

BIPA Teacher Delegation Program and Its Impact on Indonesian language internationalization: Analysis of Rasch Models

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Abstract. Efforts to enhance the global recognition of the Indonesian language involve activities that need to be executed in a quantifiable, strategic, and sustainable manner. Internationalizing Indonesian, aside from being legally mandated, reflects Indonesia's response to the age of globalization and economic openness, aimed at providing opportunities for foreigners to engage with Indonesian language and culture. One of the initiatives taken by the Badan Bahasa is dispatching Indonesian for Foreign Speaker (BIPA) teachers to ASEAN nations. In this context, this research seeks to assess the impact of deploying BIPA teachers to ASEAN countries on the internationalization of the Indonesian language. The research employed a survey as its primary tool, with data analyzed using the Rasch Analysis approach and processed using Winstep software. The results indicated an improved status of the Indonesian language in the target countries, as evident in the potential establishment of Indonesian language study programs. Furthermore, the findings also highlighted the increasing use of Indonesian as the medium of communication within the target institutions in these countries.

Keywords: BIPA teaching program, Indonesian language internationalization, BIPA ASEAN, rasch analysis.

1 Introduction

Language as a means of communication has a big impact on human life. In international management, language has a broad impact, such as cross-cultural communication, international negotiations, knowledge transfer and management, headquarters-subsidiary and subsidiary-subsidiary relations, as well as control, coordination, and integration in multinational companies [1]. In communicating on an international scale, it is necessary to have an international language that is mastered by the parties communicating. What is meant by "international language" is the language used as a means of communication between nations [2]. At this time, English occupies the top position as an international language used as an official language between countries in the world. The position of English as an international language is largely due to the demographic, economic, and political strength of English-speaking countries, as well as their "moral" superiority compared to Russia, Germany, and France due to their cruelty or nationalist arrogance [3].

Even so, internationalizing the Indonesian language is not impossible. The internationalization of Indonesian language as an effort to improve the function of Indonesian to become an international language is an activity that is carried out in a measurable, planned and sustainable manner [4]. This is in line with Law Number 24 of 2009 Article 44(1) which mandates that "The government increases the function of Indonesian language to become an international language gradually, systematically, and continuously".

Indonesia has the opportunity to become an international language, as stated by Subangun [5] that the internationalization of Indonesian is supported by facts such as Indonesian having a simple structure; number of speakers; wide distribution; foreigners' interest in Indonesian; and the use of Indonesian on WordPress sites. Besides, this possibility can be realized, because currently there are 400 million Indonesian speakers spread across 156 countries [6]. Seeing these conditions, the Indonesian language suffers greatly from becoming the language of international association. Entering the global era and with the opening of the job market in Indonesia, opens wide opportunities for foreigners to enter various jobs [7]. This encourages them to learn Indonesian so they can communicate better with officials, colleagues, employees, or the general public in Indonesia [8]. Therefore, these conditions demand more needs for BIPA teaching programs [9].

In accordance with the mandate of the law, Language Development and Fostering Agency (Badan Bahasa) as an institution tasked with internationalizing the Indonesian language since 2015 has organized the Indonesian for foreign Speaker (BIPA) program. One of the important programs of BIPA is delegating teachers to various countries. The BIPA teacher delegation program is so far considered the best strategy for achieving the goal of Indonesian language becoming an international language. In research conducted by Nurhuda et al [10], it was explained that the strategy for internationalizing Indonesian through the BIPA program included: (1) developing BIPA institutions in every country that has diplomatic relations with Indonesia; (2) internalization of Indonesian cultural material in BIPA material; (3) internalization of Indonesian music material in BIPA material; and (4) requiring Indonesian Language Proficiency Test (UKBI) for foreigners who will work or study in Indonesia.

The success in implementing the program to send BIPA teachers to countries around the world plays an important role in the main objective of the program, namely the internationalization of the Indonesian language. In learning a foreign language, the role of the teacher as an ambassador for the relevant country is needed. As explained in Llorca's [11] research, English teachers must be ambassadors of English in the classroom, that is, they must teach the language and simultaneously must be able to introduce the social conventions, ideologies and cultural expectations of the English-using community. Apart from that, Muliastuti [12] explained that the spread of Indonesian through BIPA teaching will be successful if it is supported by teaching and non-teaching components. The BIPA teaching components are determined by BIPA teachers, BIPA activists, the government, and parties involved in improving the quality of BIPA teaching. Meanwhile, the non-teaching component of BIPA is related to formulating policies that can attract foreigners' interest in learning Indonesian.

The sending of BIPA teachers is in line with the current progress in the use of Indonesian language in ASEAN that can be used as an introduction to knowledge. This is proven by the formation of joint working groups with ASEAN countries such as the Philippines, Timor Leste, Cambodia, as well as bilateral agreements. In the ASEAN region, Indonesian language is considered a foreign language so the approach taken is a foreign language approach. This Indonesian language internationalization program indicates the serious government's effort

because English has become an international language like today, not through a special program like this. The efforts made by Badan Bahasa are actually in line with the current era of globalization, where all languages strive to gain international status.

To complete the needs of Indonesian language learner abroad, Badan Bahasa sends teachers to ASEAN countries. From 2015 to 2018, Badan Bahasa has delegated 514 BIPA teaching staff to several countries, especially ASEAN. Since the start of sending the BIPA teachers, a lot of research has been conducted on the internationalization of Indonesian through BIPA as well as research by each teacher explaining the conditions of the class and the country in which they teach. However, there has been no comprehensive evaluation regarding the sending of these BIPA teachers in ASEAN. According to that issue, researchers conducted a study which aims to 1. identify aspects are considered proper enough by BIPA partners/institutions abroad, especially in ASEAN; 2. identify aspects that are considered not proper; and 3. identify do BIPA delegation teachers could potentially improve the status of Indonesian language in formal institutions, such as universities.

2 Methods

This research, in accordance with its objectives using survey research methods. The reason is because research aims to identify aspects are considered proper enough by BIPA partners/institutions abroad, especially in ASEAN; identify aspects that are considered not proper; and identify do BIPA delegation teachers could potentially improve the status of Indonesian language in formal institutions, such as universities.

The instrument used was a questionnaire, especially a closed questionnaire with two answer options, namely yes and no. The questionnaire consists of 14 questions which can be categorized into 3 main sections, namely 1. teacher competence; 2. internationalization efforts; and 3. the impact of internationalization efforts on the status of the Indonesian language in the target countries. The fourteen questions can be seen in the appendix. The participants in this study were 21 participants representing BIPA organizing institutions.

Table 1. BIPA Institutions .

No	Institution	Country
1	KBRI Hanoi	Vietnam
2	Atase Pendidikan dan Kebudayaan	Thailand
3	KBRI	Việt Nam
4	Naresuan	Thailand
5	Polytechnic University of the Philippines	Philippines
6	PUP Manila	Philippines
7	Faculty of Liberal Arts, Maejo University, Chiang Mai	Thailand
8	CEU	Philippines
9	Hanoi University	Vietnam
10	University of Social Sciences and Humanity, Vietnam National University, Hanoi	Vietnam
11	Instituto Superior Cristal	Timor Leste
12	UNDIL	Timor Leste
13	Escola Secundario Tecnica Vocacional Grupo Tecnologia E Industria Belora (Estv-Gti)	Timor Leste
14	Heritage International School	Timor Leste
15	ESSA-Baucau	Timor Leste
16	Universidade de Paz	Timor Leste
17	Pusat Budaya Indonesia	Timor-Leste
18	University of Perpetual Help System Delta Calamba	Philippines
19	National Commission for Culture and the Arts	Philippines
20	Ateneo Center for Asian Studies, Ateneo de Manila University	Philippines
21	Institute of Islamic Studies UP Diliman	Philippines
22	KBRI Hanoi	Vietnam
23	Atase Pendidikan dan Kebudayaan	Thailand

All participants were asked to answer questions in September 2019 online. This method was chosen to save time, effort, and cost. In addition, with the availability of technology, this method is easier because the data can be directly processed. The data was collected from four ASEAN countries, namely Timor Leste, Thailand, the Philippines and Vietnam. These countries were chosen because they have received the most teachers from Badan Bahasa over the past few years.

After all the data is collected, the data is analyzed in the following stages.

1. The results of the respondents' answers obtained from the Google form and then exported to Microsoft Excel
2. Answers from 21 respondents are indicated by number 1 for YES answers and number 0 for NO answers and displayed in Excel form.

3. The results of these answers are then processed by entering the Excel data into WINSTEPS version 4.2. As a tool for analyzing the results of respondents' answers using Rasch Analysis.
4. The results of analysis and calculations using WINSTEPS version 4.2 are shown in the graph below.

After being analyzed, the data are discussed, interpreted, compared with previous theories and research. Discussion of research results will be presented below.

3 Result and Discussion

The research results will be presented in three main sections in accordance with the research objectives described above.

3.1 Teacher competence

Regarding teacher competence, there are several things that participants are asked to evaluate or respond to, including 1) Competence of teaching teacher, 2) ability to use media, and 3) teacher's ability in arts/culture. After the data was analyzed, it was found that all aspects were considered positive or good by twenty one participants. Regarding data on teacher competence, there is data that needs to be conveyed, namely whether there are participants who rate it less positively. This needs to be paid attention to by the Language Agency (Badan Bahasa) and in the future there needs to be improvement. This is a very important aspect because the teacher's ability to use the media plays an important role for the success of students in learning a foreign language. The ability of a good teacher will make Indonesian language potentially used by many people. Thus, Indonesian has the potential to become an international language.

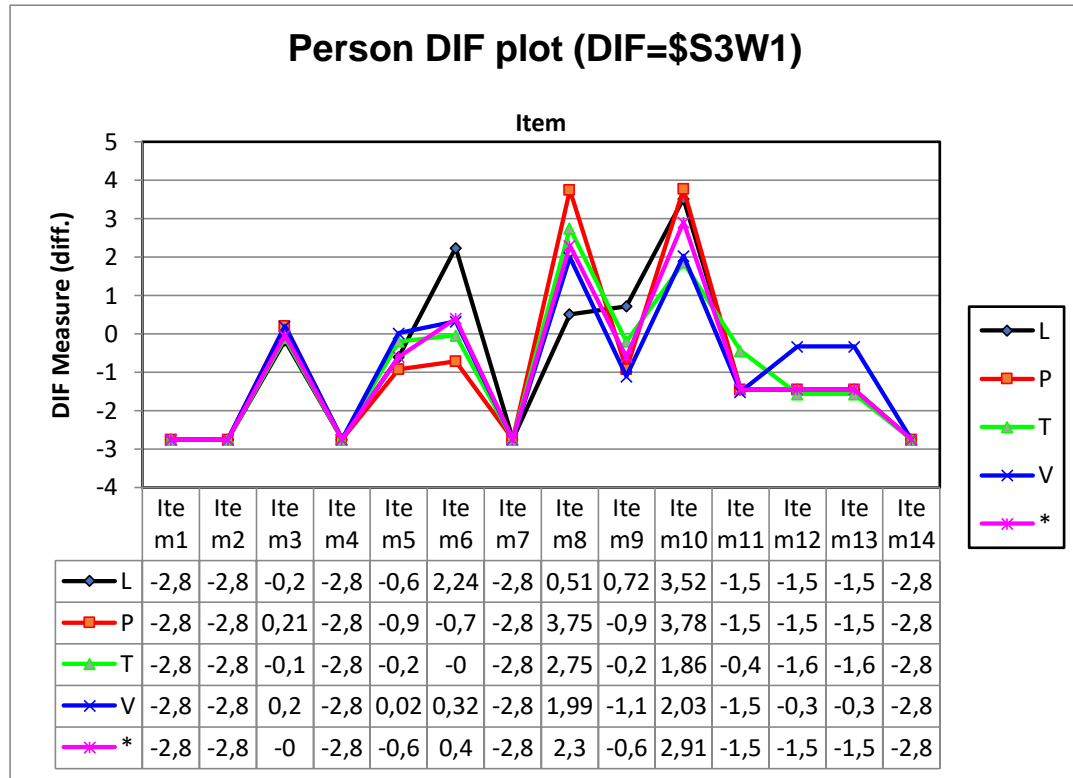
3.2 The action of Indonesian language Internationalization

Data from the questionnaire to obtain this data is presented in five questions: 1) Is there an increase in the number of students studying Indonesian at your institution; 2) are there plans to establish an Indonesian Language Study Program at your institution/university? 3) Is there an increase in the number of students wanting to visit and study in Indonesia? 4) Is Indonesian one of the languages for communication within your institution/university? 5) is mastering the Indonesian language beneficial to your students or institution?

Based on the results of the questionnaire, 21 people said that the program for sending BIPA teachers was in line with the goals of internationalizing the Indonesian language.

3.3 The impact of language internationalization on the status of Indonesian in the target country

Table 2. Summary impact of language internationalization on the status of Indonesian in the target country



Based on the information from the graph above, it is obtained that response information to sending BIPA teachers varies quite a bit from country to country. In item number 1 it is known that all countries state that the BIPA teacher program is beneficial for institutions in their respective countries. Likewise with the quality of the teachers sent by Center for Language Strategy and Diplomacy Development (in Indonesia PPSDK) to the country in question (item 2) and the suitability of the syllabus or curriculum to the needs of students (item 4). For the suitability of textbooks (item 3) with the needs of teaching Indonesian in several countries it is considered less suitable, namely Vietnam (0.20 logit) followed by the Philippines (0.21 logit). Meanwhile, in the countries of Timor Leste (-0.17 logit) and Thailand (-0.1 logit) BIPA teaching materials with institutional needs are appropriate.

Regarding to the increase in the number of students learning Indonesian (item 5) in each country, information was obtained that Vietnam is a country that has the highest level of difficulty in

increasing the number of students learning Indonesian (0.02 logit), followed by Thailand (-0, 2 logit) then Timor Leste (-0.6) and the Philippines (-0.92).

Furthermore, regarding the plan to establish an Indonesian language study program (item 6), it is known that the Philippines is the country that has shown the most interest in establishing an Indonesian language study program (-0.71 logit), on the other hand, Timor Leste is a country that is considered the most difficult to establish a program. Indonesian language studies (2.24 logit) followed by Vietnam (0.32) and Thailand (-0.04 logit).

In item 7, information is obtained that all countries show an increase in the number of students/students who wish to visit/study to Indonesia (-2.75 logit). For information about the Indonesian language, which is one of the languages of communication within institutions/universities (item 8), information is obtained that the Philippines is the country with the highest level of difficulty (3.75 logit), followed by Thailand (2.75 logit) then Vietnam (1.99 logit) and the easiest country is Timor Leste (0.51).

Information regarding the performance of Badan Bahasa and Atdikbud RI (item 9) obtained information that Vietnam was the country with the highest Badan Bahasa and Atdikbud performance (-1.11 logit), followed by the Philippines (-0.92 logit), then Thailand (-0.2 logit) and finally Timor Leste (0.72 logit).

For information regarding tracer study research (item 10) at institutions or universities (item 10), information is obtained that Thailand (1.86 logit) is the easiest country to conduct tracer study research when compared to Vietnam (2.03 logit), then Timor Leste (3.52 logit), and the Philippines (3.78 logit).

For the strategy used by BIPA teachers (item 11), it is known that Vietnam is a country that has teachers with learning strategies that best suit the needs of students (-1.51 logit), followed by the Philippines and Timor Leste (-1.45 logit), and the country that has the most difficulty in developing teaching strategies that suit students' needs is Thailand (-0.44 logit).

While item 12 is known that Thailand is the country where the learning media used most support the process of student learning, followed by the Philippines and Timor Leste. Meanwhile, Vietnam is a country with learning media that at least supports the process of student learning compared to the other three countries.

The usefulness of Indonesian for students or institutions (item 13) shows that Thailand is the country that gets the most benefits when compared to the other three countries. Meanwhile, Vietnam is a country that has the lowest level of mastery and usefulness of the Indonesian language.

BIPA teachers (item 14) apart from having the ability to master the Indonesian language, other skills/expertise possessed are also able to provide added value in BIPA learning in the four countries where this study was conducted.

Data on this matter were obtained from 4 questions in the questionnaire, namely questions 1) Is there an increase in the number of students learning Indonesian at your institution; 2) Are there plans to establish an Indonesian Language Study Program at your institution/university? 3) Is there an increase in the number of students wanting to visit and study in Indonesia? 4) Is Indonesian one of the languages for communication within your institution/university?

This shows that delegating BIPA teachers has the potential to improve the status of Indonesian in the target country, at least in the institution where the teacher is assigned

4 Conclusion

The effectiveness of assigning BIPA teachers to four ASEAN countries is considered to have exceeded the expectations of our international partners. The competence of these teachers in utilizing media is highly praised, with an impressive 95.24% of participants expressing satisfaction.

The internationalization program for the Indonesian language should be pursued with even greater dedication in order to attain the desired objectives, aligning with the proactive efforts made by other nations.

The deployment of BIPA teachers has had a notable impact on the status of the Indonesian language in the target country. This is evident through the transformation of Indonesian from being an elective subject to becoming a focal area of study in these countries.

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