

Revitalizing Governance of the Indonesian Language for Non-Native Speakers (BIPA) Program at ITB: Enhancing the Internationalization of Indonesian Higher Education

Nisa Syuhda¹, Rohmatun Lukluk Isnaini^{2*}, & Indra Fajar Nurdin³

¹Department of Primary Islamic Education (PGMI), UIN Sunan Kalijaga, Indonesia

²Department of Teacher Professional Education (PPG), UIN Sunan Kalijaga, Indonesia

³School of Education, Faculty of Humanities, Curtin University, Australia

*Corresponding email: rohmatun.isnaini@uin-suka.ac.id

Received: 23 September 2024

Accepted: 09 October 2024

Published: 19 October 2024

Abstract: Revitalizing Governance of the Indonesian Language for Non-Native Speakers (BIPA) Program at ITB: Enhancing the Internationalization of Indonesian Higher Education.

Objectives: This study investigates the revitalization of the governance of the Indonesian Language for Non-Native Speakers/*Bahasa Indonesia bagi Penutur Asing* (BIPA) program at the Bandung Institute of Technology (ITB) in order to achieve World Class University status and enhance the internationalization of higher education in Indonesia. **Methods:** The study explores the management of the BIPA program, covering aspects such as selection processes, available programs, instructor recruitment and qualifications, student benefits, teaching challenges, and strategies, utilizing qualitative research methods, including thematic analysis, interviews, focus group discussions, and document analysis. **Findings:** The findings reveal that the BIPA program at ITB is well-structured and funded, with highly qualified instructors, providing international students with opportunities for cultural immersion, career development, and community interaction. Despite challenges such as online learning, linguistic technicalities, and motivational issues, the BIPA program's success at ITB is attributed to active learning processes, competent teachers, and an ambitious academic culture. **Conclusion:** The study acknowledges the limitations of focusing on ITB alone and recommends further research on other institutions and programs to contribute more comprehensively to the internationalization of Indonesian higher education.

Keywords: BIPA program governance, internationalization; Indonesian higher education, world Class University status.

To cite this article:

Syuhda, N., Isnaini, R. L., & Nurdin, I. F. (2024). Revitalizing Governance of the Indonesian Language for Non-Native Speakers (BIPA) Program at ITB: Enhancing the Internationalization of Indonesian Higher Education. *Jurnal Pendidikan Progresif*, 14(2), 1305-1318. doi: 10.23960/jpp.v14.i2.202493.

■ INTRODUCTION

The rapid growth of higher education institutions (HEIs) worldwide has led to significant transformations in the education sector (Gigliotti, 2017). These institutions face intense competition, especially among developing and newly established ones (Taylor & Brownell, 2017) One of the requirements for achieving World Class University (WCU) status is the provision of international classes and the acceptance of

international students (Zare et al., 2016). The Indonesian Language for Foreign Speakers Program (BIPA) bridges the gap between international students and their campus environment (Istanti & Nugroho, 2016). This study aims to revitalize the governance of the BIPA program in realizing WCU status.

Previous research has demonstrated the importance of BIPA in introducing international students to the Indonesian language and culture

(Ningrum et al., 2017). A strong foundation for the BIPA program's implementation is provided by the Regulation of the Minister of Religion of the Republic of Indonesia No. 38 of 2015 on Scholarships and Darnasiswa for International Students in Indonesia (articles 8-9). Furthermore, revitalizing the governance of the BIPA program in achieving WCU status involves reestablishing the program's function and making it a crucial instrument in providing services to international students (Isnaini, 2018). To achieve organizational goals, good governance in a program should adhere to eight principles: participation, transparency, accountability, and effectiveness ((Pankaj Khanna, 2017; Sutiono & Ambar, 2009).

Various studies have contributed to the development and improvement of the BIPA program (Mardasari et al., 2022). Teaching materials for academic purposes were developed for intermediate learners, and they were deemed suitable for implementation with an average score of 91.25 (Mardasari et al., 2022). Additionally, students' initial competence in BIPA courses was found to be low, and the correlation between their previous Cumulative Achievement Index (GPA) and understanding in BIPA courses was insignificant (Pratiwi et al., 2022). This finding implies that students need to study essential materials more seriously (Pratiwi et al., 2022). Furthermore, the Electronic Bahasa Indonesia (E-BIPA) Version 2.0 was created to enhance international students' critical literacy, and it was considered highly suitable for Indonesian lecturers teaching international students (Ahmadi et al., 2021; Mardasari et al., 2022; Pratiwi et al., 2022).

Furthermore, an Android mobile platform application for Indonesian Language Learning for Foreign Speakers was designed and developed, and it was found to be effective in improving international students' skills by 30% and 18% on written tests through pre-tests and post-tests, and

32% on interview tests for international students who had never learned Indonesian before (Seri & Sutrisno, 2021). In addition, the readability index of test instruments for BIPA was examined, revealing that the difficulty levels of the reading instruments ranged from relatively easy to moderate, with Gunning Fog and Automated Readability Index scores being the most relevant to students' test achievements (Rahmawati & Sulistyono, 2021).

Various tools and methods have been employed to improve the BIPA program. A web-based Indonesian language proficiency test (UKBI) was developed as an effective tool for testing and improving language skills (Oktriono, 2019). An assessment tool for reading comprehension based on Adobe Flash Creative Cloud 2015 software was created for BIPA intermediate-level students, proving to be practical and helpful in enhancing their reading skills (Sujinah et al., 2019). Historical resemblances between the Indonesian and Afrikaans languages were also noted, with similarities in spelling, pronunciation, and meaning, which could be used to effectively teach BIPA learners from South Africa (Istanti et al., 2020). Additionally, E-BIPA, an Android-based learning media using Adobe Flash CS 6, was developed to improve critical cognitive literacy among Australian students, providing a means to teach literacy and critical thinking skills in Bahasa Indonesia (Ahmadi et al., 2019). Furthermore, "Asiknya Berbahasa," an educational game featuring 3D character models and animation for BIPA basic-level material, was introduced as an effective and engaging alternative to conventional learning methods (Amani & Yuly, 2019).

Digital services, such as the BIPALOKA website, have been shown to support foreign learners and Indonesian tutors in the BIPA program (Maulana et al., 2020). The Android mobile platform application for Indonesian Language Learning for Foreign Speakers also

effectively improved international students' skills (Seri & Sutrisno, 2021). In their study, it was discovered that BIPA learners chose cognitive strategies to adapt to implicit learning when mastering Indonesian vocabulary (Sa'diyah & Puspitorini, 2021).

Despite the progress made in the BIPA program, improvements are necessary for it to meet the requirements of an international program (Solikhah & Budiharso, 2020). This study explored how culture is included in teaching Bahasa Indonesia (BI) to speakers of other languages, identifying undesirable aspects such as the length of study, absence of vocabulary items, and inadequate learning outcomes for specific academic purposes (Solikhah & Budiharso, 2020). Additionally, the need for teaching materials that address communication literacy in BIPA, considering the diverse cultural and academic backgrounds of learners, was emphasized to accommodate their varied experiences, goals, and competencies in learning Bahasa Indonesia (Suyitno et al., 2019).

Considering the various advancements and challenges identified in previous research, this study aims to revitalize the governance of the BIPA program to help achieve WCU status. By addressing the gaps in the current program and building on the successes of previous studies, this research seeks to improve further the quality of the BIPA program and its effectiveness in preparing international students for academic pursuits in Indonesian universities. Ultimately, this study aims to contribute to the ongoing efforts to enhance the internationalization of higher education in Indonesia and promote the country's institutions as globally competitive entities.

■ METHOD

Participants

This research involved six participants selected through purposive sampling. The participants consisted of the head of the Human

Resource Development Unit (UPT Pengembangan SDM), employees, and teaching staff who were involved in the BIPA (Indonesian Language for Foreign Speakers) program at ITB. The participants were selected based on their roles in the implementation and management of the BIPA program to gather in-depth insights into the governance and revitalization process of the program.

Research Design and Procedures

This study employed a qualitative case study approach, focusing on the BIPA program at ITB. A case study design was chosen to allow for an in-depth examination of the specific case of program revitalization. The research was conducted over the course of one month, during which data collection was carried out using multiple methods: semi-structured interviews, field observations, and document analysis. The data collection process began with semi-structured interviews and FGDs, where participants shared their experiences and perspectives on the program's governance. Observations were conducted regularly to gain a direct understanding of the program's day-to-day operations. Additionally, relevant documents, such as policy guidelines and internal reports, were reviewed to complement the data gathered from the interviews and observations.

The validity of the data was ensured through several strategies, including extended data collection over one month, continuous observation throughout the program's activities, triangulation of data from multiple sources (interviews, FGDs, observations, and documents), and peer debriefing, where findings were discussed and verified with other researchers.

Instruments

The instruments used for data collection included semi-structured interviews, focus group

discussions (FGDs), field observations, and document analysis. The interviews and FGDs were designed to gather comprehensive and in-depth insights into the governance and implementation of the BIPA program. These instruments were adapted from qualitative research protocols (Hasbiansyah, 2008), ensuring reliability and consistency in the data collected. Field observations provided direct insights into the functioning of the program, while document analysis allowed for verification of information gathered through interviews and observations. Validity was further strengthened by triangulating data from these different sources.

Data Analysis

The data analysis followed the six-step thematic analysis procedure, as proposed (Braun & Clarke, 2006). The steps involved are as follows:

Data Familiarization

The research team transcribed the interviews and FGDs and organized observation notes, ensuring that the researchers became deeply familiar with the data.

Initial Coding

In this stage, significant parts of the data were manually coded. The coding process aimed to identify key themes related to the governance of the BIPA program.

Searching for Themes

The codes were then grouped into potential themes based on patterns found within the data. Themes such as “governance challenges” and “strategies for program revitalization” began to emerge.

Reviewing Themes

The themes were then reviewed and refined to ensure coherence with the research questions and the entire dataset. At this stage, any

inconsistencies were addressed, and the themes were adjusted accordingly.

Defining and Naming Themes

Each theme was defined and given a specific name that accurately represented the data it encapsulated. This stage allowed for a clear and comprehensive understanding of each theme’s significance to the research findings.

Producing the Report

Finally, the themes were integrated into a comprehensive report, which presented a detailed analysis of the revitalization of the BIPA program’s governance at ITB. The analysis was grounded in the coded data, ensuring that the findings reflected the participants’ perspectives and experiences.

This systematic analysis ensured the development of valid and reliable insights into the governance structure of the BIPA program and its revitalization. Cross-referencing different data sources allowed for robust and credible findings.

■ RESULT AND DISCUSSION

Management of the BIPA Program at ITB: Selection and Available Programs

The governance of the BIPA program at ITB begins with careful planning and well-structured selection processes. Students can participate in BIPA programs through the Developing Countries Partnership Program (KNB), Darmasiswa, and Company University programs. The KNB and Darmasiswa programs are managed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Meanwhile, the Company University program is a collaboration between Korean companies and the ITB campus, with students being selected directly by Korean companies.

According to one respondent, “*The selection process for KNB students participating in BIPA is handled by*

Kemendikbud. So, universities in Indonesia only receive them. They are the ones who select, and their documents are screened by the Ministry, who will then determine where they should be placed” (RS, 06/06/2022). Another respondent mentioned that “There are also students who are selected in their respective countries to determine whether they are eligible for this scholarship. The placement of study locations is also under the central Ministry’s authority” (RS, 06/06/2022).

KNB Program

The KNB program has the largest quota for BIPA participants at ITB, with 12 students from various countries, including Palestine, Pakistan, Afghanistan, Tanzania, Bangladesh, Egypt, and Yemen. These students typically pursue Master’s (S2) and Doctoral (S3) degrees, although some undergraduate students (S1) are also included. *“In general, KNB students are required to obtain either an S2 or S3 degree. BIPA is a mandatory program for KNB students before they start their academic studies at the university” (EV, 06/06/2022).*

KNB students begin their studies with Indonesian language classes, specifically the academic BIPA course, which is currently equivalent to BIPA level 4. *“The goal of the BIPA KNB program is to ensure that students can communicate and follow lectures conducted in the Indonesian language. The expectation is that the BIPA KNB program helps them to survive and succeed in their studies” (EV, 06/06/2022).*

Additionally, the KNB program is well-supported financially, with monthly living expenses of IDR 3,500,000 provided to each student. *“So far, the implementation of the BIPA program within the KNB scheme at ITB has been running smoothly, supported by adequate funding, including monthly allowances” (RS, 06/06/2022).*

Darmasiswa Program

The Darmasiswa program, on the other hand, focuses on language and cultural exchange. *“It’s a non-degree program, like a student exchange, but mainly focused on Indonesian language and culture. In some universities, students are allowed to take courses related to their home countries, but the primary focus is still on learning the Indonesian language and culture” (RS, 06/06/2022).*

Company University Program

In collaboration with Korean companies, ITB also runs the Company University program. This program aims to prepare students to become future managers in Korean or national companies. *“This program is a collaboration between Korean companies and ITB. They send potential managers to learn Indonesian for six months before taking on managerial roles in Indonesian-based companies” (EV, 06/06/2022).*

Private BIPA Program and Non-Mandatory BIPA Program

ITB also offers a private BIPA program, which caters to individual requests from students. *“If someone comes to us and requests a private class, we can accommodate them. These private classes are very flexible and customized based on what the students want to learn, whether it’s academic BIPA or conversational BIPA” (RS, 06/06/2022).*

For students outside the KNB scheme, such as those enrolled in the IMBA exchange program or postgraduate students under the Ganesha Talent Assistantship (GTA), the BIPA program is optional. *“For foreign students who are not part of the KNB program, BIPA is not mandatory. If they are interested, we offer the program, but if they’re not interested, that’s fine as well” (EV, 06/06/2022).* All BIPA programs, whether mandatory or optional, grant

certificates upon completion. *“For this year, the certificate level awarded is BIPA 3”* (EV, 06/06/2022).

Recruiting and Qualifications for BIPA Instructors at ITB

The BIPA (Indonesian for Non-Native Speakers) program at ITB is a vital part of the university's efforts to promote Indonesian culture and language to international students. The Technical Implementation Unit for Human Resource Development (UPT PSDM) is the entity responsible for managing the BIPA program at ITB. The Head of UPT PSDM leads the program with the assistance of three Department Heads, and six professional BIPA instructors who are experienced in teaching BIPA at ITB and in Bandung. The teaching staff includes language ambassadors who have been sent to various countries, such as Russia and the United States. *“For example, Miss EV has extensive experience teaching Korean students, and Miss RS teaches not only at ITB but also at Universitas Padjadjaran and Maranatha University”* (RS, 06/06/2022).

Becoming a BIPA instructor at ITB requires meeting specific qualifications. First, candidates must be language ambassadors, possessing a degree in language education or literature. *“To become a BIPA instructor, you must have graduated from a language education or literature program, whether it is English or Indonesian literature”* (RS, 06/06/2022). All instructors must have teaching experience, competence in teaching BIPA, and familiarity with Bandung culture. The instructors at ITB meet these requirements, including holding BIPA certification from the Ministry of Education, Culture, Research, and Technology. *“All BIPA instructors here are certified through the BIPA training provided by the Ministry”* (RS, 06/06/2022).

Instructors are also selected based on their teaching experience, which is crucial for effective BIPA instruction. *“Experience is very important because teaching BIPA is not only about teaching the language, but also about teaching the culture. When we teach Indonesian, we are reflecting Indonesia's image, so instructors need to be diplomatic and careful in addressing cultural and linguistic issues”* (EV, 06/06/2022). Teaching BIPA requires patience, as instructors often serve as confidants for students, dealing with a wide range of personal issues outside of the classroom. *“Many students confide in their BIPA teachers about issues like financial problems, dormitory concerns, or even family matters. These problems often extend beyond office hours”* (RS, 06/06/2022).

In this role, BIPA instructors and the International Office staff become key sources of support for international students, especially as academic advisors may have other responsibilities involving all international students at ITB. *“Students usually turn to BIPA instructors or staff at the International Office for help with their problems, as the academic advisors are responsible for all international students, not just those in the KNB program”* (RS, 06/06/2022).

The BIPA program at ITB is not just about teaching the Indonesian language. It is also about promoting Indonesian culture and heritage to international students. The program gives students a deeper understanding of Indonesia's history, art, and culture, and it provides opportunities for students to participate in cultural events and activities. Moreover, the BIPA program helps international students integrate into the Indonesian community. By learning the language and culture, students can communicate with locals more effectively and engage more fully in the community's activities. This integration also helps

students overcome culture shock and homesickness, which can be a significant challenge for international students.

The BIPA program at ITB is a valuable resource for international students looking to learn about Indonesia's language and culture. The program's instructors are highly trained professionals who have the knowledge and experience to help students achieve their goals. Through the BIPA program, international students can learn more about Indonesia, engage with the community, and make the most of their time at ITB.

The Benefits of Participating in the Indonesian for Foreign Speakers (BIPA) Program: Cultural Immersion, Career Development, and Community Interaction

Moreover, learning Indonesian can provide BIPA students with a deeper understanding of Indonesian culture and values, which can enrich their personal lives. Indonesian culture is diverse and unique, with over 300 ethnic groups and languages spoken across the archipelago. The BIPA program allows students to explore the country's rich cultural heritage, including music, dance, and art. They can learn about the Batik tradition, which is an important cultural symbol in Indonesia, or attend a traditional puppet show, known as wayang kulit. By immersing themselves in Indonesian culture, students can develop an appreciation for diversity and gain a broader perspective of the world.

Instructors also emphasize the importance of adapting to Indonesian norms and values. As one BIPA instructor explained, *"Maybe in their country, if they miss a class, it doesn't matter. But here in Indonesia, we need to teach them that it's not like that. For example, if they're 10 minutes late, we have to explain that here, there is tolerance, but only up to a few minutes. If they exceed that time, they are not considered present"* (RS, 06/06/2022).

Additionally, many students need to adjust to the early class times in Indonesia, as morning classes often start at 7 AM, which can be a shock for some students. *"In some cases, lecturers are very strict about punctuality, and if students are even a minute late, they may find the door closed"* (EV, 06/06/2022).

Another benefit of the BIPA program is that it provides students with an opportunity to form friendships and connections with Indonesian people. BIPA students can participate in various community events and activities, such as volunteering at local schools or participating in religious festivals. *"When BIPA students pass through a small alley, we teach them that they should smile and greet people. In some countries, smiling at strangers may seem strange, but here, it's a norm. We also teach them how to show respect when passing in front of elders by demonstrating the proper body posture"* (RS, 06/06/2022). By interacting with Indonesians, students can gain insights into their way of life and develop cross-cultural communication skills.

This can be particularly beneficial for students who plan to work or study in Indonesia, as they will have a deeper understanding of the local culture and be able to navigate cross-cultural situations more effectively. One instructor shared an example: *"A student who was fluent in Indonesian was able to collaborate with artists and held three art exhibitions within six months. His language skills opened many career opportunities for him, allowing him to communicate and work with local artists"* (RS, 06/06/2022). This demonstrates how proficiency in the Indonesian language can enhance career development and create opportunities for collaboration in various fields.

Learning Indonesian through the BIPA program can provide students with numerous benefits, including cultural immersion, career development opportunities, and cross-cultural

communication skills. The program is designed to help students develop proficiency in the Indonesian language while also providing insights into local culture, customs, and values. By participating in the program, students can expand their personal and professional horizons and gain a broader perspective of the world. With the growing importance of Indonesia in the global economy and its position as the fourth most populous country in the world, learning Indonesian has become an increasingly valuable skill for students and professionals alike.

Challenges and Strategies in Teaching and Learning Indonesian Language for Foreign Speakers

Four main challenges are faced while teaching and learning BIPA (Indonesian Language for Foreign Speakers): online learning challenges, linguistic and technical challenges, motivational challenges, and challenges from family and internal country factors.

Online Learning Challenges were encountered during the last semester due to limitations and difficulties in adjusting schedules. BIPA classes could not be held full-time during the pandemic, drastically reducing class hours. *“The BIPA teaching schedule was reduced from the usual 7:30 am to 4 pm to just 90 minutes a day during the pandemic. It was a drastic change, and it was very lucky if students could reach BIPA level 3 under such time constraints”* (RS, 06/06/2022). Ideally, BIPA classes should be conducted full-time, allowing students to interact with their peers and teachers in person. However, due to online learning, students had to adapt to a more flexible schedule. *“In the second semester, students became more diligent about attending, but even if they didn’t attend, it was fine as long as they had mastered the basics”* (RS, 06/06/2022).

Teachers also faced the challenge of adjusting to different time zones when students attended classes from their home countries. *“For*

example, if classes were scheduled for 3 pm in Indonesia, it might be dawn in the student’s country, so naturally, they wouldn’t want to study at that time” (EV, 06/06/2022). Furthermore, internet quotas and unstable signals were additional difficulties, alongside students experiencing issues due to civil wars or coups in their home countries. To address these challenges, institutions facilitated technology learning and provided recorded lectures that students could access easily. Google Classroom was also employed to share learning materials and maintain communication between students and teachers. *“By utilizing technology such as Google Classroom, we were able to provide links for assignments, listening activities, and other materials. Every lecture was posted there, so students who missed a session could still access the learning content”* (RS, 06/06/2022).

Linguistic and Technical Challenges arose when students struggled to apply the formal Indonesian language taught in class to everyday interactions. Additionally, students found it difficult to understand regional languages like Sundanese and Javanese. *“The problem is that the language we teach is formal Indonesian, but in real life, lecturers don’t always use EYD (Enhanced Spelling System). Students often wonder, ‘What language is this?’ even though it’s still Indonesian. And sometimes, they encounter Sundanese or Javanese, which adds to their confusion”* (EV, 06/06/2022). These challenges were addressed through intensive communication between teachers and students, with students frequently reaching out to teachers for clarification about non-formal language usage.

Motivational Challenges were another factor that determined BIPA learning success. Some students were highly motivated to learn Indonesian, while others were less focused. *“It all comes down to the students themselves. They are in the same class, but their motivation varies. Some might be out shopping because things are cheaper in*

Indonesia, and they become extravagant” (RS, 06/06/2022). Students who failed to manage their lifestyles could be distracted by the affordable and accessible leisure activities available in Indonesia, which impacted their academic performance.

Challenges from Family and Internal Country Factors also affected student participation in the BIPA program. Political instability and ongoing conflicts in students’ home countries reduced the number of participants. *“For the KNB program, we initially had 16 students, but due to coups and civil wars, only 12 could attend. Even getting these 12 students here was a challenge due to the pandemic and restrictions from their home countries or families”* (RS, 06/06/2022). In such cases, teachers offered guidance and support for students and their families to make informed decisions, often providing a diplomatic response to sensitive issues. *“Sometimes, both husband and wife would come to me for advice, asking what they should do. I’m not a marriage counselor, but I had to give them diplomatic answers”* (RS, 06/06/2022).

ITB’s Success in Implementing the BIPA Program and achieving its World Class University status can be attributed to active learning processes, competent teachers, and an ambitious academic culture. *“The BIPA teaching methods rely on lectures and discussions, but the learning process is still active because the students—mostly at the graduate level—ask many critical questions without prompting”* (EV, 06/06/2022). The campus environment, characterized by a competitive atmosphere and a strong focus on academic achievement, contributed to the student’s sense of culture shock. *“ITB students are very ambitious, always eager to answer questions in class. This environment shocks new students, especially those from other countries or even other regions in Indonesia”* (RS, 06/06/2022).

ITB’s efforts to become a World Class University extended beyond the BIPA program to international programs in various faculties. *“ITB has several international programs in different faculties, like the Faculty of Pharmacy, which has long accepted international students, mostly from Malaysia and Southeast Asia”* (EV, 06/06/2022). Hosting international classes and attracting international students have become essential strategies for enhancing the university’s ranking, with the BIPA program emerging as a flagship initiative in this mission. *“The BIPA program is a flagship initiative, directly supporting ITB’s goal to attract more international students and improve its world ranking”* (RS, 06/06/2022).

The Indonesian for Foreign Speakers (BIPA) program, designed to meet the language learning needs of international students from various countries, has been evaluated and supported by numerous studies (Cheng et al., 2014; Ningrum et al., 2017; Zare et al., 2016). These studies have highlighted the importance of achieving international excellence through well-managed BIPA programs and emphasized the critical role of competent and experienced BIPA instructors in program success (Arono et al., 2021; Isnaniah & Mustofa, 2020; Srikandi, 2022).

The benefits of the BIPA program for international students include facilitating interaction with local communities, fostering an understanding of Indonesian culture and values, and expanding career opportunities (Anggari et al., 2019; Isnaniah & Mustofa, 2020; Seni et al., 2019; Srikandi, 2022; Tiawati, 2018). The literature also identifies challenges and solutions in BIPA learning, such as time differences, online learning, and language barriers (Srikandi, 2022; Suyitno et al., 2019).

Factors influencing the successful implementation of BIPA programs include maximizing teacher competence, promoting a

competitive academic culture, and encouraging active language learning (Suwarno, 2017) International students' motivation in BIPA learning is divided into integrative and instrumental functions (Anggari et al., 2019). The integrative function relates to the belief in language learning and the mental/affective conditions that drive an individual to learn a language to communicate with its speakers or become a member of the language community (Anggari et al., 2019). The instrumental function motivates individuals to learn a second language for practical purposes, such as obtaining a job or social mobility within higher social strata (Anggari et al., 2019).

Revitalizing BIPA programs at other universities can be achieved by considering the identified success factors, such as maximizing teacher competence, promoting a competitive academic culture, and encouraging active language learning (Suwarno, 2017; Tawandorloh et al., 2022). Achieving World Class University status is indirectly related to the successful implementation of BIPA programs, as the presence of international classes leads to the organization of BIPA classes aimed at learning and mastering the Indonesian language for foreign students coming to Indonesia for study or work (Cheng et al., 2014; Ningrum et al., 2017; Zare et al., 2016).

Providing high-quality and culturally relevant teaching materials is crucial to meeting international students' needs and cultural backgrounds. It includes integrating technology into teaching, such as social media and online learning platforms, to enhance student engagement and understanding (Srikandi, 2022; Suyitno et al., 2019).

Collaboration between universities and government institutions is essential in revitalizing BIPA programs. Such collaboration may include teacher exchanges, joint research, and training programs to enhance the quality and credibility of BIPA programs (Suwarno, 2017; Tawandorloh et al., 2022).

Finally, regular evaluation and assessment of the BIPA program are essential to ensure its effectiveness and sustainability. This process should involve gathering feedback from students, instructors, and other stakeholders to evaluate the program's strengths and weaknesses and identify areas that require improvement or innovation (Suwarno, 2017; Tawandorloh et al., 2022). Such evaluations can be conducted through surveys, interviews, classroom observations, and student performance data analysis, among other methods.

Moreover, evaluations should be conducted at the individual course and program levels, addressing the specific needs and challenges of different student populations and contexts. This comprehensive approach to evaluation can provide valuable insights into the overall quality of the BIPA program and inform necessary adjustments to its curriculum, teaching methods, and support services.

It is also essential to consider the impact of the BIPA program on the broader university community and the institution's international reputation. The program's success in attracting and retaining international students, promoting international collaboration, and contributing to the university's global standing can be assessed through various metrics, such as student enrollment and retention rates, faculty exchange programs, and international partnerships (Ningrum et al., 2017).

In addition to internal evaluations, the BIPA program may benefit from external assessments by independent organizations or accreditation bodies. These external evaluations can provide an objective perspective on the program's quality and effectiveness and offer recommendations for improvement based on best practices and international standards in language education. By incorporating regular evaluation and assessment into the BIPA program's management, universities can ensure that the program remains responsive to the needs of its students and stakeholders while

also contributing to the institution's pursuit of excellence and global recognition (Cheng et al., 2014).

The BIPA program's success depends on several factors, including its instructors' qualifications and competencies, international students' motivations, the integration of cultural awareness, and effective collaboration among various stakeholders (Tiawati, 2018). Addressing the challenges and limitations of the program, such as online learning and language barriers, can further contribute to its development and success. Regular evaluation and assessment are crucial for maintaining the program's effectiveness and sustainability, ensuring that it remains adaptable to the changing needs of international students and the global academic community. By embracing these principles and continuously striving for improvement, the BIPA program can play a vital role in promoting the Indonesian language and culture worldwide and enhancing the global reputation of Indonesian universities (Mansan, 2015).

■ CONCLUSION

In summary, this study aimed to revitalize the governance of the BIPA program to achieve World Class University status and improve the internationalization of Indonesian higher education. The research findings indicate that the BIPA program at ITB is well-structured and funded, accommodating students from various countries through different programs. BIPA instructors at ITB are highly qualified and meet strict requirements, ensuring quality education for international students. Participants in the BIPA program benefit from cultural immersion, career development, and community interaction while facing challenges such as online learning, linguistic technicalities, motivational issues, and family or internal country factors. Despite these challenges, ITB's success in implementing the BIPA program is attributed to active learning processes,

competent teachers, and an ambitious academic culture. These findings are significant for the field of education as they contribute to the understanding of how well-managed language programs can support the broader goals of educational internationalization, enhancing both academic and cultural experiences for students.

The implications of this study suggest that well-structured language programs like BIPA can play a crucial role in supporting international education initiatives. The BIPA program at ITB can serve as a model for other institutions aiming for international recognition. However, this study has limitations, particularly in its focus on a single institution, ITB. Future research should explore other universities and their BIPA programs or similar initiatives to provide a broader understanding of internationalization efforts in Indonesia's higher education sector. Further studies could also address challenges such as online learning and cross-cultural engagement to enhance the quality and accessibility of these programs.

■ REFERENCES

- Ahmadi, F., Hapsari, I. P., & Irvan, M. F. (2021). Developing electronic bahasa Indonesia (E-BIPA) 2.0 version media to improve critical literacy of foreigner students. *1918*(4). <https://doi.org/10.1088/1742-6596/1918/4/042127>
- Ahmadi, F., Hapsari, I. P., Rozi, F., & Bishop, C. (2019). Improving australian students' cognitive critical literacy through e-bipa based on android. *International Journal of Innovation, Creativity and Change*, *9*(5), 119–128.
- Amani, N., & Yuly, A. R. (2019). *3D modeling and animating of characters in educational game*. *1193*(1). <https://doi.org/10.1088/1742-6596/1193/1/012025>
- Anggari, P. D., Rofiuddin, A., Susanto, G., &

- Ariani, D. (2019). The relationship of using the BIPA learning model with Indonesian culture toward the learning motivation and outcomes of the millennial generation of foreign speakers in the Southeast Asian Region. 424. <https://www.atlantispress.com/proceedings/icollite-19/125938112>
- Arono, A., Yunita, W., & Kurniawan, I. (2021). *Kemampuan mengajar pengajar BIPA (bahasa Indonesia bagi penutur asing) dalam pelatihan tingkat dasar se-Kota Bengkulu melalui model induktif partisipatif*. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 4(1), 107–121. <https://doi.org/10.31540/silamparibisa.v4i1.1248>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cheng, Y., Wang, Q., & Liu, N. C. (2014). How world-class universities affect global higher education: Influences and responses. In Y. Cheng, Q. Wang, & N. C. Liu (Eds.), *How World-Class Universities Affect Global Higher Education* (pp. 1–10). Sense Publishers.
- Gigliotti, R. A. (2017). An exploratory study of academic leadership education within the association of American universities. *Journal of Applied Research in Higher Education*, 9(2), 196–210. <https://doi.org/10.1108/JARHE-11-2015-0080>
- Hasbiansyah, O. (2008). *Pendekatan fenomenologi: pengantar praktik penelitian dalam ilmu sosial dan komunikasi*. *Mediator: Jurnal Komunikasi*, 9(1), Article 1. <https://doi.org/10.29313/mediator.v9i1.1146>
- Isnaini, R. L. (2018). *Revitalisasi peran bahasa Arab untuk mengatasi konflik dalam perspektif multikultural*. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 6(1), 15–26.
- Isnaniah, S., & Mustofa, F. (2020). Management of Islamic education on Indonesian language learning for foreign speaker program. *Jurnal Pendidikan Islam*, 6(2), 217–232. <https://doi.org/10.15575/jpi.v6i2.8403>
- Istanti, W., & Nugroho, Y. E. (2016). Optimalisasi manajemen pengelolaan bipa sebagai peluang income generating perguruan tinggi. Seminar Kepakaran BIPA 2.
- Istanti, W., Seinsiani, I. G., Visser, J. G., & Lazuardi, A. I. D. (2020). Comparative analysis of verbal communication vocabulary between indonesian-afrikaans for foreign language teaching. *International Journal of Language Education*, 4(3), 389–397. <https://doi.org/10.26858/ijole.v4i3.15106>
- Mansan, S. (2015). *Pengelolaan pembelajaran bahasa indonesia pada program Darmasiswa di Universitas Muhammadiyah Surakarta*. <http://eprints.ums.ac.id/39124/>
- Mardasari, O. R., Susilowati, N. E., Luciandika, A., Minerva, P., & Yanhua, Z. (2022). New designed technology-based textbook of indonesian for foreign speakers (BIPA). *Journal of Higher Education Theory and Practice*, 22(8), 105–113. <https://doi.org/10.33423/jhetp.v22i8.5326>
- Maulana, F. I., Zamahsari, G. K., & Purnomo, A. (2020). Web design for distance learning indonesian language BIPA. 988–991. <https://doi.org/10.1109/ICIMTech50083.2020.9211175>
- Ningrum, R. K., Waluyo, H. J., & Winarni, R. (2017). *BIPA (Bahasa Indonesia Penutur Asing) sebagai Upaya Internasionalisasi Universitas di Indonesia*. The 1st education and language

- international conference proceedings center for international language development of Unissula. <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1294>
- Oktriono, K. (2019). *UKBI: Experimental development of web-based Indonesian language proficiency test for foreign speakers*. 1175(1). <https://doi.org/10.1088/1742-6596/1175/1/012254>
- Pratiwi, Y., Suyitno, I., Fawzi, A., Ariani, D., & Luciandika, A. (2022). How do students' entry-level competencies determine the learning needs of BIPA lectures? *Cakrawala Pendidikan*, 41(2), 452–463. <https://doi.org/10.21831/CP.V41I2.48579>
- Rahmawati, L. E., & Sulistyono, Y. (2021). Assessment and evaluation on text readability in reading test instrument development for BIPA-1 to BIPA-3. *Asian Journal of University Education*, 17(3), 51–57. <https://doi.org/10.24191/ajue.v17i3.14522>
- Sa'diyah, I., & Puspitorini, D. (2021). BIPA Learner's strategies for learning Indonesian vocabulary in implicit learning. In *On Language, Ed., Politics, and Ident.: A Cross-Linguistics Perspective* (pp. 247–263). Nova Science Publishers, Inc. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85108309250&partnerID=40&md5=c192e8429088f0c2aea75ed46f030eae>
- Seni, S., Sringing, W., & Nurhadi. (2019). Evaluation of Indonesian language teaching and learning for BIPA Program in Thailand. *International Journal of Research and Review*, 6(6), 244–250.
- Seri, E., & Sutrisno, W. (2021). Design and Development of Mobile Application in Indonesian Language Learning for Foreign Speakers Level A1. 1830(1). <https://doi.org/10.1088/1742-6596/1830/1/012009>
- Solikhah, I., & Budiharso, T. (2020). Standardizing BIPA as an international program of a language policy. *Asian ESP Journal*, 16(52), 166–190.
- Srikandi, C. N. (2022). Thailand students' difficulties and motivation in studying bipa at universitas muhammadiyah sumatera utara. *Jurnal As-Salam*, 6(2), 229–243. <https://doi.org/10.37249/assalam.v6i2.485>
- Sujinah, S., Setyorini, D., Yuniarti, S., & Savira Isnah, E. (2019). Developing reading comprehension assessment based adobe flash CC2015 for bipa intermediate level. *Humanities and Social Sciences Reviews*, 7(3), 460–466. <https://doi.org/10.18510/hssr.2019.7367>
- Suwarno, P. (2017). The importance of oral performance: what makes a successful proficiency-based foreign language program. *ISLLAC Journal of Intensive Studies on Language, Literature, Art, and Culture*, 1(1), 1–18. <https://doi.org/10.17977/um006v1i12017p001>
- Suyitno, I., Susanto, G., Kamal, M., & Fawzi, A. (2019). The cultural and academic background of BIPA learners for developing Indonesian learning materials. *Pertanika Journal of Social Sciences and Humanities*, 27(T2), 173–186.
- Tawandorloh, K. U., Islahuddin, & Nugraheny, D. C. (2022). Indonesian language program for foreign speakers (BIPA) at Fatoni University, Thailand. *Indonesian Language Education and Literature*, 7(1), 139–151. <https://doi.org/10.24235/ileal.v7i1.8603>
- Taylor, L. D., & Brownell, E. (2017). Building inclusive leaders: a critical framework for leadership education. In *Building*

Leadership Bridges (pp. 323–340). <https://doi.org/10.1108/978-1-78743-185-020171033>

Tiawati, R. (2018). Implementing Indonesian language teaching material by BIPA Students in STKIP PGRI Sumatera Barat. 330. <https://doi.org/10.2991/iceri-18.2019.12>

Zare, M. N., Pourkarimi, J., Salehi, G. Z., & Rezaeian, S. (2016). In search of a world-class University in Iran. *Journal of Applied Research in Higher Education*, 8(4), 522–538. <https://doi.org/10.1108/JARHE-03-2016-0021>