Evaluation of the implementation of Indonesian language program for foreign speakers (BIPA) at Universitas Negeri Yogyakarta (UNY)

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ABSTRACT

This study aims to evaluate the Indonesian Language for Foreign Speakers program (BIPA) at Universitas Negeri Yogyakarta (UNY). The evaluation research employs a mixed-method approach, which includes qualitative and quantitative methods. The study was guided by using the CIPP Model (Context, Input, Process, Product) developed by Stufflebeam. Data collection in this study used interviews, documentation, and questionnaires. The data were also analyzed using descriptive quantitative statistics and an interactive model data analysis. The evaluation results indicate that in the context component, the UNY BIPA program has a suitable curriculum and learning materials aligned with the Ministry of Education and Culture, Regulation No. 70 of 2016. In the input component, the program's progress scored 23.85, which is in a very good category, and its program implementation is very successful, reaching 85.18%. This indicates successful implementation in key areas such as teacher recruitment, materials, and infrastructure. In the process component, the program's progress is in a good category, with a score of 24.41, and its overall program implementation is successful, with 76.28%, reflecting a well-run teaching and learning process with high student satisfaction. However, challenges include ineffective online learning, limited teaching materials, commitment issues, and a lack of student assessment tests. In the product component, the program's progress scored 19.61, which is in a very good category, and its overall program implementation is successful, with 81.74%, indicating very successful achievement of program objectives. Nonetheless, it does not fully support students' academic needs during lectures

INTRODUCTION

The Indonesian language regulated by laws and regulations, is crucial for various activities in Indonesia. Laws such as Law No. 24 of 2009 and Presidential Regulation No. 63 of 2019 govern the language's use for Indonesian citizens and foreign citizens. The Ministry of Education and Culture Regulation No. 70 of 2016 highlights the language's practical and legal importance. Policies like Minister of Education and Culture Regulation No. 27 of 2017 encourage the establishment of Indonesian Language for Foreign Speakers (BIPA) programs. These programs aim to enhance the national language's international role by providing training to foreign citizens (Solikhah & Budiharso, 2020). BIPA courses focus on developing proficient Indonesian language skills across listening, reading, speaking, and writing aspects for various purposes and contexts (Goziyah, 2022). The aim is to introduce the Indonesian language and culture to foreign speakers for various purposes. BIPA involves instructing those whose first language is not Indonesian (Anggaira, 2023). Rofiuddin et al. (2019) emphasize the importance

of incorporating everyday life themes and cultural understanding elements to support BIPA teaching.

Evaluation of educational programs is essential for decision-making, policy development, assessing student outcomes, and curriculum effectiveness. It also plays a critical role in accrediting schools, monitoring funds, and improving educational materials, thereby ensuring institutions meet their goals (Aziz et al., 2018). Furthermore, it guides decisions on program continuation, improvement, or termination based on established criteria or standards (Darsono et al., 2023). Selecting an appropriate evaluation model is important for accurately measuring and evaluating educational programs (Sari et al., 2023). The choice of model provides insight into effectively evaluating specific areas (Lee et al., 2019). The CIPP Model, developed by Stufflebeam, includes context, input, process, and product components, focusing on decision-making guided by criteria, standards, and program objectives (Madaus & Stufflebeam, 1987). This model is particularly suitable for comprehensively evaluating the BIPA program at UNY, as it covers the program from its initiation to its current status. Evaluation using the CIPP model involves comparing findings with the standards outlined in the UNY BIPA curriculum document to inform decision-making.

Numerous studies have been conducted on the BIPA program, which can be categorized into two distinct groups: studies that discuss BIPA programs without including evaluation and studies that evaluate BIPA programs by employing the CIPP model but utilize a qualitative research approach. The following authors have effectively demonstrated this distinction in their studies on BIPA (Sembiring et al, 2023; Astuti & Bewe, 2020). Evaluating the UNY BIPA program is important because it offers insights into the program's effectiveness in meeting its goals, and this evaluation employs a mixed research approach, which goes beyond the limitations identified in previous studies by using the CIPP model to analyze the program's components and identify strengths and areas for improvement. It fills a gap in the previous studies by identifying strengths and areas for improvement and providing empirical evidence of the program's effectiveness, aligning with the BIPA program's goals.

This gap necessitates an evaluation in implementation to determine whether the UNY BIPA program was implemented as intended and provide recommendations to the Language Service Unit. Furthermore, the results of this program evaluation will be utilized for future improvements in implementing the UNY BIPA program and other BIPA programs.

RESEARCH METHOD

This study aims to evaluate the implementation of the BIPA program using the CIPP Model, employing a mixed research approach that comprises quantitative and qualitative methods to provide a comprehensive evaluation of the program's implementation, offering a holistic view of its effectiveness and areas for improvement. This research was conducted at Universitas Negeri Yogyakarta in February-May 2023. Data collection used document studies, interviews, and surveys using a random sampling technique to ensure every student had an equal chance of being selected. The following is Table 1 illustrates the number of stakeholders and data collection methods.

Table 1. The number of stakeholders and data collection methods

Stakeholders	No. of Stakeholders	Data collecton method
Teachers	2	Interview
Students	34	4 Interviews and 34 Questionnaires

The interactive analysis model is one of the data analysis techniques used in qualitative research, which involves four steps in data analysis activities, including Data Collection, Data

Condensation, Display Data, and Data Conclusions (Shenton, 2004; Miles et al., 2014). Quantitative data from questionnaires was analyzed using quantitative descriptive statistical techniques. Data analysis is carried out descriptively on quantitative data using ideal standard deviation and mean, along with qualitative data as supporting data.

FINDINGS AND DISCUSSION

Findings

In this study, the context aspect employed the UNY BIPA curriculum and teaching-learning materials. In contrast, the rest of the aspects, including input, process, and product, used criteria determination to evaluate the progress in the implementation of the program at Universitas Negeri Yogyakarta. The researcher used four categories: very good, good, average, and not good. The analysis was based on the determination of category criteria. The category criteria determination used in this study refers to the following formulas, developed by Wagiran (2015), as shown in Table 2.

Table 2. Formula of the category criteria determination

No	Interval	Category
1	$X > M_i + 1.5SD$	Very Good
2	$M_i < X \leq M_i + 1.5SD$	Good
3	$M_i - 1.5SD < X \leq M_i$	Average
4	$X \leq M_i - 1.5SD$	Not Good

The success criteria serve as benchmarks or standards used to evaluate the success of goals in the implementation of the UNY BIPA program in each component, ranked by percentage up to 100%, as shown in Table 3 (Arikunto, 2021).

Table 3. The percentage for each evaluation aspect

No	The score interval (%)	Success Criteria
1	81.25 - 100	Very Successful
2	62.50 – 81.24	Successful
3	43.75 – 62.49	Less Successful
4	25.00 – 43.74	No Successful

This study used a four-point Likert scale in the instrument to collect data from BIPA students. The researcher employed the ideal mean (M_i) and ideal standard deviation (SD_i) with twenty-one statement items to determine score intervals for category determination. $M_i = 17.5$ and $SD_i = 3.5$ for the input aspect (7 items), $M_i = 22.5$ and $SD_i = 4.5$ for the process aspect (9 items), and $M_i = 12.5$ and $SD_i = 2.5$ for the product aspect (5 items). Table 4 illustrates the scores of the aspects in terms of categories to understand the progress and criteria to determine the success of the BIPA program.

Table 4. The scores for the categories and criteria in the aspects

No	Aspects	Score	Category	Percentage (%)	Criteria
1	Input	23.85	Very good	85.18%	Very successful
2	Process	24.41	Good	76.28%	Successful
3	Product	19.61	Very good	81.74%	Very successful

Based on the findings of the analysis, Context evaluation was conducted through a document study, while participants completed the questionnaire for Input, Process, and Product evaluations. Scores were compared to categories and calculated descriptively using ideal standard deviation and ideal mean. The input and product aspects scored 23.85 and 19.61, respectively, both in the 'very good' category, while the process aspect scored 24.41 in the 'good' category. Overall, the implementation met BIPA program standards. This indicates successful implementation in the process aspect and very successful implementation in the input and product aspects.

Discussion

Context Evaluation

The BIPA program's curriculum at UNY is guided by formal regulations, notably the Ministry of Education and Culture of Indonesia Regulation No. 27 of 2017, which supports the development of Indonesian language and culture programs. This regulation informs the vision, mission, and objectives of the BIPA program at UNY: (a) Vision: To enhance understanding and communication in Indonesian, promoting cultural awareness and respect for diversity. (b) Mission: To produce graduates who appreciate the Indonesian language and culture and to develop Indonesian language learning studies. (c) Objectives: To introduce Indonesian culture, develop communicative competence, equip learners with language skills for various purposes, highlight cultural similarities and differences, and motivate learners to promote Indonesia and build the UNY BIPA Alumni Association. Thus, The UNY BIPA curriculum aims to enhance understanding and communication in Indonesian, produce graduates who appreciate the language and culture and develop language studies. It also seeks to introduce Indonesian culture, equip learners with diverse language skills, highlight cultural similarities and differences, and motivate learners to promote Indonesia and establish the UNY BIPA Alumni Association.

The UNY BIPA curriculum has successfully enhanced graduates' understanding and communication in Indonesian, fostering a deep appreciation for the language and culture. It has excelled in developing language studies, equipping learners with diverse skills, and promoting inclusivity by highlighting cultural similarities and differences. Graduates are now motivated ambassadors, promoting Indonesia and supporting the growth of the UNY BIPA Alumni Association.

Input Evaluation

Based on the ideal mean and standard deviation, the input component of the UNY BIPA program's progress is categorized as very good, with a score of 23.85, and its overall program implementation is deemed very successful, reaching 85.18%. This reflects very successful implementation in key areas such as initial participant assessment, teacher recruitment, and investment in teaching materials and infrastructure. These findings indicate that the UNY BIPA program possesses more adequate resources than other institutions. Fitria (2023) highlights that Institut Teknologi Bisnis AAS Indonesia faces major challenges related to teaching experience and low teacher competence, insufficient teaching materials and a less developed BIPA curriculum, which further weakens its effectiveness. Mintowati et al. (2021) emphasize BIPA teachers from Unesa Indonesia and Walailak University Thailand have reported issues with the availability of BIPA teaching materials and media. Both institutions face challenges due to insufficient resources, which hinder the effectiveness of instruction and limit the use of engaging multimedia tools essential for teaching the Indonesian language and culture. Thus, this indicates that BIPA programs in other institutions and even in other countries need to invest in resources to achieve the expected goals.

Based on interviews, most students reported that UNY BIPA conducts an initial assessment to categorize prospective students into basic, intermediate, and advanced levels. An initial assessment of students' abilities is important as it provides a clear understanding of their starting point, allowing teachers to modify their teaching strategies and materials to meet each learner's specific needs (Irwan et al., 2019; Septiana et al., 2023). Students also noted that UNY's infrastructure and learning environment are well-facilitated. High-quality infrastructure, including modern classrooms and technological tools, supports effective teaching and learning (Otchere et al., 2019). Some studies indicate that students in well-maintained schools with adequate facilities perform better academically (Olugbenga, 2019; Fraser, 2023).

Interviews with teachers revealed that BIPA UNY teachers are graduates from language faculties with specializations in Indonesian or other foreign languages. Teachers with specialized knowledge enhance education quality by delivering accurate and relevant content (Gess-Newsome et al., 2019). Additionally, the Teacher said that BIPA materials printed by the Language Agency in 2015 and 2016 adhere to the Common European Framework of Reference for Languages (CEFR) and are outlined in Regulation No. 27 of 2017. The program also includes materials that incorporate local wisdom and Javanese cultural nuances to introduce Indonesian culture within the campus environment.

Process Evaluation

According to the ideal mean and standard deviation, the process aspect of the UNY BIPA program's progress is in a good category, with a score of 24.41, and its overall program implementation is successful, with 76.28%. This indicates successful program implementation, with teachers responsibly fulfilling their duties. High teacher competence is essential for meeting the BIPA program's goals, ensuring they can effectively teach Indonesian to foreign students per curriculum standards (Wijaya et al., 2022).

Findings from interviews indicate that students generally found the BIPA program effective for learning basic Indonesian language skills and expressed satisfaction with the program. They appreciated the pre-lecture BIPA program, acknowledging its success due to well-designed syllabi and lesson plans. Other studies support these findings, showing that students learning in a second language feel it enhances their knowledge and skills, benefiting their personal and career development (Fansury & Rampeng, 2019). However, some challenges were noted. One student reported that online learning during the pandemic was ineffective due to limited interaction and practice. This aligns with the transactional distance theory, which suggests that reduced direct interaction can hinder communication, trust, and collaboration (Colombari et al., 2021). Another student highlighted issues with the assessment process, noting difficulties in receiving final scores and certificates. Accurate assessment is crucial for both student progress and teacher accountability (Philip, 2019).

It can be concluded that the UNY BIPA program has succeeded in achieving some of the student' expectations in order to be able to communicate during the lectures in their respective departments. Meanwhile, the biggest challenge after participating in the program is that students must always practice Indonesian language skills continuously in order to really master it.

Product Evaluation

With an ideal mean and a standard deviation, the product aspect of the UNY BIPA program's progress scored 19.61, placing it in the very good category, and its overall program implementation is successful, with 81.74%. This indicates very successful achievement of program objectives and a positive impact on international students and showing that the program is well-implemented and meets expectations.

a. Achievements in Program Objectives

The UNY BIPA Program achieved a score of 19.61 in the very good category, indicating the successful attainment of its objectives. The programs are implemented well and become successful if there are enough resources with specific objectives to enhance language skills and cultural understanding for foreigners (Rachman, 2019; Kusmiatun & Liliani, 2020). The study findings indicate that students can generally understand spoken Indonesian and apply it in daily activities. Respondent C said, "This program meets my language needs in that I can understand people speaking Indonesian, at least in general". However, Respondents B and A shared some challenges, such as online learning during the pandemic transition, complex academic terminologies hindering optimal learning and the absence of formal assessments, so the assessment is mostly done informally.

In conclusion, with the benchmark for achieving goals from the general program goal of equipping international students with basic Indonesian language skills, there are factors that need to be considered further based on this study for the BIPA program to achieve higher goals as intended.

b. Impact of Program Implementation on BIPA students

The implementation of the BIPA program is successful, as evidenced by a score of 19.61 in the very good category. The program provides high-quality language training, aligns with its objectives, and offers comprehensive support. Students who receive comprehensive support tailored to their needs that leads to enhance their language skills and cultural understanding and achieve academic success (Kurniawan et al., 2019; Solikhah & Budiharso, 2020).

On the interviewers' side, international students feel significantly supported by the Indonesian language program. Most students expressed satisfaction with the program during interviews, highlighting the opportunity to learn both the language and the culture. Satisfaction in learning a second language is achieved when students meet their language goals and communicate effectively, further enhanced by deepening their cultural understanding (Alakrash et al., 2021). However, these achievements do not extend to the academic context, as the program does not focus on academic vocabulary. Consequently, students face challenges such as difficulty participating in classroom discussions due to deficient language skills (Dolzhikova, 2023). Therefore, most participants struggle with using Indonesian in academic context.

In conclusion, the ability to speak an Indonesian language in an academic context will help program students adapt to the academic climate during the lectures. Therefore, most respondents contributed to this program in order to broaden the context of the debate not only on cultural coverage but also on academic coverage.

CONCLUSION

Based on the context component, The UNY BIPA program already has an adequate basis for implementing the program in the form of ownership of curriculum documents and teaching materials that refer to government regulations. In the input component, UNY BIPA has adequate resources in terms of Students, teachers, materials, and infrastructure used. What needs to be anticipated in this component is the aspect of participants, most of whom do not yet have basic Indonesian language skills, while in one or two semesters, they need to achieve the expected language ability target. Therefore, the aspects of teachers, materials, and infrastructure need to be fully optimized to support students. According to the process component, the teaching and learning process is run well, and the students meet their necessities in learning the basic Indonesian language. Thus, all students expressed their satisfaction with the learning Indonesia language, but there are some challenges, such as online learning, which is ineffective, as well the absence of test assessments for the students. Regarding the product component, The

UNY BIPA program successfully meets its objectives as students can use Indonesian in daily conversation, though they struggle with academic language. Achievements depend on individual efforts to practice and learn independently. Assessments occur mid-program and at the end but not during the learning process. While the program assists students, it does not sufficiently support their academic language needs. Overall, students feel supported by the program.

Conflict of interests

There are no known conflicts of interest associated with this publication.

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