

MULTICULTURAL EDUCATION-BASED BIPA LEARNING IMPLEMENTATION: A CRITICAL STUDY OF FACING INDUSTRIAL REVOLUTION

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Abstract: The existence of Indonesian language learning for Foreign Speakers (ILFS) has begun to expand both at home and abroad. This is an indication that Indonesian language has become popular in the international community. The interest of foreigners in the Indonesian language can be an opportunity and challenge for the people of Indonesia, moreover now we are entering the Industrial Revolution. The industrial revolution can actually be an opportunity to strengthen the existence of Indonesian in the international world. It is fitting for foreigners who will settle in a long period of time in Indonesia to be obliged to learn Indonesian language and a typical Indonesian multicultural culture. They should really be equipped with learning about language and multicultural education optimally in order to provide a comprehensive understanding so that it will be easier in establishing cooperative relationships later. Therefore, it is only natural if the Indonesian government implements a policy regarding standardization of mastery of Indonesian language for foreigners who will settle in Indonesia. Culture-based ILFS learning is one of the strategic steps that can be applied as a strategy to face the industrial revolution. Through ILFS learning based on multicultural education, ILFS learners will be closer and know about multiculturalism in Indonesia so that it can be an opportunity for us to introduce the unique and diverse wealth of Indonesian archipelago and local wisdom

Keywords: Learning, ILFS, Multicultural Education, Industrial Revolution.

INTRODUCTION

Indonesian has grown rapidly since it was established as a language of unity on October 28, 1928 until now. In its development, Indonesian has also been taught to foreigners, both domestically and abroad. Education is one of the important aspects that must be optimized in human life. Through education, humans can think broadly and rationally. One important part of the world of education is language learning. As an identity of the nation, learning Indonesian is an important aspect that must be taught in order to strengthen the sense of love of the young generation of unique and diverse Indonesian languages and cultures. According to data from the Center for Strategic and Diplomacy Development (CSDD), the Center for Language Development and Development, the Indonesian Ministry of Education and Culture's Indonesian Language teaching program for Foreign Speakers (ILFS) has been held in around 46 countries in the world. The existence of the industrial revolution is a reminder to us of the importance of the government formulating a specific policy regarding the mastery of the Indonesian language. Foreigners are given the obligation to master the

Indonesian language well so that it will facilitate communication and establish cooperation in the era of the industrial revolution.

ILFS learning based on multicultural education is one step that can be applied to foreigners who will stay in Indonesia for a relatively long time. With this learning, of course foreign learners will find it helpful to achieve the required competencies and mastery standards of the Indonesian language. This is an important area to be carried out to provide an understanding of diverse Indonesian cultures so that it will help ILFS learners interact and adapt in this nation. Therefore, ILFS learning content should contain the planting of the values of Indonesian multicultural education. ILFS learning is not only intended for learners to master verbal language only but the cultural concepts and customs of the Indonesian people which are also important components for foreign learners to know.

Multicultural education provides an understanding that a pluralistic nation is a nation filled with diverse cultures. Democratic, humanist, and pluralist attitudes that are built through multicultural education will affect the culture of tolerance of students in educational institutions. Multicultural education as an effort to empower learners to develop respect for other people of different cultures, gives them the opportunity to work with groups of people of different ethnicities and races.

Now is the era of the industrial revolution. There are various terms in naming the present era. When viewed from writing and data storage techniques, today's era is called the digital era where data that is usually stored physically and manually migrates to digital data. Indonesia, based on the explanation from the Indonesian Minister of Research and Technology, M. Nasir said that in the category of countries that are ready to carry out the 4th Industrial Revolution, all data in the program with computer programming languages is effective, efficient and manageable. When viewed from the impact of digitalization on changes in social behavior and the type of work that changes, it can be called a disruptive era. This era shows that there is a lot of "chaos" and anti-mainstream of all living systems that are considered to be established in the past.

The presence of multicultural education-based ILFS learning is expected to help the process of internationalizing Indonesian language and culture, especially at the ASEAN level. Learning that is designed will certainly contribute to introducing and providing an understanding of Indonesian language and culture that is unique in the eyes of the international community. Thus, ILFS learners at least not only master the Indonesian language rules but can communicate well and correctly in accordance with the multicultural Indonesian context. This is very important because the context of Indonesian culture with several other ASEAN countries certainly has certain differences. Based on this description, the authors are interested in studying this research with the title "Implementation of ILFS Learning Based on Multicultural Education: A Critical Study Facing the Industrial Revolution".

APPROACH & RESEARCH METHOD

The research subjects in this study include: (1) ILFS instructors; (2) ILFS learners at the University of Muhammadiyah Jakarta in the span of the 2017/2018 academic year; (3) critical study in several ILFS Learning journals.

The data sources in this study are all sources of information obtained from interviews with ILFS activists involved in the program including instructors and learners. In addition, researchers also conducted literature studies in several ILFS journals.

This study uses a qualitative approach with descriptive research design. Qualitative research aims to describe and analyze phenomena, events, social activities, perceptions, attitudes, thoughts both individually and in groups. (Sukmadinata, 2009: 60). Qualitative research is inductive, researchers observe problems that arise from the data to be interpreted. Data is collected by careful observation, including descriptions in the context of notes on the results of in-depth interviews and detailed document analysis.

RESULTS AND DISCUSSION

a. Multicultural Language and Education

Language has a close relationship with culture or multiculturalism. The term multicultural is a concept in a national community that can recognize diversity, diversity, and pluralism of culture, race, ethnicity, ethnicity and even religion. This is in line with what was said by Jiyanto (2016: 29) that multicultural education can be defined as education for or about cultural diversity in response to demographic and cultural changes in a particular community environment even the whole world. Meanwhile, Fuad Fanani in Afifah (2016: 27) explained that the main element in multicultural education is the placement of students and students' positions as parallel subjects. There is no superiority of one cultural component of a student to other students.

Foreign speakers find it difficult to implement Indonesian language properly and correctly if it is not accompanied by knowledge of the social aspects of multicultural education in Indonesian society. Therefore, one of the important and fundamental things for foreign speakers in learning Indonesian is to provide the contents of Indonesia's multicultural conditions in learning Indonesian for Foreign Speakers (ILFS). Foreign speakers' awareness of Indonesian culture can help foreign speakers to actualize themselves appropriately in Indonesian. Foreign speakers not only know the language, but also can apply it in real life appropriately in accordance with Indonesian culture.

b. Existence of Teaching Indonesian Language for Foreign Speakers (ILFS)

The existence of BIPA learning at home and abroad is getting stronger. This is evidenced by the rise of foreign learners who came to Indonesia. ILFS course

institutions are increasingly numerous. Not only that, even in several well-known universities in Indonesia, many foreign learners are starting to study in the Indonesian language department. In fact, some of them studied Indonesian up to the bachelor level. This proves how serious foreigners want to master Indonesian with various interests. In addition, the Indonesian government has also carried out real actions in the form of sending several ILFS instructors or instructors to several countries in the world. The ILFS teachers certainly have a very strategic role in introducing the repertoire of Indonesian languages and cultures in the international world. Khaerunnisa (2017: 21) argues that ILFS is an Indonesian language learning whose subject is foreign speakers. ILFS is seen as more on the learning factor. Indonesian is a foreign language for learners, both as a second language, third language, fourth language, or others. ILFS learning makes students able to master the Indonesian language or be able to speak Indonesian.

Hudjolly (2011: 1) states that there are 45 countries in the world that teach Indonesian in foreign schools, such as Australia, the United States, Canada and Vietnam. In Australia, the Indonesian language became the fourth popular language in which there were around 500 schools that taught Indonesian. In Vietnam, since late 2007, the Ho Chi Minh City Regional Government has officially announced Indonesian to be the second language. Be Vietnam as the first ASEAN member to establish Indonesian as the second official language in the country. Indonesian in Vietnam is equated with English, French, and Japanese as the second priority language.

Of the various alternatives available, one of the concrete steps that can be taken is the introduction of multicultural education through the path of teaching Indonesian Language for Foreign Speakers (ILFS). ILFS as the main door for foreigners in learning Indonesian is the right way to actualize the identity of the Indonesian people in the era of the ongoing industrial revolution. Teaching ILFS plays an important role in improving the function of Indonesian language into an international language.

c. Implementation of ILFS Learning Based on Multicultural Education as a Strategy for Facing the Industrial Revolution

Benesova and Tup (2017: 2196) explained that in the past, industry was influenced by technological change and innovation. This paradigm is called the industrial revolution. These revolutions were caused by mechanization (the first industrial revolution), use of electricity (2nd industrial revolution) and electronics and automation (3rd industrial revolution). All of these industrial revolutions not only affect production itself, but also the labor market and education system as well. The role of humans is an important factor for designing the future. The skills and qualifications of the workforce will be the key to the success of a highly innovative industry. The requirements for employee qualifications and skills will be higher than at present. Reliable skills are important capital to deal with current

industrial developments. Knowledge, framework of qualifications and staff training will be an important part of the 4.0 industrial revolution.

Multicultural education is an idea stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, language, social class, religion, or exceptionality, should experience educational equality in the schools. Some students, because of their particular characteristics, have a better chance to succeed in school as it is currently structured than students from other groups. Multicultural education is also a reform movement designed to bring about a transformation of the school so that students from both genders and from diverse cultural, language, and ethnic groups will have an equal chance to experience school success.

The era of industrial revolution made it easier for ILFS learning based on multicultural education. One of them is Blended learning or other designations Hybrid learning is a new term from learning. There are three lessons that occur in our learning; (1) face to face learning or face to face, (2) fully online system, which is 100% learning using online and computerized such as Computer Based Intrusion (CBI) and (3) painting face to face with online systems that we call Blended Learning. This brings a lot of changes in ILFS learning. Multicultural education must be able to equip ILFS teachers with these three lessons through chronosystem revitalization which includes learning systems, educational units, students, and educators and education staff.

With such learning, a ILFS teacher can help foreign learners master Indonesian easily and be able to understand the content of the culture being taught. The existence of ILFS learning will be strengthened with the implementation of the industrial revolution that has taken place. With the recognition of Indonesian in the era of industrial revolution, foreign learners will find out about the unique diversity of Indonesia's multiculturalism. The interest of foreign learners who are strong towards Indonesian will ultimately make Indonesian known globally so that this certainly becomes an opportunity for Indonesian to become one of the international languages. However, this plan and hope will certainly be achieved with the support of the government. It is appropriate for the Indonesian government to formulate a special policy on standardization of mastery of Indonesian language for foreign learners who will reside in Indonesia with various interests. With the existence of special standards that have been ratified by the government, foreign learners are also required to recognize Indonesian language and culture so that this opportunity is a means or bridge for Indonesian to exist more in the international arena.

CONCLUSION

At present the existence of ILFS learning is getting stronger both at home and abroad. Many institutions in Indonesia are starting to open ILFS learning courses. Vice

versa, the Indonesian government also sent several ILFS instructors or instructors to several countries such as Vietnam, Laos, Thailand, Singapore, Malaysia, Brunei Darussalam, Cambodia, China, Germany, France, Myanmar, the United States, the Philippines, Morocco, and Tunisia.

At present we are entering the era of industrial revolution, namely the era in which the world of digital industry has become a paradigm and reference in the present order of life. The era of industrial revolution came together with the era of disruption. In its implementation, language learning certainly cannot be separated from the cultural aspects of the language taught because learning languages is actually also learning culture. In addition, the implementation of multicultural education-based ILFS learning is also carried out integratively so that there is no separation between certain language skills. Education-based ILFS learning multiculturalism in the era of industrial revolution is also expected to be an opportunity for foreigners to understand Indonesian language and culture optimally so that they can establish good cooperative relations with the Indonesian people. Besides that, ILFS learning based on multicultural education in the era of industrial revolution is of course also very much expected to be a means of internationalizing Indonesian itself so that Indonesian language is globally recognized and can be one of the international languages.

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