

INTRODUCING INDONESIAN LITERATURE THROUGH BIPA PROGRAMS

Arif Budi Wuriyanto

Indonesian Language for Foreign Speakers, University of Muhammadiyah
Malang, Malang, Indonesia
✉ abudiwuriyanto@gmail.com

Submitted : October 29, 2024	Accepted : December 20, 2024	Published : May 16, 2025
------------------------------	------------------------------	--------------------------

Abstrak

Artikel ini akan menjelaskan posisi teoritik pengenalan Kesusasteraan Indonesia baik sebagai bahan bacaan hasil karya sastra, bahan cuplikan karya sastra sebagai bahan bacaan belajar bahasa Indonesia atau kurikulum sastra untuk kurikulum pelajaran bahasa Indonesia sebagai bahasa asing di Luar negeri. Pengenalan materi BIPA atau Bahasa Indonesia di luar negeri memang terkhusus pada aspek pengetahuan dan keterampilan berbahasa. Sementara itu posisi pelajaran bahasa Indonesia sangat penting, untuk itu seharusnya diperkenalkan pula Kesusasteraan Indonesia baik sebagai pengetahuan maupun apresiasi sastra kepada mahasiswa/orang asing. Meskipun pengenalan kesusasteraan Indonesia harus disesuaikan dengan posisi belajar bahasa asing. Sebagaimana diketahui bahwa pembelajaran bahasa asing di luar negeri mengikuti pedoman CEFR (Common European Frame References) melalui ruang pembidangan kemampuan belajar kelas A, B, dan C, maka dapat diposisikan pengenalan sastra Indonesia pada masing-masing kelas dalam posisi pengenalan sastra Indonesia, pengenalan hasil sastra Indonesia dan untuk kelas C sampai pada apresiasi hasil karya sastra Indonesia. Hal yang penting dalam posisi kelas A dan B, adalah pengenalan teks sastra melalui integrasi dalam pembelajaran kemampuan berbahasa Indonesia. Sedangkan kelas C bisa berupa teks sastra dan apresiasinya. Dengan demikian melalui pembelajaran Bahasa Indonesia untuk orang asing, diperkenalkan pula kebudayaan dan kesusasteraan Indonesia, baik berupa pengenalan, kemampuan berbahasa, dan apresiasi sastra Indonesia. Pembelajaran sastra Indonesia dilakukan secara pengenalan, pengetahuan dan keterampilan berapresiasi.

Kata kunci: Kesusasteraan Indonesia; Sastra Indonesia dalam BIPA; Prosedur Pengenalan Sastra; BIPA, Pengetahuan Kebudayaan dan Sastra Indonesia

Abstract

This article will explain the theoretical position of introducing Indonesian Literature both as reading material for literary works, literary excerpts as reading material for learning Indonesian or literature curriculum for Indonesian as a foreign language curriculum abroad. The introduction of BIPA or Indonesian material abroad is indeed specifically focused on the aspects of knowledge and language skills. Meanwhile, the position of Indonesian language lessons is very important, therefore Indonesian Literature should also be introduced both as knowledge and appreciation of literature to students/foreigners. Although the introduction of Indonesian literature must be adjusted to the position of

learning a foreign language. As is known, learning a foreign language abroad follows the CEFR (Common European Frame References) guidelines through the field of learning ability classes A, B, and C, so the introduction of Indonesian literature can be positioned in each class in the position of introducing Indonesian literature, introducing Indonesian literary works and for class C to the appreciation of Indonesian literary works. The important thing in class A and B positions is the introduction of literary texts through integration in learning Indonesian language skills. While class C can be literary texts and their appreciation. Thus, through learning Indonesian for foreigners, Indonesian culture and literature are also introduced, both in the form of introduction, language skills, and appreciation of Indonesian literature. Learning Indonesian literature is carried out through introduction, knowledge and appreciation skills.

Keywords: *Indonesian Literature; Indonesian Literature in BIPA; Literature Introduction Procedure; BIPA, Knowledge of Indonesian Culture and Literature.*

INTRODUCTION

Bahasa Indonesia was successfully designated as the Official Language of the UNESCO General Conference on November 20, 2023 in Paris, France. This is certainly a form of respect and appreciation for Bahasa Indonesia in the international world. Historically, Bahasa Indonesia was declared as the language of unity in the 1928 Youth Pledge, then designated as the state language in the Indonesian Constitution, the 1945 Constitution, and finally received official language status at the international level through the recognition of the official language at the UNESCO general assembly. Indonesia's political role in world history has been recorded since independence in 1945, the 1955 Asia Africa Conference, the Non-Aligned Movement, the 2022 G20 Forum and ASEAN. Politics and Language are a means of struggle and Indonesia's entry into the Global role. Meanwhile, in history, Bahasa Indonesia has been widely studied in various countries in the world, such as Australia, Vietnam, the Netherlands, England, Japan, Russia, Thailand, South Korea, Egypt and Japan. Initially, foreign countries learned Bahasa Indonesia for political purposes and diplomatic relations, but in its development it was continued with the inclusion of Bahasa Indonesia lessons in foreign schools and universities as BIPA.

In the latest developments, to better understand people, language, and culture, Indonesian Literature is also integrated into Indonesian language learning abroad, although it must be adjusted to the level of learning Indonesian as a foreign language. As in the BIPA Teacher Competency Standards by SEAMEO QITEP in Language (2022), literature is also introduced in the BIPA learning curriculum included in the Professionalism and Indonesian Insight Cross-competencies, especially in the Language Application sub-competencies. Indonesian Literature is included in it, especially the Literature Scale and Text Format. Meanwhile, in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27/2017, the Parameters for describing the achievements of Indonesian Language Learning for Foreign Speakers can be started at Level 5 through the achievement of attitude and value objectives, especially in the field of introducing respect for cultural diversity, views, beliefs and religions. This can be implemented in learning based on Indonesian

language, literature and cultural texts.

Literature and culture are two interrelated sciences. Culture touches on people's daily lives, while literature reveals various issues related to humans. Literature is a manifestation of thoughts conveyed both orally and in writing. Therefore, in relation to BIPA learning, the most closely related are culture and cultural knowledge. Therefore, Literature in BIPA is more associated with the topic of Culture material. Literature reflects culture, in literature there is culture implemented in language. Don Snow (2006) reflects this more in the concept of the Culture Exploration Project and the Culture Information Research Project. Literature and culture are two interrelated sciences. Culture touches on people's daily lives, while literature reveals various issues related to humans. Literature is a manifestation of thoughts conveyed both orally and in writing..

METHOD

The description in this article uses a descriptive qualitative method. A research method based on descriptive data processing (Djam'an Satori, 2011: 23). Descriptive qualitative research is conducted to explain existing research without manipulating the data of the variables studied by conducting direct interviews. In addition, Literature Study is used by studying various library books and looking for references from various written sources and the internet. Library sources are the history of Indonesian literature, BIPA Learning Methods and Techniques, and Indonesian Language learning curriculum documents for Indonesian Language Abroad, especially in Indonesian Studies USSH Vietnam.

RESULTS AND DISCUSSION

Based on the study and findings of the problem of integrating literature learning, both the introduction and appreciation of literature in BIPA, several concepts and explanations can be found as follows.

Culture Exploration Project

Simple literature lessons and literary appreciation in BIPA finding out more about other cultures and even meeting people from those cultures, has become easier and easier for students in many host countries. Library collections have improved in many countries, as has the range of offerings in bookstores, so printed information about other cultures now tends to be more readily available. As is understood, BIPA learning with a communicative approach emphasizes more on communication skills. Therefore, the Dialogue model plays a very important role. Therefore, Dialogues as Models of Culture, by taking the main issue in literature, can be determined. The main thing that supports language skills is Culture Talks activities (Kasmahidayat et al., 2024). The most direct approach to the teaching of almost any aspect of culture is simply to talk about it. Lecture format allows you to teach students about cultural or literary background knowledge, beliefs and values in literature, cultural patterns contained in literature and also gives them listening comprehension practice.

Further efforts to utilize literature in BIPA in Incorporating Culture/Literature

Teaching into language Skill Practice are (a) choose a topic that will allow students to learn more about the target literature/culture and you to learn more about the host culture (b) give the students a small-group discussion task that requires them to share information and prepare an explanation of the relevant aspect of their culture for you, (c) have students tell you about the host culture, and (d) respond by telling them about corresponding aspects of the target culture/literature.

Regarding mining the Media for Culture and Literature, general aspects can be mentioned such as (a) materials that realistically depict contemporary literature and typical social interactions (b) materials that teach the basic background information of Indonesian Literature, and knowledge of socio-culture, economy and society. (c) books, literature, or films and videos that tell the well-known stories of the target culture/literature. And (d) material that tells the story of the target culture and target literature. Related to the material/materials of Literature through BIPA, if in general, the BIPA Teacher Competency Standards set by SEAMEO QITEB in Language, in the Professional competency, the sub-competency of Language Scale Application Ability (Type of Riddle, Linguistic Aspect, Literary Scale and Text Format) there are indicators related to literature, namely (a) teachers are able to identify the language genre (text type, linguistic aspects, literary genre, and text format) correctly, (b) teachers are able to compare language genres (text type, linguistic aspects, literary genre) , and text format) appropriately, (c) teachers are able to apply the language scale (text type, linguistic aspects, literary scale, and text format) appropriately. In addition, in the description of the sub-competence of Applying Literary Appreciation theory, genre and theory, with indicators (a) the ability to capture daily-life survival information, (b) the meaning of the dos and don'ts of polite behavior, (c) the meaning of beliefs and values, (d) the national story, (e) general background knowledge, and (f) an area of expertise. Literature in BIPA can be seen as Learning the culture of the Host Country (Kasmahidayat, 2023).

Introduction to Indonesian Literary Style in BIPA Learning

The introduction to the literary style in question is Indonesian for Foreign Speakers who have special style material, namely literature, both knowledge of Indonesian literature and important information on literary aspects in a broad scope, namely Indonesian. For example, literary discussions that can be presented either separately or integrated with BIPA. As is known, the literary aspects integrated in BIPA texts can be literary works with the themes of (a) daily life, (b) the cycle of life, (c) Relationship, (d) Indonesia is our nation, (e) Indonesian Society, (f) arts, entertainment, and Media. Some of these things can be used as extrinsic texts in literary works that can be searched for and found for BIPA teaching materials.

In addition, Incorporating literature and Culture teaching into language skill practice outlines several things that describe the methods that can be used. The methods in question are (a) dialogues as models of Culture. In this method, literature or literary works are dialogued, so that themes or main ideas are needed as dialogue material in BIPA learning, (b) Literature and culture talks. In BIPA learning, it can be used as thematic-based teaching material, literature and culture talks as accompanying material for language skills in BIPA, (c) Pair and Small Group Talks,

which carry out activities literature and application of BIPA speaking skills. What is done is Choose a topic or issue, that will allow students to learn more about the target culture and to learn ore about the host culture, Give students a small group discussion task that requires them to share information and negotiate among them and prepare an expansion of the relevant aspects of their culture to you. Apart from that, students tell us about the host culture and respond by telling them abot related aspects of the target culture. (d) mining the media literature for culture. Media products such as novels, poems, and films can obviously provide a great deal of cultural knowledge input on many aspects of the target culture. To the extent that we have choice in what students read or view, particularly valuable materials include. (e) literary material that realistically depicts contemporary daily life and typical social interactions (f) Literary books or films tell the well-known stories of the target culture.

CONCLUSION

The entry of Indonesian literature into the international world needs to be appreciated and supported from various sides, apart from the side that has been done so far. Curriculum support or information from Indonesian studies in foreign countries, also needs to be introduced through the need for literary support in learning Indonesian for Foreign Speakers. The main aspects that need to be applied are their relationship to Teaching Culture, Adapting to Art, Culture and Language, and Culture-Topic Activity Ideas. Meanwhile, the BIPA Teaching Competency Standards also argue for professional competence by applying language scales (text types, linguistic aspects, literary scales and text formats) and sub-competencies in applying theories, genres and literary appreciation theories. The BIPA teacher indicator is introduced to be able to apply, identify, compare and apply various theories, genres and literary appreciation theories appropriately.

REFERENCES

- Djam'an Satori, 2011, *Qualitative Research Methods*, Bandung: alfabeta.
- Kasmahidayat, Y. (2023). *Bentuk Kolaborasi Serta Pengembangan Ekonomi Kreatif, Kewirausahaan, dan Industri Pariwisata*. Pustaka Larasan.
- Kasmahidayat, Yuliawan., Firmansyah, E., Sebayang, V. A., & Surbakti, A. (2024). *Knowledge & Power : Politik Kebudayaan Menuju Indonesia Emas 2045*. Pustaka Larasan.
- Suhardjono, Agus, et al. 2022. *BIPA Teacher Competency Standards*. Jakarta: SEAMEO QITEP in Language.
- Snow, Don..2006. *More Than a Native Speaker. An Introduction to Teaching English Abroad.*. Revised Edition. Alexandria, Virginia: TESOL.