst the challenges posed by the Covid-19 pandemic, BIPA (Bahasa Indonesia untuk Penutur Asing or Indonesian Language for Speakers of Other Languages) learning persisted, albeit in a transformed manner. During the Covid-19 pandemic, BIPA learning continued, although in a different way. Online learning using the Zoom application is an alternative to continuing BIPA learning (Diani & Dewi, 2020) (Maharany, Laksono, & Basori, 2021). However, online BIPA learning is also inseparable from the cultural context. In research conducted on Yemeni students studying BIPA online using the Zoom application, it was found that cultural differences can affect BIPA learning (Goziyah, 2022). Students do not accept some learning media, such as songs because they conflict with the culture of their country of origin. This shows that learning media that are generally successful in attracting BIPA students do not apply to Yemeni students. Therefore, BIPA learning is needed to accommodate cultural differences from each country.

In this article will discuss how culturally charged BIPA learning can be a strategy for introducing the Indonesian language and culture to the world. This article organizes three sub-discussions, namely: (1) BIPA and efforts to introduce Indonesian to the world; (2) BIPA learning contains Indonesian culture; and (3) BIPA and culture: do not sell Indonesia. The results of the discussion of this article can provide input for the development of curriculum and BIPA learning strategies that are more effective and efficient in introducing Indonesian language and culture to the world.

## **FINDINGS AND DISCUSSION**

### **BIPA and Efforts to Introduce Indonesian Language to the World**

Indonesian is the official and national language of the Republic of Indonesia which is used in all matters relating to government policy, law, and state administration. As a

language that is recognized at the national level, Indonesian has an important role in shaping the identity of the Indonesian nation and being a marker of Indonesian nationality in the eyes of the world. However, even though it has an essential role in Indonesia, the position of the Indonesian language in the eyes of the world still needs to be improved, and there is still much to be improved.

Globally, Indonesian is not among the world's most studied and used languages, such as English, Mandarin, and Spanish. This is due to the relatively small number of Indonesian speakers when compared to these languages. Indonesian has yet to become an international language or a lingua franca language, namely a language used as a universal means of communication between people from different countries and different cultures.

Indonesian has now started to be recognized abroad and is becoming increasingly popular among students, researchers, and business people. Several universities and educational institutions abroad have offered Indonesian language learning programs, both at the basic and advanced levels (Widianto, 2017). In addition, Indonesian has also begun to be learned and used in several neighboring countries such as Malaysia and Singapore.

In the world of literature, Indonesian literary works have begun to be translated into English and other languages to reach international readers. Several Indonesian writers, such as Pramoedya Ananta Toer, Eka Kurniawan, and Leila S. Chudori, are also known internationally. Indonesian has also begun to be used in international business and trade activities, especially in transactions between Indonesia and ASEAN countries.

There are still many things that need to be improved to strengthen the position of Indonesian in the eyes of the world. One way is to develop human resources who can speak Indonesian properly and correctly. Indonesian language education must be improved so that Indonesian people can master Indonesian properly and correctly (Anggaira, 2019). In addition, promoting Indonesian must also be continuously improved, both at the national and international levels, so that more and more people are interested in learning Indonesian.

Technological developments and globalization also provide opportunities for the Indonesian language to be increasingly recognized globally. In the digital era, Indonesian can be easily accessed the internet and social media (Septiani, 2021). The use of Indonesian in the digital world is also growing with the existence of applications and digital platforms that use Indonesian.

To strengthen Indonesian's position in the world's eyes, the Indonesian government

has also made various efforts, such as sending teaching staff and promoting Indonesian at the international level. One of the efforts is establishing Indonesian language centers in several countries, such as Australia, the United States, the Netherlands, and Malaysia. These Indonesian language centers provide various Indonesian language learning programs for foreign nationals, ranging from short courses to diploma programs.

The Indonesian government is also actively inviting Indonesians to promote Indonesian at the international level, for example, through the "Proud to Speak Indonesian" campaign launched in 2017. This campaign aims to increase the pride of the Indonesian people in the Indonesian language and encourage them to use Indonesian in a more good and right (Werdiningsih, 2018). Such initiatives contribute not only to the preservation of linguistic identity but also to the projection of Indonesian culture on the international stage.

The Indonesian government is also working to increase the accessibility of the Indonesian language through digital technology. The government has developed various digital applications and platforms using the Indonesian language, such as e-commerce and banking applications. In addition, the government has also developed an online dictionary and an official website that contains various information about the Indonesian language and Indonesian culture.

Apart from the government's efforts, the active role of the Indonesian people is also very important in strengthening the position of the Indonesian language in the eyes of the world. Indonesian people can promote the Indonesian language through social media and the internet by using the Indonesian language properly and sharing information about the richness of Indonesian culture and language. Indonesian people can also become ambassadors for the Indonesian language by teaching Indonesian to foreign nationals or participating in cultural exchange programs organized by the government.

In the era of globalization, Indonesian, as the national language of Indonesia, must be able to compete with other world languages. Therefore, there is a need for efforts from all parties, including the government, society, and educational institutions, to strengthen the position of Indonesian in the eyes of the world. With continuous efforts, it is hoped that the Indonesian language will be increasingly recognized and appreciated by the international community and become a language that will play a more important role in global communication in the future.

Indonesian is the official language of the Republic of Indonesia which is used by more

than 270 million people in Indonesia and is recognized as a minority language in neighboring countries such as Malaysia, Timor Leste, and Singapore. However, how popular is Indonesian in the world today? According to Ethnologue, an internationally recognized source of language information, Indonesian is currently the 43rd most used language in the world (Eberhard, David, & Charles, 2022). Indonesian is also recognized as an official language by the United Nations and is used in international meetings in ASEAN.

The popularity of Indonesians also continues to increase in the academic world. Several leading universities worldwide offer Indonesian language study programs or Indonesian area studies, including in the United States, the United Kingdom, Australia, and Germany (Ma'rufah & Arsanti, 2021). Indonesian is also the language of instruction at several international conferences in the social, cultural, and scientific fields.

Indonesian is also increasingly popular among international students interested in learning a foreign language. In 2019, around 11,000 international students from 124 countries studied Indonesian in Indonesia, according to data from the Ministry of Education and Culture. This shows that more and more people are interested in learning and knowing more about Indonesian culture.

In the current digital era, the popularity of the Indonesian language is increasing through social media and digital platforms. Indonesian is the most-used language on Twitter in Southeast Asia and is one of the most-used languages on Facebook and Instagram in Indonesia. This shows that the Indonesian language is also increasingly used on a global scope and is increasingly recognized by the international community (Ngelu, 2015). The digital realm serves as a dynamic space for the dissemination and appreciation of the Indonesian language, fostering its presence beyond geographical boundaries.

Of course, many things still need to be done to strengthen the position of the Indonesian language in the eyes of the world. One of the challenges faced is the need for more human resources capable of teaching Indonesian abroad and the lack of teaching materials that can be used abroad. Therefore, it is necessary to make efforts from all parties, including the government, society, and educational institutions, to promote the Indonesian language and strengthen its position in the eyes of the world.

The popularity of the Indonesian language is still smaller than that of other world languages, but there have been positive developments in the use and teaching of Indonesian worldwide. With continuous efforts from all parties, it is hoped that the Indonesian language will be increasingly recognized and appreciated by the international

community and become a language that will play a more important role in global communication in the future. Additionally, fostering collaborations and cultural exchanges can contribute to the broader recognition of the Indonesian language, paving the way for its continued growth and influence in the global linguistic landscape.

### **BIPA Learning Contains Indonesian Culture**

BIPA stands for Indonesian for Foreign Speakers, which refers to programs or courses specifically designed to teach Indonesian to foreign speakers. The BIPA program aims to introduce Indonesian as the official language in Indonesia. Therefore, Indonesian is the language used in interactions between Indonesians and foreign speakers living or visiting Indonesia.

BIPA programs are usually held by educational institutions such as universities, language schools, and organizations engaged in education and culture. Anyone can join this program, from students to professionals who wish to deepen their Indonesian language skills for personal or work purposes. Additionally, these programs often offer flexible scheduling, catering to the diverse needs of participants, whether they seek to engage in short-term language courses or pursue more extensive and specialized language programs for specific vocational purposes.

Besides teaching Indonesian, the BIPA program also provides knowledge about Indonesian culture, history, and social customs. In the BIPA program, participants will learn Indonesian vocabulary, grammar, and structure, as well as practice speaking, reading, writing, and listening to Indonesian. Moreover, BIPA programs frequently incorporate experiential elements, such as field trips, cultural events, and interactive sessions, fostering a well-rounded educational experience that not only enhances language proficiency but also deepens participants' understanding of the cultural context in which the Indonesian language thrives.

The development of BIPA as part of teaching foreign languages began in the early 1950s, when the BIPA program was first started at the University of Indonesia. This program is aimed at international students who wish to learn Indonesian as a second language. At that time, the program still needed to be simplified and better organized.

In the 1960s, the Indonesian government began to promote Indonesian as one of the international languages of instruction. This increases the demand for Indonesian language lessons, so the BIPA program is also growing. In addition, many private parties and

international organizations are interested in learning Indonesian.

In the 1970s, many universities and educational institutions in Indonesia began offering BIPA programs. This program is aimed at international students, Indonesian language teachers, and foreign workers working in Indonesia. The BIPA program has also become one of the programs that have received special attention from the Indonesian government because it is considered a way to promote Indonesian culture in the eyes of the world.

In the 1990s, developments in information and communication technology opened up new opportunities for the development of BIPA. The BIPA program is now available online, enabling people around the world to learn Indonesian from anywhere. In addition, the BIPA program has also been developed into more specific and focused programs, such as the BIPA program for business and the BIPA program for tourism (Wisudawati & Khaerunnisa, 2022). This evolution reflects the dynamic responsiveness of BIPA to the evolving landscape of language education, ensuring that learners have tailored options that align with their specific professional objectives and interests.

In recent years, BIPA has become increasingly popular among foreigners who want to learn Indonesian. Several leading universities in Indonesia even offer the BIPA program as a separate study program from the Indonesian language program for Indonesians. In addition, the Indonesian government also continues to promote BIPA through scholarship programs and student exchange programs.

This cultural immersion component not only enhances language acquisition but also cultivates a broader appreciation for the diverse and vibrant aspects of Indonesian society, providing learners with a holistic perspective. In addition to understanding Indonesian better, learning BIPA also involves very rich and varied cultural content (Nur, 2019). This cultural content is essential in BIPA learning because the Indonesian language and culture are interrelated and cannot be separated. Cultural content in BIPA learning includes various things, ranging from everyday culture, such as customs, food, clothing, and traditions, to more formal culture, such as art, music, and literature. Therefore, in studying BIPA, apart from learning grammar and vocabulary, participants will also learn about daily life in Indonesia and the culture inherent in the people.

The cultural insights gained through BIPA programs contribute to fostering cross-cultural competence, enabling participants to navigate diverse social interactions and seamlessly integrate into Indonesian society with a deeper appreciation for its customs

and traditions. Cultural learning in BIPA also helps participants to understand Indonesian better and deeper (Nur, 2019). For example, when learning about the concept of "gotong royong" in Indonesian culture, participants can understand this concept not only as a word or phrase but also as a value that is highly valued in Indonesian society. This helps participants to understand the social and cultural context of using Indonesian.

In essence, the cultural proficiency cultivated in BIPA not only deepens language understanding but also acts as a bridge, promoting harmonious interactions and fostering a shared appreciation for cultural diversity. Cultural learning in BIPA also helps to improve cross-cultural communication skills and participants' cultural awareness (Goziyah, 2022). By understanding Indonesian culture, participants can build better relationships with Indonesians and avoid misunderstandings caused by cultural differences.

In Indonesia, cultural content has become an integral part of the BIPA curriculum. In addition, several universities and educational institutions in Indonesia also offer BIPA programs that focus on certain cultural aspects, such as the BIPA program for arts and the BIPA program for literature (Bahtiar, 2017). This global recognition underscores the universal importance of intertwining language and culture in educational initiatives, emphasizing the broader relevance of BIPA programs in fostering intercultural competence among learners worldwide.

Overall, cultural learning is an essential aspect of BIPA learning. Cultural content in BIPA learning helps participants understand Indonesian more deeply and build better relationships with Indonesians. Therefore, cultural learning must be integral to effective and beneficial BIPA learning for participants.

The function of culture in BIPA learning is very important because culture is an essential element that is closely related to language. In BIPA learning, Indonesian culture is integrated with the subject matter to help participants fully understand the Indonesian language and culture. Moreover, the integration of culture in BIPA learning not only enhances language proficiency but also provides participants with a nuanced understanding of the societal norms, values, and context that shape the Indonesian language, fostering a comprehensive and immersive language-learning experience.

One of the functions of culture in learning BIPA is to help participants understand the cultural context inherent in Indonesian. Indonesian is closely related to Indonesian culture, and without understanding the cultural context, participants may not be able to fully understand the meaning of words or sentences in Indonesian (Adnyana, 2019). Therefore,

culture is integrated into BIPA learning to help participants understand the cultural context inherent in Indonesian.

Culture in BIPA learning is used as a means to improve participants' ability to interact effectively with Indonesians. In Indonesian culture, some rules or norms are different from those of other countries. By studying Indonesian culture, participants will understand how to communicate and interact with Indonesians who are different from other countries (Junaidi, Andhira, & Mustopa, 2017). Participants will also learn body language and expressions commonly used in Indonesian culture to communicate better.

Culture also functions in BIPA learning as a means of introducing the uniqueness of Indonesian culture to participants. Indonesia is a country that has very abundant cultural wealth, ranging from art, literature, and traditions (Widianto, 2017). In BIPA learning, Indonesian culture is one of the essential learning materials to introduce the uniqueness of Indonesian culture to participants.

Through an introduction to Indonesian culture, BIPA participants will better understand the values held by Indonesian people, such as cooperation, courtesy, kinship, and tolerance. This can help BIPA participants understand Indonesian culture better and also help build good relations with Indonesian people. Additionally, delving into Indonesian culture during BIPA introduces participants to the core values cherished by the Indonesian people, including cooperation, courtesy, kinship, and tolerance. This not only deepens their comprehension of Indonesian culture but also lays the foundation for cultivating positive and respectful relationships with the local community, contributing to a more immersive and enriching language-learning experience.

To maximize the use of culture in BIPA learning, educational institutions in Indonesia have developed various educational programs that combine language and culture learning. These programs aim to provide BIPA participants with a better understanding of Indonesian culture so that they can interact with Indonesians effectively and deepen their understanding of the Indonesian language. Furthermore, these integrated language and culture learning programs devised by educational institutions in Indonesia are designed not only to enhance linguistic proficiency but also to foster a holistic appreciation for the intricacies of Indonesian culture. By intertwining language and cultural elements, these programs aim to equip BIPA participants with the skills and insights needed to engage with Indonesians authentically and navigate the cultural nuances embedded in the Indonesian language.

Learning Indonesian for Foreign Speakers (BIPA) is not only related to understanding grammar and vocabulary but also understanding Indonesian culture. Therefore, in choosing cultural elements that are suitable for BIPA learning, several factors need to be considered so that learning becomes more effective and beneficial for participants (Salama & Kadir, 2022). This strategic integration of cultural elements not only enriches BIPA learning but also empowers participants with the cultural insights necessary for effective communication and meaningful engagement within the Indonesian context.

First, it is necessary to consider the participant's level of language ability. If participants are still in the early stages of learning Indonesian, then it is best to choose cultural elements that are simple and easy to understand. For example, an introduction to Indonesian culinary delights such as fried rice, satay, or rendang can be the right choice. Cultural elements like this can help participants understand vocabulary and expressions that are often used in everyday life.

Second, consider the interests and needs of the participants. For example, Participants interested in art or music can be guided to understand traditional Indonesian arts and music such as gamelan, wayang, or the Kecak dance. In addition, for participants who need to work or study in Indonesia, cultural elements related to the business or academic world, such as the system of values and norms in Indonesian business or the academic system, can be chosen to be studied.

Third, consider the relevance to the current Indonesian cultural context. Although many cultural elements are interesting and worth studying, it is necessary to choose cultural elements that are relevant to the current Indonesian cultural context. For example, an introduction to traditions and customs in wedding ceremonies or funeral processions is still relevant to study because these are still maintained and preserved by the people of Indonesia.

Fourth, consider national interests and the introduction of Indonesian culture to the international world. BIPA learning can also be a medium for introducing Indonesian culture to the international world. For example, an introduction to Indonesia's natural wealth and tourism and Indonesian cultural products such as batik and weaving could be the right choice. This can introduce the uniqueness and richness of Indonesian culture to the international world and enhance Indonesia's image in the eyes of the world.

In choosing cultural elements for BIPA learning, it is necessary to pay attention to the factors above to help choose the proper and effective cultural elements. This can improve

the quality of BIPA learning and help participants fully understand the Indonesian language and culture. Additionally, this tailored approach ensures that BIPA participants not only acquire linguistic skills but also develop a cultural competence that extends beyond mere language proficiency, promoting a more nuanced and authentic engagement with the Indonesian language and its cultural context.

### **BIPA and Culture: Do not Sell Indonesia**

Indonesia is a country with a lot of culture and historical heritage. There is a lot of uniqueness and beauty in Indonesian culture, from the beauty of nature to the diversity of its people, who are rich in tradition. Therefore, we need to protect and promote Indonesia's cultural wealth in the eyes of the world (Latupapua, 2020). By safeguarding and promoting Indonesia's cultural richness internationally, we not only contribute to the preservation of a nation's heritage but also foster cross-cultural understanding, encouraging a global community that appreciates the value of diversity and heritage in shaping our collective human experience.

One way to promote Indonesia's cultural richness is through the Indonesian Language for Foreign Speakers (BIPA) program. This program effectively introduces Indonesian language and culture to people from abroad who want to learn about Indonesia. However, in terms of promoting Indonesian culture, we must be careful not to sell Indonesian culture.

What does it mean to sell Indonesian culture? Selling Indonesian culture means showing Indonesian culture superficially and only for commercial purposes. This can happen when we only present aspects of Indonesian culture that are popular and attract the attention of foreigners without providing a proper understanding of Indonesian culture as a whole. For example, a restaurant that promotes Indonesian cuisine as 'exotic' and 'mysterious' while not explaining the origins and culture behind the dish is selling Indonesian culture. This can harm how people from abroad perceive Indonesian culture, as they only see our culture's superficial and sometimes inaccurate side.

Selling Indonesian culture in the context of BIPA learning means making Indonesian culture a commercial tourist object. Indonesian culture becomes an object that is exploited solely to make money without regard to actual cultural values. This can be done through traditional dance performances, music performances, and the introduction of Indonesian specialties, which have been transformed to be more "interesting" and not following the

original. Selling Indonesian culture can also occur when we teach Indonesian culture that does not follow actual cultural values. In the context of BIPA learning, we must introduce the authentic Indonesian culture and teach students about the values contained in that culture.

BIPA can be an effective way to properly introduce Indonesian culture because apart from teaching the language, this program also provides a deeper understanding of Indonesian culture and history. However, remember that BIPA must also be carried out correctly by providing a correct and comprehensive understanding of Indonesian culture rather than just pursuing popularity. Ensuring the ethical and culturally sensitive execution of BIPA is essential, emphasizing the importance of engaging participants in meaningful cultural exchanges that go beyond superficial representations and contribute to a more profound and respectful cross-cultural dialogue.

When promoting Indonesian culture, we must respectfully and respect Indonesian cultural values. Our culture is not merchandise that can be sold cheaply but is a precious treasure for our nation and should be protected and preserved. Therefore, we must be careful in promoting Indonesian culture and ensure that we promote it in a way that is proud of and respects the richness of our culture.

The BIPA program can be an effective tool for promoting Indonesian culture to the world. However, we must ensure that the way we promote Indonesian culture is not selling our culture but promoting it appropriately and respectfully. In this way, we can appreciate the richness of Indonesian culture and invite people from abroad to understand and appreciate its beauty and uniqueness.

## **CONCLUSION AND SUGGESTIONS**

This paper shows the importance of introducing the Indonesian language and culture to the world through an Indonesian language learning program for foreign speakers (BIPA) that is integrated with Indonesian culture. In the context of globalization and cross-cultural communication, learning Indonesian, complemented by cultural knowledge, will help promote Indonesia as a country with so much cultural diversity and expand job opportunities and intercultural skills for the people of Indonesia and the world. BIPA learning that focuses on cultural aspects will bring great benefits to Indonesia in introducing its rich culture and language to the world and opening opportunities for BIPA learners to deepen their understanding of Indonesia and its people.

By introducing the Indonesian language through BIPA, which is culturally charged, it is hoped that it can introduce the values and uniqueness of Indonesian culture and open up opportunities for various kinds of cultural, educational, and economic cooperation with other countries in the world. In addition, learning Indonesian through BIPA can also increase intercultural understanding and tolerance and open up career opportunities for international students or students interested in Indonesian culture and language.

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