



PROBLEMATICS OF BIPA LEARNERS LEARNING CULTURE IN ELECTIVE CLASSES

Renanda Winar Galuh Prameswari*, Helmi Muzaki, Imam Suyitno, Gatut Susanto, Yufita Ng
*Universitas Negeri Malang**, *Universitas Negeri Malang*, *Universitas Negeri Malang*,
Universitas Negeri Malang, *Institute of China and Asia-Pacific Studies*, *National Sun Yat-sen*
University

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ABSTRACT

This research aims to analyze the problems faced by BIPA students in learning culture in elective classes. The data source used in the research was BIPA students at Malang State University. This research uses qualitative methods with descriptive research type. The results of the research show that there are six things that are problematic so that there are obstacles experienced by foreign students in studying other cultures, including the level of difficulty of teaching materials, inadequate facilities and infrastructure, and cultural differences.

INTRODUCTION

Indonesia has the 4th largest population in the world with a population of 277.7 million people. Currently Indonesian is not only learned by native speakers but also foreign speakers, many foreigners from various parts of the world come to Indonesia to learn Indonesian language and culture. This can provide a good opportunity for the development of the Indonesian language. Indonesian is not only a national language but also has the opportunity to become one of the international languages in the world. With this potential, the government is trying to make it happen.

* Corresponding author.

renandawinar780@gmail.com (Renanda Winar Galuh Prameswari)

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One form of attention from the Indonesian government to internationalize Indonesian is by organizing the Indonesian Language for Foreign Speakers program or commonly abbreviated as BIPA. The government's efforts in organizing the BIPA program are by cooperating with universities both domestically and abroad. This is in accordance with the opinion of Muliastusi (2016) that the process of internationalization of Indonesian can be developed through BIPA learning supported by relevant institutions. Currently, BIPA teaching itself is not only carried out in Indonesia, but also outside Indonesia. The increasingly widespread teaching of BIPA has a positive impact, namely both the number of speakers and the area of use of Indonesian which continues to increase.

The most appropriate and ideal BIPA learning is culture-based language learning. Suyitno (2008) reveals that the main goal of BIPA learners is to learn and facilitate Indonesian language skills and explore knowledge about Indonesian culture. In addition to introducing Indonesian in the international arena, introducing Indonesian culture is no less important considering the current condition of Indonesian language cannot be separated from the cultural context. Cultural context is a relatively common context that occurs in our society. Through this context, language is also placed as a cultural phenomenon. That is, language is part of a cultural element which is also a tool to express the cultural values of the original speakers.

Understanding of cultural elements is one of the important things in learning a particular language, including BIPA learning, so that in BIPA learning it should prioritize cultural aspects. This cultural aspect must be integrated regularly in language learning so that foreign learners can learn and appreciate the behavior and socio-cultural values that apply in Indonesian society. The cultural aspect is also one of the five standards of foreign language mastery, including BIPA, which in its position is inseparable from the other four standards. The five standards that must be achieved by foreign BIPA learners include: (1) communication, (2) culture, (3) connection, (4) comparison, and (5) community. Therefore, in learning Indonesian, foreign learners will be involved in a multilingual and multicultural community. So, they continue to apply the learned language and enrich it from time to time.

Language and culture teaching is an important issue in the world of education. This is in line with the opinion expressed by Stern (1983) suggests that in language teaching cultural understanding is one of the important components. According to Alalou (2001) culture will add quality to language learning. Culture-based foreign language teaching and

learning has also been discussed by Hsin (2003). The research discusses how to integrate culture in foreign language learning. There are several features in foreign culture learning: (a) it is like an interpretive process that aims for students to understand such as: greeting native speakers, acting and responding in a language that is different from the way they do, both in fictional texts and in social life, (b) cultural understanding is constructive learning, and (c) cultural learning cannot be generalized as teachers do in teaching grammar. It needs to focus on exploration and description, because the rules of meaning creation in culture are dynamic (Hsin, 2013). Foreign cultural content in teaching and learning also needs to be considered. Because, when detached from cultural roots, learners will have difficulty socializing with the real context of using the target language. In addition, in dealing with global cultural issues, foreign language learning content must be related to local culture (Hsin, 2013).

Some studies discuss the relationship between foreign language learning and cultural context. First, research conducted by Saddhono (2015), namely research on cultural content in the BIPA program. Second, Mikhaleva and Régnier's research (2014), examining cultural differences in foreign language classes. Third, Rohmadi's research (2019) discusses the obstacles to cultural transfer of BIPA learners. Fourth, Shofia and Suyitno's research (2020). Which discusses the problems of learning Indonesian for foreign students at the State University of Malang. Fifth, Sari and Yüce's research (2020) discusses the differences in cultural backgrounds of foreign students in the classroom. Some of the above studies mention that there is a relationship between learning a foreign language and culture, culture is an important aspect that must exist in foreign language learning. Therefore, research on the problematics of BIPA learners in learning culture in elective classes at the State University of Malang is important. State University of Malang (UM) itself is a domestic institution appointed by the government as one of the BIPA program organizers. Every year at UM the BIPA program or class is always running, even during the pandemic the BIPA program is still running, namely by being implemented online. This shows that State University of Malang is a state university that is active in BIPA learning. The BIPA class itself at the State University of Malang is divided into 3, namely the Indonesian language learning class where in this class BIPA learners learn about Indonesian which includes language material to train reading, listening, speaking and writing skills, there is also an excursion or excursion class where in this class learners will learn about Indonesia with tourism activities besides that there are also elective classes

where BIPA students learn about culture. This elective class is an optional class where students can choose to learn gamelan instruments, dangdut music, karawitan, dance, batik and cooking Indonesian food.

METHOD

This research uses a qualitative approach. The qualitative approach was chosen because this research was conducted by direct observation in the field to see the reality in the field. In addition, this research focuses on describing and explaining in more detail the problematics of BIPA learners in learning culture in elective classes at the State University of Malang. The data sources in this study are 18 BIPA learners who take elective classes. The research data is in the form of transcripts of interviews with 18 BIPA learners as well as documentation of the results of the author's observations when conducting observations in elective classes at State University of Malang. The BIPA learners are in the KNB, ISS, Darmasiswa, Wenzao Student Exchange and IFLI programs with different national backgrounds. The countries of origin of the students interviewed include: United States, Taiwan, Vietnam, Egypt and Thailand.

FINDINGS AND DISCUSSION

Findings

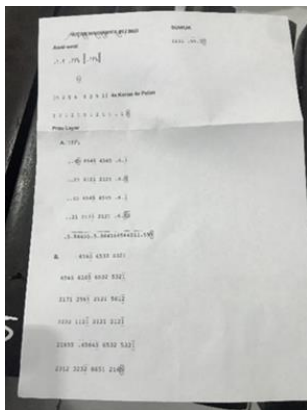
Cultural elective class is a special class for learning culture provided by the Center for Indonesian Language and Culture Studies (PSBBI UM). There are three elective classes opened including: batik elective class, gamelan elective class and dance elective class. BIPA learners at PSBBI UM can choose the class they will study. However, in the implementation of cultural elective classes, there are still some problems experienced by BIPA learners in learning culture. This study examines several phenomena regarding the problems experienced by BIPA learners in cultural elective classes at the State University of Malang. Based on the results of observations and interviews, there are six things that become problematic for BIPA learners in learning culture in elective classes at State University of Malang.

Problematics of Gamelan Music Instrument Material

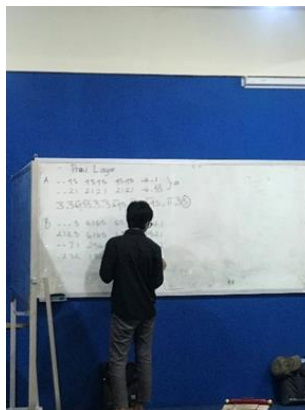
Problems of gamelan music instruments are problems regarding the level of difficulty contained in gamelan music instruments learned by BIPA learners in cultural elective

classes. Based on the results of interviews with 18 BIPA learners who attended the elective class, all BIPA learners found it difficult to play gamelan. The majority of informants explained that the most difficult cultural learning was when learning in gamelan class. This is because the informants have to memorize the rules in the gamelan instrument. There is no standard frequency in the scales on gamelan instruments. This is the difference between gamelan instruments and modern music.

Gamelan is made specifically by the gamelan maker, in its manufacture the gamelan maker uses his feelings and hearing to create gamelan, there are no special measuring instruments in its creation, because of this gamelan maintenance will be more efficient if done by someone other than the gamelan maker. This is in line with Bahari (2008:55), karawitan is an art that includes all branches of art that contain elements of beauty, subtle, and complicated (ru mit). Meanwhile, according to Martopangrawit (1969:1) Karawitan is a sound art that uses slendro and pelog tunings, either human voices or instrument sounds (gamelan) as long as they are in slendro and pelog tunings can be called karawitan. The results of the author's observation found that the instruments given by the teacher to the learners were incomplete, the teacher only presented the material in the form of writing numbers on paper without writing the numbers for which type of musical instrument, besides that the teacher also rewrote the numbers on the sheet on the blackboard. Look the following picture.



Picture. 1



Picture. 2

In picture 1 there is a gamelan instrument written on a sheet and shared with BIPA learners, in picture 2 is a gamelan instrument written on the blackboard when the teacher teaches in the gamelan class. According to Kusmiatun (2016), there are characteristics that distinguish BIPA learning from learning Indonesian for native speakers. In this case, the position of Indonesian is taught as a foreign language, which can be viewed from various aspects of learning that are the same as Indonesian language learning in general, but have

different and more comprehensive characteristics. From the above opinions it can be concluded that the way of teaching Indonesian learners and BIPA learners is very different, the materials and media used should be tailored to the needs of the learners. So that the learning objectives are achieved.

In addition, from the results of the author's observations and interviews with several informants, some informants who are in the beginner proficiency level feel they are experiencing problems in absorbing material explanations from teachers because they do not fully understand Indonesian. Problems regarding the level of difficulty of gamelan instrument material are included in the problematic aspects of instruction, namely these problems include aspects of students where students are not yet able to speak Indonesian fluently besides that, the level of difficulty of the teaching material (Kusmiatun, 2016). The material presented should be tailored to the needs and abilities. The placement of BIPA learners in cultural elective classes at UM is not based on the ability or level of BIPA learners when studying in language classes but is adjusted to the choice of each learner, according to the author this is somewhat contradictory because not necessarily learners from beginner classes can understand the material presented by the teacher. The following are the language proficiency levels of BIPA learners according to the Common European Framework of Reference for Languages (CEFR). BIPA 1 Beginner (A1 - A2), BIPA 2 Intermediate (B1 - B2), BIPA 3 Advanced (C1 - C2). At each level of BIPA learners have a variety of Indonesian language skills, this is in line with Suyitno (2007) The level of ability of BIPA learners varies, from beginners to advanced learners. In BIPA learning, class grouping should be grouped according to the level of proficiency, even though learners have the same selection in choosing elective classes, but still class grouping must be based on the level of language proficiency of each learner so that learners can gain knowledge about gamelan culture optimally.

Problems of the type of dance taught

Problems regarding the type of dance taught are problems regarding the level of difficulty contained in the learning of dance movements learned by BIPA learners in cultural elective classes. From the results of interviews with BIPA learners who attended dance elective classes, the majority of them experienced obstacles regarding the dance motion material taught. There are three types of dance movements learned in the elective dance class, namely Kalimantan, Balinese and Javanese dance movements. The movements

produced from the three types of dance above also have differences, the three dances are packaged by combining and learned at the same time only distinguished by the transition. In addition, from the results of observations, the elective class teacher did not tell what the function of the dance studied was. According to M. Jazuli (1994), dance has four functions, including: dance as a religious ceremony, dance as entertainment, dance as a performance, dance as education.

Teachers in class only teach about dance movements and dance names. The material presented and taught by the teacher is not enough only the material of dance movements and names of dance areas, BIPA learners should be given an in-depth understanding of the name of the dance and the function of the dance studied so that BIPA learners get in-depth knowledge about Indonesian culture. BIPA learners who take dance elective classes are adult BIPA learners, adults need to know the reasons why they learn something before starting to learn about it. (Knowles et al, 2015). Problems found in dance elective classes are related to instructional aspects. The problems are caused by, among others. First, BIPA learners who cannot speak Indonesian fluently. Second, teachers who are lacking in providing understanding. Third, less structured learning media. (Kusmiatun, 2016). In addition, in dance classes, BIPA learners only focus on movement, there is no evaluation from the teacher to measure the extent of BIPA learners' understanding. In addition, in this dance elective class based on teacher center, the teacher as the center of learning, not presented videos or pictures for learners so that learners can memorize dance movements other than in dance elective classes.



Picture. 3

In picture 3 is the warm-up activity done by the BIPA learners before starting the dance practice, after the warm-up is finished the teacher will usually divide into male and female groups to start practicing. From some of the data findings in the field, it can be concluded that in this elective class learning, BIPA learners only get information about dance

movements when in class only, this can lead to less than maximum understanding of BIPA learners of dance material because it could be after class and after dance class is done BIPA learners forget about the material taught. This can also make dance learning less place in the process, dance learning in elective classes is only positioned as a complement and not a demand for BIPA learners who learn.

Study Time Problems

Learning time problems are problems related to the learning process, especially regarding learning time. From the results of interviews and observations, the author obtained information that the dance elective class starts at 3:00 p.m. until 5:00 p.m. on Tuesdays, while the gamelan class starts at 2:00 p.m. until 4:00 p.m. on Wednesdays, with the same duration of 2 hours each week and the number of meetings 6 times in 1 semester of BIPA learning. BIPA learners from the United States who attended dance elective classes complained that the schedule of learning dance elective classes at 3-5 pm was too late and the duration of 2 hours in each elective class was too long, while for 6 meetings while studying BIPA there was not enough time if only 6 times, because the dance movement material was very difficult. The appropriate schedule affects learning outcomes in line with Lestari (2013) the effect of learning time on learning outcomes has a very significant effect.

In addition, in gamelan classes there are problems related to learning time as well. Problems regarding learning time in gamelan class are experienced by BIPA learners from the Asian region. Unlike the learners from the United States who want the elective class to start earlier in order to have enough free time in the afternoon and evening, while the Asian learners choose a later learning time because they need a break after the language class, they want the gamelan class to start at the same time as the dance class. This is in line with Oxford (1996) who states that there are differences in choosing learning strategies between language learners who have a Hispanic cultural background and those who do not.

Technical Implementation Problems

Technical implementation problems are problems related to the learning process, these problems occur during the learning process in cultural elective classes. The majority of BIPA learners from America and Taiwan suggested additional air conditioning in the dance class.



Picture. 4



Picture. 5

In addition, some of them also experienced problems regarding the narrow dance elective classrooms that were not large enough, dance learning should be carried out in a large yard so that they were free to move and move. A comfortable classroom can affect learning success, this is in line with Samodra (2013) student learning achievement can be influenced by the physical environment of the classroom. The more conducive and comfortable the learning environment, the higher student achievement will be, besides that a comfortable situation can improve students' concentration ability.

In the gamelan elective class, there are problems regarding gamelan musical instruments that are less well maintained, there are some musical instruments whose number writing for the instrument is faded and missing. Take a look at the following picture.



Picture. 6



Picture. 7

This makes BIPA learners who study in gamelan elective classes, especially those who hold xylophone instruments, feel confused, so that the absorption of information about learning is less than optimal. In line with Kusmiatun (2016) Class Infrastructure. Class is part of learning that will play a role in building good learning. Class facilities and infrastructure for BIPA learning must be fulfilled so that students can learn comfortably. Agustina (2013) explains that the obstacles to learning Indonesian for foreign speakers can be viewed from three factors, namely: a) the teacher's busyness or urgent needs, b) delivery or way of speaking that is too fast, c) the language of introduction at the beginning of the

meeting, d) time, and e) facilities and infrastructure.

Problems of differences in dress with Indonesians

Problems regarding differences in how to dress with Indonesians are problems related to differences in the cultural background of each BIPA learner, as a country that upholds eastern customs and the majority of the population embraces Islam, Indonesia has its own culture that regulates how to dress, Indonesia has differences in how to dress with culture in Taiwan and America, in Taiwan and American culture you can dress anything as long as it makes you comfortable, but in Indonesian culture there are separate rules in dressing.



Picture. 8



Picture. 9

In line with Suyitno (2017) in addition to learning the target language, foreign learners should learn about their culture as well. Having knowledge of the culture in the target language can make foreign learners have knowledge regarding the social, religious and economic characteristics of native speakers of the target language. In relation to the target language in this study is Indonesian. This problem occurs because of the differences in clothing rules in each country of origin of BIPA learners. Furthermore, Gudykunts and Kim (2003) explain the assimilation of cross-cultural adaptation theory states that human transformation takes only one path, namely assimilation. Kim argues that all human beings experience conformity when they move into a new and culturally alien environment and they do so by "letting go" of who they really are. His concept, cross-cultural adaptation, refers to a process in and through which an individual achieves an increased level of psychological and functional fitness with respect to the receiving environment.

Problems of Indonesian bilingualism

Problems regarding the use of Indonesian bilingualism, the majority of Indonesians have their own regional languages as well as Malang, Malang area the majority of people use Javanese in communication. In this study, especially the gamelan class, there is a lot of use

of Javanese language by the teacher in teaching. This is because gamelan instruments do use Javanese, according to Yunanto Wiji Utomo (2006) Gamelan is music created from a combination of the sounds of gongs, kenongs and other Javanese musical instruments. The soft rhythm of the music that reflects the harmony of Javanese life will immediately greet and calm the soul once heard, because it is identical to the Javanese language so that BIPA learners have little difficulty understanding the intentions of the teacher. In addition, Chaer and Agustina (2014) explain that bilingualism concerns the use of two languages or two language codes. From the results of interviews with BIPA learners who attended elective classes, the majority of BIPA learners were confused by the use of counts in Javanese, the counts were not only in Javanese but also in short.

From the results of interviews and observations of the author in learning gamelan elective classes, it shows that most teachers teach using a mixture of Indonesian and Javanese, the instrument used to start the count uses Javanese, this makes BIPA learners feel less able to understand the meaning of the count and the instrument taught by the teacher, considering that BIPA learners only learn Indonesian. In addition to the teacher's communication skills in delivering material to BIPA learners also need to be considered. Teachers in BIPA learning are included in the instructional aspect. Teachers become one of the essential things in the BIPA learning process. BIPA teachers are role models for learners. They can speak Indonesian and model the Indonesian language. The existence of accents and dialects enriches cultural understanding in BIPA teaching. Indonesia has different regional languages, which affect the use of language in Indonesia. This needs to be introduced to students. Thus, a legitimate "Indonesian" capital is not enough (Kusmiatun 2016).

CONCLUSION AND SUGGESTIONS

From this research, various problems faced by BIPA learners in learning culture in elective culture classes were found. First, problems related to the level of difficulty of the gamelan instrument teaching material. Second, problems related to the type of dance taught. Third, problems related to learning time. Fourth, problems related to technical implementation. Fifth, problems related to differences in dress culture with Indonesian culture. Sixth, the use of Indonesian bilingualism. BIPA program managers and teachers should create ideal cultural learning, which is in accordance with the characteristics of BIPA learners and tailored to the needs of learners, so that BIPA learners are easier in learning

Indonesian culture in elective classes.

The results of this study have some suggestions that need to be conveyed to related parties. The suggestions are shown especially to program organizers and BIPA teachers. First, for BIPA program organizers, the problems of BIPA learners related to facilities and infrastructure can be improved by equipping unavailable facilities and repairing damaged infrastructure so that BIPA learners feel comfortable when learning. by completing facilities that are not yet available and repairing damaged infrastructure so that BIPA learners feel comfortable when learning in the classroom. In addition, program organizers should adjust the grouping of cultural learning classes to the level of language proficiency of BIPA learners. Secondly, for BIPA teachers, the results of this study can be used as information and evaluation regarding the achievement of the learning process of BIPA learners. For prospective for prospective BIPA teachers, it is necessary to have competence related to BIPA learning and cross-cultural cross-cultural understanding so that errors during learning can be overcome.

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