



Portraying IFL (BIPA) Class in UIN Maulana Malik Ibrahim Malang: A Somalian Student's Perspective

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ABSTRACT

Indonesian as a Foreign Language or IFL well-known as BIPA is an obligation for foreign learners before being a student in Indonesia's university, for example in UIN Maulana Malik Ibrahim, Malang, Indonesia. This study aimed to explore the BIPA class at that university by focusing on Somalian students' perspective. This qualitative study used observation, in-depth interviews, and documentation to collect primary data from five Somalian students. The study revealed that there are many activities at BIPA Class in UIN Maulana Malik Ibrahim, Malang such as combining the lecturer and the tutor in teaching BIPA, various activities, methods, and intensive communication that promote the Somalian students Bahasa Indonesia's skills (listening, reading, writing and speaking). The findings indicate that BIPA class has a significant impact on Somalian students.

Keywords: BIPA Class; Various Strategies; Somalian Student

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INTRODUCTION

Indonesian as a foreign language or BIPA is learned by a foreign student who will study in Indonesia and even commonly can be learned by every people who have a high desire to learn Bahasa Indonesia. Meanwhile, at the university level, there is one year class for foreign students to learn Bahasa Indonesia before they join the learning process at the university.

Nursaid & Trinanda Harahap (2022) explored that Indonesian has an excellent opportunity to become an international language which means many learners are interested to learn Bahasa. From this statement, it can be stated that the BIPA learning process must give a good impact on the students. For instance, the BIPA class must be programmed well (Defina, 2021).

Further, it seems necessary to define and describe what BIPA is, how the program and the outcome. BIPA or IFL is a Bahasa learning process that has a foreign subject. The goal of this program is for the foreign learner to have good skills in Bahasa Indonesia (Ningrum, Waluyo, & Winarni, 2017). Also, BIPA is described as learning the Indonesian language by various methods and activities from all resources (Nurlina & Israhayu, 2014). Meanwhile, Muliastuti & Rahadhitami (2016) as the author of the BIPA guidance book stated that BIPA is a Bahasa Indonesia learning process that discussed some subjects such as introduction, personal details, physical characteristics, family, daily activities, hobbies, communication, transportation, and trading. Based on several arguments above, the researcher proposed the definition of BIPA as an Indonesian teaching-learning process with foreign students similar to the EFL that we learned here.

Meanwhile, as teaching and learning process admittedly utilizes several methods, strategies, techniques, or learning models to promote the foreign student's Bahasa skills. For example, integrative learning (Anggarini & Amanda Cyntia Afifatuz, 2022), communicative learning (Arumdyahsari, Hs, & Susanto, 2016), cognitive learning (Suyitno, Susanto, Kamal, & Fawzi, 1988), hybrid learning (Rofiuddin, Widyartono, Susanto, & Pickus, 2022), 4D reading (Puspita, Susanto, & Andajani, 2021), Think, Talk and Write (Nursaid & Trinanda Harahap, 2022), listening class (Nurkhamidah, 2021), etc.

Then, the outcome of BIPA class is certainly the foreign students in Indonesia's mastery. Start from listening, reading, writing, and speaking. For information, this BIPA class also classifies the student from beginner to advance. The formal mention is stated as follows: AI-A2 (beginner), B1-B2 (intermediate to advanced) (Humas, 2022). Moreover, the Indonesian government has official law about this IFL class starting from skills 1 to 7 (Effendy, 2017).

On the other hand, BIPA teaching-learning process still has differences between each institution even if they have similar guidance books. In this case, the researcher focuses on BIPA teaching-learning process for beginners (A1) in one State Islamic University in Malang that finds out the Somalian student's perspective. A study done by Sujarwo, Sukmawati, Akhiruddin, Ridwan, & Suharti Siradjuddin (2020) asserted that a student's perspective is needed as one of the evaluation tools for the learning process. Evaluation is one of the keys to improving the BIPA learning process (Defina, Rasyid, & Ridwan, 2019). In this case, there are similarities and differences between this study and the previous study that will be stated as follows:

A. Similarity

1. this study overviewed all the BIPA learning process
2. several studies have a similar object which is AI-A2 Students

B. Differences

1. This study held in UIN Maulana Malik Ibrahim, Malang, East Java, Indonesia focuses on BIPA Class
2. This study focuses on Somalian students' perspective related to BIPA Class in UIN Maulana Malik Ibrahim Malang.

Based on the background above, the researcher feels curious about how the BIPA class in UIN Maulana Malik Ibrahim Malang from a Somali student's perspective due to the lack of previous study about it. The little explanation about BIPA in UIN Malang is there are a lot of foreign students who learn at this university. For example, students from China, Thailand, Malaysia, Tanzania, France, Algeria, Libya, South Sudan, Sudan, Morocco, Somalia, and so on. Therefore, the research question is how does the BIPA class in UIN Maulana Malik Ibrahim Malang according to Somali student's perspective?

METHOD

This is a qualitative study (Creswell, 2014). This qualitative-field research approach was used to explore the real case that happened in BIPA UIN Maulana Malik Ibrahim Malang (Bogdan, 1982). Further, this field research used to know and observe how the BIPA learning process is. As McKinnon (1988) asserted that at that time, field research is becoming an increasingly important and necessary method for more researchers to find out and solve problems or new things.

Moreover, the primary data are from five Somali students that will be stated as follows :

NO	NAME	NATIONALITY
1.	Liban Ishak Mohamed	SOMALIA
2.	Hamse bin Abd Rahim	SOMALIA
3.	Khaleed Farah Hirsi	SOMALIA
4.	Abdullah Abdirahim	SOMALIA
5.	Omar bin Abdirahim	SOMALIA

Tabel 1. Participant

The secondary data are taken from observation, learning process, and documentation. The technique for collecting data used observation, in-depth interviews, and documentation related to the BIPA class in UIN Maulana Malik Ibrahim, Malang. Meanwhile, the data was analyzed following Robert K Yin (K Yin, 2011) that are collecting, eliminating, and concluding. In this qualitative research, the researcher will describe and analyze the findings related to the research focus.

RESULT AND DISCUSSION

BIPA Class in UIN Maulana Malik Ibrahim Malang

Somali Student's Perspective

In this following phase, the researcher gains more information related to BIPA Class at UIN Maulana Malik Ibrahim Malang. At that moment, this BIPA Class has several students from around the world such as Somalia, Algeria, Malaysia, Sudan, Libya, and South Sudan.

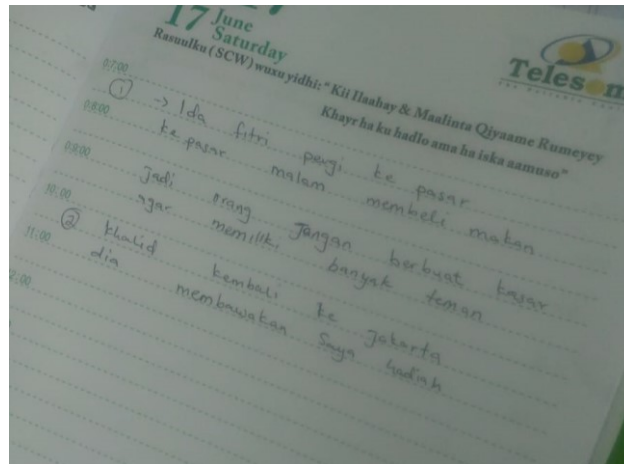


Picture 1. BIPA Student at UIN Maulana Malik Ibrahim Malang

In addition, as basic class students or A1 in BIPA, related to Muliastuti & Rahadhitami (2016) they will study nine chapters such as introduction, greetings, physical characteristics, family, daily activities, hobby, communication, transportation, and business. Based on the observation, the researcher found that there are different strategies in each learning process by the lecturer or tutor. Information, Somalian students also state that there is a tutor who taught Bahasa in their evening class and a lecturer in the morning. They also share that the tutor is a student of UIN Maulana Malik Ibrahim Malang in a higher semester such fifth or sixth semester. This is very unique that international students have taught foreign or BIPA students during their study at the campus. A study done by (Oktriono et al., 2017) has asserted several learning models implemented in BIPA Class such as Consenting Model. This is quite different from the pattern or learning model in BIPA Class at UIN Maulana Malik Ibrahim, Malang. Combining tutor and lecturer may contribute to the high engagement of the Bahasa learning process.

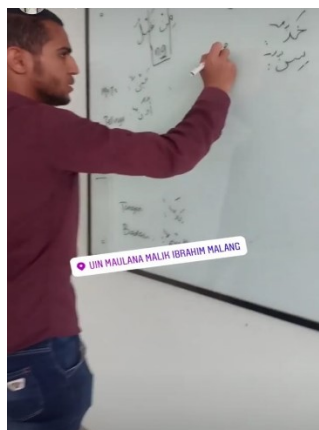
In this case, the researcher will ask more about the tutor from a Somalian student's perspective. Further, in an academic class. Somalian students also shared there are several strategies done by their tutor in teaching BIPA Classes such as the role-played method. In the introduction chapter, the tutor gives them examples such as narrative text to tell their details. It was fun agenda because the foreign learners have different abilities to speak each sentence. The class was very active. Sahasti (2018) also states that various media can engage the BIPA learning process. Meanwhile, the researcher also stated that Somalian students are fast learners. In an academic class, they can make traditional poetry even if it isn't perfect. According to documentation, there is traditional poetry by them.

According to Ningsih et al. (2018), several learning strategies have been implemented in BIPA Classes such as in phonological classes. This is similar to the data even Somalian students still difficult to pronounce Bahasa Indonesia properly.



Picture 2. Traditional Poetry

Moreover, the tutor also gives direct learning in each class. It means the tutor asks them to practice in front of the class, drill it, and force them to pronounce it correctly. Somalian students shared that this method is useful to enrich their Bahasa vocabulary and improve their courage in speaking Bahasa.



Picture 3. Direct-learning

Another study by Sujinah et al., (2019) has asserted that there are a lot of utilizing media in BIPA Classes to provide active learning and enhance foreign students' skills such as Adobe Flash CC2015, Meanwhile, offline learning here utilizes direct learning with a drilling method to teach foreign students directly and write Bahasa properly.

Somehow, the tutor also asks them to learn more about Indonesian culture, cuisine, song, traditional clothes, and so on. Wiannastiti (2010) asserted that one of the media in the BIPA teaching-learning process by utilizing cultural approaches. They stated that the tutor always brings anything about culture to the class. One of them they do know the *Gundul-gundul pacul* song. Another cultural approach such as utilizing Gamelan as learning media (Riyanti et al., 2019). This integrative class gives them more insight into Indonesia, the country they will study in. This is linked to Suyitno et al. (2019) who stated that cultural and academic background may contribute to BIPA learners in developing Indonesian learning material. The researcher asserted that there are many ways to provide the best learning situation in BIPA Class and it depends on the teacher or lecturer's creativity by utilizing various media or strategies.



Picture 4. Singing Traditional Song

Somalian students agreed that this combined activity can improve their knowledge and the learning process more fun. This one related to Alfian, Yusuf, & Nafiah (2021) that integrative learning can improve the student's knowledge. The researcher stated that many activities can improve foreign learners' Bahasa skills such as active classes, dance classes, singing a song, reading poetry, conversation, and daily guidance.

Meanwhile, besides the academic activity. Somalian students also shared that the BIPA Class asked them to join outdoor activities often. They feel okay and excited to join this outdoor class because they will meet with Indonesian villagers or other Indonesian people. This one is related to Suyitno et al (1988) that some activities can increase the cognitive idea of the students.



Picture 5. Outing Class by MACHITO Bus – Around Malang City



Picture 6. Staying in Batu City to live with villagers

Meanwhile, this learning process also revealed difficulties for the foreign learner. They assumed that the pronunciation of Bahasa is quietly difficult. For example, the words that contain ng, Nganjuk, Ngembal, Ngawi, etc. They feel difficult to pronounce ng, sometimes they pronounced it as n-gawi, n-ganjuk, and so on. The fun moment when they join BIPA Consortium, they spell the wrong word and pronunciation. Based on interviews, they stated that BIPA Consortium is BIPA Agenda by all universities in the Malang area such as UB, UM, UM, STIKI, etc. At this event, they meet their BIPA friends and talk a lot about Indonesia.



Picture 7. Design Thinking Camp- BIPA Consortium

As information, BIPA students have the privilege of UIN Maulana Malik Ibrahim Malang. They are often invited as international participants in international events at the campus. For example, international conferences, webinars, seminars, and so on. By joining this event, they do know more about Indonesian culture, and agenda and they feel easier to practice their Bahasa. Also, they stated that the tutor stands by twenty-four hours to communicate with them both offline and online.



Picture 8. International guests at an international event

Conclusions

The BIPA learning process can be handled very well by utilizing various methods, media, and strategies. Intensive communication apparently can promote the Somalian student's Bahasa Indonesia skills (listening, reading, writing, and speaking). The researcher asserted that some findings can be implemented in other BIPA classes to engage the class situation, enrich their vocabulary and improve the foreign learners' Bahasa's mastery.

Nevertheless, Somalian students are one of the BIPA students who have a similar or different background which may be caused a different perspective on BIPA learning.

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