

Beginner Level BIPA Learning Training for Filipino Learners Through an Introduction to Indonesian Culinary (Community service)

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Abstract: This training is aimed at 8th grade junior high school students in Generosity Philippines. The method used is the method of introducing Indonesian culinary delights. The material presented aims to introduce students to the fact that BIPA is teaching Indonesian as a foreign language through an introduction to Indonesian culinary delights. Indonesian is taught so that foreigners can live and survive in Indonesian nature and culture. BIPA learning was developed through an introduction to Indonesian culinary delights in accordance with the BIPA Graduate Competency Standards (SKL) designed by the Ministry of Education and Culture. In BIPA learning, there are several things that must be considered, including BIPA learning strategies and media, including an introduction to Indonesian culinary delights. The introduction of Indonesian culinary delights was used as an approach to attract their attention regarding their desire to study BIPA and introduce Indonesian culture in the Philippines. The discussion method was also used for questions and answers with students regarding their understanding of the material that had been presented. The result of this community service activity is that class 8 Generosity Philippines students understand and get to know Indonesian culinary delights through BIPA training activities.

Keywords: Training, BIPA, Indonesian Culinary, Beginner Learners

1. Introduction

Indonesia is a rich and attractive country for countries in the world because Indonesia is a country with fertile land. This is strategic capital to be able to introduce Indonesian for Foreign Speakers (BIPA). They don't know that there is an Indonesian term for foreign speakers. To overcome this, it is necessary to introduce BIPA to foreign students in various countries. It is hoped that after BIPA is taught in various countries, Indonesian will become an international language, Ahsin, et. al (2020); Ahsin, et. al (2020); Al Maburoh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020). Apart from that, the world community will be interested in coming to Indonesia because apart from introducing BIPA, it will also include information about culinary, tourism and Indonesian culture, Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020).

Learning Indonesian for foreign speakers still needs the attention of BIPA teachers. We as educators must be able to bring Indonesian to a place in the eyes of the world, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020). To achieve this goal requires the support of all parties. Language observers must involve themselves directly and seriously, Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020). The thoughts of experts and practitioners need to be utilized to find correct and appropriate strategies for learning Indonesian for foreign speakers, Widiyanto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019). The involvement of BIPA teachers also needs to be considered in terms of both their competence and their interests, Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et. al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017). Apart from that, what makes BIPA learning successful is that the teaching materials must have certain characteristics, in the

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sense that the Indonesian language teaching materials given to students must have elements and values of Indonesian culture in them, Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). Teachers will present Indonesian language to foreign students who will be known to the world, but not to be colonized but to be respected, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016). In other words, BIPA learning must provide the spirit that the Indonesian nation is a nation that deserves respect. Indonesian language learning develops along with the needs and progress of the times, Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017). One of them is the existence of Indonesian Language Learning for Foreign Speakers (BIPA), which is widely used and recognized for its existence, Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019). BIPA learning is growing, both domestically and abroad. In its development, there have been several types of BIPA learning.

BIPA learning strategies and Indonesian language learning strategies are generally the same, the difference is the cultural color. What we can make a difference is to provide BIPA teaching material texts that contain Indonesian culture, Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). For example, we create BIPA teaching material texts that are based on Indonesian culture (local wisdom). The unique characteristics and knowledge of the local culture of the Indonesian nation will be a special attraction for foreign students to learn Indonesian. The preparation of BIPA teaching material texts that contain elements of Indonesian culture must take into account the level of BIPA students, namely basic, intermediate and advanced levels. Basically, the purpose of learning Indonesian is to communicate and socialize with Indonesian people. For this reason, teachers need to highlight the controlled characteristics of the Indonesian nation.

Culinary is related to food. Food is a basic need for human life. Food has a relationship with culture because food is part of culture. Culinary is a cultural phenomenon. Javanese people, especially in Java, have various kinds of culinary specialties. As part of Indonesian culinary delights, Javanese culinary specialties are an important part of their existence to be preserved. This needs to be preserved and introduced abroad as a form of tourist destination. BIPA is one of the training programs needed in order to increase the function of the state language as an international language and fulfill the needs of foreign workers for Indonesian language training programs. Identification of market needs is very necessary in preparing activities for a course or training program. Identification of the competencies that BIPA students must have is also necessary so that the preparation of graduate competency standards is more focused. There are 7 levels of competency which include four language skills, namely listening, speaking, reading and writing.

2. Structure of References

Indonesian language learning develops along with the needs and progress of the times. One of them is the existence of Indonesian Language Learning for Foreign Speakers (BIPA), which is widely used and recognized for its existence. BIPA learning is growing, both domestically and abroad. In its development, there have been several types of BIPA learning. One of them is BIPA learning which is intended for foreign students who take Indonesian as an option in their further studies (Kusmiatun, 2016) and (Giovani L.G, 2016).

The demand for BIPA learning is increasing day by day with the increase in foreign students studying in Indonesia. Thus, the demand for BIPA learning in Indonesia is increasing (Jazeri, 2016). This increase was influenced by several things, one of which was the wealth of human resources, natural resources and culture in Indonesia (Jazeri, 2016). One of the steps in learning BIPA so that it can be applied to foreign students of Indonesian based on local wisdom is not in a short time. Learning Indonesian cannot be separated from the Indonesian social and cultural context. Through various Indonesian cultures, foreign students are invited to use Indonesian according to appropriate needs.

Kusmiatun (2019) stated that BIPA is a form of Indonesian language learning whose subjects are foreigners, not native Indonesian speakers. Indonesian in BIPA can be a second language or foreign language for students (Ellis, 1986). BIPA learning enables foreign people (speakers) to master Indonesian and be able to speak Indonesian for various purposes (Defina et al., 2019). Increasing the function of Indonesian to become an international language must be carried out with careful planning (Imam Suyitno, 2012). Various programs have been carried out by the government, professional organizations and individuals.

Indonesian has now become an international language Wirawan (2018), (Liliana M., 2012), (Arwansyah et al., 2015), and (Kemendikbud, 2017). Indonesian is not only studied as a subject in schools in Indonesia, but is also studied by many foreigners in various corners of the world. The Indonesian language studied by foreigners is known as BIPA. BIPA is the abbreviation of Indonesian for foreign speakers.

3. Method

The method used is the lecture and discussion method through an introduction to Indonesian culinary delights. The lecture method is needed to deliver material to introduce BIPA through an introduction to Indonesian culinary delights to class 8 students at Generosity Philippines Junior High School. The material presented includes an introduction to BIPA through

an introduction to Indonesian culinary delights. The discussion method is also used for questions and answers with students regarding their understanding of the material that has been presented in getting to know BIPA. It is hoped that after this training students will be able to understand Indonesian and Indonesian culinary delights.

This community service activity is divided into several stages. The first stage of this activity is identifying problems with partners, which begins with the PKM Team conducting surveys and observations at partner locations. Survey results and observations are conveyed to partners. Then the team and partners discuss the problems found. Apart from that, partners also provide information regarding aspects that are not yet included in the team's survey and observation instruments.

In the second stage, the results of problem identification in the first stage are then discussed by the team and partners to then formulate the main problems that are priorities for resolution. Based on the formulation of this problem, it was agreed that the main activities that the team would carry out with and/or with partners were, namely introducing Indonesian to foreign speakers with a simple and interesting theme.

The third stage, namely formulating solutions to the problem. Based on the two problems formulated, the solution that will be provided to partners is Indonesian language training for foreign speakers at a basic level through an introduction to Indonesian culinary delights. It is hoped that Indonesian culinary delights will be something interesting for grade 8 students at Generosity Philippines Junior High School to take part in BIPA learning.

The fifth stage is the implementation of beginner level BIPA training through an introduction to Indonesian culinary for grade 8 students at Generosity Philippines Junior High School. This stage was carried out for 8th grade students at Generosity Philippines Junior High School, totaling 30 people.

4. Result and Discussion

The material presented to 8th grade students at Generosity Philippines Junior High School was in the form of: understanding BIPA, introducing Indonesian culinary food. First, of course, students are introduced to BIPA, introducing Indonesian cash food. The material in this activity is designed according to the predetermined theme, namely "Introducing Indonesian Culinary". The linguistic aspects that will be taught to BIPA students include aspects of listening, speaking, reading and writing. These four aspects are collaborated with aspects of Indonesian culinary culture. In line with this, Wirawan (2018:4) stated that the process of integrating Indonesian culture into BIPA learning can be done in various ways. One way that can be done is to provide lessons about introducing Indonesian culinary delights in class. Indonesian culinary is one of the learning materials for BIPA students. Implementing this method is relatively easy because it takes place in class. However, this method is not optimal in teaching Indonesian culinary delights to BIPA students because they only know information without any concrete form of culinary delights. This also aims for the Indonesian language learning process to be carried out in accordance with BIPA learning needs.

Thus, this activity is carried out in the form of teaching activities according to a predetermined theme. The points that will be assessed include: suitability of the material to the specified theme, correctness of the material presented (in terms of linguistic rules), usefulness of the material for BIPA students, technique and creativity in delivering the material, as well as utilization of the time provided and class management.



Fig. 1 - Training process in class 8 of generosity philippines junior high school.

This training activity also collaborated between lecturers from the Indonesian Language and Literature Education Study Program Universitas Muria Kudus Indonesia with lecturers from COED Nueva Ecija University of Science and Technology Philippines. In this community service activity, lecturers at COED Nueva Ecija University of Science and Technology Philippines have the task of documenting and also team teaching with lecturers at Universitas Muria Kudus, Indonesia.



Fig. 2 - Team teaching in community service activities at generosity middle school grade 8.

This service went well and had a positive impact on students' understanding of the material presented by the lecturer in the training. This can be seen from the enthusiasm of students in learning in class. The results of interviews with students showed that this service activity was very interesting and they were enthusiastic about this training. According to the students, this activity broadens their knowledge about Indonesia, especially its culinary delights, which tempt their taste buds so they are curious to try Indonesian culinary delights.

5. Conclusion

This service activity is intended as a form of implementation of the MoU between Muria Kudus University and Nueva Ecija University of Science and Technology Philippines through collaborative community service activities. Apart from that, it also aims to teach BIPA through an introduction to Indonesian culinary delights framed in the Indonesian Culinary theme to BIPA students. The conclusion from this community service activity is that the 8th grade students of Generosity Philippines Junior High School understand and get to know Indonesian culinary delights through BIPA training activities and they are enthusiastic. Based on these conclusions, the following suggestions are given. 1) This activity must be carried out on an ongoing basis to gain experience regarding teaching BIPA to foreign students. 2). The choice of theme should be adjusted to the needs of students.

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Conflict of Interest

The authors declare no conflicts of interest.

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