

Interaction of BIPA (Indonesian Language Foreign Speakers) Learners Towards Learning Indonesian Language Based on Local Wisdom of North Sumatra

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Abstract. Indonesian, as a modern means of communication, has also been able to carry out its function in administering government, education, and developing science, technology, and art. This research aims to determine the form of interaction between BIPA students' acculturation towards Indonesian language learning based on the local wisdom of North Sumatra. The method used in this research is descriptive qualitative, conducted by conducting literature studies and field observations in the classroom. The results of this research found that there was interaction between BIPA students regarding Indonesian language learning based on the local wisdom of North Sumatra. BIPA learners actively use variations such as Indonesian, English, and regional (Medan) languages to communicate in class.

Keywords: Learning, Indonesian for Foreign Speakers, Local Wisdom.

1 Introduction

Indonesian is designated as the official language of Indonesia based on Article 36 of the 1945 Constitution. The Indonesian language has experienced significant and rapid development since then. Recent achievements have made the Indonesian language an essential representation of national identity and a tool to unite various ethnic groups with different social, cultural, religious, and linguistic backgrounds [1]. In addition, Indonesia has also achieved success. Furthermore, Indonesian has served as the primary language for modern communication in education, government administration, and the advancement of science, technology, and the arts. Religious culture is integral to contemporary communication in education, government administration, and advances in science, technology, and the arts. In addition to the progress that Indonesian society has made in the contemporary global period, Indonesia's involvement in international relations has elevated Indonesia to the status of one of the world's major languages. As a result of Indonesia's participation in international relations and the progress made by the country in the contemporary global period, Indonesian is now considered one of the world's major languages. This is further reinforced by Indonesia's increasingly influential position worldwide. This is mainly due to its involvement in helping to resolve political conflicts in various regions and its geographical location on a very strategic sea route. Indonesia's position in the global arena is increasingly essential. This is mainly due to its involvement in helping to resolve political conflicts in various regions and its geographical location on a very strategic sea route. Due to these factors, many foreigners have been interested in learning Indonesian to

achieve multiple goals, including trade, politics, arts and culture, and tourism. In addition, there is evidence to support this. It confirms that cross-cultural exchange has the power to shape a culture. It has the power to shape a culture.

Data from the Language and Book Development Agency of the Ministry of Education and Culture (Kemendikbud) reveals that overseas students are now being taught Indonesian language courses at several institutions at home and abroad. The Language and Book Development Agency of the Ministry of Education and Culture (Kemendikbud) reveals that overseas students are now being taught Indonesian language courses at several institutions at home and abroad. Now, 45 or more domestic institutions offer Indonesian language teaching for foreign speakers (BIPA), including universities and course providers. Meanwhile, BIPA teaching guides have been provided in 36 countries worldwide through 130 institutions, including universities, foreign cultural centers, Indonesian Embassies, and educational institutions. The Indonesian language program for foreign speakers, or BIPA, is designed for individuals who wish to acquire Indonesian as a second language. This study aims to characterize how BIPA learners, multicultural acculturation, and multicultural learners interact with the traditional wisdom of North Sumatra. Acculturation interacts with the conventional wisdom of North Sumatra. Previous research explains that there had been mutual adaptation between the Sundanese immigrants and the Rejang ethnic group as natives. The existence of mutual respect and respect between ethnic immigrants and natives allows each ethnic group to carry out its own culture[2].

One aspect of one component that can help foreign language learners become more proficient in speaking another language is linguistics. Which was found to help foreign language learners become more proficient in speaking another language, li, and linguistics [3]. BIPA learning can be separated into two categories: (1) BIPA learning for general purposes and (2) BIPA learning for academic purposes. These categories are based on the previously mentioned goals of Indonesian language learning. (1) BIPA learning is for general purposes, and (2) BIPA learning is for academic purposes. These categories are based on the previously mentioned Indonesian language learning objectives. The general purpose of BIPA learning is to focus on communication demands. BIPA concentrates on the needs of communication [4]. BIPA is a program created to teach international students the language and culture of Indonesia to English students. And Indonesian culture. The education offered by BIPA aims to improve students' knowledge of Indonesian culture and their ability to speak Indonesian [5]. Indonesian Foreign Language Program (BIPA), international students communicate with each other in Indonesian during all university events, such as presentations, group discussions, and lectures. Indonesian Foreign Language Program (BIPA), international students communicate with each other in Indonesian during all university events, such as presentations, group discussions, and lectures [6].

Malay culture has a strategic role in the context of North Sumatra. North Sumatra Malay culture has been known as a contributor to the civilization of the Malay World. The cultural arts unique to the Malay people of North Sumatra are oral and written literary works, one of which is pantun. Pantun is usually delivered at traditional Malay ceremonies and aims to describe the types of speech acts used in Malay pantun and the pragmatic power in people's speech acts. The cultural interaction contained in the research results of this document is in the form of knowledge about indigenous culture. The textbooks owned by BIPA students contain material about Indonesian customs and culture; the material teaches how to get acquainted, how to bathe, how to get family in Indonesia, how to shop, and how to make friends at school. This learning helps BIPA students learn more about Indonesia, not only art and Indonesian culture. The cultural

interactions contained in the document research results are in the form of groups of people with different cultures; these groups communicate intensively with each other to adapt. BIPA teacher actions to minimize contraventions in the learning process, the document research results have not yet been seen for BIPA students.

2 Research Methods

In descriptive qualitative research, whose source data is not known and the results of previous research, researchers usually determine the appropriate way to obtain it, which includes using purposive sampling, which has a tendency for researchers to select informants based on positions with specific access who are deemed to have information related to the research. It is a comprehensive problem and is a reliable source of information. The type of data source in the form of humans in research is generally respondents. In qualitative research, the position of data sources in the form of humans (resources) is critical, as is their role as individuals with information. Presenting open information and following the informants' tastes requires special abilities for qualitative researchers in data collection to be flexible and critically understand various important information, which directly impacts the stability of research quality [7].

3 Result and Discussion

The result of this study is the conventional nautical implicature of Hang Tuah University Sailing Vocational Faculty cadets who have carried out sailing practices. The form of nautical conventional implicature this study is divided into several parts, in the first part is a nautical conventional implicature for the mention of the names of objects on the ship. In the second part of the conventional nautical implicature to refer to the terms in the voyage. In the section when the conventional nautical implicature to refer to the codes in the voyage. The following are the explanations and forms of nautical conventional implicatures mentioned by the cadets of the Hang Tuah University Sailing Vocational Faculty after sailing practice[8].

The results of the research document are in the form of learning books used by BIPA students to learn Indonesian. The books are in the form of one material book and one practice book/assignment book. In practice books, the material taught only supports the learning book/material. BIPA students choose Indonesia for various reasons, such as Indonesian people being friendly and Indonesia having beautiful places. Apart from that, life in Indonesia is similar to that in their home country. There is a cultural acculturation process that occurs in BIPA students to make it easier for them to speak Indonesian quickly and adapt to Indonesian society, especially in the city of Medan.

Try: "Why did you choose Indonesia as Darmasiswa's destination?"

Lyn: "My focus is Indonesia, so I want to learn about it directly. "After I go home, I will continue my studies in Vietnam.

A similar answer was found when Uswati, a student from Thailand, was asked this question.

Try: "Why did you choose Indonesia as your study destination?" Uswati: "I want to continue my Masters education in Indonesia." Try: "Wow, what majors are there in Thailand?"

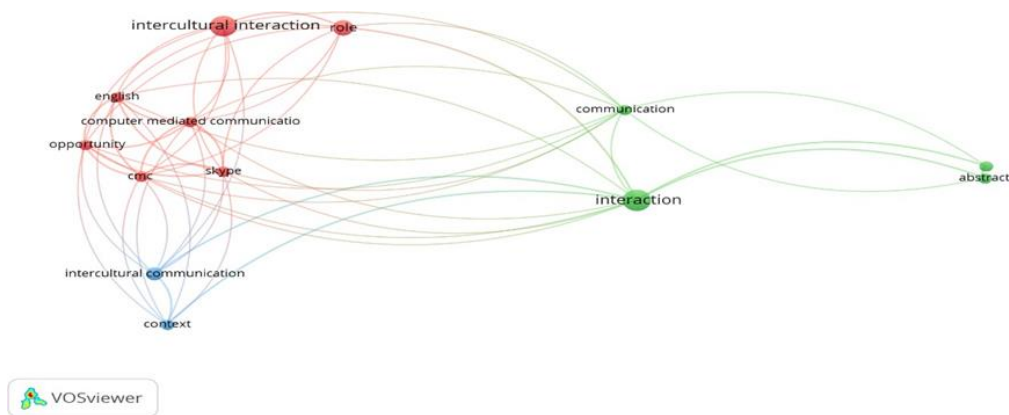
Uswati : "Malay literature. Indonesian is more similar to Malay literature."

Students from Nigeria, Tanzania, Sirena Leon, Ethiopia, Mexico, and Poland have never studied Indonesian culture in their home countries, so they have difficulty speaking Indonesian. The student learned the language and culture when he arrived in Indonesia. The international students said that Indonesians are very polite and kind. Based on the interview findings, the international students said they were happy living in Indonesia because the Indonesian people, especially Solo, were amiable and polite. The reason BIPA students come is to broaden their knowledge. Therefore, these BIPA students still experience language problems. The research results show that each stage of the interaction process occurs between BIPA students and the community and Indigenous students. BIPA learners have their own characteristics. Therefore, it is hoped that the findings of this research will serve as a guide for those involved in academia and government to enact laws that support BIPA. Learners, when they first live in Indonesia, can learn about the culture. And the Indonesian people's language, especially North Sumatra's culture. There are also many studies that explain culture, such as research, which states that cultural differences lead to cultural mixing[9]. The following are some research results on interactions and Sumatran culture in particular. 40 studies examine interactions and culture in North Sumatra.

Table 1. SLR (Systematic Literature Review)

Research Title	Research methods	Research result
<i>Intercultural interactions in Chinese classrooms: a multiple-case study</i>	Case study	It was found that the differences in a classroom's empowerment and confidence, structure and space, modeling and reinforcement, and openness and trust were significant have found that the differences in a classroom's empowerment and confidence, structure and space, modeling and reinforcement, and transparency and trust were substantial.
<i>Positionality and reflexive interaction: a critical internationalist cultural Studies approach to Intercultural collaboration</i>	Case study	to look at intercultural competence for critical and internationally oriented citizenship with a concrete, contextual, position-specific, and specialized approach rather than an abstract approach.
<i>Making intercultural learning in EFL lessons engaging – The role of teaching processes and individual learning prerequisites and their interactions</i>	Qualitative	to see classroom students and encourage students to make their own decisions to be more engaged, which is more interesting than other types of lessons. Then, other types of lessons. Although every student found the teaching interesting, not all enjoyed the lessons. Intercultural sensitivity and students' interest in EFL contribute to the explanation of some

		within-class variance.
Co-occurrence of speech and gestures: A multimodal corpus linguistic approach to intercultural interaction	Qualitative	Speakers with high speaking skills tend to use more gestures that reinforce and integrate speech, suggesting that speakers' diverse linguistic backgrounds less influence the relationship between gestures and speech.
<i>Intercultural and interpersonal communication failures: analyzing hostile interactions among British and Spanish university students on WhatsApp</i>	Qualitative	illustrates individuals' many different language strategies to initiate, continue, and intensify conflict discussions. These strategies are related to speakers' failed attempts to decipher and negotiate each other's intended meanings during contact. Individuals use them to initiate, continue, and intensify conflict discussions. These strategies are related to speakers' unsuccessful attempts to elaborate and negotiate each other's intended meanings during contact.
<i>Student Attitude to Intercultural Communication and Intercultural Interaction in Social Networks</i>	RnD	Relationships with representatives of other national and ethnic groups; feeling uncomfortable when talking to people from different cultures; belief that losing one's ethnic identity is a bad thing; lack of attention to the value and cultural equality of everyone.
<i>Effective Creative Intercultural Communication In The Context Of Business Interaction: Theoretical And Practical Aspects</i>	RnD	Creativity is an essential component of cross-cultural commercial communication. The author claims that a detailed synthesis of these elements makes it easier to fully understand what constitutes successful cross-cultural business contact.
<i>Intercultural Development During Short-Term Study Abroad: The Role Of Intensity Of Interaction On Cross-Cultural Sensitivity</i>	Qualitative	The students' CCS did not develop very much. Nonetheless, the level of engagement increased over the semester, although it did not impact the improvement of CCS.



Based on the picture above, a strong relationship exists between interactions and intercultural interactions in North Sumatra. North Sumatra is rich in culture and natural wealth, making it one of the destinations for BIPA students to study the Indonesian language and culture, especially North Sumatra culture, while enjoying the natural beauty presented in North Sumatra[10].

4 Conclusion

The study employs a descriptive qualitative research methodology, specifically qualitative research, explicitly utilizing case studies as the primary approach. The study contributes to the body of knowledge in BIPA research by examining the intercultural interactions of BIPA learners using the local wisdom of North Sumatran culture. Learning and conversation studies will be used to examine cultural insights. This will include exploring the similarities between immigrant and regional cultures and investigating how age affects second language learning. Conversation will be used to examine cultural insights. This exploration will include exploring the similarities between immigrant and local cultures and investigating how age affects second language learning. Research has been conducted on the educational background of BIPA learners learning Indonesian. This research is expected to generate new hypotheses about the development of tolerance in BIPA learners. Previous studies in Indonesia can be a valuable resource for improving and expanding the repertoire of current research, thus providing support for pre-existing research.

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