

Assistance in BIPA Learning Management and Institutional Internationalization at Al Irtiqo' International Islamic Senior High School Malang

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ABSTRACT

The teaching assistance activity of BIPA Al Irtiqo' International Islamic Senior High School Malang, aims to build cooperative relations between institutions and develop science in the fields of education, Indonesian language and culture and in a broad scope as Indonesian cultural diplomacy. Moreover, this is a form of special services for the increasing exchange of students to schools with various schools from abroad. Therefore, it is considered very important to provide basic provisions for teaching strategies and management of BIPA learning in schools as well as internationalization of institutions that have foreign cooperation partners. Language learning emphasizes listening, speaking, reading and writing skills. Meanwhile, internationalization is manifested through guidelines and mechanisms of cooperation between institutions.

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1. Introduction

Learning Indonesian for foreign students, better known by the abbreviation BIPA, is currently increasing. This has a good impact on the development of the internationalization of the Indonesian language in accordance with the mandate of Law Number 24 Year 2009 article 44 which states that the Government will increase the function of Indonesian to become an international language gradually, systematically, and sustainably (Faizin & Isnaini, 2018).

The BIPA Teaching Assistance Service Program (Indonesian for Foreign Speakers), by a lecturer in Indonesian Language and Literature Education at the University of Muhammadiyah Malang with the target of MA International Al Irtiqo' Malang, aims to build cooperative relations between institutions and develop knowledge in the fields of education, Indonesian language and culture as well as in a broad scope as Indonesian cultural diplomacy. In addition, this is a form of special service for the increasing exchange of students to schools with various schools from abroad. Therefore, it is considered very important to provide basic provisions for teaching strategies and management of BIPA learning in schools that have foreign cooperation partners. Language learning certainly emphasizes four aspects of skills, namely listening, speaking, reading and writing (Iskandarwassid and Sunendar, 2008). To support these four skills, learning media, materials, textbooks or learning resources are needed, strategies and learning evaluations (Soedarsono, 2008).

So far, MA International Al Irtiqo' Malang has not understood much about the management of BIPA learning or special treatment in learning culture and foreign students' residence permits. If you look at the many cooperation programs that have been and are being built, it is necessary to provide insight or tutorials on the management of foreign students, especially in BIPA learning. The differences in the learning culture of Indonesia and foreign countries are quite different, so it is necessary to provide an understanding so that BIPA students at MA International Al Irtiqo' Malang can easily adapt to learning and living in Indonesia.

This dedication to Indonesian Language Teaching Assistance for foreign students is important. Considering that the Indonesian Language and Literature Education Study Program has BIPA courses for students. BIPA learning at UMM is carried out by UPT BIPA with teachers from the Indonesian language department. However, these teaching provisions are obtained in the study program. For this reason, the urgency of this service includes three aspects, namely obtaining data and information from (1) BIPA teaching preparation, (2) BIPA teaching support components in strengthening participants' mastery of language skills, (3) conditioned socio-cultural activities, (4) and institutional prospects and internationalization. Institutional internationalization in the form of this service is expected to be able to improve (1) understanding and development of media and learning materials, (2) management of BIPA teaching for foreigners in schools, (3) increasing collaboration and internationalization of institutions.

Indonesian language learning has been taught in 44 countries and approximately 219 institutions and language learning institutions abroad. Therefore, internationally learning Indonesian language and culture is relatively well known in foreign countries. This is in accordance with the government program of the Republic of Indonesia in strengthening cultural diplomacy to various countries through the Indonesian Ministry of Education and Culture program. Students who have been placed in government-appointed schools or colleges and have studied Indonesian language and culture are expected to serve as ambassadors in introducing Indonesian culture in their home country. Therefore, the most important aspect in learning Indonesian begins with the introduction of Indonesian

culture and the fulfillment of learning tools to be carried out because teaching materials and equipment are interrelated systems (Jauhar et al, 2019:29). The diversity of Indonesian culture is an attraction for foreigners to get to know Indonesia as well as exotic cultural localities to learn (Yusri & Mahmud, 2020:166). The Indonesian language is a communication tool to get to know this cultural aspect better. This is to make the Indonesian language a tool of national diplomacy.

An international problem that is often faced by foreign teachers and students in learning a foreign language is the difficulty of understanding the culture of each learner who comes from these various countries. They have different attitudes and habits. Therefore, Indonesian language teaching materials will be a support and reference to facilitate foreign students when studying in Indonesia. The pattern of cooperation will be created when the institution has a standardized implementation that is used as a reference in the process. This is what makes this service process carried out at MA Alirtiqo' Malang because the madrasa is of international standard and has foreign students. So this activity is very much needed to improve the quality of service and professionalism of the institution.

2. Methods

The implementation of this service activity uses the implementation method with observations, workshops, and results. The details of these activities are as follows:

a. Observation

In this activity the school designs various needs related to important matters relating to cooperation and language learning for foreign students. The purpose of this activity is to place various needs with various follow-up activities to be carried out. The results of this activity are the first step in identifying all partners' needs in order to rank the needs in order to become a clear and quality concept.

b. Workshop

This activity is carried out to follow up on the results of observations that have been made. Thus, this activity will specifically formulate various important matters related to cooperation and the Indonesian language learning process for foreign students who are at MA Alirtiqo' Malang. This activity will be carried out in four parts including: (a) Initial Workshop, (b) Workshop on Completing Cooperation Maps and Teaching Materials, (c) Completing Cooperation Guidelines and teaching materials, and (d) Editor of the results of guidelines and teaching materials.

c. The final result

Service activities at MA Alirtiqo' have targets and objectives in accordance with the background described. Thus, to answer these various needs, the results of this activity are guidelines for collaboration that will be used at MA Alirtiqo' Malang and teaching materials. The two results are expected to answer various needs related to collaboration and BIPA learning for foreign students studying at MA Alirtiqo' Malang.

3. Results and Discussion

3.1. Observation

This community service activity is carried out in three stages, namely observation, workshop, and result content. The observation activity was carried out on May 22, 2020. In this activity, MA Alirtiqo' Malang conveyed various needs related to the prospect of cooperation, cooperation models, and the BIPA (Indonesian for Foreign Speakers) learning

process for foreign students. In this activity to formulate various designs that will be carried out in the framework of the internationalization process, the institution continues the following things:

1. Principle
2. Cooperation partners
3. Field of cooperation
4. Cooperation flow
5. Cooperation strategy

These five things will be used as the basis for the workshop on the formulation of cooperation guidelines which will be carried out in the next stage. In terms of learning BIPA, the results of observations show the following things:

1. Learning concept
2. Teaching materials
3. Vocabulary
4. Cultural integration

The results of these observations are summarized as the basic basis for the implementation of the workshops that will be carried out in the next stage. All the results of this observation are a manifestation of the needs and various obstacles of the institution so far in the implementation of cooperation and handling of foreign students studying at MA Alirtiqo' Malang.

The workshop activities are carried out in stages with the initial stages of compiling cooperation maps and studying teaching materials. The activity was carried out on June 8-11, 2020. The result of this activity was to consider the foundations that would be used in the formation of cooperation guidelines and Indonesian language teaching materials for foreign students. The formulation in the resulting cooperation guidelines is as follows:

1. Principles of national education
2. The basis for the regulation of the minister of education
3. Transparent
4. Equality
5. Religious
6. Sustainable

The results of the basis in making teaching materials are to determine the concept of learning which includes:

1. Thematic
2. Structured
3. Tutorials
4. Practice

3.2. Workshop

The next stage is the Workshop on cooperation guide products and BIPA teaching materials which will be held on 10 – 24 August 2020. The various results from the workshop are to describe the forms and strategies that will be used in the cooperation guide and teaching material content that packs local content in Malang.

This workshop activity resulted in several important things in the preparation of cooperation guidelines and teaching materials. In accordance with the results of initial observations, in this activity there are several things added to accommodate the challenges of the times in the process of implementing education in Indonesia. The addition of this, namely entrepreneurship, has become an important note in the modern era in order to support the realization in the process of implementing national education. This addition is an effort that MA Alirtiqo' is committed to the aspects of modernity

challenges that occur in the development of science and technology. The form of this entrepreneurship goal will also be chosen with digital and non-digital content. So that students can feel a variety of atmospheres that can support the quality and specifications of the skills they have.



Figure 2.1 Testing the material on students from Egypt and Cambodia

The next stage is from the results of observations of the teaching materials that will be carried out, there are new findings that will be added to the teaching materials. The addition is the addition of Malang locality aspects which include the Malangan mask dance, Walikan language, and traditional musical instruments. The addition is a form of introduction to foreign students that Malang has cultural peculiarities in various forms. With this, students will also gain cultural insight from both cultural artifacts and artifacts so that they can be used as a minimization of culture shock when they first come to Malang.

3.3. Yield and Payload

This stage is the last stage in this service activity. In this activity, all results from observations to workshops are formed into a unified guideline and content of BIPA teaching materials that will be used as guidelines at MA Alirtiqo' Malang later and teaching materials that will be used for foreign students who want to study at MA Alirtiqo' Malang.

The contents of the cooperation guidelines include:

a. Vision and mission

In this case, the contents of the vision and mission are used as the basis for all activities carried out in the process of screening and implementing cooperation within the MA Alirtiqo' Malang. The vision of MA Alirtiqo' Malang is "To produce people who are steadfast in Fiddin, have good character and are knowledgeable in the Global Era" while the mission of MA Alirtiqo' Malang is "To Organize Religious, Creative, Innovative, and Professional Islamic Education in Generating Quality Human Resources with Manhaj Ahlussunnah Waljamaah

b. Principle

In terms of the principle of cooperation, the results of the workshop stipulate that the cooperation that will be carried out at MA Alirtiqo' Malang will adhere to the principles of national education, transparency and equality, quality, sustainability, religion, and entrepreneurship. This is used so that the implementation of cooperation carried out by institutions can make the process of increasing institutional professionalism and improving the quality of human resources as stated in the vision and mission of the above.

c. Cooperation Partner

In the study of cooperation partners, these are selected according to the basic needs in order to increase human resources or students and improve the quality of institutional services. In terms of improving the quality of partner institutions, this cooperation can be sold to universities, between schools, government institutions, and international institutions. Meanwhile, in the aspect of improving the quality of students, this can also be sold to various schools, DUDI, and holdings in various government and private institutions.

d. Field of Cooperation

Several things that will be done in the collaboration process include academics, religion, improving the quality of human resources for both teachers and students, and the apprenticeship process. All forms of these activities are intended to increase the professionalism of the institution and increase the quality of graduates.

e. Cooperation Flow

In this case, each implementation of cooperation will have a flow and standardization in the implementation process. The flow in the process of the resulting collaboration activities is as follows. The initial stage is initiation and reconstruction. Then proceed to the process of implementing the agreement activities and activities carried out. Then, after the implementation stage, the evaluation stage is continued. In this case, all activities will be evaluated against the predetermined achievement standards. So that each activity will have a track record to be used as material for quality improvement in other activities.

f. Cooperation Strategy

The important thing in implementing cooperation is determining the strategy that will be used in the process. The results of the workshop in making this cooperation guideline are the selection of several strategies including: First, this cooperative strategy strategy is used to make various educational institutions work together in achieving national education so that inter-school partners become strategic partners no longer as competitive partners. Second, this Differentiation strategy is used to improve the quality and resources of MA Alartiqo' Malang. Thus the specification of the advantages and expertise of the instructor or expertise will be used as an attraction for partners in the collaborative process. In this case, MA Alirtiqo' will always prioritize differences in terms of quality and services it has.

The results of the workshop on making BIPA (Indonesian for Foreign Speakers) teaching materials at MA Alirtiqo' Malang resulted in the design and form of learning to be carried out including vocabulary learning, basic blindness for 1 month, and integration of cultural skills. All of these activities will be used as a frame of reference as well as a schematic that will be carried out when MA Al Irtiqo' accepts foreign students. The content of the teaching materials includes:

1. Learning Concept

In this section, the learning concepts that will be carried out are Thematic, Tutorial, and Practical. Thematic selection as a form of actualization of various conditions that will be experienced by foreign students when studying at MA Alirtiqo' Malang. In addition to this, the tutorial will be an important part to accompany the process of developing the learner's skills. Each language skill taught will go through a process of performance or practice with native speakers.

2. Content of Teaching Materials

The content of teaching materials that will be contained in the textbook includes several collections of vocabulary with specific topic specifications. Then the need is to accommodate the basic needs of students for the first month in Indonesia. In addition to this, various examples and contents of the teaching materials are also integrated with various local cultures of the city of Malang.

3. Vocabulary Collection

In this collection of vocabulary 10 basic topics are selected that will be taught to students. The topics include thanks, identity, day and month, numbers, directions, public facilities

Profession, buying and selling, hobbies, and daily conversation. Each material will be equipped with various exercises that can improve the quality of language skills.

4. Cultural Integration

In the content of cultural integration, it is divided into cultural knowledge and cultural skills. In terms of cultural knowledge, Malangan local content will be given such as temples, batik, and Malangan masks. Meanwhile, in cultural skills, mask dance skills will be given, playing traditional musical instruments. All forms of these activities will be integrated in learning language skills and special studies in the practice of cultural skills.

4. Conclusion

The conclusion of community service activities in the form of mentoring and management of BIPA learning and institutional internationalization at the Madrasah MA Alirtiqo' Malang resulted in a collaboration guide and a teaching material for basic Indonesian language skills for foreign students. The two results of the assistance are already in the proposal for recording the work which was proposed to the Ministry of Law and Human Rights. The two results of this service may be used as material for increasing institutional professionalism and improving human resources at MA Alirtiqo' in particular and can be used as reference material for partners and various other educational institutions.

Suggestions that can be used as consideration for further service are: (a) some Indonesian and English teachers are not familiar with the process of learning Indonesian for foreign speakers. Indonesian language teachers have limitations in mastering the language of instruction, namely English, while English teachers also have limited material to be taught in Indonesian rules. (b) limited time because the implementers in this assistance, namely Indonesian and English language teachers also carry out the learning process at the same time. (c) increase the enthusiasm of all resources, both teachers (teachers), assistant staff, and the academic community of MA Alirtiqo' Malang to understand international recognition because the MA is an International MA in order to improve the quality of Indonesian education.

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