



Indonesian Language: The Challenges and Its Teaching

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ABSTRACT

Teaching Indonesian as a curriculum compulsory subject (MKWK) in university implies some challenges, considering the teaching is intended for students who have yet to study language theoretically and conceptually formally. This research is reflectively aimed at describing teaching challenges and possibilities. Methodologically, this study involved the researcher as an Indonesian language teacher in a university using a reflective-introspective way to gather data based on his experience. The results of this study are as follows: The students have various scientific backgrounds that are substantially and culturally different. Conditionally, they do not study Indonesian historically, culturally, theoretically, and methodologically. This implies that the orientation of teaching Indonesian needs to be formulated. Indonesian as MKWK is introduced functionally for language purposes in higher education. Language as a signifying medium becomes a verbal or oral communication tool to disseminate knowledge. Thus, the teaching materials are also adjusted elementary to the scientific background of each student. This allows the establishment of relations between Indonesian as a subject and other disciplines. Thus, awareness of this aspect of teaching makes it possible to place Indonesians not as "additional" but as "significant" learning in universities.

Keywords: challenge; Indonesian language; MKWK; teaching; universities

INTRODUCTION

Language is present, needed, and used in various arenas, including symbolic, educational, economic, cultural, political, etc. This presence, need, and use cannot be separated from the status of language as symbolic and cultural capital. Symbolic capital means that language allows someone, with their abilities, to occupy a certain prestige. In contrast, cultural capital implies that in all societies, language is needed as a means of interaction (Udasmoro et al., 2015). Students in higher education need language to gain prestige as subjects capable of communicating verbally and orally in academic writings (writing scientific papers) and educational talks (conferences and seminars). At the same time, it is necessary that the interaction between students, lecturers, and the academic community can be organised well through language. In this case, *Bahasa Indonesia* or Indonesian (hereafter BI) is a compulsory curriculum subject (MKWK) in universities, including at Gadjah Mada University (UGM). Law of the Republic of Indonesia no. 4 of 2009, Article 29 states that Indonesian must be used as the language of instruction in



national education (Kesuma, 2021). This constitutional foundation underlies and requires BI to act as a language of instruction in higher education learning as well as being taught as a course subject.

For most Indonesians, BI may be the first language, which is relatively known and used in the social practices of daily life. However, the use of language orally every day and in the college arena is different. Hence, understanding it remains necessary and relevant to convey, give, and teach. Moreover, gaps in understanding Indonesian, even though this language has become the national language, still often occur. BI's position as MKWK implies that all students from various fields of science are required to study BI, which is a source of knowledge. BI is also a communication tool and a supporting variable for developing human, science, and technology resources (Syamsuri, 2015). However, this raises various challenges, considering these students must formally study the language from historical, linguistic, cultural, and even current diplomatic issues. BI teaching as MKWK needs to be adjusted so that the importance of language as an interest for the scientific community can be achieved in the higher education ecosystem.

Regarding teaching at UGM, BI courses taught are conceptual, so these courses tend only to be considered "ordinary" courses. This teaching tendency can be seen in the design of the material. As MKWK, BI seems to be reduced to defending the country and religious moderation. Their status relates to the two: studying a language means participating in defending the country, and with a language, students can practice religious moderation. However, the paramount urgency lies in language, namely, knowledge generation. Implementing BI in various non-literature, non-language, or non-humanities faculties reaffirms the position and urgency of BI for academic purposes. With the reality of this problem, the following research needs to be carried out to map the various existing challenges, efforts to resolve them, and strategies for the status quo above.

There are many similar studies regarding BI teaching in universities. Among these are research by Suwandi (2018), Sari (2019), Asrumi (2020), Sujinah (2020), and Juliantari (2022). Suwandi explained that in the era of Industrial Revolution 4.0, BI must be developed within the framework of multiculturalism and ecological awareness. Meanwhile, Sari emphasized the importance of improving lecturers' teaching abilities, creativity, and innovation to make BI easy to understand. In line with this, according to Asrumi, increasing creativity and strong literacy is essential. Sujinah also thinks it is necessary to increase the creativity of learning media. Finally, Juliantari explained that BI needs to be taught no longer based on text but on context. From the literature reviews, there has yet to be any research that specifically discusses the challenges of teaching BI in universities in an MKWK context. From this reality, this article proposes two problem formulations: (1) the challenges of teaching BI as MKWK in universities and (2) its solution.

METHODOLOGY

Methodologically, there are two things: data collection and analysis methods. Both generally use an introspective reflective practice—an autoethnography. The researcher is a BI teacher at UGM, so he has experience designing teaching systems and curricula. He is also directly involved with students in class. Thus, the data collection method utilized the researcher's memories, experiences, and awareness during the teaching process. In data analysis, the researcher's reflection and introspection are facts that need to be explained, and their relationship is critically sought. This requires interpretive work involving literature study regarding language teaching. The data are presented in the form of narratives and illustrations.

RESULT AND DISCUSSION

This section has two sub-discussions on the problem formulation: a description of the challenges and solutions related to these challenges.

CHALLENGES OF TEACHING BI AS MKWK

Students involved in BI courses have diverse scientific backgrounds since UGM has 18 faculties. What makes them different is that their characteristics differ substantially. The various scientific features encourage and even force BI teaching to be contextual so that language is not taught as a static object of memorizing linguistic rules. BI can be used for academic purposes, both orally and verbally, according to the characteristics of each science.

Meanwhile, a semester learning activity and program plan (RPKPS) have been prepared and agreed upon at UGM, so teaching must refer to this RPKPS. On the other hand, striving for contextual BI teaching is still necessary. Below is the RPKPS, which contains the teaching directions for 13 meetings, and then the challenges arising from the RPKPS are mapped out.

TABLE 1. Indonesian RPKPS (Source: FIB Lecturer Team, 2023, with changes)

	Topic	Learning Form
1	Introduction of Syllabus; BI as a unified language and national language	Interactive lecture
2	Various types of BI; BI as a mean of seeking knowledge	Interactive lectures, case analysis, discussions and presentations
3, 4	Academic variety of BI; role, function and general characteristics; sentence construction	Interactive lectures, case analysis, and quizzes/assignments
5, 6	Paragraph preparation; use of spelling in academic writing	Interactive lectures, case analysis, and quizzes/assignments
7	Literature searches, citation ethics, and scientific work formats	Interactive lectures and quizzes/assignments
8, 9	Hate speech, hoax news, and academic reasoning; BI internationalization within the framework of national defense	Interactive lectures, case analysis discussions, Presentations, and report preparation
10, 11	Designing articles/papers; preparing articles/papers stage-1 (project topic presentation phase, reasons for selecting topics, and content framework)	Project based learning (peer assessment of the project), discussion, and presentation
12, 13, 14	Presentation of PBL Results (articles/papers) stage-2 (article presentation phase)	Case discussions and presentations

By looking at Table 1, BI teaching can be categorized into at least four things, namely introduction, which is conceptual and tends to relate to the constitutional foundations of language (meetings 1-3), linguistic knowledge from the level of sentences, paragraphs, to simple editing (meetings 4-3). 6) contextualization of language knowledge (meetings 7—10) and practice of writing scientific papers (meetings 11—14). The first three meetings are an introduction, mandatory for language study program students as formal historical and legal knowledge before studying a language. Their status, position, and development are essential to study to see and understand linguistic dynamics in the future when they learn various linguistic knowledge. However, this paper sees that all three lack relevance if given to students participating in MKWK. The proportion is disproportionate and excessive, not because the material is less important than knowledge. The status of BI, the various types of BI, and, specifically, the academic

variety should not be material in a separate meeting. Still, it should be given at the first meeting, which actually "delivers" the students participating in the course.

Three materials in the three portions of the meeting reduced meetings 4-6. Sentences and paragraphs are the linguistic contexts most often used in producing academic discourse for non-language study program students. They do not need to study the sounds of language (phonological level), words, diction, phrases, and their formation (morphological and semantic level). With sentences and paragraphs, these two levels are meaningful to them. However, efforts to limit the material acknowledge that linguistic material remains complex, especially in terms of spelling. This is where the challenge arises. *Ejaan yang Disempurnakan* Currently, Enhanced Spelling (EYD) Volume V has been implemented. EYD V uses letters, words, punctuation marks, and writing absorption elements. The problem is that this was only discussed in one meeting.

The implications of the time allocation above were found based on the author's observations and experiences when reading four papers from a BI class. The titles are "*Identitas Bangsa dalam Penggunaan Serapan Bahasa Indonesia sebagai Upaya Pembangunan Kesadaran Bela Negara di Universitas Gadjah Mada*", "*Teks Artikel Bahasa Indonesia Ujaran Kebencian dalam Platform Twitter*", "*Mengenal Fenomena Hoaks di Era Digital*", and "*Moderasi Beragama di Lingkungan Kampus*". Those papers above are pretty good because they can relate language to various topics, such as national identity and national defense, hate speech, hoaxes, and religious moderation, especially some of which take the UGM locus so that they can capture linguistic phenomena that occur in the universities where they study. However, all have the same error, namely the issue of inaccurate word choice, punctuation, and the ethics of writing citations in academic work, which is also inseparable from spelling problems. Below is a screenshot of where the error is located.

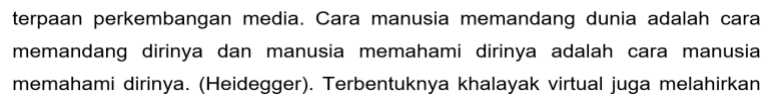
A screenshot of a citation in Indonesian. The text reads: "terpaan perkembangan media. Cara manusia memandang dunia adalah cara memandang dirinya dan manusia memahami dirinya adalah cara manusia memahami dirinya. (Heidegger). Terbentuknya khalayak virtual juga melahirkan". The error is the placement of the citation "(Heidegger)." at the end of the sentence, which is not a complete sentence and does not have a year or page number.

FIGURE 1. Screenshot of Citation Writing Errors

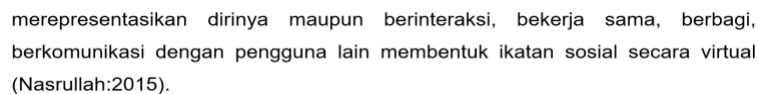
A screenshot of a citation in Indonesian. The text reads: "merekpresentasikan dirinya maupun berinteraksi, bekerja sama, berbagi, berkomunikasi dengan pengguna lain membentuk ikatan sosial secara virtual (Nasrullah:2015)". The error is the placement of the citation "(Nasrullah:2015)" at the end of the sentence, which is not a complete sentence and does not have a year or page number.

FIGURE 2. Screenshot of Citation Writing Errors

The first mistake is that the researcher cannot place the citation in the correct sentence before or after, and no year and page are motioned. In Figure 2, the error lies in writing the name and year separated by commas (Nasrullah, 2015). The two empirical pieces of evidence above show that linguistic knowledge is more necessary and needs attention because BI is nothing more than the language of knowledge production in higher education. Writing scientific papers certainly requires this. Thus, writing citations as academic ethics must be upheld. This means BI teaching is oriented towards language knowledge and awareness as an academic community that must be responsible, including written citations. The empirical evidence above also indicates that the material at meetings 4-6 should be emphasized more. It is just that the time allocation needs to be more proportionally; in addition to limited teaching time and extensive material, strategies are required to convey it to students.

The breadth of linguistic material also challenges teachers to actively and selectively sort out possible, impossible, necessary, and unnecessary material to share with students. For example, in EYD V, there is letter material, but this can be considered excessive for students participating in MKWK. It means that it must be understood that it is only possible to teach some of the material to those who have

yet to study the language formally and in-depth. Selection of material according to interests must be made, especially in contextual academic interests (scientific writing, scientific presentations, seminars, and the like).

The MKWK course participants have various backgrounds because, scientifically, they come from multiple faculties. Juliantari (2022) also stated that students in BI teaching at universities are adult students with various needs-oriented toward real-world conditions. An example is the need for language skills in the world of work. The challenge is how students' scientific characteristics shape and influence how they speak and learn languages. This is what teachers must be aware of when implementing the RPKPS above. For example, students in the Faculty of Biology often use foreign terms because they deal with the scientific names of living things. Unfamiliar terms must be presented. Meanwhile, at the Faculty of Social and Political Sciences, many social and political terms have been translated so that they are not supposed to be written with foreign words in the BI text. This requires attention in teaching.

Apart from scientific background, a factor that influences language teaching and that teachers need to be aware of is language proficiency. This refers to ability, skill, taste, or talent—intelligence related to language (Cohen & Henry, 2020). Based on the author's observations and experience, even though they do not come from an Indonesian language study program, some students may be good at teaching BI, and vice versa. This paper believes that language proficiency occurs because of two things. First, students are relatively BI speakers. As a mother tongue and a second language, this language is often spoken on various occasions. Second, BI is not a new subject because it has been studied for a long time, from elementary school to high school. Even though the substance and orientation of learning are different, the linguistic knowledge obtained at previous levels of education shapes their experience and expertise so that when studying BI in college, they are not present in class as a "tabula rasa". They cannot be considered an "empty glass" without prior knowledge. This diversity of skills needs to be considered by teachers when delivering material.

Apart from students' spelling, punctuation, and citation writing weaknesses, as shown by previous research, Asrumi (2020) found that students must learn to write various texts. Likewise, when faced with several types of material in the RPKPS above, teachers must understand that writing skills must be considered a learning outcome because writing is one of the academic practices that will continue after BI teaching is finished. This writing skill must be distinct from the emphasis on meeting material 4-6 because language knowledge is only helpful if practiced in one of them, writing. The challenge is emphasizing that the material remains relevant to the next meeting, namely 7-10. Teachers need to think about designs and strategies to deliver the materials more conceptually and rely on explanations alone so that language teaching does not produce language skills. Likewise, teachers need to place these topics within the BI teaching framework. This is important because other branches of society and humanities, such as philosophy, psychology, sociology, and others, study hate speech, hoaxes, and language internationalization. Placing these topics within a BI framework allows for targeted teaching while still placing language as the main subject and showing how BI contributes to understanding these topics. Apart from that, what is essential is how learning does not deviate from its purpose and essence, namely language teaching.

In a broader context, BI teaching, with its material composition, is faced with the challenge of helping to build a moderated ecosystem with a supportive habitus. As stated by Udasmoro (2023), learning is no longer at the level of knowledge but at reflective knowledge, namely knowledge that provides space for co-construction. This means not only at the epistemic but also at the axiological level. The construction in question could be a feeling of love for the country, defending the country, critical power to filter, fighting hate speech, tolerance, etc. Thus, in higher education, BI teaching provides such reflective space. With this fact, it is implied that teachers struggle to formulate the language material in

BI learning. At the same time, the material to be delivered must produce two outputs simultaneously, namely the production of language skills that are useful in the academic arena of higher education and the production of reflective space, as stated above.

Even though these two outcomes are different, they are still related complementary and do not cancel each other out. Teachers must understand critically and formulate reflectively how language skills, whether writing scientific papers or presenting them in presentations such as meetings 11-14, ultimately contribute to constructing a reflective space within the self and mind of course participants so that the various characters above can be realized or at least can be produced slowly through language as cultural capital. Linguistic knowledge, which is very technical for non-language study program students, must be processed in such a way with a particular delivery, material framework, and delivery model so that it can be transferred contextually and can be accepted and understood contextually as well.

As stated, the above processing takes place from the sorting by considering the various student backgrounds. Regarding this background, Cohen and Henry (2020: 166) argue that several factors are beyond the teacher's control, for example, gender. Teachers cannot change the gender of students. However, there is a background that can be controlled, namely the scientific background and language skills mentioned above. What is meant by control here does not mean mastery or some regulation for the teacher's interests. Still, the teacher's ability to identify, pay attention, and consider it is also an essential part of teaching. Teaching cannot run well if these two things are not considered. With attention to it, the transfer of language knowledge and the formation of the desired reflective space, both at the epistemic and axiological levels, will be improved in its implementation.

From the various explanations above, the challenges that arise are categorized into three: the challenges of the RPKPS model that has been agreed upon in an educational institution, the background of the students participating in the courses, and the expected outcomes. Suppose some factors cannot be controlled in language teaching. In that case, this article also believes that there are challenges that cannot be controlled, namely RPKPS, because it not only concerns the author, a language teacher, but fellow BI teachers and institutions that help shape the direction of education policy. In the absence of control, the attitude that can be taken is to negotiate with the challenge. In fact, by entering this space, the author is involved in BI education policy in HEIs while still being able to provide BI teaching with the expected outcomes. This means that, even though faced with such an RPKPS model, the author can adaptively implement it and still build skills and reflective space for students.

SETTLEMENT EFFORTS

RPKPS model that has been determined, the method that the author can take is to negotiate with this teaching model so that, on the one hand, teaching remains sheltered and relies on the framework that has been determined. Still, on the other hand, teachers can also ensure achievement. Teaching is the output of knowledge and language skills and the production of reflective space. This negotiation is seen as the most possible solution when the author deals with the various relationships that work behind formulating the RPKPS. The solution or strategy that can be taken to address the challenges above is to direct teaching by the established orientation for BI teaching in HEIs. As stated by Udasmoro et al. (2015), one of the critical factors that must be considered in language teaching is orientation or goals. In this case, this paper emphasizes the importance of a teaching orientation based on an integrative and instrumental orientation. According to Cohen and Henry (2020), integrative orientation means teaching to foster interest, while instrumental direction is leading oriented towards pragmatic interests, including the application of language for academic purposes. Some practical interests expected based on the RPKPS above are as follows.

In an integrative orientation, students are expected to be interested in using BI properly and correctly for various academic purposes. The problem is, isn't BI nothing but a necessity in the higher education arena? This article believes the requirement here is not interpreted as an oppressive language requirement. Still, the teacher must foster the interest of course participants so that with that interest, they understand and have the awareness to speak Indonesian properly and correctly. The implication is that using BI is not an imposed requirement but an academic habitus accepted with full attention and openness. Teachers must build an intellectual culture in which teacher interaction and exchange of ideas occurs with course participants and fellow students involved in the BI class. The orientation is to be open-minded. This is defined as a willingness to consider experiences, beliefs, values, and perspectives different from those of others, enabling someone to explore diversity in thinking and acting (Merryfield, 2012: 18).

BI teaching is actualized in a two-way interactive manner between teachers and students as well as between students so that they are not trapped in rigid and technical BI teaching but actualize language as a means of academic interaction while maintaining and emphasizing language knowledge. The teacher is not the only source of learning, and the course participants are not the objects who take the target material for granted, but both must be active subjects. Merryfield (2012:18-20) suggests that four pedagogical strategies can be taken to foster open-mindedness in teaching, namely (1) getting used to cross-cultural interactions, (2) learning to challenge stereotypes, prejudice, and over-generalization, (3) demonstrating how to learn from various people from different cultures, and (4) teaching the habit of seeking various perspectives. The following description explains and derives These four pedagogical foundations in teaching practice.

Getting used to cross-cultural interactions is a basis that invites someone to be sensitive to cultural norms and values that differ between their own and those of others so that they can foster an attitude of respect for these differences (Merryfield, 2012). As also stated by Salodka et al. (2021), developing the ability to interact across cultures through language does not only require the acquisition of language skills, but, more than that, includes recognition of cultural norms and values. Culture are other conditions while learning a language that leads us to encounter cultural differences (Talenta et al, 2023). If this interaction capability is fulfilled, awareness and critical power will be created to see the relationships behind an interaction. For example, why is a group generally stereotyped as immoral? Awareness will arise that, for example, stereotypes cannot be justified at all. At a superficial level, course participants will help fight these stereotypes, prejudices, and generalizations through language skills. Teaching moments must help course participants deconstruct the preconceptions and abstractions created to understand why a person or group lives in a particular situation and circumstances (Merryfield, 2012).

Demonstrating how to learn from various people from different cultures means that course participants are invited to learn from one source and various sources to enrich their perspectives. The more views you have, the more comprehensive your knowledge will be, and, of course, the more you will be aware that diversity is so broad, including in the academic realm of higher education. Language is essential to mediate this diversity so that conflict and violence do not arise, both symbolic and physical. Finally, Merryfield (2012:20) explains that awareness of perspective and habitus to reveal differences in perspective helps course participants recognize diversity in an event or issue based on background, experience, knowledge, beliefs, and values.

To implement the four pedagogical foundations above, the ultimate goal of which is to foster students' interest and awareness of the Indonesian language, the teacher formulates a final assignment in the form of a project for preparing a simple scientific work based on observational research in the campus environment (UGM). Teachers ask students to observe various cultural differences and cross-cultural interactions in the academic setting, which they often hear or know about through conversations, daily

observations, experiences, etc. In particular, teachers ask them to map stereotypical socio-cultural problems. For example, the Faculty of Engineering tends to be labeled the "crocodile" faculty (symbolism for men interacting with many women) because men dominate the faculty. The faculty of Cultural Sciences tends to be labeled many beautiful women, and the Faculty of Philosophy is popular for its knowledge. These becomes material for study in their scientific work.

Mapping for this kind of problem is a practice of cross-cultural interaction. In such differences, biases in attaching specific attributes or stereotypes often arise. It is hoped that cross-cultural awareness will be formed in the reflective space with this scientific work project. Teachers need to provide a framework for what should be systematically included in scientific work. Still, their work must show the problems, why something has been formed and institutionalized in the academic environment for so long, and what perspective underlies it. As an example of good practice, this can be seen in student scientific work: "Religious Moderation in the Campus Environment." This scientific work maps the problems of religious life in higher education, which, on the one hand, relies on the secularism of knowledge and, on the other hand, on religiosity, both of which must go hand in hand. In this way, they can simultaneously learn to challenge stereotypes, prejudices, and generalizations, learn from people with diverse backgrounds, and accept and understand other perspectives.

The practices above are teaching methods that not only acquire language capacity but also use this capacity to advocate for cross-cultural learning and oppose the attachment of negative attributes to specific groups. According to Ramadan (2020:1), one of the challenges faced in facing socio-political change is how to rally the masses under a standard message. BI teaching is not directly related to and does not aim to oppose these changes. However, at a more superficial level, integrative-oriented teaching, with scientific work on cross-cultural topics as a result, this teaching can be a means of advocacy. Course participants also produce messages about the importance of cross-cultural diversity through their writing. Writing is not only a final assignment but also an advocacy message. In this way, teachers direct BI teaching simultaneously at two outcomes: language skills and the ability to build a reflective space, such as a moderate academic space in religion.

As was also seen in meetings 11-14, writing scientific papers above is the highest level in language teaching, namely the epistemic status. This level implies that students not only access information from certain media but also convey this information back orally and in writing (Udasmoro et al., 2015). Through joint scientific work projects, students learn to observe, search, and explore various empirical information in the campus environment regarding cross-cultural interaction issues; then, this information is processed and presented scientifically. At meetings 11-14, students also presented the results of their research to teachers and other students. Here, a layered structure of abilities is built and demanded, from writing down information and presenting it, from written to oral. Why is this capability structure necessary? This paper argues that language skills are both writing and speaking; secondly, with oral presentations, they share and advocate their empirical findings with fellow students in the teaching room, creating interaction and sharing the same reflective space.

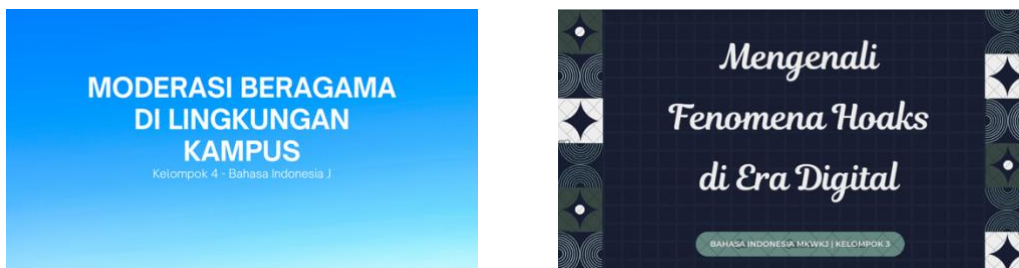


FIGURE 3 AND 4. Presentation of Student Scientific Work

With the above project, this paper believes that language teaching should not be trapped in a static teaching framework, which places BI only as rote memorization without any effort to contextualize it and direct it to an established orientation. In this way, it is believed that interest in learning BI will produce awareness so that teaching is not followed simply as "compulsion" but awareness as something important. Course participants not only deal with memorizing linguistic spelling and punctuation but also implement this knowledge practically, which is epistemically realized in writing and presenting scientific papers. This is also a way to deal with the diversity of student backgrounds. Students from different backgrounds are asked to write about the phenomenon of diversity themselves so that teachers do not avoid but utilize the challenges of diversity as potential that can be exploited for teaching practice.

Possi and Milinga (2017) state that the diversity of course participants is an issue that deserves attention in educational practice if an inclusive society is to be developed, promoted, and maintained. Compiling the scientific papers above is the simplest, most supportive, and possible way to provide proportional attention to issues through BI teaching. Among the various background needs, the most obvious is that language is needed in practical reality, for example, language skills in the world of work. As underlined by Udasromo et al. (2015), language is an integral part of the learning process at universities because the university itself is a process arena before students enter the world of work. Furthermore, in the world of work, language skills often determine a person's position in their professional career.

To accommodate these needs, a combination of theoretical and practical knowledge is a way that can be optimized, such as combining the practice of writing scientific papers with good and correct BI with presentations as a form of scientific knowledge dissemination, how students present their findings. Foreign language skills, especially English, are highly emphasized because they support students' professional careers in the job market, both at home and abroad. However, in the context of the world of work in Indonesia, such as government agencies or institutions, educational institutions, research institutions, state-owned enterprises, and the like, BI capabilities are still needed and emphasized so that mastery over them is an absolute must. Before entering the world of work, the current era of independent campus learning (MBKM) provides the most comprehensive possible space for students to enter the world of work temporarily: companies, government institutions, research institutions, etc. They are usually called an internship. That is where the need for Indonesians is inevitable. Thus, BI teaching also fulfills an instrumental orientation, namely teaching language to achieve pragmatic interests, not only for academic purposes but also for actual interests in the future world of work.

There is a dissemination process both in internships and when entering the world of work. Dissemination is an interaction process to communicate knowledge to a targeted audience so that it can lead to change (Ordoñez & Serrat, 2009). Presenting scientific work is an effective way to start learning, train, sharpen, and develop students' spoken Indonesian abilities, which allows them to communicate findings or other specific things to the audience. Thus, the presentation practice during these three meetings is not only an academic moment to take responsibility for the scientific work they have compiled but also an opportunity to accumulate skills, which will be helpful when they enter various institutions or institutions in various fields. For this reason, this article also considers the comparison of "language learning" with "language learning" according to Phipps and Gonzalez (in Organ, 2017), which is shown in the following table.

TABLE 2. Comparison between Language Learning and Discussion
 (Source: Phipps and Gonzalez in Organ, 2017)

	Language Learning	Discussion
Context	Focuses on the classroom	Focuses on the social world
Outcomes	Assessment on Performance	Smoothness and feeling
Goals	Accurate and Measurable knowledge	Creation of meaning and human interaction

Disposition	Competition	Openness, exploration and collective exchange
Culture	Learning a language	Living the language
Position	Distance from a Language	Close to a language
Task	Complex	Supercomplex

Phipps and Gonzales (in Organ, 2017) argue that for language teachers to survive in the current climate, students must be empowered to live the language rather than just having it. According to Organ (2017:40), language opposes language learning. This paper offers another view to face the three challenges: instead of seeing it as a binary and antagonistic conflict, it is better to see the middle way as a convergence between the two approaches. One approach does not eliminate the other, but they fulfill and complement each other.

The challenges must be overcome by focusing on the social world so that language is learned in contexts, which are intertwined with various socio-cultural issues. The scientific paper writing project is a good language teaching practice because it can invite and direct students to focus on the social world with language as a tool and medium for understanding and recording it. Lecture classes are only a "small space" to produce and disseminate knowledge within a limited scope. Meanwhile, the assessment focuses on more than one but both. Students are expected to perform well in Indonesian, both spoken and written. In this performance, feeling (which can be interpreted as an interest in speaking Indonesian well and correctly) and fluency are aspects considered in reviewing the language performance of course participants. This can be seen and measured from the scientific work they compile and the presentations they practice.

Furthermore, this paper also looks at the convergence of objectives of the two approaches above. Writing scientific papers with directed topics allows students to be involved and process in meaning-making. In simple research, they enter and become involved in the social space to explore problems and highlight the relationships that allow these problems to arise. They carry out academic work with BI, such as data collection, interpretation, and analysis, to understand their context's social world. Creation is carried out individually and collectively between students in a group so that cooperation, exchange of ideas, and sharing of reflective space between students is also built. However, this paper believes that language—creating meaning and interaction—cannot be realized without knowledge. Measurable and accurate knowledge in BI learning is still needed because knowledge provides a perspective through which sense can be created. For this reason, it is also necessary to discuss the allocation of material delivery as a form of transfer of language knowledge for course participants.

It is necessary to pay attention first to the allocation of material delivery. This paper argues that introductory material, such as in meetings 1-3, can be presented concisely and in essence. Because they cannot be changed, other time allocations can be included with linguistic knowledge material. It is crucial to implement knowledge, as mentioned above. Still, it is also important to transfer knowledge to students because practice is only possible if there is epistemic provision, namely ability before trial. At the knowledge level, what is given to students starts from a relatively superficial level, namely sentences, paragraphs, and spelling in academic writing. The arrangement of this material implies that students are taught the rules for writing sentences as the simplest discourse, then how single discourses are arranged into complete parts, one unit connected coherently, namely paragraphs. If the ability to write has been given, the next important thing is editing. This implies that course participants switch roles after acting as writers of scientific papers to become language editors or editors (Sugihastuti, 2020).

Teachers can select elementary things to get around the complexity of this linguistic material. For example, in terms of sentences, the teacher provides brief material about words and word choice. It can be seen in the book *Indonesian Language Extension Series: Word Form and Choice* (Mustakim, 2014) that, in general, there is preliminary material, word formation processes, and word choice. This

paper is of the view that instead of theoretically teaching how a word is formed, what is essential is placing the case of the word in a larger linguistic unit, namely the sentence. For example, the teacher conveys why the sentences *in this book are explained* as linguistically correct. Still, the sentences *in this book are presented* as linguistically incorrect so that learning is not tied to material that is too theoretical for non-language study program students. In the book *Indonesian Language Extension Series: Sentences* (Sasangka, 2014), there is material on phrases, clauses, and sentences, as well as the characteristics of effective penalties. Instead of explaining the three theoretically, teachers can teach and provide examples of sentence writing, both single sentences and compound sentences, as well as with the context of word choice, conjunctions, and other linguistic rules. Likewise, considering the many punctuation marks in the Indonesian language system, teachers can select and then convey to students the punctuation marks that are commonly used, such as periods, commas, colons, dashes, and the like. Other things can be given in an elementary manner. Teachers also need to consider the background of the faculty. For example, for students from the Faculty of Biology and the Faculty of Mathematics and Natural Sciences, course participants often deal with italic spelling so that the teacher can emphasize this aspect. Likewise, learning will be more effective and focused in the context of other faculties.

The things above constitute knowledge that is accurate, measurable, and systematic in BI teaching. Teachers certainly do not ask students just to be able to memorize, for example, the function of the period, but how this knowledge is implemented in the practice of discourse production in scientific work, for example. With linguistic knowledge, creating meaning and interaction can be part of BI teaching. This knowledge is learned and then applied so that learning turns into a discussion process. In it, students can explore social space and establish interactions with fellow students so that collective exchange will be realized. This, thus, can achieve and learn two teaching paths at once, namely providing linguistic knowledge to students and, at the same time, enabling students to utilize this knowledge to build reflective space.

When the two things above are achieved, BI teaching can simultaneously be designed with two cultures: convergently learning and living the language. This convergence can be applied in BI teaching as a middle way to overcome the challenges that arise because often, even though course participants are Indonesian citizens and mostly speak Indonesian, they do not have good Indonesian language skills. They have lived but not studied it or have no systematic and sound knowledge of it. BI teaching still invites students to live the language. Still, it must be done academically how language can be brought to life by studying systematic knowledge, such as words, sentences, paragraphs, and spelling. They, then, receive this knowledge passively and process it actively in learning projects agreed upon in the RPKPS. BI is brought to life by language knowledge studied with interest and awareness, which is implied by the integrative orientation above. In this way, by combining an integrative orientation and an instrumental orientation, then bringing together language and language learning approaches, this paper believes that this method allows the challenges that arise in BI teaching to be overcome, circumvented, and resolved. This is none other than an effort to place BI not as an "additional" subject that students take but rather as an "interest," the knowledge and skills that are necessary for students, both in the academic realm and in the future world of work.

CONCLUSION AND RECOMMENDATION

This article has mapped several challenges in BI teaching at UGM, which originate from the author's reflections and experiences and may occur in other higher education contexts. Teaching design, student background, and the expected outcomes of the teaching provide challenges for teachers to be able to converge knowledge and skills, theory and practice so that an epistemic level is reached that places BI

teaching as a source of linguistic knowledge on the one hand and the construction of reflective space. On the other side. For this reason, a possible investigation or solution practice is to converge an integrative orientation and a pragmatic orientation. Furthermore, these two orientations reduce the convergence of two teaching approaches: language and language learning. The two are not seen as a binary opposition but a convergence that creates a middle way to address the challenges in BI teaching.

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