

The Contribution of Indonesian for Foreign Speaker (Bahasa Indonesia bagi Penutur Asing/BIPA) in Islamic Universities for Developing World Civilization

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Abstract

Indonesian for Foreign Speaker or Bahasa Indonesia bagi Penutur Asing (BIPA) in Islamic Universities or PTKI grows rapidly, nationally and internationally, supported by strong regulation especially by Ministry of Religion Affair. It makes the existence of BIPA is able to contribute to develop world civilization, in accordance to the functions of language namely heuristics and referential. The objective of this research is to explain the contribution of BIPA in PTKI in developing the world civilization. The research used analytical descriptive method with qualitative approach. The sources of the data were informants from UIN Raden Mas Said Surakarta, UIN Syarif Hidayatullah Jakarta, UIN Tulungagung. They were teachers of BIPA in PTKI; managers of BIPA PTKI; International Office PTKI, managers of Indonesian Education Department in PTKI; documents, and events. The techniques collecting the data are in-depth interview, content analysis, and observation. The data were analyzed using interactive model by Miles & Huberman. The result of the study showed that BIPA PTKI was able to develop the world civilization. It was proven by the increasing numbers of foreign students who studied in PTKI, the delegated lectures of PTKI to teach delicate Indonesian culture, introduce moderate Islam to the world's citizens so they can be accepted well by the world's citizen. For this reason, Indonesia, especially PTKI, language, culture, and moderate Islam are well-known by the world's citizens resulting the increasing numbers of cooperation and MoU between PTKI and many national and international institutions.

Keywords: BIPA; PTKI; World Civilization.

A. Introduction

Indonesian has developed rapidly and been known by international citizen so many of them study Indonesian language and culture. Indonesian studied and used by foreigners is usually known with Bahasa Indonesia bagi Penutur Asing (BIPA) or Indonesian for Foreign Speaker. Factually, Indonesian was recognized on October 28, 1928 on Youth Pledge event, one of which points was rising Indonesian as unity language. Legally, Indonesian was confirmed as legal language on Indonesian Independence Proclamation on August 17, 1945. It makes the Indonesian language having stronger position and accelerated internationally.

Related to developing era, Indonesian is also developing. It deals with the universal characteristic of Indonesian which means open for the interference of other languages, local or foreign ones. Sociologically, Indonesian always faces users who create language variations. Pragmatically, Indonesian is related to contexts which have strong role in determining the speakers' meanings in communicating with others and has external characteristics. Semantically, Indonesian is related to linguistic meaning, linguistik sense which has internal characteristics. Those three terms affect the development of Indonesian because one of main functions of language is for communication¹. Beside this function, Indonesian also supports and develops the science. Halliday uses the term of heuristics in explaining the function of language to get science to study the environment. Meanwhile, Jakobson uses the term of referential in explaining that by language, someone learns to know everything about the environment, including religion, moral, culture, customs, technology, and science.²

The function of Indonesian which is more fixed makes Indonesian position stronger, especially in contributing to world civilization. The civilization here includes culture which has farther and complex technology system, architecture, arts, governmental

¹ Robert Sibarani, *Antropolinguistik*. Medan: Penerbit Poda, 2004, p. 39-40.

² Muhammad Farkhan, *An Introduction to Linguistics*. Ciputat: Lembaga UIN Jakarta dengan UIN Jakarta Press, 2006, p.9.

system, and science³. It is related to the meaning of civilization in Oxford Dictionary “a society which has its own highly developed culture and way of life” or “an advanced state of social and cultural development, or the process of reaching this state”. Civilize means “to make people or a society develop from a low social and cultural level to a more advanced one”⁴.

Some Islamic Universities or *Perguruan Tinggi Keagamaan Islam (PTKI)* catch this change in giving distribution to develop world civilization through Indonesian. The Indonesian here is BIPA.

Nowadays, Islamic universities develop rapidly, domestically as well as internationally. Some indicators supporting those things are the numbers of foreign students studying in Indonesian Islamic Universities (PTKI); some lecturers in PTKI are recommended to teach language, culture, and introduce Islamic civilization abroad so that Indonesian language and culture and moderate Islam become more well-known by world civilization; some lecturer in PTKI have research on BIPA abroad. Those make PTKI become more well-known by international citizen so it improves the international cooperation between PTKI with other international institution; the delicate and polite Indonesian language and culture are more well-known, and Islam is known as moderat⁵ especially for those anti-Islam countries.

There are some main regulation from ministry of religion affairs to strengthen the function of Indonesian nationally and internationally, such as Regulation of Religion Affair Ministry Number 38 year 2015 about scholarship and student activities for foreign students in Indonesia (verse 8-9); Regulation of General Director of Islamic Education number 6244 year 2019 about national standard of Indonesian teacher training for foreign speakers (BIPA) in PTKI.

Those regulations strengthen the function of Indonesian nationally and internationally so BIPA will able to contribute in

³ Badri Yatim, *Sejarah Peradaban Islam*. Jakarta: Rajawali Pers, 2014, p. 2.

⁴ Oxford University Press, *Oxford Wordpower*. New York: Oxford University Press, 2003, p. 127.

⁵ Fariz Maulana Akbar, “Peranan dan Kontribusi islam Indonesia pada Peradaban Global” *Jurnal Kajian Interdisipliner Islam Indonesia* Vol. 10 no. 1 (2020), pp. 51.

developing world civilization. Therefore, the conduction of BIPA in PTKI should be concerned, including the curriculum.⁶ This research will discuss about the contribution of BIPA in PTKI for developing the world civilization.

B. Method

This research uses analytical descriptive method with qualitative approach. The sources of the data are informants from UIN Raden Mas Said Surakarta, UIN Syarif Hidayatullah Jakarta, UIN Tulungagung. They are the teachers of BIPA in PTKI; the managers of BIPA PTKI; International Office of PTKI, managers of Indonesian Education Program in PTKI; documents, and events. The techniques of collecting data are conducted with in depth interview, content analysis, and observation. The data analysis uses interactive model by Miles & Huberman.

C. Results and Discussion

1. BIPA Teaching in PTKI

This research focuses only on three Islamic universities or PTKI, they are UIN Raden Mas Said Surakarta, UIN Syarif Hidayatullah Jakarta, and UIN Sayyid Ali Rahmatullah Tulungagung. The researcher chooses them because they have Indonesian Education Department (TBI) and BIPA Program (except UIN Tulungagung because it only has matriculation program), as well as foreign students who study at those universities. Actually, there is another PTKI which has BIPA program but it does not have TBI department that is UIN Malang. There are other PTKIs which have numbers of foreign students but they do not have BIPA institutions and TBI department, such as UIN Sunan Ampel Surabaya and UIN Sunan Kalijaga Yogyakarta.

In addition, TBI departments in PTKI are in small number. There have been only thirteen PTKIs (when this article was written)

⁶Abdul Rahman; Idi Warsah, Ali Murfi. "Islamic Education System in Singapore: Current Issues and Challenges" *Jurnal Pendidikan Islam* Vol 8, no. 02 (2019), pp.198, doi: 10.14421/jpi.2019.82.197-222.

such as UIN Raden Mas Said Surakarta, UIN Syarif Hidayatullah Jakarta, IAIN Madura, IAIN Syekh Nurjati Cirebon, UIN Tulungagung, IAIN Curup, IAIN Bengkulu, IAIN Malikussaleh Lhokseumawe, UIN Sultan Syarif Kasim Riau, IAI Al-Qolam Malang, IAIDA Blokagung Banyuwangi, and Universitas Islam Zainul Hasan Probolinggo, as well as IAIN Kediri. All of those PTKI are associated in Association of Indonesian Education Departments or Ikatan Program Studi Tadris Bahasa Indonesia PTKI (IPTABI). Not all of those thirteen PTKIs have foreign students and not all of them have BIPA programs. TBI departments in PTKIs which have had BIPA programs are UIN Raden Mas Said Surakarta and UIN Syarif Hidayatullah Jakarta. Meanwhile, other PTKIs have had foreign students but not BIPA institutions, such as UIN Tulungagung. BIPA is included in learning subjects in department and all PTKIs include it in curriculum⁷.

BIPACurricula used in PTKI are formal curriculum and hidden curriculum which are integrated in department curriculum. Formal curriculum is based on BIPA material in levels of A1, A2, B1, B2, C1, C2 from *Badan Pengembangan dan Pembinaan Bahasa, Permendikbud* Number 27 year 2017 about standard of graduation or SKL BIPA, and Keputusan Direktur Jenderal Pendidikan Islam number 6244 year 2019 about national standard of teacher training of Indonesian for foreign speakers (BIPA) PTKI containing standards of graduation competences, teaching-learning process, lecturers and staffs, and evaluation⁸.

Hidden curriculum is also used in teaching-learning. The structural aspects (in door dan out door activities) and cultural aspects affect the teaching-learning, including norms, working ethos, roles, and responsibilities, social relation, rites and worships, tolerance, cooperation, competition, teacher's expectation toward the students, and time discipline. Those can be identified in learning targets in departments. It is correlated to Demir and Sad (2020: 900) who stated that hidden curriculum includes norms, relation between

⁷ Wawancara dengan pengelola Program Studi TBI PTKI

⁸ Siti Isnaniah. "Management of Islamic Education on Indonesian Language Learning for Foreign Speaker Program" *Jurnal Pendidikan Islam UIN Sunan Gunung Djati Bandung* Vol. 6 no. 2 (2020), pp. 221, doi: 10.15575/jpi.v6i2.8403

teachers and students in a good communication, and rules⁹. For further explanation, the following is the table of curriculum.

Table 1. Curricullum Structure of TBI Department of UIN Raden Mas Said Surakarta.

1. General Subjects (Mata Kuliah Umum/MKU)

No	Subject Codes	Subjects	Credits
1	INS201	Pancasila/Five Principles	2
2	INS202	Civic Education	2
3	INS305	English I	0
4	INS206	Akhlak Tasawuf	2
5	INS204	Islam Javanese Culture	2
6	INS208	Philosophy of Science	2
7	INS205	Pen Science	2
8	INS022	Worship and Arabic Writing	0
9	INS207	Methodology of Islamic Study	2
10	INS203	Islamic Civilization History	2
11	INS210	Islamic Entrepreneurship	2
Total			18

2. Basic Skill Subjects (Mata Kuliah Dasar Keahlian/ MKDK)

No	Subject Codes	Subjects	Credits
1	FAB201	Alquran and Tafsir	2
2	FAB202	Hadits	2
3	FAB203	Fiqih	2
4	FAB204	Digital Technology	2
5	FAB406	On Field Study (Kuliah Kerja Nyata/KKN)	4
6	FAB206	Religion Modernization Outlook	2
7	FAB207	Philosophy and Introduction to Profession	2
Total			16

⁹ Mustafa Demir dan Suleyman Nihat Sad. "Social Media and Hidden Curriculum: What do Teacher-Student International Teach Students?" *Ilkogretim Online - Elementary Education Online* Vol. 19 no. 2 (2020), pp. 900.

3. Skill Subjects (Mata Kuliah Keahlian/MKK PS)

No	Subject Codes	Subjects	Credits
Indonesian Language and Letters			
1	BI2100	General Linguistics	2
2	BI2101	Phonology	2
3	BI2102	Morphology	2
4	BI2103	Syntax I	2
5	BI2104	Syntax II	2
6	BI2105	Semantics	2
7	BI2106	Psycholinguistics	2
8	BI2107	Sociolinguistics	2
9	BI2108	Error Analysis in Language	2
10	BI2109	Discourse Analysis	2
11	BI2210	Pragmatics	2
Literature			
1	BI2111	History of Literature	2
2	BI2112	Literary Theory	2
3	BI2113	Old Literature	2
4	BI2114	Contemporary Literature	2
5	BI2115	Children Literature	2
6	BI2116	Critics on Literature	2
7	BI2117	Appreciation of Fictional Prose	2
8	BI2118	Appreciation of Poetry	2
9	BI2119	Kajian Apresiasi Drama	2
10	BI3120	Directing	3
Indonesian Language Skills			
1	BI2121	Basic Listening	2
2	BI2122	Listening	2
3	BI2123	Basic Reading	2
4	BI2124	Reading	2
5	BI2125	Basic Speaking	2
6	BI2126	Speaking	2
7	BI2127	Basic Writing	2
8	BI2128	Writing Literary Works	2
9	BI2129	Popular Writing	2
10	BI2130	Scientific Writing	2
Research			
1	BI2131	Research on Language, Literature, and Teaching	2
2	BI2132	Statistics	2

3	BI2133	Quantitative Methodology	2
4	BI2134	Qualitative Methodology	2
5	BI6165	Thesis	6
Secondary Languages			
1	BI0235	Arabic	0
2	BI2136	English for BIPA	2
Indonesian Teaching			
Education			
1	BI2137	Introduction to Education	2
2	BI2139	Students Development	2
Teaching			
1	BI2140	Curriculum and Syllabus Development	2
2	BI2141	Teaching Planning on Language and Literature	2
3	BI2142	Teaching Media Development for Indonesian	2
4	BI2143	Method on Teaching Language and Literature	2
5	BI3144	Evaluation on Language and Literature Teaching	2
6	BI2145	Language Construction and Development	2
7	BI2146	Textbook Analysis	2
8	BI1147	PLP 1	1
9	BI1148	PLP 2	1
10	BI2149	PLP 3	2
11	BI2150	Micro Teaching	2
Project			
1	BI6151	Thesis	6
Attitude Development			
1	BI0152	P3KMI	0
Total Credit Semester System			103

Additional Authority Subjects (Mata Kuliah Kewenangan Tambahan/MKKT 1)

No	Subject Codes	Subjects	Credits
1	BI3153	Introduction to Journalistic	2
2	BI3154	Online and Offline Journalistic	3
3	BI3155	Journalistic Job Training	3
			8

Note: **Optional Subject

Additional Authority Subjects (Mata Kuliah Kewenangan Tambahan/MKKT 2)

No	Subject Codes	Subjects	Credits
1	BI3156	Introduction to Editing	2
2	BI3157	Editing	3
3	BI3158	Editing Job Training	3
			8

Note: **Optional Subject

Additional Authority Subjects (Mata Kuliah Kewenangan Tambahan/MKKT 3)

NO	Subject Codes	Subjects	Credits
1	BI3159	Introduction to Broadcasting	2
2	BI3160	Techniques of Broadcasting	3
3	BI3161	Broadcasting Job Training	3
			8

Note: **Optional Subject

Additional Authority Subjects (Mata Kuliah Kewenangan Tambahan/MKKT 4)

NO	Subject Codes	Subjects	Credits
1	BI3162	Introduction to BIPA	2
2	BI3163	Teaching Strategy on BIPA	3
3	BI3164	BIPA Job Training	3
			8

Note: **Optional Subject

Based on the tables above, BIPA is included in Additional Authority Subjects with 8 semester credits. In addition, there is also graduation profile in curriculum for those who will be BIPA instructors¹⁰. In BIPA Subjects, students get theory in semester 4 and 5, and job training in semester 6. In BIPA job training, students teach BIPA directly to foreign students (Thailand dan Filipina) for one semester to get certificate from Rector of UIN Surakarta which can be used to fulfill the requirements to be BIPA instructor broad, especially when the recruitment is conducted by Indonesian Language Development and Construction Institution. For that reason,

¹⁰ Interview with management of TBI UIN Surakarta

it can be said that curriculum of TBI Department in UIN Surakarta supports the students to spread the world civilization to international citizens. In BIPA job training, foreign speakers who master Indonesian are invited, like what is shown in the following picture.



Figure 1. Foreign Speakers attending BIPA teaching in UIN Surakarta.

Meanwhile, the structure of curriculum in Indonesian Teacher Training and Education Program (Prodi Pendidikan Bahasa dan Sastra Indonesia/PBSI) in UIN Jakarta can be seen in the following tables:¹¹

Table 2. Curriculum Structure in PBSI Department in UIN Jakarta.

Semester	No	Code	Subjects	Credits	Group	Status	Required Subjects
I 23 SKS	1		Practicing Reciting and Worshipping	2	MKU	Obligation	
	2		Pancasila	2	MKU	Obligation	
	3		Islamic Study	4	MKU	Obligation	
	4		Arabic	3	MKU	Obligation	
	5		English	3	MKU	Obligation	
	6		General	3	MKP	Obligation	

¹¹ Interview with management of PBSI UIN Jakarta

		Linguistics					
	7	History of Malayan Literature	3	MKP	Obligation		
	8	Akhlaq Education	3	MKDP	Obligation		
II 22 SKS	1		2	MKU	Obligation		
	2		2	MKDP	Obligation		
	3		3	MKDP	Obligation		
	4		2	MKDP	Obligation		
	5	Phonology	3	MKP	Obligation	General Linguistics	
	6	History of Modern Indonesian Literature	3	MKP	Obligation	History of Malayan Literature	
	7	Listening	4	MKP	Obligation		
	8	Indonesian	3	MKU	Obligation		
III 23 SKS	1	Educational Statistics	3	MKDP	Obligation		
	2	Morphology	4	MKP	Obligation	General Linguistics	
	3	Appreciation and Expression of Literature	3	MKP	Obligation		
	4	Speaking	4	MKP	Obligation		
	5	Literature Theory	3	MKP	Obligation		
	6	Rhetoric	2	MKP	Obligation		
	7	Teaching Planning on BSI	2	MKKP	Obligation		
	8	Islamic Studies	2	MKDP	Obligation		
IV 23 SKS	1	Reading	4	MKP	Obligation		
	2	Syntax	4	MKP	Obligation	General Linguistics	
	3	Teaching Strategy on BSI	3	MKKP	Obligation		
	4	Poetry	3	MKP	Obligation	History of Malayan Literature, History of Modern Indonesian Literature,	

							Literature Theory
	5		Sociolinguistics	3	MKP	Obligation	General Linguistics
	6		Prose	3	MKP	Obligation	History of Malayan Literature, History of Modern Indonesian Literature, Literature Theory
	7		Error Analysis	3	MKP	Obligation	
V 20 SKS	1		Teaching Media for Indonesian Language and Literature Teaching	2	MKKP	Obligation	
	2		Indonesian Textbook and Curriculum Analysis	2	MKKP	Obligation	
	3		Drama	3	MKP	Obligation	History of Modern Indonesian Literature, Literature Theory
	4		Semantics	3	MKP	Obligation	General Linguistics
	5		Comparative Literature	3	MKP	Obligation	History of Malayan Literature, History of Modern Indonesian Literature, Literature Theory
	6		Writing	4	MKP	Obligation	
	7		Psycholinguistics	3	MKP	Obligation	General Linguistics
	8		Pragmatics	2	MKP	Obligation	General Linguistics

VI 18 SKS	1		Discourse Analysis	3	MKP	Obligation	Morphology, Syntax, Semantics, Pragmatics
	2		Practicing Drama	4	MKP	Obligation	Drama Study
	3		Research Methodology on BSI	4	MKP	Obligation	
	4		Teaching Evaluation on	2	MKP	Obligation	
	5		Islam and Science	3	MKP	Obligation	
VII 10 SKS	1		Seminar on Proposal	0	MKP	Obligation	
	2		Microteaching	3	MKPP	Obligation	
	3		Philology	3	MKP	Obligation	
	4		Optional Subject*	4	MKP	Optional	
VIII 12	1		PPKT	6	MKP	Obligation	
	2		Thesis	6	MKP	Obligation	
		TOTAL SKS/Credits		15			1

No		Optional Subjects			
1		Script Editing*	4	MKPP L	Optional
2		Opinion Writing*	4	MKPP L	Optional
3		Broadcasting*	4	MKPP L	Optional
4		BIPA Teaching*	4	MKPP L	Optional
5		Study of Children Story*	4	MKPP L	Optional

Based on the tables above, BIPA is included in optional subjects with 4 credits. In addition, there is also graduation profile in curriculum for those who will be BIPA instructors. It is identified in the subject of BIPA job training.

Further, the curriculum in Indonesian Teacher Training in UIN Tulungagung is as follows.¹²

Table 3. Curriculum Structure in TBI Department in UIN Tulungagung.

Semester	No.	Subject	Credits	Total SKS/ Credits
1	1	Civics	2	20
1	2	Indonesian	2	
1	3	Arabic	2	
1	4	English	2	
1	5	General Philosophy	2	
1	6	Quran and Hadits Study	3	
1	7	Islamic Study	3	
1	8	Educational Psychology	2	
1	9	General Linguistics	2	
2	10	Pancasila	2	20
2	11	Basic Education	2	
2	12	Islamic Educational Philosophy	2	
2	13	Islamic Study	2	
2	14	Teaching Technology	2	
2	15	Education Innovation	2	
2	16	Listening	2	
2	17	Speaking	2	
2	18	Phonology	2	
2	19	Literature Theory	2	
3	20	Morphology	3	24
3	21	Syntax	3	
3	22	Technical and Practical Writing	2	
3	23	History of Literature	3	
3	24	Poetry Appreciation	3	
3	25	Reading	2	
3	26	Writing	2	
3	27	Indonesian Language and Literature Teaching Planning Program	3	
3	28	Indonesian Curriculum Study	3	

¹² Interview with management of TBI UIN Tulungagung

4	29	Semantics	2	24
4	30	Psycholinguistics	3	
4	31	Appreciation on Prose	3	
4	32	Teaching Method on Listening	3	
4	33	Teaching Method on Speaking	3	
4	34	Teaching Media Development for Indonesian Language and Literature Teaching	3	
4	35	Writing Poetry	2	
4	36	Reaserach on Indonesian Teaching	3	
4	37	Cross-cultural Understanding*	2	
4	38	Basic Broadcasting**	2	
5	39	Sociolinguistics	2	
5	40	Appreciation on Drama	3	
5	41	Teaching Method on Reading	3	
5	42	Teaching Method on Writing	3	
5	43	Statistics	3	
5	44	Taching Evaluation on Indonesian Languge and Literature	3	
5	45	Teaching Material Development for Indonesian Language and Literature	3	
5	46	Teaching Planning on BIPA *	2	
5	47	Teaching Media Development for BIPA *	2	
5	48	Javanese Culture Understanding**	2	
5	49	Broadcasting Script Writing **	2	24
6	50	Discourse Analysis	3	
6	51	Writing Stories and Drama	3	
6	52	Javanese	2	
6	53	Seminar on Thesis Proposal	3	
6	54	Job Training 1	2	
6	55	Microteaching	3	
6	56	Teaching Material Development for BIPA*	2	
6	57	BIPA Teaching *	2	
6	58	Broadcasting Management**	2	
6	59	Broadcasting Practice**	2	6
7	60	On Field Study/KKN	4	
7	61	Job Training 2	2	
7	62	Thesis (Offered)	6	6
8	62	Thesis	6	
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Based on the tables above, BIPA is included in optional subjects with 10 credits. In addition, there is also graduation profile in curriculum for those who will be BIPA instructors. It is identified in the subject of BIPA job training.

Meanwhile, BIPA subject in lecturing curriculum is also included in BIPA program in form of matriculation, indoor lecturing, and field trip, as well as training. BIPA in UIN Surakarta is an annual program institutionally under the work of Vice Rector III Bidang Students Affair and Cooperation, and was legalized in 2017 BIPA by rector by issuing SK Rektor IAIN Surakarta number 95 year 2017. On the other hand, BIPA in UIN Jakarta managerially is under language center. So far, UIN Tulungagung has not had legal BIPA institution. The BIPA teaching is included in TBI department and sometimes in Matriculation which are incidentally scheduled by the TBI lecturers.¹³ UIN Surakarta and UIN Jakarta have also had cooperation with Language Construction and Development Institution stated that then delegation of Indonesian lecturers abroad to teach Indonesian language and culture, not only because of their status as PTKI lecturers but also because they have to introduce the moderate Islam to the world citizens.

2. BIPA's Contribution in Developing World Civilization

BIPA in PTKI grows rapidly because of the support of national standard of training or *Standar Nasional Pelatihan* (SNP) for BIPA teaching in PTKI issued by *Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan Islam Kemenag RI* year 2020 containing the regulation from *Direktur Jenderal Pendidikan Islam* number 6244 year 2019 about National Standard Training for Indonesian for Foreign Speakers (BIPA) in PTKI. Nowadays, PTKI under Ministry of Religion Affair has standardized BIPA that must be implemented in all BIPA PTKI institution because BIPA PTKI institutions still walk alone with their own standards. For that reason, socialization from Dirjen Pendis Kemenag RI and Association of Indonesian Education Departments or *Ikatan Program Studi Tadris*

¹³ Interview with lecturers of TBI UIN Tulungagung

Bahasa Indonesia PTKI (IPTABI) is needed because the composer of the SNP was IPTABI.

SNP BIPA PTKI is strengthening the previous legal regulations, namely Permendikbud No.27 Year 2017; and regulation of minister of religion affair of Republik Indonesia Number 38 year 2015 about scholarship and Students' Activities for foreign students in Indonesia. While the Permendikbud Nomor 27 year 2017 does not have Islamic values and outlook, the SNP BIPA PTKI year 2020 has Islamic outlook and values, and the substance is more complete than PMA number 38 year 2015 which only regulates the compulsory of foreign students to study Indonesian, the SNP BIPA PTKI year 2020 is completed with standards of graduation, learning process, lecturers and staffs, and teaching evaluation, that make it more comprehensive and BIPA contributes to the world civilization. The indicators are as follows:

a. The increasing numbers of foreign students who study in Indonesia

Indonesian grows so rapidly that is not only learnt domestically but also abroad¹⁴, Indonesian is stronger by the addition of BIPA regulation especially from Ministry of religion affair, making more foreigners study in Indonesia. In 2017 there were 6.967 foreign students studying in Indonesia. Here are the data of the numbers of foreign students studying in Indonesia¹⁵.

Table 4. Numbers of Foreign Students in Indonesia.

No.	Country of Origin	Numbers of Students
1.	Timor Leste	2.107
2.	Malaysia	1.217
3.	Thailand	659
4.	South Korea	524
5.	China	456

¹⁴ Ni Pt Apita Widya Sari, I Md Utama, I Dw Gd Budi Utama. "Pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) di Sekolah Cinta Bahasa, Ubud, Bali". *e-Journal Prodi Bahasa dan Sastra Indonesia, Undiksha* Vol. 5 no. 3 (2016), doi: <http://dx.doi.org/10.23887/jjpbs.v5i3.8635>

¹⁵<https://ristekdikti.go.id/siaran-pers/perguruan-tinggi-indonesia-diminati-mahasiswa-asing-2/dbwDmPsLAu5o8tYr.99>

6.	Japan	217
7.	Germany	156
8.	Netherland	139
9.	France	136
10.	Australia	135

The numbers of foreign students in PTKI which teach Indonesian for foreign students, in form of BIPA program and BIPA matriculation as well as those who study in Indonesian Education Department can be seen in the following table:

Table 5. Numbers of Foreign Students in PTKI in 2020¹⁶.

No.	University	Numbers of Foreign Students
1.	UIN Tulungagung (IAIN in 2020)	180
2.	UIN Syarif Hidayatullah Jakarta	131
3.	UIN Surakarta (IAIN in 2020)	32

Numbers of students studying in PTKI come from many countries. The following table shows briefer data.

Table 6. The Origin Countries of BIPA Students in PTKI¹⁷.

No.	University	Origin Country
1.	UIN Tulungagung	Thailand, The Philippines, Turkey, Uzbekistan
2.	UIN Syarif Hidayatullah Jakarta	Egypt, Sudan, Libya, Morocco, South Africa, Gambia, Palestine, Ethiopia, Yaman, Syria, Turkey, Saudi Arabia, Afghanistan, India, Malaysia, Thailand, The Philippines, Japan, Turkmenistan, Azerbaijan, Kazakhstan, Rusia, dan Madagaskar.
5.	UIN Surakarta	Thailand, The Philippine

UIN Jakarta has most heterogenic foreign students because they come from many countries. UIN Tulungagung is more heterogenic than the previous year when the students were all from

¹⁶ Interview with managers of BIPA, managers of Indonesian Education Department, Chies of Academid and Student Affairs in PTKI

¹⁷ Interview with BIPA teachers in PTKI

Thailand. Meanwhile, UIN Surakarta is the same as the previous year with students from Thailand and The Philippines.

Members of BIPA in UIN Jakarta not only come from the students studying in the university but also from some professional background outside the campus. Meanwhile, the members of BIPA in UIN Surakarta and UIN Tulungagung are the students of those universities. The increasing numbers of foreign students studying in PTKI shows that more foreigners are interested in BIPA so it can develop world civilization and the functions of language namely heuristics and referential can be conducted well.

b. The Delegation of Lecturers of PTKI Abroad

Some lecturers in TBI PTKI are delegated abroad to spread out and teach Indonesian language and culture, and introduce moderate Islam to the world citizen. This is supported by their academic qualification of graduate and postgraduate (S-2/ S-3) on Indonesian Education, Linguistics, and Indonesian Letters. Besides, they also have joined BIPA training conducted by IPTABI (Ikatan Prodi Tadris Bahasa Indonesia PTKI Kemenag RI/Association of Indonesian Education Departments), Ministry of Religion Affair, APPBIPA, Language Institution, PPSDK Badan Pengembangan dan Pembinaan Bahasa Kemdikbud RI, Seameo Qitep, etc. Their educational background supports BIPA teaching, nationally and internationally.

Some lecturers were delegated abroad to teach BIPA as the cooperation between PTKI and *Badan Pengembangan dan Pembinaan Bahasa Kemendikbud RI*. PTKI who have had cooperation are UIN Surakarta, UIN Jakarta, dan UIN Malang. But, UIN Malang was not included as the source of this research because it does not TBI program. Those lecturers of PTKI taught BIPA in Egypt, France, Thailand, and Cambodia.

In France, they introduced Indonesian cultures affected by Islam. The material for introducing the legal religion in Indonesia could be accepted well. The materials about religious living, such as Islamic boarding schools, Islamic schools, should be presented in interesting data, for example the introduction of Al Amin Islamic Boarding Schools in Prendhukan Madura, which is well known as

tolerant and moderate Islamic Boarding School. This presentation was very urgent for foreigners' acceptance toward Islam representation because France was one of anti-Islam countries. By moderate and tolerant BIPA teaching in introducing Islam, Islam could be well accepted by world citizens. Islam is embraced by 87 % of Indonesian citizens¹⁸ and can be introduced nicely to international citizens well (*bil hikmah*).

The introduction of moderate Islam was also conducted by Indonesian lecture in TKI while conducting research in Poland. He introduced Islamic culture coloring Indonesian teaching so Islam which is polite and nice could be well accepted by Polish.¹⁹

Meanwhile, introduction to culture was also introduced in BIPA teaching, such as greeting at the beginning and the end of class, reciting Al-Qur'an; praying together; introducing Indonesian cultures which are related to Islam such as Bedhaya Dance, Srimpi Dance, gamelan orchestra, batik, puppet show, celebration in Surakarta: *Kirab Pusaka 1 Suro, Sekaten, Grebeg Sudiro*, etc; cross-cultural communication which is based on Islamic norms. One of the examples is the following picture where a foreign students could do batik after joining BIPA class.



Figure 2. Batik Art by Foreign Student.

¹⁸ Muhammad Wildan. "Religious and The Challenge of Multikulturalism: Contrasting Indonesia and The European Union", *International Journal of Islamic Civilization UIN Sunan Kalijaga Yogyakarta*, Vol. 3 no. 2 (2020), pp. 111.

¹⁹ Interview with lecturer of UIN Sunan Ampel Surabaya.

The introduction of culture was conducted with hidden curriculum in BIPA teaching in which was directed to culture, PTKI created good culture for the students by applying Islamic outlooks (aqidah and syariah) as well as Islamic values (akhlaq) so the heuristic and referential functions of language developing world civilization can be well accepted by world citizens.

D. Conclusion

Indonesian for Foreign Speaker or *Bahasa Indonesia bagi Penutur Asing* (BIPA) in Islamic Universities or PTKI grows rapidly, nationally and internationally, supported by strong regulation especially by Ministry of Religion Affairs, such as regulation of Indonesian Religion Affairs Ministry number 38 year 2015 about scholarship and student activities for foreign students in Indonesia (verse 8-9); Regulation of General Director of Islamic Education number 6244 year 2019 about national standard of Indonesian teacher training for foreign speakers (BIPA) in PTKI. The regulations strengthen the main function of Indonesian nationally and internationally so BIPA could contribute to develop world civilization. The existence of BIPA could give contribution to develop world civilization. Some indicators supporting it are the numbers of foreign students studying in Indonesia (PTKI); some lectures were delegated to teach language, culture, introduce Islamic civilization abroad, so that Indonesian language and culture as well as moderate Islam became more well-known by world citizens; some lecturers conducted research BIPA research abroad. Those made PTKI more well-known by international citizens so this increases the international cooperation between PTKI and many institutions abroad; the delicate Indonesian culture and language were also more well-known, and the moderate Islam was well-known by anti-Islam countries.

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