



Introducing Bahasa Indonesia bagi Penutur Asing (BIPA): Method and challenges

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ABSTRACT

This research describes the method and challenges in teaching Bahasa Indonesia bagi Penutur Asing (BIPA) or Indonesian as a Foreign Language (IFL) to foreign learners. Effective teaching BIPA relies on various factors, including teaching methods. BIPA teachers should consider effective teaching methods for learners' language acquisition. Teachers can build a pleasant initial atmosphere in the BIPA class using direct methods, grammar translation, audio-linguistic, community-based learning, and communicative approaches. Several obstacles may occur during teaching BIPA. The internal aspects are the teacher, learners, teaching and learning process, media, and teaching materials. Indonesian learners' challenges are pronunciation/spelling, limited practice time, self-confidence, student motivation/interest, age factors, personality/characteristics, and student abilities. Teachers' challenges are related to teaching experience, low competence, and urgent needs of the teacher. The other obstacles are the availability of teaching materials in the textbooks, audio/video, and additional online sources of BIPA teaching materials, time teaching, and BIPA curriculum. The external factors are inadequate educational support facilities and infrastructure, cross-cultural learning, different perspectives, students' cultural and linguistic background, self-adaptation, heterogeneous class situations, search for cultural similarities, and students' needs, environment, overseas administration, place of residence, weather, natural conditions, and geography of the country, even government policy.

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ABSTRAK

Penelitian ini mendeskripsikan metode dan tantangan dalam pengajaran Bahasa Indonesia bagi Penutur Asing (BIPA) atau Indonesian as a Foreign Language (IFL) kepada pembelajar asing. Pengajaran BIPA yang efektif bergantung pada berbagai faktor, termasuk metode pengajaran. Guru BIPA harus mempertimbangkan metode pengajaran yang efektif untuk pemerolehan bahasa pembelajar. Guru dapat membangun suasana awal yang menyenangkan di kelas BIPA dengan menggunakan metode langsung, tata bahasa terjemahan, audio-linguistik, pembelajaran berbasis masyarakat, dan pendekatan komunikatif. Beberapa kendala dapat terjadi selama pengajaran BIPA. Aspek internal adalah guru, peserta didik, proses belajar mengajar, media, dan bahan ajar. Tantangan pembelajar bahasa Indonesia adalah dalam pengucapan/ejaan, waktu latihan yang terbatas, kepercayaan diri, motivasi/minat siswa, faktor usia, kepribadian/karakteristik siswa, dan kemampuan siswa. Tantangan guru terkait dengan pengalaman mengajar, rendahnya kompetensi guru, dan kebutuhan guru yang mendesak. Kendala lainnya adalah ketersediaan bahan ajar berupa buku teks, audio/video, dan tambahan sumber online bahan ajar BIPA, waktu pengajaran, dan kurikulum BIPA. Faktor eksternal adalah sarana dan prasarana penunjang pendidikan yang kurang memadai, pembelajaran lintas budaya, perbedaan perspektif, latar belakang budaya dan bahasa siswa, penyesuaian diri, situasi kelas yang heterogen, pencarian kesamaan budaya, dan kebutuhan siswa, lingkungan, administrasi luar negeri, tempat tinggal, cuaca, kondisi alam, dan geografi negara, bahkan kebijakan pemerintah.

Kata Kunci: Bahasa Indonesia bagi Penutur Asing; Bahasa Indonesia sebagai Bahasa Asing; BIPA; IFL; mengajar Bahasa Indonesia untuk Pembelajar Asing

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INTRODUCTION

The demands of Indonesian as an international language are increasingly urgent to be pursued. The government also issued regulations regarding this, the goal is to maintain and develop the Indonesian language so that it can be on par with languages from other countries recognized by the world (Rohimah, 2018). This regulation is contained in Law Number 24 of 2009 concerning Flags, Languages and State Symbols, and National Anthems. Where in Article 44, paragraph 1, it is explained that the government is increasing the function of Indonesian as an international language in a gradual, systematic, and sustainable manner. This effort can be realized by developing *Bahasa Indonesia bagi Penutur Asing* (BIPA) or the Indonesian Language for Foreign Speakers (Annisa & Sumaludin, 2022). The foreign speaker refers to an individual who does not communicate Indonesian as their native language or maternal tongue.

This program is designed to teach the Indonesian language and culture to expatriates who wish to acquire Bahasa Indonesia for specific reasons. Ambarwati *et al.* in the book entitled "*Cakrawala Indonesia Bahasa Indonesia Bagi Penutur Asing Tingkat Madya*" stated that BIPA is a platform for the world to get to know Indonesia. BIPA learning makes foreigners or students can speak Indonesian. BIPA is one step toward introducing a national identity, namely Indonesian. Besides that, according to Hermanto in his book entitled "*Bahasa Indonesia Bagi Penutur Asing Bahan Belajar Mandiri*" stated that BIPA can also be used as the first step to making the language Indonesian a part of foreign languages in the world. The development of BIPA will help the government's vision to improve Indonesian to become an international language. BIPA teacher sending program and there are opportunities to teach BIPA in Indonesia itself also cause many enthusiasts in the BIPA teacher (Setyaningsih *et al.*, 2020). The opening of Indonesian language courses for foreign speakers is increasingly being held in Indonesia and abroad. BIPA is increasingly being implemented both at domestic BIPA centers and abroad. This development allows educational institutions and individuals to participate according to their respective capacities (Sujana, 2012).

Foreign students learn BIPA to improve their language skills in Indonesia and get to know Indonesian culture closely. Indonesian language is necessary to train habits to speak Indonesian (Busri *et al.*, 2021). Learning the BIPA has implications for preparing appropriate learning materials for these purposes. Thus, this BIPA learning material is closely related to the problem of the fulfillment of the needs of foreign students. According to Kusmiatun in her book entitled "*Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan Pembelajarannya*", BIPA learning aims to make students able to speak Indonesian normally like Indonesians in general. Therefore, an understanding of Indonesian culture is also essential for success in teaching BIPA. Teacher understanding and the learner's relationship between language and culture help teach foreign languages. Intercultural understanding will be set in stone as a springboard that facilitates BIPA teaching through engagement with language and culture as systems of creation. It is this meaning that the desired teaching can occur. Language lessons become a process of exploring how language and culture are related to the reality that is lived by both the learner and the target society. BIPA, on the other hand, is a way of introduction Indonesia as a whole, both language, society, and culture.

Based on the research field, Saddhono (2012) states that foreign students studying at one a university generally have a strong desire to learn Indonesian. However, sometimes they need clarification about the Indonesian they are learning because there are often differences between what is learned in class and everyday conversation. Language choices made by foreign students vary greatly. The most dominant language is Indonesian because, in BIPA learning, it is required to use Indonesian as the language of instruction. However, the use of English also includes a lot. This is because foreign students cannot speak Indonesian well. Most foreign students in this BIPA class are coming to and living in Indonesia for the first time. In general, these foreign students have mastered English, although some have mastered it at a passive level but are very helpful in the learning process. In the interaction of learning Indonesian, students

who speak foreign Indonesian use various communication strategies to convey their intentions to native speakers of Indonesian (Indrariansi, 2011). This study found fourteen strategies of students when interacting with others, namely: (1) disengagement; (2) repetition of utterances; (3) borrowing; (4) self-correction; (5) feedback; (6) feedback; (7) demonstration; (8) realia; (9) confirmation checks; (10) understanding check; (11) approach/synonym; (12) metonymia; (13) paraphrasing; and (14) hanging tone. This communication strategy succeeded in making the interactions between speakers with very different backgrounds more communicative and natural.

The importance of Indonesian plays an essential role on a national scale and a global scale as a foreign language, making Indonesian a language that many foreign speakers learn (Siroj, 2015). In Indonesia, BIPA students generally aim at the second goal. Thus, their learning is more focused on practical skills, namely how to use Indonesian to communicate. In its journey, the Indonesian language has now provided considerable input to the progress of the Indonesian nation. This can be proven by the increasing interest of other nations in learning Indonesian. The main goal of other nations to learn Indonesian is none other than to be able to communicate when they are in Indonesia (Siroj, 2015). In addition, if they can use the Indonesian language correctly, they can further explore the rich diversity of Indonesian culture. Knowledge of various Indonesian cultures is one of the ideals of learning BIPA. BIPA teachers will usually integrate various foreign language learning strategies in class according to learning outcomes.

Indonesian is one of the assets of the Indonesian nation, which is always maintained well in an educational setting and non-educational (Murtianis et al., 2019). Efforts to promote language existence in Indonesia are growing and received attention from the government of Indonesia both within and overseas (Fitria, 2023). One kind of attention from the Indonesian government is to organize the BIPA program both inside and outside abroad. The development of Indonesian foreign speakers (BIPA) in the international world is accelerating. BIPA is not only in demand in the ASEAN region but also in Asia and Australia. Sudaryanto in a book entitled *"The Dissemination Of Indonesian Abroad Is Greatly Important, Given That Foreigners' Interest In Learning The Language Of Indonesia Is Increasing"* states that the dissemination of Indonesian abroad is greatly important, given that foreigners' interest in learning the language of Indonesia is increasing. The news about the increasing interest in Indonesia proves it. Apart from the ASEAN, Numerous universities in Asia, Australia, and continental Europe offer Indonesian language learning as a required course (Tanwin, 2020). Apart from being exciting and carried out abroad, BIPA learning is also carried out domestically, and many foreign students studying in Indonesia demand BIPA learning in the country (Arumdyahsari et al., 2016).

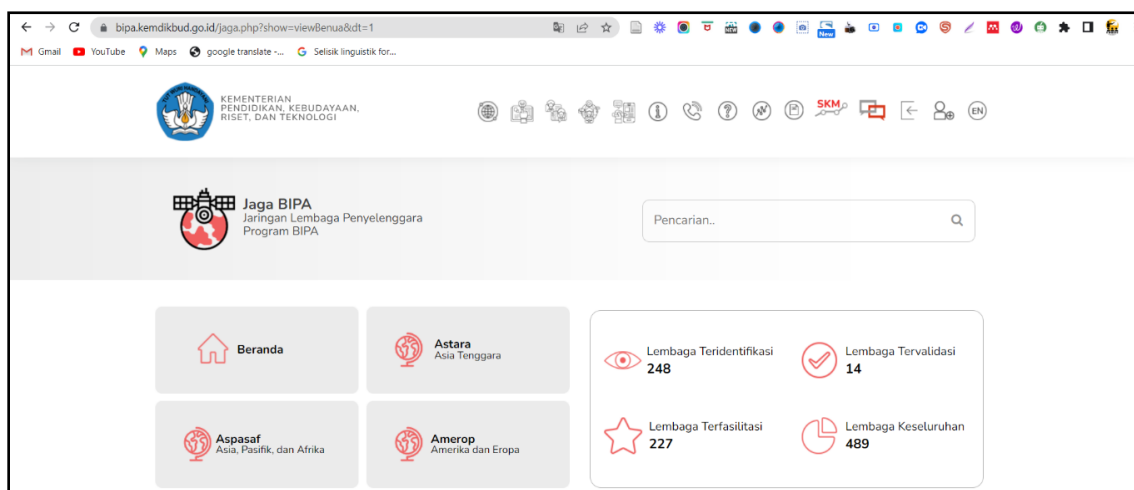


Figure 1. Jaga BIPA (Jaringan Lembaga Penyelenggara Program BIPA)
Source: <https://bipa.kemdikbud.go.id/jaga.php>

The **Figure 1** above shows BIPA Ministry of Education and Culture has an Organizing Institution Network BIPA program on the website <https://bipa.kemdikbud.go.id/portal>. The information is Jaga BIPA (Jaringan Lembaga Penyelenggara Program BIPA) or Organizing Institution Network BIPA program. The BIPA Institute network exists on various continents, for example, Aspasaf (Asia, Pacific, and Africa), Astara (Southeast Asia), and Amerop (America and Europe). There are 248 Identified Agencies, 227 Facilitated Agencies, 14 Validated Agencies, and 489 Overall Agencies. The fact that many institutions are willing to teach Indonesian at home and abroad can speed up the internationalization process (Kustriyono et al., 2020) This will undoubtedly be realized if the handling is carried out as well as possible. As an innovative scientific discipline, BIPA has grown significantly. It is evident by the growing number of BIPA program organizers within and beyond Indonesia. Formal institutions, including universities and colleges, and non-formal institutions, including course institutions, etc, have implemented the BIPA program (Permadi et al., 2022).

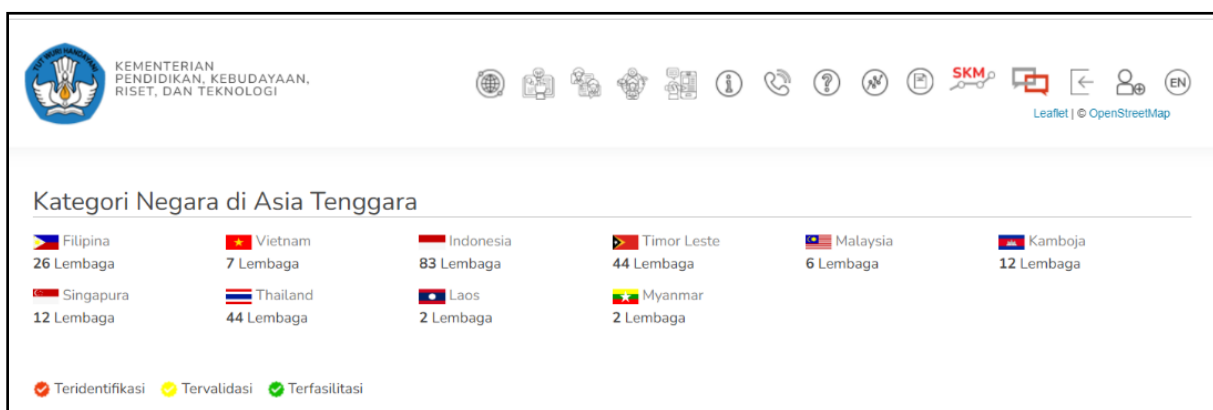


Figure 2. Jaga BIPA (Jaringan Lembaga Penyelenggara Program BIPA) in South East Asia
Source: <https://bipa.kemdikbud.go.id/jaga.php?show=viewBenua&dt=1>

The **Figure 2** above shows that Jaga BIPA (Jaringan Lembaga Penyelenggara Program BIPA) or Organizing Institution Network BIPA program in South East Asia consists of several countries, including there are 83 BIPA institutions in Indonesia, 44 BIPA institutions in Thailand, 44 BIPA institutions in Timor Leste, 26 BIPA institutions in the Philippines, 12 BIPA institutions in Singapore, 12 BIPA institutions in Cambodia, 7 BIPA institutions in Vietnam, 6 BIPA institutions in Malaysia, 2 BIPA institutions in Laos, and 2 BIPA institutions in Myanmar. This shows that Indonesia has the most BIPA institutions. In various domestic and international institutions field, Indonesian has been taught to foreigners (Anggaira, 2023). In numerous countries around the globe, the education of Indonesian to non-native speakers has been ongoing for a considerable amount of time since the current decade (Hardini et al., 2019).

Teaching BIPA differs from teaching Indonesian as a first language (Suyitno, 2014). The differences are due to the characteristics of the learners. IFL learners generally are adults who have language and cultural backgrounds and learning styles different from those of Indonesian learners. BIPA students are international students with language and language backgrounds that are different from the culture of the language he/she learns (Suyitno, 2014). Based on the explanation above, the researcher is interested in describing the method and challenges in teaching *Bahasa Indonesia bagi Penutur Asing (BIPA)* or Indonesian as a Foreign Language (IFL) to Foreign Learners.

LITERATURE REVIEW

Characteristics of BIPA Learning

According to Kusmiatun in her book entitled "*Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan pembelajarannya*" explain that there are several characteristics of BIPA learners. Some of the features of adult learners include:

1. Want knowledge that is relevant to students' needs. BIPA learners have goals in learning BIPA and often only want to learn material pertinent to their needs. BIPA teachers must be selective about the fabric they will teach and give the learner freedom in class learning related to material needs. Teachers must prepare many alternative materials that suit the topic of study in class. Some students refused to study because they felt that the class material was not needed then.
2. Demand clarity of learning direction. The teacher must inform the direction and objectives of learning accurately, openly, and clearly to the teacher. Usually, the learner will concentrate and try to achieve these goals while learning it. They are used to thinking linearly and have learning patterns oriented toward the completeness of learning objectives. The learner will likely be reluctant to study if direction and learning objectives need to be clarified.
3. Easy to learn if they are actively involved. Teachers should manage classes that include students actively participating in a BIPA class. They feel not like learning objects but like learning subjects. Learning by doing is the model that makes learners easily understand learning and will impact improving their language skills.
4. Learning the subject matter is following students' experiences. Experience in the learner is capital for learning. By building on existing experiences and relating them by learning Indonesian, it will be easier for students to learn to understand the existing material motivation to learn will be even more increase.
5. Likes to argue, and his opinion is difficult to change. Teachers must be aware of the characteristics of like-minded learners' views; if they have opinions, it will be difficult to change them. This must be addressed wisely by the teacher. Teachers must look for the correct technique in explaining something material or problems that conflict with the learner's opinion. However, this opinionated attitude is also favorable if the teacher can use it to make the learners active in class.
6. Likes to try new things and find answers to problems online independently. This is very beneficial in learning BIPA because learning a language without trying would be futile. Teachers can discover complex cases and explain a rule in Indonesian, the teacher sufficiently offers some practical examples of related applications to that problem, and the learner can find answers to the problem independently. This often happens in classes BIPA. Learners have their way of understanding problems in the teaching materials they find.
7. Reactive and sensitive to something. BIPA learning should keep the problems away sensitive to learners, such as religion, race, and others. They are very reactive and sensitive on "sensitive" topics, mainly if BIPA class consists of various students from countries with different cultural and social backgrounds.
8. Demand logical, coherent, procedural, and systematic learning. BIPA teachers must be able to convey material logically and coherently. If the BIPA program has been created beforehand, there must be guidelines that regulate this procedurally and systematically. Culture "talk everywhere" in the context of learning, in general, is found in Indonesia, which will be very confusing for BIPA learners.
9. Likes to be treated in an adult way. BIPA learners are mature, so they want to be treated like adults. This demands careful teacher caution in choosing teaching strategies that do not make learners like children.

10. Rely on experience rather than theory or books. Because the learner is at an adult level, learning they are always associated with the experiences they have. They already have much experience, and it becomes a reference study. They are reluctant to read theoretical books but are more reflective of their experiences.
11. Give a positive response to the teacher's treatment. The attitude and treatment of the teacher will be an essential thing appreciated by the teacher. They will appreciate the teacher who can teach as they wish. They don't hesitate-reluctant to speak openly of their likes and dislikes teachers.

Program of BIPA Learning

Kusmiatun in her book entitled "*Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan Pembelajarannya*" states that BIPA learning is held in various ways. BIPA learning can be kept under an institution, either higher education institutions and non-university institutions or institutions that organize BIPA learning. On the other hand, BIPA learning is held personally or not under the auspices of an official institution. This personal learning usually takes place individually and is not programmed. BIPA teaching teachers the shelter under this institution is usually designed in the form of a program. That is, learning is well designed with goals and study plan within a specific time and arranged regularly.

Programmed BIPA learning usually has targets and measurements of clear evidence of the success of the program participants or their learners. A BIPA program is held under an official institution of some sort. Based on the number of participants or students, there are BIPA learning group programs and private programs. Program The group is a BIPA learning program attended by more than one person, both small groups (2-4 people) and large groups (more than four people). This can take place in higher education institutions and non-university BIPA organizing institutions.

Meanwhile, based on the implementation time, there is a short-term BIPA learning program (less than two months) and a BIPA learning long-term (2 months - 1 year). Especially in college, BIPA learning programs are also held in the form of services specifically for taking college (credit transfer). The activity is usually carried out in the presence of inter-university cooperative relations (MOO).

The BIPA program is structured based on the needs of program participants or learners. Suyitno in a book entitled "*Bahasa Indonesia Untuk Penutur Asing: Teori, Strategi, dan Aplikasi Pembelajarannya*" states that the various aspects affect the program BIPA. Sociological, linguistic, psychological, and pedagogical elements influence the BIPA program. Sociological aspects related to the BIPA learner (who aims what, need to learn how, and what kind of results), linguistic characteristics related to which Indonesian and what will be taught to the learner, psychological aspect is associated with the nature and attitude of the learner as well ability in the BIPA learning process and pedagogical aspects related to which skills which will be directed to determine the pedagogical steps.

In preparing the BIPA program, it is necessary to carry out an analysis of previous needs. BIPA program drafters must understand who the program is and the learner's needs. For example, the BIPA program, intended for students currently taking a master's program and going to do research in Indonesia, will be different from the BIPA program intended for overseas workers who will be placed in the territory of Indonesia. The length of study will also be considered in the preparation of the program. Duration in the study will be a material consideration and learning model if students want a variety of Indonesian cultural inserts while studying Indonesian. However, BIPA learning directs at Indonesian language skills and insights about Indonesia. The preparation of BIPA learning programs may vary for each institution. Many factors must be considered in preparing the BIPA program. Programming BIPA must pay close attention to various aspects of BIPA learning and preparation for learning.

Principles of BIPA Learning

According to Kusmiatun in her book entitled "*Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan Pembelajarannya*", related to the BIPA program and its learning, the principles of BIPA learning must be considered to achieve maximum learning results. This learning principle considers that BIPA learning is intended for people who don't know Indonesian, have various cultural and linguistic backgrounds, have a certain purpose and age, and lead to specific competencies. Here are some principles in learning BIPA, including: 1) Systematic. BIPA learning must be carried out regularly and planned. There is a system that is created and regulates the program's course so that more focused learning. This regularity is related to a sequence of the material to be learned and other supporting rules for learning success. 2) Relevant. BIPA learning must be relevant. This relevant principle is related to many things. Learning must be relevant to the need's learner, learner conditions and learning environment, learning goals, management institutions, teaching abilities, and language development as the primary material of learning. 3) Actual, factual, and contextual. Materials taught in BIPA learning should be material actual material. Language development is very rapid. It is a must followed so that BIPA learning remains relevant. Events that occurred and factual information also became began important in BIPA learning. Learning materials must be factual so that learners can associate new knowledge with what they found in the neighborhood. Learning with Real physical objects will be more easily captured by learners. For this reason, the relevance to the context must also be considered. Contextual BIPA learning will help students master the language he is studying. Presentation of meaning will hit more if associated with the context rather than with translation. 4). Tested and trusted. BIPA learning should be tested and trusted. Suyitno in a book entitled "*Bahasa Indonesia Untuk Penutur Asing: Teori, Strategi, dan Aplikasi Pembelajarannya*" mentions this proven learning principle as an external factor. In it, hook between contiguity (contact or relationships), repetition, and reinforcement. The stimulus from the teacher is expected to be responded to by the learner so that there is closeness between the two. This will make learning easier. The same goes for internal repetition learning will further strengthen the learner's understanding. Reinforcement that gives rise to satisfaction will impact better learning outcomes. In this way, learning can said tested. Learning success and comfortable conditions will engender trust and supports learning outcomes. 5). Comprehensive and complete. Existing BIPA learning should be comprehensive and complete. The art includes various aspects of language according to the learner's needs and is presented in full. Language learning is integrative, not separated by just a few charts. 6). Flexible. BIPA learning is learning that is flexible, not rigid. This is related to the type of learners who are no longer children BIPA learning does not always have to be in the classroom and using a monotonous method. This flexibility applies to premises learning, study time, teaching materials, media, and evaluation.

Aspects of BIPA Learning

According to Kusmiatun in her book entitled "*Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan Pembelajarannya*" stated that BIPA learning has characteristics that set it apart from learning Indonesian. In this case, Indonesian is taught as a foreign language. It involves various aspects of learning that are more or less the same as language learning in general but have different characteristics and are more complex. There are learning differences between BIPA with Indonesian language teaching as the first language (B1). Learning BIPA is more complex. It is influenced by the BIPA learning subject. There are two essential aspects of learning BIPA, namely, aspects of instructional and non-instructional aspects. Instructional elements relate to the implementation of direct learning in class.

Meanwhile, non-instructional aspects relate to BIPA learning rather than directly in class. Both will support each other in implementing the learning process and learning outcomes. Here are some aspects of BIPA learning.

A. Instructional Aspects

Instructional aspects include the learner, teacher, learning objectives, learning media, teaching material, methods and strategies, instructional media, evaluation, class preparation, and management.

1. **Learner.** Learners are people who learn. In BIPA learning, students are people who cannot speak Indonesian. He may already have mastered another language; Indonesian is a foreign language. The learner is the subject of learning with its potential and uniqueness. Every learner will have different characteristics, attitudes, and ways of learning (Fitria, 2022b). This matter needs attention in BIPA learning. Based on experience, learner goals in learning BIPA will affect the attitude and progress of knowledge. Similarly, the origin countries of learning may characterize the learner's perspective.
2. **Teacher.** The teacher becomes one of the essential things in the learning process BIPA. At the basic level of BIPA learners, whose goal is Indonesian communication, all Indonesians should become BIPA teachers. The requirement is Indonesian for everyday use and does not require theoretical knowledge of Indonesian. This is more in practical Indonesian. BIPA teacher is a model for learners. They can speak Indonesian and become models in Indonesian. The existence of accents and dialects enriches cultural understanding in BIPA teaching. Indonesia has different regional languages, and this affects the use of language in Indonesia. This needs to be introduced to students. Thus, the capital of legitimate "Indonesians" is not enough. Teachers must have BIPA knowledge and be willing to learn about the world of BIPA. With BIPA knowledge, the teacher will hone their sensitivity and concern during BIPA learning. Teachers must also have a sense of responsibility and be able to motivate students. Sometimes things happen in a BIPA class unexpectedly, but as a teacher, we must be ready and alert for what happens. Good communication skills with students will help the teacher teach BIPA well.
3. **Learning objectives.** The central aspect of learning is the learning objectives. After there is a learner, the teacher must know the purpose of learning to be carried out. What is needed and becomes the hope of learners after learning BIPA must be able to be scrutinized and understood correctly so that learning progress will follow the target. It also depends on the designed BIPA program.
4. **Learning Media.** The things that must be prepared in BIPA learning are devices learning. Each course has a syllabus as a guide to his teaching. The syllabus regulates various signs during the learning process, from the number of meetings (time), materials, strategy, evaluation, and learning media. In addition to the syllabus, devices another is the RP or lesson plan. RPs are detailed descriptions of each meeting derived from the syllabus. Learning device readiness will support success in BIPA learning.
5. **Teaching Materials.** The material studied is material that fits the needs learner. In extracting teaching materials must also be considered the level of learning ability and the scope of the material. Teachers can creatively process teaching materials appropriate for learners (Fitria, 2022b). The arrangement of teaching materials can be done in an integrative manner. Authentic teaching materials will be beneficial for students and more meaningful. The aspect of the order and portion of the material depends on the needs of the desired learner or following the ultimate goal of BIPA learning.
6. **Methods and strategies.** BIPA learners are mature learners. The choice of method and teaching strategies for them must be well chosen and appropriate according to the needs and character of the learner. The material is simple, even essential, but the teaching strategy must be for adults. Sometimes it's hard to find a strategy that works right for BIPA learners, but there are many choices you can carry out and modify to make BIPA learning exciting and well done.

7. **Instructional Media.** One of the essential things in learning BIPA is the existence of instructional Media. The presence of the media strongly supports the teaching strategy and makes it easier for students to understand the existing material. BIPA learning media can be creative, from visual media to multimedia. This demands creative teachers.
8. **Evaluation.** Evaluation in BIPA learning is not solely for measuring learning outcomes. Evaluation becomes a tool for reflection. The learner is also the teacher. Various types of evaluations are made for different purposes. But in principle, the review becomes media to see the development of students' abilities during BIPA learning.
9. **Class Preparation and Management.** Learning will be successful if the preparation is done well and mature, including class preparation. Teachers must prepare everything before the learning process, including the syllabus learning. During the learning process, the teacher must be able to manage the class well. A good class is lively, full of joy, enthusiasm, and a conducive atmosphere. Teachers must be sensitive to class conditions and always prepare various alternatives to solve class boredom. Good classroom management will support the success of BIPA learning.

B. Non-Instructional Aspects

Non-Instructional aspects include learner needs analysis, class infrastructure, class situation, learning environment, and motivation.

1. **Learner Needs Analysis.** At the beginning, middle, and end, the learner's needs must be met is known. Analysis of student needs is part that can be done in class or outside the course (before the program). This can cover any need, including seeking information—the learner's background in preparation for the learning program and the teacher's.
2. **Class Infrastructure.** Classes are part of the learning that will play a role in building good learning. Class facilities and infrastructure for BIPA learning should be fulfilled for learners to study comfortably. Books and reading resources. Support should be available in class. There are media displayed on the classroom walls, such as wall clocks, calendars, maps (world & Indonesia), wayang, batik, masks, traditional clothes, traditional houses, and so on can be a decoration and a complement to learning BIPA. The existence of air conditioning will significantly make learners feel comfortable, especially if the learners come from a country whose climate and weather are very different from Indonesia. Having air conditioning is a necessity so one can study comfortably. In addition, when learning BIPA is already based on multimedia, it would be great if the classroom is already connected to the internet service to facilitate learners to access learning through cyberspace.
3. **Class situation.** A good class atmosphere in BIPA learning is an atmosphere class that can bring closer and builds effective communication between the learner and the teacher or between the learners Alone. Good interaction and habituation to the use of Indonesian in the classroom will support the learning conditions that lead to the ability of Indonesian language learners.
4. **Learning Environment.** The role of the environment is huge in supporting the success of BIPA learning. Starting from the class environment, association, and student residence. This relates to effort exposure and discourses for learners in situations where Indonesian is used. The class strives to form a living image of Indonesia (utilizing Indonesian infrastructure) and the Indonesian language situation familiarized by the teacher or accompanying tutor (students from Indonesia who helps teachers in BIPA classes). Environment association with Indonesians (Indonesian friends) who speak the language of Indonesia will make BIPA learning even better because learners will more often practice the Indonesian language they studied. Increasingly reducing the intensity of

learner communication with foreign friends in his class in a foreign language (English or the country's language, apart from Indonesian) will be better for them the development of the student's mastery of Indonesian. Thereby also, the learning environment will be very supportive if he lives with Indonesians. It can be done with models immersed in Indonesian families or living in a boarding house where the other occupants are Indonesians. If they living with strangers in one place would very impede his progress in learning Indonesian because they will tend to use a foreign language in daily communication at home.

5. Motivation. Factors of learner motivation in learning Indonesian are keys to successful BIPA learning. This makes students quickly absorb the material learning and use it in everyday life. This motivation can appear internally within the learner and can be brought up externally by the teacher and others.

METHODS

The tyitriape of this research is library research. Library research collects library data from various sources of information related to the literature research objects, such as through abstracts of research results, indexes, reviews, journals, and reference books. This research critically examines or reviews knowledge, ideas, or findings in the body of academic-oriented literature and formulates its theoretical and methodological contributions to a particular topic, such as teaching *Bahasa Indonesia bagi Penutur Asing (BIPA)*.

For the approach used in this research, researchers used a qualitative descriptive approach, namely the systematic research method used to study or examine an object in a natural setting. The data collecting method in this research uses documents taken from books and article journals. Data analysis in this library research is content analysis (content analysis) research that deeply discusses the contents of written or printed information and then concludes based on the data collected and analyzed (Fitria, 2021a).

RESULTS AND DISCUSSION

Teaching Method for BIPA

Many foreign nationals learn Indonesian in different fields (Dwinitia & Anggraini, 2021). The differences that come from students are differences in age, culture, social background, and the individual conditions of each BIPA learner. These background differences will affect the process, learning outcomes, and students' language skills. To overcome this, the teacher must choose a suitable alternative to achieve the learning objectives. In the book entitled "*Linguistik terapan: Konsep Pembelajaran Dan Penelitian Linguistik Mutakhir*" written by Busri et al. explain that BIPA learning focuses on four language skill competencies: reading, listening, speaking, and writing. Grammar is vital for good communication skills in spoken or written language. Setyaningrum in her paper entitled "*Pembelajaran Afiks Bahasa Indonesia bagi Penutur Asing (BIPA) di Provinsi Daerah Istimewa Yogyakarta*" stated that the learning method delivers material during the teaching and learning process to achieve learning objectives. BIPA learning teaches four language skills, including Indonesian vocabulary and grammar.

Development of teaching models based on the suitability and needs of foreign students (Maharany, 2020). In learning language at BIPA, good language teaching is needed so that language teaching for foreign speakers is easy to understand (Rosiyana, 2020). BIPA learning is a learning process by foreign speakers to learn Indonesian. Teaching language for BIPA learning activities must be more detailed and focused on learning because this is very important so that foreign speakers can learn Indonesian quickly. The teacher must also know what the difficulties of foreign speakers are in learning Indonesian so that the learning

process can be effective and efficient. The BIPA program is learning Indonesian, where the subject is foreign students. BIPA looks more at or focuses on its students. The people who are subject to BIPA are foreigners. So, Indonesian is a foreign language for BIPA learners.

[Sari et al. \(2016\)](#) suggest that (1) BIPA learning plans compiled by teachers are already aligned with the curriculum established. (2) implementation of learning BIPA by teachers has already led to the student's capacity to develop their Indonesian or Bahasa language skills; (3) the evaluation of the learning of teaching should be implemented as an oral or written BIPA test. BIPA teachers should employ various learning methods, including grammar-translation, direct, reading, suggestopedia, eclectic, and audiolingual methods. These methods are selected based on the requirements or goals of BIPA students learning Indonesian or Bahasa. Because learning BIPA is different from learning Indonesian for native speakers. [Bakti](#) in his paper entitled "*Penyederhanaan Bahasa Guru BIPA Dalam Pembelajaran Di Kelas Program Kemitraan Negara Berkembang di Universitas Negeri Malang Tahun 2019 / Ibnu Kurnia Bakti*" stated that apart from being different from the students, the teacher's speech in learning in class is also different. BIPA teachers make many language simplifications to facilitate communication. The simplifications are (1) simplification by slowing down the tempo, (2) simplification by increasing the pause, (3) simplification by increasing stress, (4) simplification by using simple words, (5) simplification by using famous words, (6) simplification by using simple sentences and (7) simplification by using active sentences.

According to [Arono et al. \(2021\)](#), BIPA teaching is almost the same as teaching in general. The thing that distinguishes it from general teaching, namely the level of material and learning. These two things distinguish, in principle, from learning in general. Regarding learning theory in general, BIPA learning is almost the same, such as learning methods, mastery of teaching skills, media, evaluation, lesson plan formats, and other teaching tools. Learning Indonesian, which is taught as a second language, makes teaching BIPA different. BIPA teaching is more complex because students come from different countries and cultural backgrounds. This condition makes BIPA students must be given a learning system that is as simple as possible so that students feel comfortable acquiring new vocabulary ([Kariadi & Riyanton, 2021](#)).

[Azharin \(2021\)](#) states that the use of film and e-media books in BIPA learning is an internal strategy to facilitate class students' beginners in understanding the material. Strategy is elaborated by a selection of materials and preparation for embedding elements of the locality so learners can easily understand. This is where strategic management lies and organizing for more effective and efficient in compiling appropriate learning objectives. Questions from students will decrease slightly when the strategy and materials are prepared but completely or entirely with some examples or cultural elements. Then the teacher also explains simple to understand. The key to this is maturation at the planning stage, the primary capital to achieve the goal of classroom learning.

BIPA is an Indonesian language learning program as a second language for foreign speakers. In BIPA learning, participants will learn about four language skills, namely listening, speaking, reading, and writing ([Ramliyana, 2016](#)). By mastering four of these language skills, BIPA students are expected to be able to communicate well both orally and in writing ([Budiawan & Rukayati, 2018](#)). Each of these skills is closely related in various ways to the fundamental thinking processes of the language ([Putra, 2020](#)). A BIPA learner must master those skills to facilitate proficiency and understanding of a language, such as Indonesian. Indonesian is an exciting language, a language that is easy to pronounce and a language that is easy to understand ([Halawa et al., 2023](#)).

[Field Melati et al. \(2022\)](#) say the communicative-contextual approach can be applied to BIPA learning. This can be realized in BIPA learning by paying attention to the five principles communicative-contextual approach, namely communicative interaction, authentic text, language learning and learning management, personal experiences, and language relations in class and outside class. Implementation of a contextual-

based communicative approach Local wisdom can add to the vocabulary of students BIPA. In addition, the introduction of local wisdom to foreign students also received points that can build a class atmosphere to be more fun, and BIPA students also get useful insights and knowledge. Learning Culture-based BIPA will, of course, help foreign students understand the Indonesian language and culture.

While [Riana \(2020\)](#) explains, several learning strategies have been implemented in BIPA instruction. Immersion-based instruction is a particularly intriguing method for teaching BIPA abroad. Immersion is a method for enhancing language abilities by immersing participants in the target language, in this case, Indonesian. Consequently, the issues are the characteristics of BIPA students and participants in the immersion program and the design and implementation of the immersion program. Students and instructors in the BIPA immersion program are multicultural due to the participants' diverse ethnic backgrounds and cultural communities. The immersion program is designed with engaging activities in games, discussions, and cultural materials that can enhance participants' Indonesian language skills and cultural understanding. The main idea of language immersion is that the learner is open to dare to experience an event empirically. These individual demands become the substance of learning which does not start from applying theory but tends to enter into conditions in the field. If the learning context is in Surakarta, then historical places such as Mangkunegaran, Surakarta Palace, and various other places. The position of teacher can simultaneously act as a guide explaining every corner of the tourist attraction. The position of teacher can also act as a guide explaining every corner of the tourist attraction. Even so, this does not mean that it abolishes theory, negates it as a tertiary variable, and prioritizes practice rather than simply departing from texts. BIPA teaching will be more meaningful if students "immerse" themselves comprehensively into the cultural environment, which, according to linguistic awareness, they are "attached" to it without intermediaries, except themselves as subjects and objects subjected to learning events. In addition, he is also free to choose and sort learning themes as needed and confirm with the teacher when needed. Therefore, language immersion is a BIPA learning model that invites students to be independent and responsible while respecting the process.

Teaching Indonesian to foreign students to broaden their insights about Indonesian so they can identify some everyday vocabulary commonly used in daily communication and have simple conversations in Indonesian ([Setyawati & Ambarwati, 2020](#)). To be able to converse in Indonesian requires a certain amount of Indonesian vocabulary and an understanding of sentence structure in Indonesian. However, it is still at the most basic level. Learning a foreign language does require extra effort to achieve success. However, if it is done happily in an atmosphere that is not too formal, it will impact student attitudes and acceptance. The material is packaged in a simple, uncomplicated form and uses concise sentences, giving the impression of being accessible and light. The appearance of material that seems concise and straightforward and the style drawn that creates a sense of joy can move students to be actively involved in learning.

Challenges in Teaching and Learning BIPA

Mastering Indonesian for beginner learners is a big challenge ([Purwaningsih et al., 2023](#)). This challenge is felt by students and by teaching lecturers who are required to transfer knowledge properly, especially in improving Indonesian language skills both orally and in writing. The teaching-learning process of Indonesian that involves non-Indonesians as students differs from the teaching-learning process of Indonesian in the general ([Suyitno, 2008](#)). The disparities result from the cultural origins of the learners. The selection of materials and strategies for the teaching-learning process of Indonesian involving them as the students require an analysis of their learning requirements and pedagogical norms of language acquisition.

Nasution (2020) states that the difficulties arise because of factors internal (inside) and external (outside) BIPA students themselves. The conditions and situations of BIPA students are one of the factors that influence this different (Hertiki, 2017). Cross-cultural learning is very inherent in foreign language learning. BIPA learning is intended for foreign students who want to learn Indonesian. The challenges and opportunities for BIPA teachers in implementing cross-cultural learning can be a reflection of other BIPA teachers. Some of the challenges in cross-cultural learning are different perspectives, cultural backgrounds, self-adaptation, heterogeneous class situations, the search for cultural similarities, and the needs of students. There are several opportunities for these challenges: cross-cultural communication, cross-cultural discussion rooms, and Indonesian cultural diplomacy.

Prasetyo (2015), the challenges teachers face in teaching BIPA include uneven student motivation in learning, age factors, and immature student characteristics. Apart from student factors, the challenge that is quite difficult for BIPA teachers is convincing parents of the importance and usefulness of learning Indonesian. The learning strategy for these challenges is to prepare teaching skills by maximizing their creativity. Teachers can implement project-based fun learning activities to stimulate children's creativity, directing the mindset of students and parents about the importance and use of Indonesian for various purposes such as academics, research, and even business. Jazeri & Maulida (2018) state the obstacles that arise from BIPA teachers, such as low competence of teachers BIPA and the lack of availability of BIPA teaching materials which always follow developments in language learning. It is undeniable that BIPA is so interesting that many people want to pursue it as a profession. Becoming a BIPA teacher is optional for graduates majoring in Indonesian language education so everyone can participate in BIPA learning. When studying in Indonesia, many foreign students do not pursue language education, but after returning to their country, because they can speak Indonesian, asked to teach BIPA. This keeps the level of mastery of the theory and practice of BIPA learning varying. Less teaching materials available are also found in various BIPA service institutions, both in Indonesia and abroad.

According to Agustina in her paper entitled "*Implementasi Pembelajaran Bahasa Indonesia Bagi Penutur Asing di UPT P2B Universitas Sebelas Maret Surakarta*" explains that the obstacles in learning Indonesian for foreign speakers can be distinguished into three sources of difficulty, namely: a) busyness or urgent needs of the teacher, b) delivery or way of speaking that is too fast, c) the language of instruction at the beginning of the meeting, d) time, and e) facilities and infrastructure, 5) efforts made to overcome the obstacles to learning Indonesian for foreign speakers, namely by replacing missing meetings, changing the tempo of speaking slower, with the help of pictures and occasionally using a foreign language, increasing study hours, and utilize existing facilities at UPT P2B. Nastiti et al. (2019) state that BIPA learning encountered several obstacles in its implementation. BIPA teachers experienced these obstacles during their assignments abroad. In general, the barriers experienced by teachers in 23 countries can be classified into eight aspects: obstacles in learning standards, students, teachers, infrastructure and facilities, institutions, environment, overseas administration, and coordination. Andriyanto et al. (2021) state that BIPA learning challenges and strategies for young students. The challenges teachers face in teaching BIPA include, among other things, uneven student motivation in learning, age factor, and immature student character. Apart from student factors, the challenges that are difficult for BIPA teachers are convincing parents of the importance and usefulness of learning Indonesian. Learning strategies to face these challenges is to prepare teaching skills with maximized creativity. Barriers from the standard aspect of learning are the difficulties that become obstacles in efforts to develop BIPA related to the BIPA learning process, including curriculum and syllabus, quality and quantity of teaching materials, number of BIPA instructors, and Time Allocation.

Barriers from the learner aspect are the difficulties that become obstacles in efforts to develop BIPA from students, for example, level of attendance, motivation, and student interest. Obstacles from the teaching aspect are difficulties that become an obstacle in efforts to develop BIPA, for example, the ability to the

foreign language of the target country. Barriers to aspects of infrastructure and facilities are obstacles to efforts to develop BIPA, including classrooms, media learning, internet network, and electricity. Obstacles to the aspect of the target institution are difficulties that have become an obstacle in efforts to develop BIPA abroad caused by policies issued by BIPA target institutions and locations institution. Obstacles from the environmental aspect are the difficulties that become obstacles in the effort to develop BIPA from outside (external) experienced by teachers BIPA, such as place of residence, weather, natural conditions, and geography of the country of assignment. Obstacles in the administrative aspect abroad are the difficulties in efforts to develop BIPA, including visas and residence permits in the host country assignment. Barriers in the aspect of coordination are the difficulties that become obstacles in efforts to develop BIPA related to cooperation and coordination carried out by all related and responsible institutions and have a stake in implementing the BIPA teaching program. One of the forms is a BIPA program for sending BIPA teachers. This program is one of the Center's annual agenda, Strategy Development and Language Diplomacy (PPSDK), under the auspices of the Agency Language, Ministry of Education, and Culture of the Republic of Indonesia. BIPA teachers sent abroad have followed a strict selection process. After passing, they receive training which includes methodical didactics BIPA teaching, insight into nationality, culture, and cultural arts. After training was completed, the instructors were sent to various countries to teach languages in Indonesia. Starting from various countries in Europe, America, Asia, Australia, and even Africa.

[Shofia & Suyitno \(2020\)](#) state that BIPA problems include understanding teaching materials, learning processes, and differences in cultural backgrounds of foreign students includes, (1) Problems related to understanding teaching material, such as problems understanding the structure of teaching materials due to the lack of grammatical material presented causes students to be still not able to understand with good grammar material. Affixation or affixation material, almost all students experience difficulties when understanding the supplementary material). (2) Problems in the learning process experienced by foreign students, namely the problematic understanding of vocabulary, lack of knowledge and understanding of grammar, and learning attitudes appear in the form of boredom and difficulty concentrating students. (3) Problems related to differences in cultural backgrounds related to lack of learning tools, differences in culture in the form of how to dress and how to eat foreign students with the community of Indonesia. Therefore, internal and external factors become a factor in the emergence of problems when BIPA learners learn Indonesian.

According to Dirga in his paper entitled "*Problematika Pelaksanaan Pembelajaran BIPA Secara Daring di Inalco, Paris.*", several obstacles become problematic in BIPA learning, namely the government policy in education, limited materials teaching materials and textbooks, inadequate educational support facilities, student abilities, exposure to TV shows from Indonesia, and the ability of language teachers. The problems of BIPA learning need to be understood so that the best solution can be found to overcome this. [Siroj \(2015\)](#) explains that problems that have arisen in BIPA learning so far are a) availability of appropriate teaching materials with the wishes of foreign speakers to learn Indonesian, b) the rarity of books on teaching BIPA circulating in bookstores, c) teachers too challenging to choose the appropriate teaching materials used to achieve competency which is desired. Teaching materials are made for interactive learning, presenting cultural diversity and Indonesian local wisdom ([Supriadi & Nurmala, 2022](#)). BIPA instructional materials incorporating cultural elements can motivate students to pursue BIPA learning with greater zeal because they find Indonesian culture fascinating and distinct ([Cahyani & Hadianto, 2018](#)).

[Srikandi \(2022\)](#) explains that BIPA learners face several obstacles, including the difficulty of articulating certain Bahasa alphabets, the lack of time for learning and exercising Bahasa, students' lack of the conviction necessary to speak Bahasa, rigorous instructional materials, the cultural and linguistic background of the students, the lack of additional online sources of teaching materials that are level-

appropriate and can be accessed by students for practice, the inability of teachers to accompany and provide more time for language learners who are less adept at working on or explaining the material.

Implementing BIPA teaching also experienced several challenges (obstacles) during the Covid-19 pandemic. As explained in several studies. [Marlini \(2020\)](#) states that some difficulties with the Zoom platform are caused by several factors, including an inability to access the account provided by the lecturers (unstable connection), limited access to smartphones or laptops, and lack of proficiency with the Zoom platform. [Annisa & Sumaludin \(2022\)](#), several obstacles exist in implementing BIPA online learning in Austria, ranging from time differences between Indonesia and Austria to technical issues such as poor internet connection quality and student devices. In addition, the diversity of students in a single class had an effect, particularly in terms of age and capacity to cultivate and use the Indonesian language. Therefore, teachers must be well-prepared, beginning with compiling a curriculum-aligned syllabus, determining the platform used in learning activities, and designing active and interactive learning activities ([Fitria, 2021b](#)). To keep learning engaging and interactive, the instructor also invites native speakers of Indonesian and cultural experts. It is anticipated that the presence of native speakers in the speaking class and cultural experts will be a major draw for BIPA students in this online learning environment.

Discussion

The existence of Indonesian in the international arena cannot be doubted anymore ([Ningrum et al., 2017](#)). Several universities in Asia and mainland Europe teach Indonesian as a compulsory subject. One of the efforts to bring Indonesian internationally is by teaching BIPA. The use of Indonesian in education in Indonesia has been regulated in Law No. 24 of 2009, specifically article 29, paragraph (1). This also applies to BIPA teaching programs in Indonesia. Therefore, foreign students who study or study and even work in Indonesia must be able to master the use of the Indonesian language. One way for these foreign students to use Indonesian in their daily lives is through the BIPA program. Previously, BIPA was used as an arena for internationalizing the Indonesian language. So, apart from bringing Indonesian as an international language, the BIPA program can also be utilized to internationalize universities in Indonesia in this globalization era. The increase in BIPA students can be used to introduce Indonesian to other foreign students so they are interested in learning it.

The success of the teaching and learning process is influenced by several factors, including the teaching methods applied by the teacher ([Fitria, 2021c](#)). In teaching BIPA, teaching methods appropriate to the learner's conditions will improve language skills quickly. In BIPA classes, several principles must be applied, namely talk to all students in Indonesian (do not just talk to students who are most fluent in Indonesian), use Indonesian as the language of instruction in the teaching and learning process, introduce students privately to native speakers or through videos, encourage students to want to use Indonesian outside the classroom independently, design language activities that involve students personally, focus more on teaching not on evaluation, find effective ways to use teaching media that are in line with the teaching materials that will be presented.

Several things need attention in language teaching, especially teaching Indonesian to speakers Foreigners (BIPA). We must pay attention that each BIPA student has a different capacity regarding the acquisition of language. This shows that as teachers, we are at least looking for methods of teaching that can embrace all students with various levels of ability. The best learning is based on free curiosity, not compulsion and fear. This statement triggered BIPA teachers to be able to provide answers to the curiosity of students, and teachers should also be able to provoke greater curiosity in students about the Indonesian language and its culture so that students also naturally dig deeper into the Indonesian language. For the delivery of teaching materials to run and be accepted effectively, building a pleasant initial atmosphere in the BIPA

class is necessary. This needs to be done so that students do not feel comfortable and happy learning BIPA.

Various BIPA or Indonesian language learning methods for foreign speakers are applied to increase BIPA learners' understanding of Indonesian. Of course, there are four aspects to improving language skills: reading, writing, speaking, and listening. 1) Direct Method. The BIPA direct method is carried out using Indonesian directly during the teaching process. So, the material is given in Indonesian without using the student's language. 2) Grammar Translation Method. In this method, the teacher provides understanding through a foreign language, Indonesian. A method that simply shows a change in a foreign language in Indonesian or vice versa. So, the teacher acts as a translator while still applying language rules. Then provide exercises to find out how much vocabulary students already know. 3) Audio-Lingual Method. Methods for introducing new vocabulary and dialogue using pictures and motion. Furthermore, the teacher will provide question-and-answer exercises using sign language in speech and pictures. So, at the same time, providing examples and exercises for students to learn more vocabulary and mastery of language patterns. 4) Community Language Learning Method (Community-Based Learning Method). Including one of the effective and practical BIPA learning methods. Because in this method, students must be active by studying in groups. Students are free to discuss whatever they want to convey in the group. While the teacher only acts as a provider of assistance outside the group. The hope is that this method can stimulate students to communicate actively without feeling pressure and fear. 5) Communicative Approach (Communicative Approach). The communicative approach is carried out by communicating and interacting through writing. For example, through a news script. Students will be asked to underline essential points in news writing. Then comment or re-read these important points using their sentences.

The obstacles in teaching BIPA are internal and external. The internal aspects come from the teacher, students, and teaching materials. Including student motivation in learning, age factors, immature student characteristics, student abilities, the difficulty of articulating certain Bahasa alphabets, the lack of time for learning and exercising Bahasa, students' lack of the conviction necessary to speak Bahasa, BIPA teacher's experience of low competence of teachers and the lack of availability of BIPA teaching materials, busyness or urgent needs of the teacher, time teaching, facilities and infrastructure, learning standards, limited materials teaching materials and textbooks, understanding teaching material, inadequate educational support facilities, and the ability of language teachers, rigorous instructional materials, the cultural and linguistic background of the students, the lack of additional online sources of teaching materials, the inability of teachers to accompany and provide more time for language learners. The external aspects of cross-cultural learning are different perspectives, cultural backgrounds, self-adaptation, heterogeneous class situations, the search for cultural similarities, and the needs of students. Environment, overseas administration, the ability to the foreign language of the target country, place of residence, weather, natural conditions, and geography of the country, government policy. Therefore, internal and external factors become a factor in the emergence of problems when BIPA learners learn Indonesian.

To teach BIPA, a teacher must master learning methods, active English, and the language of the students he will teach. Teaching Indonesian to people who can already speak Indonesian is, of course, different from teaching people who do not know Indonesian. It is an honor to be able to teach Indonesian to foreigners. Of course, it is more difficult, and there are challenges. Foreigners who do not know the Indonesian language must start with an introduction to vocabulary that has a manageable level, such as introductions, daily activities, and hobbies. BIPA teachers must be patient in teaching this vocabulary. BIPA teachers must be able to teach the correct pronunciation of Indonesian vocabulary. That is the first challenge of patience.

BIPA teachers must be able to master English actively and the students' national language. For this reason, BIPA teachers must study first, which takes work. It takes a long time, and if it stops in the middle

of the road, it wastes time. BIPA teachers must be firm in carrying out their profession; that is a challenge. Another challenge is building a pleasant and comfortable classroom atmosphere for BIPA students. Coming from a different country background and, of course, a different culture, BIPA teachers need to research teaching that is usually done in the country of origin of BIPA students. This is done to find out how to make BIPA learners comfortable and happy learning Indonesian.

Cultural differences, in this case, the learning process will hamper the BIPA learning process. Learners may feel they do not understand the Indonesian material being studied. If the learner needs help understanding the material being studied, the teacher must repeat the material being taught. This will undoubtedly affect the success indicators of BIPA learners. The class atmosphere is essential to build properly because it affects the success of ongoing BIPA learning. If the learner feels comfortable in class, the knowledge process about the Indonesian language being studied is easier to understand. Someone quickly understands, captures, and remembers knowledge if that person is comfortable, the material presented is relevant, the teacher is skilled, the class atmosphere is fun, and they feel valued in the learning process.

Therefore, BIPA learners must have knowledge of languages in more than two languages, be patient, diligent, good at controlling emotions, and do research before learning BIPA is carried out. This is done to fight the challenges that exist in BIPA learning. Challenges not only from students but also yourself. To make Indonesian become an international language, BIPA teachers must be able to overcome these challenges.

CONCLUSION

The success of the teaching and learning process in teaching Indonesian to speakers Foreigners (BIPA) relies on several factors, including the teaching methods the teacher applies. To improve language skills quickly, teachers must use appropriate teaching methods, including direct methods, grammar translation, audio-linguistic, community-based learning, and communicative approaches. During the implementation of teaching BIPA, several obstacles may occur. The blocks are from internal and external factors. The internal aspects come from the teacher, learners, teaching and learning process, media, and teaching materials. Indonesian learners' challenges are pronunciation/spelling, limited practice time, self-confidence, student motivation/ interest, age factors, personality/ characteristics, and student abilities. Teachers' challenges are related to teaching experience, low competence, and urgent needs of the teacher. The other obstacles are the availability of textbooks, audio/video, and additional online sources of BIPA teaching materials, time teaching, and BIPA curriculum. Besides, the external factors are inadequate educational support facilities and infrastructure, cross-cultural learning, different perspectives, students' cultural and linguistic background, self-adaptation, heterogeneous class situations, the search for cultural similarities, and students' needs. Environment, overseas administration, place of residence, weather, natural conditions, and country geography, even government policy. To overcome these challenges, BIPA learners must consider how to overcome them to help Indonesian become an international language and contribute to the growth and development of Indonesian as a global language.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the paper are free from plagiarism.

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