

ANALYSIS OF LEARNING NEEDS OF ADVANCED GRADE STUDENTS IN BIPA CONVERSATION LEARNING DESIGN

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Abstract

This study aims to analyze the learning needs of advanced learners (KL) in order to design effective and contextual Indonesian for Foreign Speakers (BIPA) learning conversations. KL learners generally have mastered the basics of language, so learning at this level needs to focus on developing more functional and applicable language skills, especially in the context of everyday and professional communication. This study uses a qualitative descriptive method with a needs analysis approach through the analysis of advanced BIPA learning materials. The results show that learners need conversation materials that are relevant to their social and work environments, such as interactions in the workplace, public services, and intercultural communication. Based on these findings, a BIPA conversation learning design was prepared based on the context and needs of learners. This design is expected to increase learning effectiveness and provide a meaningful learning experience and in accordance with the real communication goals of advanced BIPA learners.

Keywords : BIPA, learning needs, advanced classes, conversation, learning design

Abstract

This study aims to analyze the learning needs of advanced learners (KL) in order to design an effective and contextual conversational learning course for Indonesian for Foreign Speakers (BIPA). KL learners generally have mastered the basics of language, so learning at this level needs to focus on developing more functional and applicable language skills, especially in the context of everyday and professional communication. This study uses a qualitative descriptive method with a *needs analysis approach* through the analysis of advanced BIPA learning materials. The results show that learners need conversational materials that are relevant to their social and work environments, such as interactions in the workplace, public services, and intercultural communication. Based on these findings, a BIPA conversation learning plan was prepared based on the context and needs of learners. This plan is expected to increase the effectiveness of learning and provide a meaningful learning experience that is in line with the real communication goals of advanced BIPA learners.

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INTRODUCTION

In the era of globalization, interactions between nations are increasingly intense in various fields, making language skills a primary requirement for building cross-cultural communication. Language learning serves not only as a means of exchanging information but also as a means of developing global competencies and intercultural understanding (Meng et al., 2024). In the Indonesian context, BIPA learning plays a strategic role in addressing this challenge. The Indonesian language curriculum also needs to emphasize cross-cultural communication skills to be relevant to global demands (Dewi et al., 2024). Indonesian is one of the languages studied by foreigners, especially those living and working in Indonesia. The BIPA (Indonesian for Foreign Speakers) program exists as a solution to meet this need.

BIPA learning should not only focus on general linguistic aspects but also be tailored to the background, goals, and needs of each learner. In this context, researching learning needs is a crucial step before developing learning materials. Furthermore, advanced students (KL) have different needs than beginners. They demand learning that is more functional and applicable to real-life situations.

Advanced BIPA students have generally mastered the basic structure of the Indonesian language. Therefore, they require the development of more complex language skills, especially in conversations relevant to their life contexts (Arumdyahsari et al., 2016; Erowati & Nurjanah, 2020). Furthermore, needs analysis results indicate that learners require speaking materials that are more contextual, involve pronunciation, and contain elements of local culture (Rafli & Halimah, 2023). These conversations encompass social interactions, professional discussions, and communication in the workplace. This presents a unique challenge for learning designers.

Learning designs that are not based on learner needs often lead to a lack of interest in learning and low engagement in class. Uncontextualized materials make it difficult for learners to connect learning to everyday life. In the long term, this can hinder the development of their communicative competence. Therefore, research on learning needs is the primary basis for designing teaching materials.

One of the main focuses for KL students is speaking or conversational skills. This skill is crucial because it directly relates to their ability to communicate in real-world settings. Whether in the workplace, social settings, or academic activities, the ability to converse fluently is essential. Therefore, strengthening the conversational aspect needs to be a priority in advanced BIPA learning.

In the context of BIPA, conversations cannot be merely theoretical or textbook-based. The material must depict authentic situations that learners might encounter in everyday life in Indonesia. For example, conversations in the office, interactions with customers, or discussions in meetings. This way, KL students can feel more prepared and confident in speaking Indonesian.

Advanced BIPA learners come from diverse professional backgrounds, such as foreign workers, diplomats, students, and volunteers.

Each has specific communication needs specific to their field. Therefore, it is crucial to map needs based on learner profiles. This allows for the development of targeted and relevant materials.

The mismatch between the language taught in the classroom and the language used in everyday life makes it difficult for BIPA learners to communicate effectively in real-life contexts. This is due to minimal exposure to authentic expressions and sentence structures commonly used in social interactions. Nurichsania (2024) points out that BIPA teaching materials generally do not reflect learners' daily communication needs, particularly in speaking. Therefore, innovation in the development of contextual teaching materials based on realistic conversations is needed to bridge this gap (Khoirunnisa, Cahyani, & Damayanti, 2023).

Islam also emphasizes the importance of education that is relevant to individual needs and potential. From an Islamic management perspective, effective learning is fair and balanced, avoids excessive workload, and is intrinsically motivating (Qoyyimah, 2020). Through this approach, BIPA learning can be directed not only at cognitive achievement but also at communication ethics and social values. As language teaching methods evolve, *needs-based learning* is increasingly being implemented (Pamenang, 2021). This approach places the learner at the center of the learning process, where materials, strategies, and evaluations are tailored to their goals and expectations. In the context of BIPA, this is crucial because learners come from diverse cultures, ages, and educational backgrounds. Therefore, flexibility and personalization of materials are key to success.

Studies on the learning needs of KL students in BIPA learning are still relatively limited, particularly in the conversational aspect (Defina, 2021). Yet, conversation is the skill most frequently used in social interactions. This research is expected to contribute to the development of more effective teaching materials and strategies. Furthermore, the results can serve as a reference for teachers and BIPA program administrators. This research was conducted using a descriptive qualitative approach, prioritizing the learning needs of advanced students. Data collection was conducted through analysis of advanced BIPA teaching materials. The data obtained was analyzed to identify the types of needs perceived and expected by learners. This allowed for the design of an appropriate conversational learning model.

The learning design produced in this research will include the selection of conversation themes, types of language tasks, and forms of interaction appropriate to the learners' real-world situations. The designed materials will take into account the Indonesian socio-cultural context and their professional needs. With this approach, learning is not only academic but also applicable and meaningful. This is a strategic step in increasing the effectiveness of the BIPA program.

The basic questions in this research are:

1. What are the learning needs of advanced students in BIPA conversation learning?
2. What is the current level of conversational ability of advanced BIPA students?

METHOD

This study uses a descriptive qualitative approach aimed at understanding and describing the learning needs of advanced grade (KL) students in BIPA conversation learning in depth. This approach was chosen because it can explore contextual information based on experiences, expectations, and real-life situations faced by learners (Chaer, 2012).

This study is a qualitative study using research analysis or content analysis of advanced BIPA (Indonesian for Foreign Speakers) teaching materials. The main focus of this study is to analyze the structure, content, and suitability of the learning materials to the communicative needs of advanced foreign learners.

Data research was conducted using document analysis techniques, namely a systematic review of the content of advanced BIPA teaching materials used in various institutions that administer BIPA programs. Researchers identified, classified, and evaluated the teaching materials based on their suitability to advanced learner competencies, learning objectives, and second language teaching principles. This analysis included aspects of theme, text structure, honed language skills, and the context of language use in the materials.

RESULTS AND DISCUSSION

Advanced BIPA students exhibit more specific learning needs than beginner-level students. They are no longer interested in learning basic grammar but instead focus on communicative language use. Conversation is the most sought-after aspect because it directly relates to their daily lives and work. The use of communicative methods in BIPA learning can improve the Indonesian language skills of foreign learners. This method trains participants to determine appropriate sentence patterns and familiarizes them with the use of new language through pattern practice and direct interaction (Lestari, ND, 2022) .

In classroom learning, many KL students feel the conversational materials used are too general and do not reflect the real-world situations they face. For example, some students working in foreign companies in Indonesia require vocabulary and expressions specific to the workplace, such as how to lead meetings, respond to criticism, or negotiate (Inderasari & Agustina, 2017). Lack of contextual material makes it difficult to apply the language outside the classroom. Therefore, conversational learning needs to be designed to be more specific and situational.

From a pedagogical perspective, the needs of KL students demand a *task-based learning approach* that allows them to practice language through simulations and role-playing. This model aligns with modern language learning principles that encourage active learner engagement. Conversation is a key tool in building communicative competence. Therefore, learning methods need to transform from teacher-centered to learner-centered.

In terms of motivation, advanced students are strongly motivated to learn because they have practical goals to achieve. Some study to improve

communication skills in the workplace, while others want to socialize more easily in their local community. This motivation includes intrinsic motivation, which in Islam is viewed as a good intention that needs to be supported by effort. Adapted learning will strengthen this motivation and accelerate learning outcomes.

Another important finding is the need for a variety of learning media that support conversation. Many students stated that videos, podcasts, and interactive dialogues were very helpful in understanding the language context (Erowati & Nurjanah, 2020). These media provide exposure to pronunciation, intonation, and natural language usage. The use of technology in BIPA conversation learning is an aspect that cannot be ignored.

A supportive learning environment is also a crucial factor. Students feel more comfortable and confident when given the opportunity to speak in small groups or pairs. Collaborative learning encourages students to learn from each other and provide feedback. The teacher acts as a facilitator, helping guide and enrich discussions. During the learning process, advanced students also require more in-depth and constructive feedback, not only on grammar but also on fluency, word choice, and communication style. This feedback helps them recognize errors and improve their communication skills more effectively. Therefore, teachers must be sensitive in providing corrections that encourage a spirit of learning.

In general, research results show that effective conversational learning is based on the learners' realities. It not only delivers material but also addresses the needs and challenges they face in the field. Language serves as a unifying tool that strengthens cross-cultural interactions (Asteria & Nofitasari, 2023). Material that is thematic and relevant is easier to understand and remember. This aligns with the contextual approach to foreign language teaching. This needs-based conversation lesson plan covers everyday topics, the world of work, and cross-cultural communication. Each topic is complemented by dialogues, essential vocabulary, interactive exercises, and real-life situation-based assignments. The lessons are designed flexibly to suit learners' backgrounds and interests. With this plan, KL students are expected to significantly develop their speaking skills.

In the long term, this needs-based approach will enhance the overall effectiveness of the BIPA program. Learners will not only be able to speak fluently but also understand the socio-cultural context of Indonesian society. This is crucial for building harmonious relationships between foreigners and local communities. Language serves as a unifying tool that strengthens cross-cultural interactions.

Based on the discussion above, it can be concluded that learning needs research is the primary foundation for developing BIPA conversation lessons for advanced students. A contextual, thematic, and responsive design will enhance student motivation, participation, and learning outcomes. Teachers and BIPA program administrators should use the results of this needs research as the primary reference in developing curriculum and teaching materials.

CLOSING

Advanced students in BIPA have more complex learning needs than beginner students. At this stage, they not only want to understand basic vocabulary and sentence structure but also master communicative and contextual conversations relevant to real life. Their primary needs include mastering formal and informal language varieties, understanding idiomatic expressions and local culture, and improving fluency with more complex grammar. Furthermore, students require interactive exercises such as group discussions, presentations, or debates to familiarize themselves with speaking in academic or professional situations. The learning materials used must be relevant to their specific interests, backgrounds, or needs, such as language for business, study, or everyday life in Indonesia. Specific feedback from instructors is also essential to help them refine their pronunciation, word choice, and sentence structure more effectively.

In general, advanced BIPA students already have a fairly good level of conversational skills. They are able to convey ideas, opinions, and experiences orally using relatively complete sentence structures and a broader vocabulary. In everyday communication, they can follow conversations with native speakers, understand the meaning of the conversation, and respond appropriately, although some errors in the use of idioms, intonation, or style of language are still found according to the social context. At this stage, students are also starting to become accustomed to using Indonesian in formal situations such as academic discussions, interviews, or presentations. However, some of them still need guidance to improve their fluency, accuracy, and sensitivity to differences in language varieties in various communication situations.

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