

# **Multicultural education management in Indonesian Language learning for foreign students in Indonesia**

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## **Abstract**

*The purpose of Indonesian language learning for BIPA (Indonesian Language Learning for Foreign Speakers) students emphasizes the involvement/participation of students in the learning process. This study contains 1) the nature of educational management for foreign students studying in Indonesia; 2) implementation of educational management in Indonesian language learning for foreign speakers (BIPA); 3) Indonesian language learning plans for BIPA students; and 4) the implementation of Indonesian language learning for BIPA students based on the introduction of Indonesian culture. Data collection techniques in this study use observation, document analysis, interviews and documentation techniques. Then, data analysis techniques are carried out by means of data collection, data reduction, data presentation and conclusion drawing. The management of education for BIPA students is different from the management of education for Indonesian students because BIPA students consist of various cultures and different countries. The implementation of education management must also be included in the semester implementation plan (RPS), learning syllabus, and learning evaluation in the BIPA class. Learning plans in the BIPA class are also important to highlight because they will present facts that are different from the language learning plan in the regular class. The results of this study are highlights and ideas in educational management and Indonesian language learning in the BIPA program. This can be implemented in Indonesian language learning for foreign students in the BIPA class to be more effective based on the introduction of Indonesian culture because foreign students will be enthusiastic and interested in Indonesia's rich and diverse cultural products. The implication of the idea in this article is that it can be used as a reference material in the implementation of BIPA program educational management and provide insight and reinforcement about the role of Indonesian culture as a supporting tool in the learning process in the BIPA program.*

**Keywords:** *educational management learning; Indonesian language; foreign students; Indonesian culture*

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## **Introduction**

Foreign students really need to be given the knowledge and learning of Indonesian language because these foreign students will live some time in Indonesia and will interact with various groups of people in Indonesia. In addition, based on student recognition, they also felt the need to learn Indonesian language to facilitate the communication with lecturers, Indonesian fellow students, colleagues and also the community that will often be met in daily life, such as when they order food in the cafeteria, restaurant, order a taxi, going to the airport, shopping, vacations, travel, etc. Those are some concrete evidences that foreign students who will study in Indonesia are required to attend Indonesian language training and learning in accordance with the education system in Indonesia.

This Indonesian Language Learning for Foreign Speakers (*Bahasa Indonesia bagi Penutur Asing/BIPA*) is a program that facilitates foreign students to learn Indonesian language. This BIPA program has several classes or levels, namely beginning, intermediate

and advance classes. The learning process done by the teacher in each class is different. Beginning class as beginner class, the learning process done by the teacher emphasizes more on the drilling method. That is because the beginning class is beginner class for students who have just known about Indonesian language. BIPA teaching and learning activities in the classroom cannot be separated from the teachers' role in educating foreign students. In-class learning activities conducted by the instructor must be done well. Good language learning planning will result in good language learning (Toci, 2014).

Teaching materials should be developed thus Indonesian language learning could be run effectively (Nurlina & Israhayu, 2016; Suparsa, Mantra, & Widiastuti, 2017). The learning of Indonesian language should also include Indonesian for academic purposes, standard Indonesian, Indonesian for specific fields, Indonesian for research area, and academic culture (Kusmiatun, Suyitno, Hs., & Basuki, 2017). Other study also emphasized that teaching Indonesian language for academic purposes has specific characteristics (Kusmiatun, Suyitno, HS, & Basuki, 2017).

Learning strategies varied for each foreign students which depended on their previous knowledge in structures and punctuations and environment (Suyitno, Susanto, Kamal, & Fawzi, 2018). Thematic nature in Indonesian learning was suitable and interesting for foreign students (Read, 2002) thus it should be integrated in Indonesian language learning (Saddhono, 2015). Also, the teachers had to master the pedagogical aspect (Umanistici, Coniugare, & Forma, 2017).

One organizing body and guarantor of the BIPA learning quality of both in Indonesia and abroad is the Language Agency under the Indonesian Ministry of Education and Culture (Kemendikbud RI). Language Agency in BIPA Field have several visions: (1) Introducing Indonesian society and culture internationally in improving Indonesia's image abroad, (2) Increasing closer cooperation and expanding network with BIPA teaching institutions, both in Indonesia and abroad, (3) Providing support and facilitation to BIPA teaching providers, both in Indonesia and abroad, (4) Improving the quality of BIPA teaching, both in Indonesia and abroad, and (5) Improving the resources quality of BIPA teaching organizers in Indonesia and abroad.

BIPA education and learning provided for foreign students must be in accordance with the vision and mission of the Language Agency mentioned above. There are many things that can provide benefits when the implementation of BIPA education and learning is carried out properly. This must refer to BIPA's vision and mission also education programs in Indonesia. The vision and mission can be realized through sustainable education programs. In

addition, education programs at BIPA can be done by organizing the Indonesian language learning process based on the introduction of cultures in Indonesia.

### **Materials and Methods**

This qualitative research was conducted in January-March 2018. Descriptive qualitative was used to describe the substances of the content, i.e. 1) the nature of education management for foreign students studying in Indonesia; 2) implementation of education management in Indonesian Language Learning for Foreign Speakers (BIPA); 3) Indonesian language learning plans for BIPA students; and 4) the implementation of Indonesian language learning for BIPA students based on the introduction of Indonesian culture. Data was collected using observation, document analysis, interviews, and documentation. Twenty seven students were interviewed to gain information regarding the implementation of education management and the process of Indonesian Language based on Indonesia culture. Then, data analysis techniques are carried out by data collection, data reduction, data presentation, and conclusion drawing.

### **Results and Discussion**

Indonesian Language Learning for Foreign Speakers (BIPA) must be done well for overseas people who will study in Indonesia. This is in accordance with the mandate of the Law of the Republic of Indonesia No. 12 of 2012 concerning the implementation of education in universities which must be in harmony with the example and culture of the nation. One way to harmonize with Indonesian culture is that foreign students need to be taught and given education about Indonesian language both theoretically and practically through comprehensive and sustainable education. It also refers to the position of language that has an important role in human life, especially in interaction. Language as an identifier and also a connector is used by each individual to interact with each other.

The BIPA program is a non-formal education program organized for foreigners who want to learn Indonesian language with a specific purpose. The management of the BIPA program is certainly different from ordinary formal schools. Design and management of BIPA classes are based on needs and involved human resources and centered on students who are foreigners (Saputro and Arikunto, 2018). Program management is an implementation of management functions. The BIPA learning program needs to be well managed and developed to support the government's vision. The development of BIPA learning programs can be started by implementing effective learning program management.

### *Education Management for Foreign Students Studying in Indonesia*

The aim of education is not enough if they only teach students to become smart people and master technology. Education must consciously help students to be humans who have characters and intelligent people. Education should also instill habits about good things so that students can understand (cognitive), be able to feel and make choices (affective), and apply them in daily life behavior (psychomotor) with their own awareness, without having to be forced or reminded by others (Nurgiyantoro, 2011). Education should make humans more sensitive and reflective of their humanities toward themselves, the environment, others and their God. It is also related to the nature of learning that the three aspects/domains must also be reflected in Indonesian language learning in a broader and integrated context with character education and cultural based learning for students.

Education management is a process for coordinating various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, and so forth to achieve educational goals and objectives. Education management is something that must be prioritized for the continuity of education, so as to produce the desired impact. This must also be applied in the implementation of BIPA education and learning for foreign students studying in Indonesia. This can be done with the process from beginning to the end. *First*, students are given an introduction to education in Indonesia. *Second*, conveying the regulation and education system in Indonesia. *Third*, providing insight and knowledge about the learning process in Indonesia. *Fourth*, foreign students are given Indonesian language learning through the BIPA program which can be provision for students before actually engaging in the Indonesian community both on and off campus.

Good education management for foreign students studying in Indonesia is multiculturalism-based education. The concept of multicultural education needs to be understood in advance by all educators. Given that multiculturalism is a tool and ideology to improve the degree of humanity and must be seen in the perspective of its function for human life. Multicultural education supports and conveys cultural concepts, diversity, equality, social justice and democracy in the school environment. Multicultural education in Indonesian Language Learning for Foreign Speakers (BIPA) has the aim of building a person who has multicultural values and respects others. Multicultural education is given so that the BIPA learning program in Indonesia can be implemented correctly and in accordance with the vision, mission and the goal of the aspired learning program. In addition, multicultural education is given so that students have cross-cultural insights and become multicultural

individuals who can decide and resolve all social conflicts that stem from diversity conflicts (Reno, 2017).

### *Implementation of Education Management in Indonesian Language Learning for Foreign Speakers (BIPA)*

BIPA is an Indonesian language teaching given to foreigners who want to learn Indonesian as a foreign language. BIPA learners are grouped into three levels, namely beginning (novice), intermediate and advanced. It consists of four language skills competencies, namely: (1) reading, (2) listening, (3) speaking and (4) writing (Taftiawati, 2013). Foreign speakers can communicate well and effectively by learning Indonesian language. In addition, it can help foreign speakers understand more about Indonesia, including its ethnicity, culture, traditions and various things that relate to Indonesia.

Students of the BIPA program have diverse country and cultural backgrounds. For this reason, special treatment is needed in the management of education in organizing BIPA program. Program management is an implementation of management functions. The BIPA learning program needs to be well managed and developed to support the government's vision. The development of BIPA learning programs can be started by implementing effective learning program management. Daft (1991, p.5) defines the concept of management as “...*the attainment of organizational goals in effective and efficient manner through planning, organizing, leading, and controlling organizational resources*”. In this sense it contains two important things, the first is that there are four functions in management, namely planning, organizing, leading and controlling. Second, the achievement of organizational goals is carried out effectively and efficiently. To realize this, the implementation of the BIPA program must be based on needs and there must also be agreements on the rules in the BIPA learning process, both inside and outside the classroom, considering the BIPA learning process ideally not only in the classroom but also outside the classroom like utilizing diverse sources of literature and culture in Indonesia.

Management of BIPA class also requires regulations that must be agreed upon by foreign lecturers and students. The thing that needs to be considered in managing the BIPA program class is the teaching and learning process in the classroom. This regulation can be written and not written. At the beginning of BIPA learning, a lecture contract is made which contains the schedule of the learning material that will be carried out and the assignments and examinations for students. The regulations made are agreed upon by the lecturer and students and applies during the learning. The existing regulation must be carried out by the teacher

and students properly. If the teacher or students violate it, they will be subject to sanctions. This is done to create a climate of education and learning that is good and in accordance with the values of education and the nature of learning process in Indonesia.

### *Planning Indonesian Language Learning for BIPA Students*

Indonesian Language Learning for Foreign Speakers (BIPA) program requires the management of classes that are different from the class in general. The BIPA Program Class is a multicultural class consisting of students that are coming from different countries and cultures. The multicultural term is closely related to the foreign students because they are at the same place but do not share the same background, language, habits, religion, etc. These matters become challenging especially to the lecturers to condition the class into multicultural class. Therefore, there are many things that a teacher does in managing the BIPA program class. In managing the BIPA class sometimes innovative learning strategy and model are needed by integrating culture for example (Saddhono, 2015).

BIPA program has a set of learning tools that are different from formal schools. The learning implementation plan (*Rencana Pelaksanaan Pembelajaran/RPP*), syllabus, teaching material modules and textbooks are prepared by a special team in charge of the BIPA Program at their respective universities. The team made learning tools to provide a general overview of BIPA lecturers/instructors about the process of implementing learning in the field and the lecturers had the main reference in the implementation of learning in the BIPA program. However, for the planned implementation of learning in the classroom, the lecturers usually prepare independently before the lesson begins. From the planning that has been made, the lecturers just carry out what has been stated in the learning plan even though in reality the implementation is adjusted to the situation and conditions in the class. So that BIPA learning activities for foreign students will be acceptable and effective.

The differences in understanding brought by each multicultural learner are influenced by variety of cultures and backgrounds. It is not something wise to put all the differences together, but students must be able to adjust and survive in the new environment. This is reflected by the ability to uphold or embrace a new environmental culture, even though it is not entirely understandable. Multicultural students in the BIPA class learn about Indonesian culture and local culture. The teacher has its own way to convey the teaching material so that there is no misunderstanding between students and everyone who interacts with it. Problems certainly occur in the environment of multicultural students. This is caused by differences in cultural background, which if left unchecked can disrupt the conditions that have been

created in a conducive manner. In the end, the teacher needs an appropriate learning technique and tool to solve the problem. Teachers are required to be responsive and solutive in dealing with existing problems.

*Indonesian Language Learning Program for BIPA Students based on Introduction to Indonesian Culture*

Organizing culture-based BIPA learning is one step that can be actualized for foreign students who will stay and study in Indonesia in a relatively long time and even sustainable. With the existence of BIPA learning for these foreign students, it is certain that they will find it helpful to achieve the required Indonesian language competence and mastery standards. Not only that, the learning will also equip BIPA learners about Indonesian language skills and knowledge of diverse Indonesian culture. This is an important area to be done in order to provide an understanding of the diverse Indonesian culture so that it will help foreign students who take part in the BIPA learning program in interacting and adjusting according to the principles of life and character of Indonesia. In addition, there are aspects of culture that are involved and used in learning to attract the attention of foreign students in learning Indonesian.

Organizing culture-based learning can be carried out through outing class activities to several places. For example, foreign students studying at Sebelas Maret University (Universitas Sebelas Maret), Surakarta were invited to Kasunanan Palace, foreign students studying at Yogyakarta State University (Universitas Negeri Yogyakarta) were invited to take a trip to Malioboro, and foreign students studying at the Indonesian University of Education (Universitas Pendidikan Indonesia) were invited to play “angklung” at Saung Udjo, Bandung. These activities are concrete actions of the implementation of the BIPA program that can be carried out in culture-based manner.

The foreign speakers’ awareness of Indonesian culture can help foreign speakers to actualize themselves properly in Indonesian language (Budiana, et al., 2018). The cultural aspect supports foreign speakers in using Indonesian language in accordance with the situation and conditions of Indonesian people who are diverse and also have great cultural wealth. In addition, introducing Indonesian multiculturalism to foreign speakers can also foster positive and appreciative attitudes of foreign speakers to Indonesia's cultural wealth. Indonesian culture plays an important role as a means to facilitate foreign students in learning Indonesian language through the BIPA program. The aspects of Indonesian culture that are

used as supporting teaching materials and learning facilities are also able to cover all levels of BIPA classes (beginner, intermediate and advanced).

## Conclusion

Education that is suitable for the character of foreign students in the BIPA program is a multicultural education system. The implementation of multicultural education in the process of learning Indonesian language for foreign students (BIPA) is using diverse learning methods and strategies. Learning methods used are tailored to the needs and conditions of the BIPA class. The methods used by the lecturers are lecturing in class, tutorials, excursions, and cultural workshops. The cultural richness that exists in Indonesia has an important role in the implementation of BIPA learning program in Indonesia because Indonesian culture can be used as learning resources, learning module sources, material and textbook references, as well as direct means of interaction for foreign students to learn Indonesian language and culture.

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