

## Online Indonesian learning for foreign speakers (BIPA): Students' Perception at KBRI Hanoi Vietnam

Aria Septi Anggaira

Institut Agama Islam Negeri (IAIN) Metro Lampung, Indonesia

Corresponding Author ✉ [ariaseptianggaira@metrouniv.ac.id](mailto:ariaseptianggaira@metrouniv.ac.id)

### ABSTRACT

#### ARTICLE INFO

##### Article history:

Received

August 19,  
2022

Revised

October 21,  
2022

Accepted  
October 24,  
2022

Indonesian for Foreign Speakers (BIPA) is an Indonesian learning program for people whose mother tongue is not Indonesian. The BIPA program during the Covid-19 pandemic was carried out online in various parts of the world. One of the countries implementing the online BIPA program is Vietnam. There are 2 institutions that implement online BIPA programs in Vietnam, namely the Indonesian Embassy in Hanoi and the USSH Hanoi. This study aims to determine the perception of BIPA learners towards online BIPA learning, the research method used is descriptive qualitative by involving 15 Vietnamese BIPA learners. Data obtained through questionnaires related to online BIPA learning. The results of the study showed that the perception of Vietnamese BIPA learners towards online learning was very good. This is evidenced by the results of the questionnaire obtained from 15 learners who filled out the questionnaire related to online BIPA piracy. BIPA Vietnam learners still have a high enthusiasm for learning Indonesian even though it is online.

**Keywords:** *BIPA, Learner Perception, Online Indonesian Learning, Foreign Speakers Learning*

How to cite

Anggaira., (2022). Online Indonesian learning for foreign speakers (BIPA): Students' Perception at KBRI Hanoi Vietnam. *Attractive : Innovative Education Journal*, 4(3). 238-243

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

## INTRODUCTION

Indonesian is the national language as well as the official language and the state language of Indonesia. Indonesian was confirmed as the language of unity on October 28, 1928. At that time the youths vowed the youth oath and one of its contents was to uphold the language of unity that is Indonesian. As the language of the state, Indonesian is the official language of statehood that also functions as the language of education, the language of planning and dismantling, a means of developing science, technology, and culture, as well as the language of the mass media. This is stated in the 1945 Constitution of the Republic of Indonesia Article 36 states "The state language is Indonesian". Indonesian itself comes from the Austronesian language family, that is, Malay. Indonesian continues to progress, in the sense of the word the addition of vocabulary Indonesian continues to grow, both absorbed from regional languages and foreign languages.

In the midst of today's global era, along with the progress that has been achieved by the Indonesian nation, Indonesia's role in the international social scene has placed

Indonesian as one of the languages that is seen as important in the world. This is also supported by Indonesia's position in the world arena which is increasingly important day by day, especially through its role, both in participating in resolving political conflicts in various regions and because of Indonesia's geographical position located in a very strategic sea crossing. Such a reality has caused many foreigners who are interested and interested in learning Indonesian as a tool to achieve various goals, be it political, economic or trade, art-cultural, or tourism (Zamahsari, Putikadyanto, & Ansori, 2021). With these various goals, Indonesian is ultimately predicted to be an international language. To make Indonesian an International language, many ways are done. One of them is by conducting linguistic diplomacy activities. The Ministry of Education, Culture, Research and Technology through the Language Development and Development Agency carries out language diplomacy activities by facilitating the teaching program Indonesian for Foreign Speakers (BIPA).

The BIPA program (Indonesian for Foreign Speakers) is an Indonesian learning program for people whose mother tongue is not Indonesian and who come from outside Indonesia who are principled in the interactive and cooperative nature of language, especially in learning Indonesian as a second language. The principles underlying the interactive and cooperative nature of language are as follows. First, human beings are born for speech and communication. It is generally considered the main purpose of the language. Second, part of the conversation is organized as a conversation. Thirdly, the conversation operates according to an agreed set of rules. Fourth, we learn how the principles of cooperation are embodied in one's native language through casual speech. This can be seen through interactions in everyday conversation. Fifth, we learn how the principles are embodied in the second language through a process of participation. At the end of 2020, there were 355 institutions organizing the BIPA program in 41 countries with a total of 72,746 learners. Language Development and Development Agency has facilitated 146 institutions in 29 countries (Aziz.E, 2021). The latest data notes that during 2021, the Language Agency has facilitated BIPA programs in 82 institutions in 33 countries with as many teachers as possible. 196 and the total learners were 9,038. Sticking to these data, it can be said that the interest of foreigners to learn Indonesian is constantly increasing.

How is BIPA learning in the current Covid-19 period? Since the outbreak of Covid-19 in early 2020, the Ministry of Education and Culture of Research and Technology through the Language Development and Development Agency has continued to facilitate BIPA learning activities in various parts of the world using distance learning (PJJ). This learning program is also known as BIPA Online. The Language Development and Development Agency continues to assign teachers to conduct language and cultural diplomacy through online BIPA. Online BIPA learning is of course different from offline BIPA learning where teachers are directly assigned to the destination country. However, the existence of online BIPA proves that distance and time are not barriers to carrying out linguistic diplomacy activities as an effort to internationalize Indonesian.

Online BIPA learning is highly dependent on the use of digital technology as the main means in the learning process. Online BIPA teachers are required to better master a variety of digital learning media that can be utilized during the learning process. This is done to make online learning effective. Teachers are required to be able to make the learning atmosphere still interesting and fun even though learning is carried out online. This is of course not an easy matter. However, with distance or online learning that utilizes computer technology with all its ease and sophistication, online learning is not

limited to time and space (Anshori, 2016). One of the countries that continues to implement the BIPA program online is Vietnam. As we already know, Indonesian became the 2nd Official Language in Vietnam. The Local Government of Ho Chi Minh City, Vietnam, announced Indonesian officially becoming a second language in December 2007. Indonesian parallels English, French, and Japanese as the second priority languages. In 2021, the online BIPA program will be implemented at the Indonesian Embassy in Hanoi and also the Hanoi Social and Humanities University (USSH). The online BIPA program runs from March 19 to June 30, 2021.

This study aims to find out how the perceptions of BIPA learners in the two institutions that hold online BIPA programs, namely: the Indonesian Embassy in Hanoi and also the Hanoi Social and Humanities University (USSH) towards online BIPA learning. The results of this study can later be used as a reference about how effective online BIPA learning is.

## **METHOD**

This research is a qualitative descriptive research. The data obtained is quantitative data obtained from the results of the questionnaire which aims to determine the perception of BIPA learners towards online BIPA learning that has been carried out. Questionnaires were given to 15 BIPA learners at the Indonesian Embassy in Hanoi and USSH Hanoi, Vietnam. The questionnaire is shared via *google form*.

## **RESULTS AND DISCUSSION**

### **Results of the Online BIPA Learning Questionnaire**

The questionnaire provided consisted of 10 questions about online BIPA learning. Learners are asked to choose one of the answers that matches what they feel about online BIPA learning. The questions given are as follows: 1) Do you like online Indonesian learning?; 2) Is learning Indonesian online fun?; 3) Does the teacher explain the learning material online well?; 4) Can you understand the subject matter well through online learning?; 5) Are the learning media used by teachers in learning interesting?; 6) Do the online learning media used by teachers vary?; 7) Is the learning media used by the teacher able to increase your motivation to learn Indonesian?; 8) Do you often have difficulty in learning online?; 9) Are online Indonesian learning materials effective? The following are the results of the questionnaire obtained from BIPA learners of the Indonesian Embassy in Hanoi and BIPA learners of USSH Hanoi, Vietnam.

Table 1. Results of the Online Learning Questionnaire

PERTANYAAN	Selalu	SERING	KADANG-KADANG	JARANG	TIDAK PERNAH	TOTAL
PERTANYAAN KE 1	11	4	0	0	0	15
PERTANYAAN KE 2	12	3	0	0	0	15
PERTANYAAN KE 3	15	0	0	0	0	15
PERTANYAAN KE 4	12	1	2	0	0	15
PERTANYAAN KE 5	12	3	0	0	0	15
PERTANYAAN KE 6	12	0	3	0	0	15
PERTANYAAN KE 7	11	4	0	0	0	15
PERTANYAAN KE 8	3	2	5	5	0	15
PERTANYAAN KE 9	14	1	0	0	0	15

Based on the table above, we can see the overall results, namely the response of learners to online learning. There are 9 questions related to online learning and in each of them, the learner is required to choose one of the predetermined options, namely: always, often, sometimes, seldom, and never.

The first question is about whether you like online Indonesian learning. There were 11 learners stating that learners always liked BIPA learning online, and only 4 learners stated that they often liked BIPA learning online. The second question is about whether learning Indonesian online is fun. A total of 12 learners stated that online BIPA learning carried out at both the Indonesian Embassy in Hanoi and USSH is always fun. There are 3 learners who state that BIPA learning is often fun.

The third question is about whether the teacher explains the learning material online properly. All learners state that teachers always explain the material well during online learning.

The fourth question is about whether you can understand the subject matter well through online learning. A total of 12 learners stated that they could always understand the subject matter well. There was 1 learner who stated frequently and 2 learners claimed that they could sometimes understand the subject matter well.

The fifth question is about whether the learning media used by teachers in learning is interesting. There are 12 learners stating that the learning media used by teachers in learning is always interesting and only 3 learners state that the learning media used are often interesting.

The sixth question is related to whether the online learning media used by teachers varies. A total of 12 learners stated that the online learning media used by teachers always varied and as many as 3 learners stated sometimes.

The seventh question is about whether the learning media used by the teacher can increase your motivation to learn Indonesian. There are 11 learners stating that the learning media used by the learner is always able to increase the motivation of learners to learn BIPA. A total of 4 learners stated that they are often motivated by the learning media used by the learners.

The eighth question is related to whether you often have difficulties in learning online. There were 3 learners stating that they were always struggling, 2 learners stated that they often, 5 learners stated that they sometimes, and 5 learners stated that they rarely had difficulty learning online.

The ninth question is about whether the learning materials Indonesian online are effective. A total of 14 learners stated that online learning materials Indonesian are always effective and only 1 learner is sometimes effective.

Based on the results obtained through the questionnaire above, it can be said that the perception of Vietnamese BIPA learners towards online BIPA learning is very good. This is in line with the results of research conducted by Kusmiatun (2020) on the positive impact of BIPA learning during the Covid-19 pandemic.

The Covid-19 pandemic period which has changed all the living orders of the world community and has an impact on all areas of life also has an effect on the world of education and especially on BIPA learning (Tran, 2020). Vietnam is one of the countries implementing online BIPA learning programs. There are 2 program organizing institutions, namely the Indonesian Embassy in Hanoi and ussh Hanoi, Vietnam. BIPA learning at the Indonesian Embassy in Hanoi consists of 10 classes with 6 BIPA levels, namely BIPA 1, BIPA 2, BIPA 3, BIPA 4, BIPA 5, and BIPA 6. The author himself teaches at the BIPA 1 and BIPA 3 levels. In USSH Hanoi, it consists of 2 classes with 1 level, namely BIPA 1.

The learning process is carried out 1 time in one week with a learning duration of 2 hours of lessons. Learning is carried out using *zoom* meetings that have been provided by the Language Development and Development Agency. Using Zoom meetings, teachers use various modes of online applications. There are several modes of online applications that are often and become the mainstay of teachers in carrying out learning including; *padlet*, *wordwall*, *learningapps*, *quizzes*, and *kahoot*. Teachers adapt the application used to the language skills taught. Learning by utilizing this game / game application mode makes BIPA learning more effective and interesting (Smaldino, 2011).

In writing skills, teachers maximize the use of *padlets* as a learning medium. *Padlet* is considered very effective as a substitute for writing paper in face-to-face learning in the classroom. With *padlet*, teachers can directly interact with the learner. Teachers can see the learner's writing process and can also provide feedback directly. In listening skills, usually teachers use *quizzes* to give listening. YouTube is also one of the learning resources that are often used by teachers. To teach new vocabulary, teachers usually use *wordwalls* or *learningapps*. BIPA learning will run ideally if it has a good piracy system (Hastowati, et al: 2020).

The use of online learning media based on *game* / *games* is very helpful for teachers in carrying out the online learning process. In addition to being fun, the use of various online media helps increase the motivation of learners to learn BIPA, and certainly makes learning more attractive (Kuntarto, 2017). This is also evidenced from the results of the questionnaire which states that most learners state that the learning media used by teachers are varied and effective.

## CONCLUSION

Online BIPA learning carried out since the beginning of the Covid-19 outbreak in all parts of the world has not dampened the enthusiasm of BIPA teachers to continue to globalize Indonesian. Likewise with the spirit of BIPA learners who are in Vietnam. The perception of Vietnamese BIPA learners towards online BIPA learning is very good. This is evidenced by the results of the questionnaire obtained from 15 learners who filled

out the questionnaire related to online BIPA piracy. BIPA Vietnam learners still have a high enthusiasm for learning Indonesian even though it is online.

## REFERENCE

- Anshori, S. (2016). Strategi learning in the era of digital (challenges of teacher professionalism in the digital age). Proceedings of the Viii National Scientific Meeting of Teachers (TING), 194-202.
- Aziz, E. A. (2021). The Language Agency Targets 100,000 New BIPA Learners by 2024. Language Development and Development Agency. Ministry of Education and Culture.  
<http://badanbahasa.kemdikbud.go.id/lamanbahasa/berita/3435/badan-bahasa-targetkan100000-learner-new-bipa-in-year-2024>  
<https://bipa.kemdikbud.go.id/bakti>
- Kuntarto, Eko. 2017. Effectiveness of Online Learning Models in Indonesian Lectures in Higher Education. *Journal Indonesian Language Education and Literature* 3 (1) 99-110
- Kusmiatun, A. (2020). Bipa learning is booming in the midst of a pandemic. Proceedings of the 42.76-84th PIBSI National Seminar. Accessed from [https://www.researchgate.net/profile/IdaZulaeha/publication/352246698\\_Proceedings\\_Seminar\\_Nasional\\_PIBSI\\_Ke42/links/60c070b5458515bfdb557ed4/Proceedings-Seminar-Nasional-PIBSI-Ke42.pdf#page=84](https://www.researchgate.net/profile/IdaZulaeha/publication/352246698_Proceedings_Seminar_Nasional_PIBSI_Ke42/links/60c070b5458515bfdb557ed4/Proceedings-Seminar-Nasional-PIBSI-Ke42.pdf#page=84)
- Setyaningrum, R. W., & Pangesti, F. (2020). Forced remote learning during the covid-19 outbreak: international students' stories from a bahasa indonesia (the Indonesian language) for foreigners' classroom. *Journal of International Students*, 10(S3), 180-197. Accessed from <https://ojed.org/index.php/jis/article/download/3206/1237>
- Smaldino, Sharon, et al. 2011. *Instructional technology & media for learning*. Jakarta:Kencana
- Tran, L. T. (2020). Teaching and engaging international students: People-to-people connections and people-to-people empathy. *Journal of International Students*, 10(3), xii-xvii.
- Zamahsari, G. K., Putikadyanto, A. P. A., & Ansori, R. W. (2021). Variety of Questions And Bipa Teacher's Questioning Techniques In Classroom Learning Interactions. *GHANCARAN: Journal of Indonesian Language and Literature Educationa*, 2(2), 125. <https://doi.org/10.19105/ghancaran.v2i2.3912>

---

**Copyright Holder :**

© Anggaira., (2022).

**First Publication Right :**

© Attractive : Innovative Education Journal

**This article is under:**

