

Management of Indonesian Language Learning for Foreign Speakers (BIPA) at Islamic Religious Higher Education Institutions (PTKI) in Indonesia and Thailand

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Abstract

This study aims to compare the management of Indonesian language learning for foreign speakers (BIPA) at PTKI (Indonesian Language Education/TBI IAIN Surakarta) and the Indonesian Language Concentration (KBI) Department of Malay Language (JBM), Fatoni University (FTU), Thailand from the aspects of the curriculum, institutions, teaching materials, instructors, students, and methods. This study uses a descriptive-analytic method with a qualitative approach. Sources of data are informants (BIPA instructors; BIPA managers; managers of the Indonesian Language Program; Indonesian Language Concentration, Department of Malay Language, Fatoni University of Thailand, and Thai students). The results of the study show that teaching Indonesian abroad and domestically is successful because it is proven by the increasing pace of Indonesian language study by foreigners abroad. This has not only occurred at the institutional level of the BIPA program, but it has also led to majors, such as the Indonesian Language Concentration at the University of Malay Language Department. Fatoni Thailand. Meanwhile, the number of students in the PTKI Indonesian Language Program is increasing annually, and International students are increasingly interested in studying at the PTKI TBI Program. The increasing development of teaching Indonesian domestically and abroad requires ideal learning management (curriculum, instructors, institutions, students, teaching materials, and methods). TBI IAIN Surakarta and KBI JBM FTU Thailand appeared to successfully manage Indonesian language learning, although there are slight differences between the two. In terms of curriculum, instructors, institutions, students, teaching materials, and methods, learning Indonesian

at TBI IAIN Surakarta is more comprehensive and ready. Therefore, intensive coordination between the two is needed because both are Islamic-based PTKIs to support the Indonesian language's internationalization by making Indonesian as the host in their own country and honored guests in other countries. This paper provides a broad view of BIPA learning management in Islamic higher education institutions in Southeast Asia because not many Islamic Higher Education Institutions in Southeast Asia have BIPA. Therefore, further studies are required on the developments (R & D) related to curriculum, instructors, institutions, students, teaching materials, and methods.

Keywords: BIPA Learning, Management, TBI IAIN Surakarta, KBI JBM FTU Thailand

Abstrak

Penelitian ini bertujuan untuk membandingkan manajemen pembelajaran bahasa Indonesia bagi penutur asing (BIPA) di PTKI (Tadris Bahasa Indonesia/TBI IAIN Surakarta) dan Konsentrasi Bahasa Indonesia (KBI) Jurusan Bahasa Melayu (JBM) Universitas Fatoni (FTU) Thailand dari aspek kurikulum, kelembagaan, materi ajar, pengajar, mahasiswa, dan metode. Penelitian ini menggunakan metode deskriptif analitik dengan pendekatan kualitatif. Sumber data berupa informan (pengajar BIPA; pengelola BIPA; pengelola Program Studi Tadris Bahasa Indonesia; pengelola Konsentrasi Bahasa Indonesia, Jurusan Bahasa Melayu, Universitas Fatoni Thailand, dan mahasiswa Thailand), dokumen, peristiwa. Hasil penelitian menunjukkan bahwa pengajaran bahasa Indonesia di luar negeri dan dalam negeri berhasil karena terbukti dengan semakin pesatnya bahasa Indonesia dipelajari orang asing di luar negeri, tidak hanya program BIPA di tingkat lembaga, tetapi sudah mengarah pada jurusan, seperti Konsentrasi Bahasa Indonesia Jurusan Bahasa Melayu Universitas Fatoni Thailand. Sementara itu, Program Studi Tadris Bahasa Indonesia PTKI jumlahnya semakin bertambah dari tahun ke tahun dan mahasiswa asing semakin tertarik belajar di Prodi TBI PTKI. Pengajaran bahasa Indonesia yang semakin berkembang di dalam negeri dan luar negeri membutuhkan manajemen pembelajaran yang ideal, seperti kurikulum, pengajar, kelembagaan, mahasiswa, materi ajar, dan metode). TBI IAIN Surakarta dan KBI JBM FTU Thailand secara umum sudah bisa dikatakan berhasil dalam manajemen pembelajaran bahasa Indonesia, meskipun ada sedikit perbedaan di antara keduanya. Dari sisi kurikulum, pengajar, kelembagaan, mahasiswa, materi ajar, dan metode, pembelajaran bahasa Indonesia di TBI IAIN Surakarta lebih komprehensif dan siap. Oleh karena itu diperlukan koordinasi yang intensif antar keduanya karena sama-sama merupakan PT berbasis Islam (PTKI) dalam rangka mendukung internasionalisasi bahasa Indonesia dengan menjadikan bahasa Indonesia sebagai tuan rumah di negeri sendiri dan tamu terhormat di negeri lain. Paper ini memberikan pandangan yang luas tentang manajemen pembelajaran BIPA pada perguruan tinggi Islam di Asia Tenggara karena belum banyak perguruan tinggi Islam di Asia Tenggara yang memiliki BIPA sehingga nantinya bisa diperlukan penelitian lebih lanjut tentang pengembangan (R and D) terkait kurikulum, pengajar, kelembagaan, mahasiswa, materi ajar, dan metode.

Kata Kunci: Pembelajaran BIPA, Manajemen, TBI IAIN Surakarta, KBI JBM FTU Thailand

Introduction

The ASEAN Economic Community (AEC) has become a regional consensus for ASEAN countries, including Indonesia. With various advantages, Indonesia can become an increasingly recognized country by the international community. The diversity of natural resources, flora and fauna, culture, population, and strategic geographic location makes Indonesia have strong bargaining power. That is what causes many foreigners to come to Indonesia for various purposes, education. Many foreigners learn about Indonesia, both at home and abroad. Therefore, they must master the Indonesian Language.

Various regulations have been stipulated to strengthen the Indonesian language's function in the country and internationalize the Indonesian Language. The legal bases for strengthening the function of the Indonesian language in the country are as follows: Law number 24 of 2009 concerning the flag, language, and symbol of the state, as well as the national anthem (articles 26-39); Presidential Decree number 20 of 2018 concerning the use of foreign workers (article 26); Presidential Decree number 63 of 2019 concerning the use of the Indonesian Language (articles 2-42); Minister of Manpower Regulation number 10 of 2018 concerning procedures for the use of foreign workers (article 31). Meanwhile, the legal bases for internationalizing the Indonesian Language are Law number 24 of 2009 concerning the flag, language, and symbol of the state, as well as the national anthem (article 44); Government Regulation number 57 of 2014 concerning the development, guidance, and protection of language and literature, as well as the improvement of the function of the Indonesian Language (article 31); Permendikbud number 42 of 2018 concerning national policies on language and literature (article 19); Regulation of the Minister of Religion of the Republic of Indonesia Number 38 of 2015 concerning Scholarships and Darmasiswa for International students in Indonesia (articles 8-9); Decree of the Director-General of Islamic Education number 6244 of 2019 concerning the national standard of Indonesian language teaching training for foreign speakers (BIPA) PTKI.

The Indonesian language function is increasingly stable in the country, and the international community is increasingly familiar with Indonesian, which makes foreigners study in Indonesia. In 2017 6,967 International

students were studying in Indonesia. Following is the data on the number of international students studying in Indonesia¹.

Table 1. Country of Origin of International Students in Indonesia

No.	Country of origin	Number of Foreign Students
1.	Timor Leste	2,107
2.	Malaysia	1,217
3.	Thailand	659
4.	South Korea	524
5.	China	456
6.	Japan	217
7.	German	156
8.	Netherlands	139
9.	French	136
10.	Australia	135

Table 2. Higher Education Accepting International Students

No.	Higher Education Institution	No. of International Students
1.	Universitas Gadjah Mada	494
2.	Universitas Indonesia	349
3.	Universitas Sumatera Utara	335
4.	Universitas Ilmu Kesehatan Bhakti Wiyata Kediri	295
5.	Universitas Hasanuddin	256

Table 3. Number of PTKI International Students 2020²

No.	Higher Education Institution	No. of International Students
1.	IAIN Tulungagung	180
2.	UIN Syarif Hidayatullah Jakarta	131
3.	UIN Maulana Malik Ibrahim Malang	100
4.	UIN Yogyakarta	40
5.	IAIN Surakarta	32

¹ Perguruan Tinggi Indonesia Diminati Mahasiswa Asing – Kemenristek, “Siaran Pers,” May 12, 2017, <https://www.ristekbrin.go.id/siaran-pers/perguruan-tinggi-indonesia-diminati-mahasiswa-asing-2/#dbwDmPsLAu5o8tYr.99>.

² Based on the interview with the BIPA Manager, the Manager of the Indonesian Language Education Program, the Head of Academic and Student Affairs at PTKI

The five PTKIs above are considered representative because they are Higher Education Institutions that teach Indonesian to International students, both in activities in the form of the BIPA program, BIPA matriculation, and International students studying in the Indonesian Language Education Program. The programs of choice for International students can be seen in the following table.

Table 4. International Student Preferred Program

No.	Program	No. of International Students
1.	BIPA	717
2.	Medical Science	628
3.	Management	335
4.	Civil Engineering	277
5.	Management Studies	207

Based on the table above, the BIPA Program is in great demand by International students. There is no BIPA Program at PTKI because BIPA is included in its activity program and is included in the Indonesian Language Education Program courses. Meanwhile, in Higher Education Institutions under the Ministry of Education and Culture, there is a BIPA Program, even though the number is only one in 2020 (at the time this article was written), i.e., S-2 BIPA UPI. Apart from that, this has proven that the Indonesian language is increasingly in demand by foreigners, whether they are studying Indonesian at home or abroad.

The rapid development of the Indonesian Language has made Indonesian studied domestically and abroad³, including in ASEAN. One of the ASEAN countries studying BIPA is Thailand. In that country, there is an Indonesian Study Center to promote Indonesian education and culture to Thai people (Andayani, 2012: 23)⁴. Even in several Higher Education Institutions in

³ Ni Pt Apita et al., "Pembelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA) Di Sekolah Cinta Bahasa, Ubud, Bali," *Journal Prodi Bahasa Dan Sastra Indonesia, Undiksha* 5, no. 3 (November 1, 2016): 2016, doi:10.23887/JJPBS.V5I3.8635.

⁴ Andayani, "Inovasi Model Pembelajaran Untuk Mengakselerasi Peran Bahasa Indonesia Di Ranah Internasional," *Pidato Pengukuhan Guru Besar* (Surakarta, n.d.).

Thailand, the Indonesian Language has been taught since 2012⁵. For more details, see the following table:

Table 5. Number of Students Studying Indonesian Language in Thailand

Number of Students Studying Indonesian Language in Thailand								Total
No	Universitas	Location	2011	2012	2013	2014	2015	
			Qty. of students	Qty. of students	Qty. of students	Qty. of students	Qty. of students	
1	Thamasat	Bangkok	0	0	0	129	113	243
2	Kasesart	Bangkok	0	0	24	54	77	157
3	Chulalongkorn	Bangkok	0	0	0	108	221	329
4	Naresuan	Utara	108	131	100	115	68	522
5	Mae Fah Luang	Utara	0	0	129	165	97	391
6	Fatoni	Selatan	0	0	0	180	207	387
7	Mahidol	Bangkok	0	0	5	0	2	7
8	Maejo	Utara	0	0	0	0	33	33
9	Rajamanggala T U	Bangkok	0	0	0	0	0	0
10	Rajabath Pibulsongkran	Utara	0	0	0	61	92	153
11	Suranaree University of Technology	NE	0	0	0	0	39	39
12	Chiang Mai	Utara	62	90	82	15	0	249
Total Students			170	221	340	827	949	2510

Based on the table above, the number of international students studying Indonesian in Thailand is quite large. Meanwhile, the only Islamic higher education in Thailand that teaches Indonesian is only in the program's elective concentration at Fatoni University. Therefore, learning in Islamic education needs to be appropriately managed. The existence of management and

⁵ Robertus Pujo Leksono, "Indonesian as a Foreign Language Teaching in Thailand," in *Konferensi Internasional Pengajar BIPA (KIPBIPA IX)*, 2015.

curriculum is needed in Islamic education⁶. In line with this statement, Islamic education management consists of instructors, objectives, teaching materials, media, methods, evaluation, and environment⁷. Instructional and conditional aspects are also needed in education. Instructional aspects consist of learning objectives, teaching materials, media, methods, class management, students, evaluation. Further, the conditional aspects consist of conditioning the readiness of students' needs, exposure and discourse efforts in real linguistic situations, conditioning the learning atmosphere, and independent training⁸.

Based on the various opinions above, the management of Indonesian language learning at PTKI (IAIN Surakarta) and Fatoni University Thailand, which is of concern in this paper, is limited to the curriculum, teaching materials, instructors, students, and learning methods.

This paper compares the management of Indonesian language learning at PTKI (IAIN Surakarta) and Fatoni University in Thailand, including curriculum, instructors, institutions, students, teaching materials, and methods. Studies on educational management in BIPA learning that are managed Islamically (applying the teachings of *akidah*, *sharia*, and *akhlak*) are still rarely found. Therefore, this paper can contribute to Islamic Higher Education Institutions in managing BIPA. The choice of IAIN Surakarta is considered representative because it has a BIPA program. There is an Indonesian Language Education Program (TBI) in which there are International students from Thailand. In 2019, it collaborated with the Center for Strategy Development and Language Diplomacy (PPSDK), the Development and Development Agency Language, the Ministry of Education and Culture of the Republic of Indonesia. Therefore, starting in 2020, TBI IAIN Surakarta lecturers teach Indonesian Language and culture abroad. Meanwhile, Fatoni University (FTU) is the only Islamic University in Thailand with a significant Indonesian language concentration (KBI).

⁶ Abdul Rahman, Idi Warsah, and Ali Murfi, "Islamic Education System in Singapore: Current Issues and Challenges," *Jurnal Pendidikan Islam* 8, no. 2 (February 14, 2020): 197–222, doi:10.14421/jpi.2019.82.197-222.

⁷ Muhaimin, Suti'ah, and Sugeng Listyo Prabowo, *Manajemen Pendidikan* (Jakarta: Kencana Prenada Media Group, 2012).

⁸ Liliana Muliastuti, *Bahasa Indonesia Bagi Penutur Asing* (Jakarta: Yayasan Pustaka Obor Indonesia, 2017).

This research uses a comparative descriptive method with a qualitative approach. Sources of data are informants (i.e., BIPA instructors, BIPA managers, managers of the Indonesian Language Program, managers of the Indonesian Language Concentration, Department of Malay Language, Fatoni University of Thailand, and Thai students), documents, and events. Data were collected using in-depth interviews, content analysis, and observation. Data were analyzed using the interactive model of Miles & Huberman and comparative analysis⁹.

The History of BIPA Learning in the Indonesian Language Program, IAIN Surakarta, and FTU

BIPA learning at IAIN Surakarta consists of two activities, formal and non-formal. As a formal activity, BIPA is a course at the Indonesian Language Education (TBI) Faculty of Adab and Language (FAB) Study Program, Surakarta. Whereas in non-formal activities, BIPA is an annual program that is institutionally under the work program of the Vice-Rector III for Student Affairs and Cooperation. In 2017, BIPA was approved by the Chancellor with IAIN Surakarta Chancellor Decree number 95 of 2017 with the following management structure.

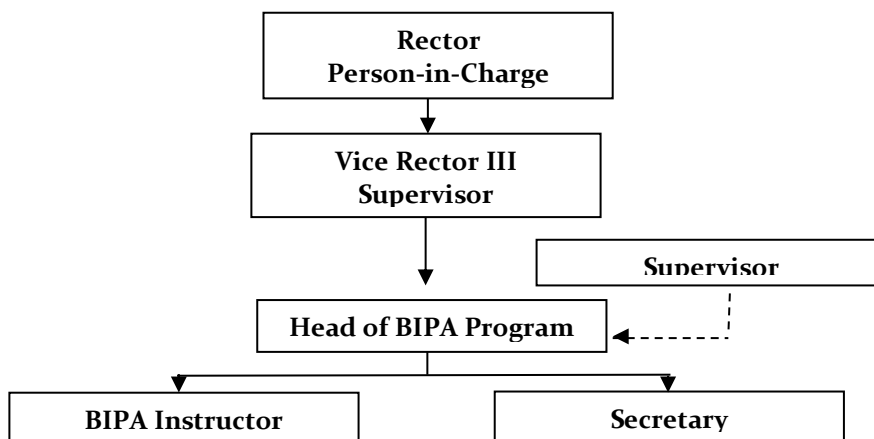


Figure 1. Management Structure of BIPA IAIN Surakarta

⁹ Rahman, Warsah, and Murfi, "Islamic Education System in Singapore: Current Issues and Challenges."

Non-formal activities are then named the BIPA Program in matriculation, indoor classroom and outside the classroom (field trips/excursions), and training. Meanwhile, BIPA formal activities are included in elective courses in the TBI Program with a weight of 8 credits. BIPA Unit/Subject has existed at IAIN Surakarta since 2015, along with the increasing number of international students studying at IAIN Surakarta. This paper does not discuss the BIPA program as a non-formal activity, but BIPA as a Class Unit/Subject in the TBI Program.

It should be noted that there are not many TBI Programs at PTKI. There are only 12 PTKIs (at the time this article was written), including IAIN Surakarta, UIN Syarif Hidayatullah Jakarta, IAIN Madura, IAIN Syekh Nurjati Cirebon, IAIN Tulungagung, IAIN Curup, IAIN Bengkulu, IAIN Malikussaleh Lhokseumawe, UIN Sultan Syarif Kasim Riau, IAI Al-Qolam Malang, IAIDA Blokagung Banyuwangi, and Islamic University Zainul Hasan Probolinggo. Of the 12 PTKIs, not all of them have international students, and not all of them have BIPA programs. The PTKI TBI Programs which have the new BIPA program are IAIN Surakarta and UIN Syarif Hidayatullah Jakarta. Meanwhile, other PTKI, which already has international students, held a program in the form of BIPA matriculation activities that are less coordinated with the leadership of PTKI, such as at IAIN Tulungagung. However, for BIPA, which is included in the Unit/Subject in the program, all PTKIs have included it in the curriculum¹⁰.

Meanwhile, BIPA learning at FTU Thailand has experienced significant developments in the last few years. FTU is the only private Islamic university in Patani. FTU was founded on 3rd April 1992 under Yala Islamic College, located in Paramitae Village, Budi District, Meuang Regency, Yala Province. On 10th March 2004, a second campus was opened, located in Serong Village, Khaotoom District, Yarang Regency, Pattani Province. Besides, in 2007, the campus name changed to Yala Islamic University. Then, on October 31, 2013, the name change occurred again, becoming Fatoni University (FTU)¹¹.

There are five faculties, one Postgraduate Program, and one International Language Center at FTU. These faculties include the Faculty of

¹⁰ Interview with The Management of TBI PTKI Program, "No Title," 2020.

¹¹ "No Title," 2020.

Islam and Law, the Faculty of Cultural and Social Sciences, the Faculty of Science and Technology, the Faculty of Education, and the Faculty of the Qur'an and Sunnah.

Furthermore, the Faculty of Cultural and Social Sciences (FIBS) has six departments, i.e., the Department of Business Administration, Department of Islamic Financial Management, Department of Public Administration, Department of Arabic, Department of English, and Department of Malay.

The Department of Malay Language (JBM) was founded in 2007. JBM has graduated from several alumni who are scattered in various regions in Patani or other provinces. Although it is not an Education department, almost 80% of JBM alumni work as instructors in several schools. Therefore, in 2016, the Department of Malay Language Education (JPBM) in the Faculty of Education was opened. Meanwhile, in 2016, JBM opened two concentrations, the Malay Language Concentration and the Indonesian Language Concentration.

The Indonesian Language Concentration (starting now abbreviated as KBI) is one of the concentrations under JBM, Faculty of Cultural and Social Sciences (FIBS), FTU. KBI is the first and only concentration in Thailand, so KBI applies different learning management compared to other departments.

Management is defined as a series of activities aimed at achieving organizational goals by effectively and efficiently utilizing organizational resources¹². Meanwhile, learning can be defined as an activity that can influence individuals who are learning¹³.

Therefore, learning management in KBI can be interpreted as an activity carried out by utilizing KBI resources to better influence students who are carrying out the Indonesian language learning process.

Initially, BIPA was a regional studies course like the one at Maejo University, Chiang Mai. The learning system was taught by native Thai instructors who had studied BIPA in Indonesia. Also, BIPA learning is an Elective Unit/Subject such as those found at Prince of Songkhla University,

¹² Ricky W. Griffin, *Manajemen*, ed. Wisnu Candra Kristiaji (Jakarta: Erlangga, 2004).

¹³ Made Pidarta, *Manajemen Pendidikan Indonesia* (Jakarta: Rineka Cipta, 2004).

Tammasat University, Naraesuan University, or others with a direct learning system taught by native Indonesian instructors (native speakers)¹⁴.

BIPA learning has been held at FTU since 2016. In contrast to BIPA learning at other campuses, BIPA learning at FTU is a course of 3 credits, taught in the first semester, and is in the Indonesian Language Concentration (KBI) curriculum, Faculty of Cultural Sciences and Social Affairs (FIBS), FTU, Thailand.

BIPA learning at FTU has been going on for four years. In general, BIPA learning includes four language skills, i.e., speaking skills, reading skills, writing skills, and listening skills. Besides, BIPA Learning at Fatoni University is designed as an introduction and to become a bridge for students in understanding Indonesian Language, literature, and culture.

Indirect Indonesian language learning has been taught at the Fatoni University campus simultaneously as the Malay Language Department (JBM) opening in 2007. This is evidenced by several native Thai teaching staff who are university graduates in Indonesia and use Indonesian language books as teaching materials in the learning process.

In the 2012 curriculum revision, there is a course on comparative Malay vocabulary in ASEAN (comparison of Malay and Indonesian). This course aims to determine the comparison of Malay with Indonesian. Also, these courses are compulsory subjects and are taught in the sixth semester. The sixth-semester selection considers the students' ability to master the Malay language after the students have studied Malay for five semesters. Therefore, the mastery of the Malay language will not be mixed with the mastery of the Indonesian Language.

Furthermore, to support the comparative Malay vocabulary course in ASEAN (comparison of Malay and Indonesian), since 2013, there have been teaching staff from Indonesia at JBM who teach Malay using the Indonesian language as the medium of instruction. The selection of teaching staff from Indonesia aims to increase students' knowledge of Malay and Indonesian

¹⁴ Ku-Ares Tawandorloh and Islahuddin, "Effectiveness of BIPA Learning in Indonesian Concentration Students, Fatoni University, Thailand," in *Prosiding Seminar Internasional Konferensi BIPA Tahunan (Ke-BIPA-an) II Tahun 2019* (Surakarta, 2019).

comparison. Therefore, the Indonesian accent was quite familiar among students studying at the Malay Language Department (JBM).

Indonesian language learning either directly or indirectly affected the mastery of the Malay language of JBM students. The positive effect is that the students will gain knowledge about Indonesian, apart from Malay. However, the negative effect is that some students find it difficult to distinguish between Malay and Indonesian.

Therefore, Tawandorloh et al.¹⁵, as JBM teaching staff, conducted research on the differences between Malay and Indonesian and produced several conclusions, including 1) there are differences in the spelling between Indonesian and Malay; 2) there is a difference in pronunciation between Indonesian and Malay; 3) and there are differences in meaning between Indonesian and Malay.

Furthermore, Indonesian language learning at FTU has experienced more significant developments since 2016, i.e., since the Indonesian Language Concentration (KBI) opening under the Malay Language Department (JBM). Indonesian language learning held by the Indonesian Language Concentration, Fatoni University, is different from Indonesian language learning, held at several other campuses. These differences include learning Indonesian at Fatoni University is a learning program that studies Indonesian language, literature, and culture as a whole, not only an introduction to Indonesian.

Indonesian Language Learning Curriculum

The curriculum is a set of courses that are taught at individual educational institutions. The TBI IAIN Surakarta curriculum weighs 145 credits, consisting of General Courses (MKU): 18 credits, Basic Expertise Courses (MKDK): 16 credits, Program Expertise Courses (MKKPS): 103 credits, Additional Authority Courses (MKKT): 8 credits.

The Indonesian Language Learning Unit/Subject is contained in the MKKPS, which comprises the Indonesian language studies Unit/Subject, the Indonesian literary studies Unit/Subject, the Indonesian language and

¹⁵ Ku-Ares Tawandorloh, "The Urgency of Teaching BIPA in the Melayu Department in Fatoni University," in *Abstract Book of LATU International Conference* (Bangkok, 2018), 78.

literature proficiency Unit/Subject, the Indonesian Language and literature research Unit/Subject, the auxiliary language Unit/Subject (Arabic and English) which supports students to teach BIPA to Arabic and English speaking countries, and the Unit/Subject teaching Indonesian Language and literature. The MKKT is the Elective Unit/Subject, the BIPA Unit/Subject, which weighs eight credits with details of the introduction of BIPA, BIPA teaching strategies, and BIPA internships. For the MKDK, the Units/Subjects that support students' expertise in the industrial era 4.0 are the Digital Literacy Unit/Subject and the Digital Product Monetization Unit/Subject.

In the BIPA Unit/Subject, students are provided with theory in semesters 4 and 5, as well as BIPA internships in semester 6. In the BIPA Internship, students directly practice teaching BIPA to International students (Thailand and the Philippines) for one semester, and then they receive a certificate from the Rector of IAIN Surakarta. Later on, the certificate can be used as a resource for teaching BIPA abroad, especially in recruitment held by the Ministry of Education and Culture's Language Development and Development Agency.

Meanwhile, the curriculum at KBI FTU is included in the JBM curriculum, which is one of the international curricula in FTU. In the learning process, JBM holistically uses Malay (KBM) or Indonesian (KBI), except for University Courses (MKU) which use Thai. Apart from JBM, the international curriculum at FTU includes the Arabic Language Department and the Usuluddin Department, which use Arabic, while the Department of English and Department of Computer Science use English as the medium of instruction.

The curriculum used by KBI is an Indonesian language curriculum that comes from various Higher Education Institutions in Indonesia, and there are fieldwork practices in Indonesia. The practical fieldwork aims to understand the various languages, literature better, and cultures that exist in Indonesia, not only in the classroom but also to practice directly in Indonesia.

The concentration of the Indonesian language is a concentration under the Malay Language Department. Since 2016, the Malay Language Department curriculum has been divided into two parts, i.e., Concentration of Malay Language and Concentration of Indonesian Language. Furthermore, there are seven instructors in the JBM curriculum. The number is divided into three

parts, i.e., three people who teach the JBM core curriculum, three people who teach the KBM curriculum, and three people who teach the KBI curriculum. This means that there are JBM core curriculum lecturers who are concurrently supervising the curriculum for every concentration.

To obtain a bachelor's degree from either Concentration of Malay Language (KBM) or Concentration of Indonesian Language (KBI), a student must complete a credit load of 143 credits. For Unit/Subject related to learning Indonesian, it weighs 51 credits, including BIPA (Indonesian for Foreign Learners) Unit/Subject with a weight of 3 credits, which is allocated in semester 1. For more details, see the following table.

Table 6. Unit/Subject Konsentrasi Bahasa Indonesia FTU Thailand

No	Kode Unit/Subject	Nama Unit/Subject	SKS
1.	IN2205-201	Indonesian Linguistic	3(3-0-6)
2.	IN2205-202	Indonesian Semantics	3(3-0-6)
3.	IN2205-211	Indonesian for Foreign Learners	3(3-0-6)
4.	IN2205-212	Indonesian Phonology	3(3-0-6)
5.	IN2205-213	Indonesian Morphology	3(3-0-6)
6.	IN2205-214	Indonesian Syntax	3(3-0-6)
7.	IN2205-215	Loan Words in Indonesian	3(3-0-6)
8.	IN2205-221	Indonesian Conversation	3(2-2-5)
9.	IN2205-222	Indonesian Listening Comprehension	3(2-2-5)
10.	IN2205-231	Indonesian Reading	3(2-2-5)
11.	IN2205-241	Indonesian Writing	3(2-2-5)
12.	IN2205-242	Paragraph Writing	3(2-2-5)
13.	IN2205-243	Stylistics*	3(3-0-6)
14.	IN2205-251	Translation 1	3(2-2-5)
15.	IN2205-252	Translation 2**	3(2-2-5)
16.	IN2205-261	Indonesian History and Culture	3(3-0-6)
17.	IN2205-262	Indonesian Literature	3(3-0-6)
18.	IN2205-263	Indonesian Poetry*	3(3-0-6)
19.	IN2205-264	Indonesian Short Stories and Novels*	3(3-0-6)
20.	IN2205-265	Indonesian Drama*	3(2-2-5)
21.	IN2205-266	Indonesian Modern Literature*	3(2-2-5)
22.	IN2205-267	Sociology of Literature*	3(3-0-6)
23.	IN2205-271	Indonesian Rhetoric*	3(2-2-5)
24.	IN2205-272	Introductory Journalism	3(2-2-5)
25.	IN2205-273	Indonesian for Office Usage*	3(2-2-5)
26.	IN2205-274	Indonesian for Mass Media*	3(2-2-5)

27.	IN2205-275	Indonesian for Tourism*	3(2-2-5)
28.	IN2205-276	Indonesian for Business**	3(2-2-5)
29.	IN2205-277	Indonesian for Hospitality	3(2-2-5)
30.	IN2205-281	Language and Literature Interpretation*	3(2-2-5)
31.	IN2205-283	Pre-Cooperative Education	1(2-0-1)
32.	IN2205-284	Cooperative Education	6(0-18-0)
33.	IN2205-285	Scholarly Papers in Indonesian	3(0-0-9)

The TBI curriculum of IAIN Surakarta, which includes Program Expertise Courses (MKKPS), consists of 103 credits. Meanwhile, at KBI of JBM FTU Thailand, it consists of 51 credits. At TBI IAIN Surakarta, BIPA Units/Subjects weight eight credits and are taken in semesters 4, 5, 6 because in the first semester, students must master several academic units/subjects in Indonesian literature and Language teaching as a prerequisite Unit/Subject. Meanwhile, in KBM FTU Thailand, BIPA Units/Subjects are taken in semester 1 with a weight of 3 credits. The BIPA units/subjects need to be taught in the upper semesters such as semesters 4, 5, 6 because students need to master the theories of Indonesian language and literature as well as teaching Indonesian and require much weight such as nine credits because it does include not only theory but also BIPA internship practice. In this case, the TBI IAIN Surakarta curriculum can be more comprehensive than the KBM FTU Thailand.

Lecturers at TBI IAIN Surakarta and KBI, FTU, Thailand

Currently, the TBI IAIN Surakarta Study Program has 13 permanent lecturers. 90% have attended BIPA training held by IPTABI (Indonesian Language Education Program Association, PTKI, MORA GoI), Ministry of Religion GoI, APPBIPA, Language Center, PPSDK Language Development, and Development Agency Kemdikbud RI, Seameo Qitep. The educational backgrounds of TBI lecturers are lecturers with qualifications of S-2 Indonesian Language Education UNS, S-2 Indonesian Language Education, State University of Malang, S-2 Linguistics Concentration of Indonesian Language UGM, S-2 Nusantara Literature UGM, S-3 Indonesian Language Education UNS. With these educational backgrounds, it is very supportive for learning Indonesian.

Meanwhile, the teaching staff at JBM is of nine people, including the Chairperson of the JBM. All teaching staff has a master's degree. However, there is five exceptional KBI teaching staff, including the Chairman of the JBM.

The five-teaching staff at KBI consist of one teacher from Indonesia (native speaker) and four native Thai instructors. The teaching staff from Indonesia are alumni of Literature, UGM, Yogyakarta. The four Thai teaching staff are alumni of several Higher Education Institutions in Indonesia, including one lecturer alumni of Linguistics UGM, Yogyakarta, one lecturer for Linguistics UNS, Surakarta, and two teaching staff alumni of Indonesian Language Education, UMS, Surakarta.

In addition to the permanent teaching staff above, in 2017, there were four teaching staff from PPSDK, Jakarta, to help teach BIPA at KBI, FTU. The four-teaching staff consists of 2 instructors in the first semester who have a master's degree, and two instructors in the second semester have doctoral and master's degrees. Furthermore, in 2018, there was two teaching staff with master's degrees from PPSDK, the Ministry of Education and Culture of the Republic of Indonesia, only in the semester.

Instructors in the TBI IAIN Surakarta Study Program and KBM FTU Thailand are ideal because they have an educational background from the Indonesian Language, and the number is proportional to the number of lecturers and student ratios. This can support the management of Indonesian language learning.

Students of TBI IAIN Surakarta and KBI, FTU Thailand

The students of the TBI IAIN Surakarta Program come from various language backgrounds, mostly from Javanese's mother tongue, although some come from the mother tongue of Sundanese, Madurese, Ngapak, Sumatran. Also, TBI students come from Thailand, whose mother tongue is Thai and Malay. TBI students who come from Thailand are all Muslim because they come from Southern Thailand.

Before attending regular lectures, International students from Thailand must take BIPA matriculation for three months to 1 year. After that, they are still studying BIPA at different levels, i.e., primary, intermediate, and advanced levels. At the beginning of lectures, International students are usually not very fluent in Indonesian, especially in writing skills, still at the primary level. In the final semester (7, 8), International students are usually fluent in Indonesian. The TBI Program also annually provides Indonesian Language Proficiency Test

(UKBI) facilities for 4th-semester students; this collaborates with the Central Java Language Center. The results of the UKBI tests of TBI students varied. Some were very superior, superior, and intermediate.

Meanwhile, the backgrounds of students at KBI, FTU vary, i.e., from various family backgrounds, including 1) students speak Malay as their mother tongue; 2) students who speak Thai as their mother tongue; 3) students who have lived in Indonesia or Malaysia for more than a year; and 4) students who have never lived in Indonesia or Malaysia.

Tawandorloh and Islahuddin have carried out Research-based on student backgrounds related to BIPA learning¹⁶. The results of this study, in general, BIPA learning is more effective in increasing students' understanding of learning Indonesian. The results of tests and questionnaires can prove this. For example, in speaking skills, students are more able to communicate. In reading skills, students are better able to understand the contents of the reading text. In writing skills, students can compose or compose paragraphs. In listening skills, students fully understand what they are listening to. Also, the study results show that both students who speak Thai and Malay have good abilities for all skills. Students who have lived in Indonesia or Malaysia for more than a year have excellent speaking and reading skills, while writing and listening skills are in a suitable category.

Thai students are very enthusiastic about learning Indonesian. Since 2015, due to the ASEAN trade opening, many high school students (SMA) flock to learn Indonesian. The interest in learning Indonesian is not only occurring in the Patani region, Southern Thailand. However, this interest occurred throughout Thailand, as well. Several reasons motivated students of KBI, FTU in learning Indonesian, including job goals, educational goals, and other reasons.

Work-related objectives are motivated by the following: 1) get a job related to Indonesia, 2) master the Indonesian language for future work, and 3) become a BIPA teacher. Meanwhile, the objectives related to education are the desires to 1) obtain a position in the academic field in the ASEAN language; 2) get Indonesian language skills at the bachelor's level; 3) speak Indonesian

¹⁶ Tawandorloh and Islahuddin, "Effectiveness of BIPA Learning in Indonesian Concentration Students, Fatoni University, Thailand."

fluently; 4) open an Indonesian language laboratory; 5) get to know Indonesian culture; 6) receive various scholarships in Indonesia, which include: Darmasiswa scholarship, KNB scholarship, Muhammadiyah scholarship, Ministry of Religion Affairs scholarship, and others.

Besides, there are other reasons for learning Indonesian, i.e., 1) Indonesian is the largest Language in ASEAN; 2) Indonesian is exciting and easy to learn the language; 3) Indonesia is a close neighbor to Thailand, and 3) the desire to learn Indonesian directly in Indonesia has not been achieved, so FTU offers learning opportunities.

Institutionality at TBI IAIN Surakarta and KBI, FTU Thailand

Institutionally, TBI is a program under the Faculty of *Adab* (Culture) and Languages of IAIN Surakarta. The program is led by ahead of the program and assisted by a program secretary. All lecturers are BIPA teaching staff, and some are managers of the Surakarta IAIN BIPA Program. Meanwhile, the Indonesian Language Concentration at FTU Thailand concentrates on the Malay Language Department and the Malay Language Concentration.

The Indonesian Language Concentration has a Concentration Secretary in charge of four teaching staff and department staff. The Indonesian Language Concentration is under the Head of the Malay Language Department. Meanwhile, the Chairperson of JBM is under the Dean of the Faculty of Social and Cultural Sciences (FISB). The FISB Dean is under the Vice-Rector for Academic Affairs, who is also under the Main Vice-Chancellor and Rector of Fatoni University.

Institutionally, TBI IAIN Surakarta is ideal because it has become a program directly under the faculty to have more authority. However, KBI is still in the form of concentration under the department. Hopefully, in the future, it can stand independently as the Indonesian Language Department. KBI FTU Thailand has succeeded institutionally because it is higher than BIPA learning, which is still in activity programs like in most other countries.

Teaching Materials Used in KBI, FTU

The ideal teaching material requires students to think critically because it is the most important thing in learning¹⁷. All forms of material are used to achieve learning objectives. Teaching materials used in Unit/Subject BIPA at TBI IAIN Surakarta are in BIPA books published by PPSDK (A₁, A₂, B₁, B₂, C₁, C₂) and teaching materials by IAIN Surakarta lecturers. One example is the book "Reading Indonesia," in which local wisdom. The city of Surakarta and Islamic values are inserted. BIPA learning at TBI IAIN Surakarta also refers to the Decree of the Director-General of Islamic Education number 6244 of 2019 concerning the national standard of Indonesian language teaching training for foreign speakers (BIPA) PTKI. In addition to printed books, the material is also in the form of audiovisual, and a combination of print and audio/visual, as in the picture below. Researchers teach about wayang/puppet as local wisdom and insert Islamic values (*akidah*, *sharia*, and *akhlak*).



Figure 2. BIPA Learning with Audio/Visual Material (*Wayang/puppet*)

The material taught in the Indonesian Language Concentration, FTU, comes from the curriculum of various Higher Education Institutions in Indonesia and is tailored to the needs of the existing market in Thailand after the students finish their studies. According to the courses being taught, the

¹⁷ Imas Cintamulya, "Analysis of Students' Critical Thinking Skills with Reflective and Impulsive Cognitive Styles on Conservation and Environmental Knowledge Learning.," *Asia-Pacific Forum on Science Learning and Teaching* 20, no. 1 (August 2019).

teaching staff uses teaching materials from various Indonesian published books in the learning process. The materials are then summarized into lecture teaching materials each semester. Overall, the material is delivered in Indonesian, except for compulsory university courses delivered in Thai.

Meanwhile, for the BIPA course, because it is an introductory course to learn Indonesian language, literature, and culture, the KBI and FTU use the BIPA book published by PPSDK for teaching materials according to the abilities of students. This was done as a form of cooperation between KBI, FTU, and PPSDK, Jakarta, as evidenced by PPSDK, Jakarta, sending their BIPA teaching staff to Thailand.

Also, the material taught is more about practical skills rather than theoretical subjects. Practical courses include hospitality, tourism, introduction to journalism, translation, introduction to business, introduction to office administration, etc. These courses are subjects that must be directly involved in the field. This is done so that learning does not only occur in the classroom, but learning is also carried out outside the classroom.

The TBI IAIN Surakarta material can be more comprehensive because there are already teaching materials made by IAIN Surakarta lecturers. These materials are in line with local wisdom and Islamic values because of the context of the PTKI.

BIPA Learning Methods at TBI IAIN Surakarta and KBI, FTU Thailand

The use of various methods is a challenge for teaching staff in learning¹⁸. The method is the overall delivery of procedurally arranged material and based on the chosen approach. In BIPA learning, there are various methods, including direct methods, grammatical translation, audiolingual, community-based methods, total physical response, silence, suggestopedia, and immersion. BIPA learning at the TBI IAIN Surakarta uses a variety of methods. The method often used at IAIN Surakarta is the direct method commonly used for beginner level learners, i.e., students learn to understand a language

¹⁸ Mumpuniarti Mumpuniarti et al., "Teacher's Pedagogy Competence and Challenges in Implementing Inclusive Learning in Slow Learner," *Cakrawala Pendidikan* 39, no. 1 (February 28, 2020): 217-29, doi:10.21831/cp.v39i1.28807.

through listening to the language as often as possible, and practice language skills through speaking activities obtained from media such as from images, gestures/body movements, without any translation or dictionary.

Community-based methods are also used at IAIN Surakarta, where instructors allow students to express themselves in groups and guide them freely. This method is usually used for students at the intermediate level. As for students who are already at the advanced level, the immersion method is applied, in which students need to master academic and social communication competencies in the context of Indonesian society¹⁹. This method emphasizes the growth of students' courage and confidence to interact with the surrounding community using the Indonesian language they have learned. The following is an example of learning with international students' immersion method in Kampung Batik Laweyan and the community-based method in the following cultural photo exhibition.



Figure 3. BIPA Learning in Kampung Batik Laweyan Surakarta

¹⁹ Imam Suyitno et al., "Cognitive Learning Strategy of BIPA Students in Learning the Indonesian Language," *IAFOR Journal of Language Learning* 3, no. 2 (January 19, 2018), doi:10.22492/ijll.3.2.08.



Figure 4. BIPA Learning using Community-Based Methods

The Indonesian language learning method at KBI, FTU, is more on active learning and student-centered learning. Therefore, the methods used are community-based and immersion.

The techniques used in active learning include: students are asked to be active in class, look for learning materials outside the classroom, perform presentations, discussions and case studies, etc. Also, each subject is required to conduct practical field lectures to be more effective and efficient learning.

Besides, outside the classroom, learning facilitated by JBM included the provision of a Malay/Indonesian Language Proficiency Training Seminar (SLKBMI). The seminar was held for a full day. The concept of the seminar is from, by, and for students. Seminar activities involve all generations of students, from the first year to the fourth year. Technically, seminars are held once a month, with various themes, such as language, culture, literature, etc. Students are asked to make papers related to the theme, present it, and then ask questions related to the seminar. The lecturers only provide input or comments regarding the content of papers, presentations, and others. During the seminar, there were other sessions, including reading poetry, telling stories, dramas, etc. More details can be seen in the following image.



**Figure 5. Thai FTU BIPA Learning
with Community-Based Methods**

Furthermore, JBM also provides a Studio called Studio JBMI. The studio manages Facebook, YouTube, and blogs, which are all managed by students. For example, YouTube content contains student, campus, seminar, or other activities. Usually, once a week, the content manager uploads these activities in JBMI's Youtube Studio.

Furthermore, every semester, at the end of the lecture term, each student must make a video related to the performed learning. For example, in the Introduction to Tourism unit/subject, students must send videos related to tourism in the local area. The selected videos will be uploaded on Studio JBMI's YouTube, and there is the added value for students whose videos are selected.

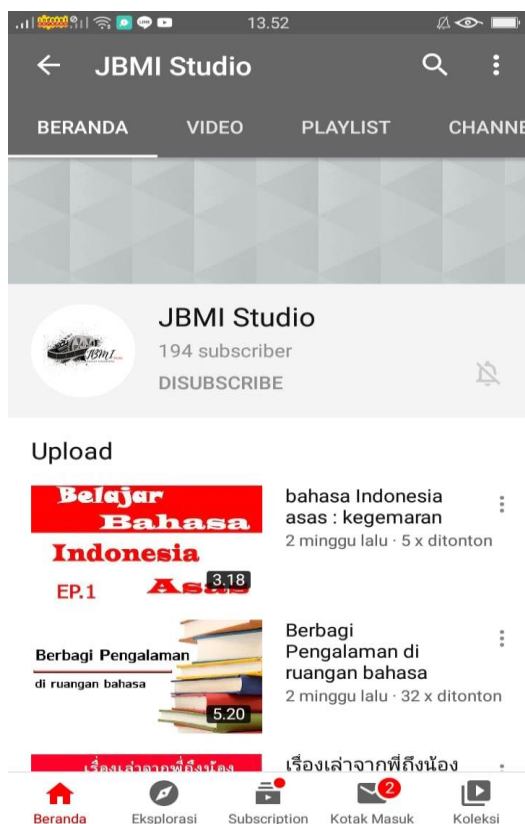


Figure 6. JBMI FTU Thailand Studio

Moreover, for students who take the Field Work Practice (PKL) curriculum, in the fourth year, i.e., in semester VII, students must practice in Indonesia for one semester. The Field Work Practices (PKL) can be performed either in industrial places, tourist attractions, printing houses, newspapers, radio, etc. The fieldwork practice (PKL) aims to make students able to practice all the theories they have learned in class, from semester I to semester VI. Besides, the Field Work Practice (PKL) aims to hone students' four language skills, i.e., reading, writing, speaking, and listening directly to Indonesia.

Teaching Indonesian that is increasingly developing domestically and abroad requires ideal learning management, such as curriculum, instructors, institutions, students, teaching materials, and methods. TBI IAIN Surakarta and KBI JBM FTU Thailand, in general, can be said to be successful in the

management of Indonesian language learning, although there are slight differences between the two.

Conclusion

The government is in charge of developing the Indonesian Language, fostering the Indonesian Language, and protecting the Indonesian Language. Indonesian language development includes teaching Indonesian for Indonesian citizens and foreign nationals at home and abroad. Teaching Indonesian abroad is considered successful because it is proven by the increasing pace of Indonesian language study by foreigners abroad, not only the BIPA program at the institutional level, but it has also led to majors/departments, such as the Indonesian Language Concentration Department of Malay Language, Fatoni University, Thailand. The number of PTKI's Tadris Indonesian Language Program is increasing annually, and International students are increasingly interested in studying at the PTKI TBI Program.

Teaching Indonesian that is increasingly developing domestically and abroad requires ideal learning management, such as curriculum, instructors, institutions, students, teaching materials, and methods). TBI IAIN Surakarta and KBI JBM FTU Thailand, in general, are considered successful in the management of Indonesian language learning, although there are slight differences between the two. In terms of curriculum, instructors, institutions, students, teaching materials, and methods, learning Indonesian at TBI IAIN Surakarta is more prepared and comprehensive. Therefore, intensive coordination between the two is needed because both are Islamic-based PTKIs to support the Indonesian language's internationalization by making Indonesian as the host in their own country and honored guests in other countries. This paper provides a broad view of BIPA learning management in Islamic higher education institutions in Southeast Asia because there are not many Islamic Higher Education Institutions in Southeast Asia that have BIPA and TBI Study Programs. As a result, further research on development (R and D) related to curriculum, instructors, institutions, students, teaching materials, and methods are needed.

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