

■ INTRODUCTION

Second language learning is progressing rapidly along with the development of information and communication technology. At its peak, the use of technology in second language learning has increased in recent years since the Covid-19 pandemic. The presence of the pandemic has almost completely changed the educational order from what was originally traditional to online learning at all levels of education (Wong & Moorhouse, 2021; Klimova, 2021). Other factors can not be separated from the positive results of the use of technology in learning a second language. Discussions about learning a second language with the use of technology and its integration in learning are interesting topics to discuss, it cannot be separated from one of the efforts to improve the quality of second language learning (Osipov et al., 2016; Ulla & Perales, 2021).

Learning Indonesian for Foreign Speakers (better known as BIPA), learning a second language, has progressed very rapidly from several decades ago. Every year BIPA learning is increasingly in demand by foreign students from various continents (Gusnawaty & Nurwati, 2019; Pratiwi et al., 2021). In another report, the BIPA program has been implemented by universities and course institutions that are in the country carried out by more than 45 institutions and abroad around more than 130 institutions (Suyitno, Fawzi, Susanto, Anggari, & Arista, 2019). Based on these facts, of course there is a need for a study of BIPA learning in all aspects as an effort to improve the quality of BIPA learning.

Since the pandemic period, the majority of BIPA learning has been carried out online by utilizing existing technology and digital platforms. The use of the platform in online BIPA learning has many benefits, namely being flexible, easy to use, attractive, alternative for assigning

assignments, and meeting learning objectives. The use of technology in the form of a digital platform also provides opportunities for foreign students to interact authentically with native Indonesian speakers. Language practice by utilizing digital platforms allows foreign students to reach the stage of perfection or achieve communicative competence (Osipov et al., 2015; Muzdalifah & Herningtias, 2021). On the other hand, the use of digital platforms in second language learning has benefits in efforts to increase the competence of teachers and students in using technology and utilizing learning resources available online (Wong & Moorhouse, 2021).

However, despite the positive results described above, many previous studies have stated that the use of digital platforms in online learning has various obstacles and shortcomings. Some of the problems in learning that utilize technology, namely internet access and technical matters, teachers have obstacles in operating the features contained in the digital platform (Gillettswan, 2017). Additionally, sometimes there are some platforms that can not be used in some countries of origin of foreign students. Meanwhile, problems in the context of online BIPA learning, the use of digital platforms is considered to reduce the intensity of interaction between teachers and foreign students compared to traditional classes. Based on these shortcomings, of course, it can affect the learning outcomes of Indonesian language students.

Based on the researcher's observations, until now, there is still no discussion about digital platforms that are generally used in BIPA learning, the encountered problems, and the solutions that must be done to overcome them. Research on online BIPA learning and the use of platforms in learning has been widely discussed by previous researchers, for example discussions on the *Edpuzzle* in speaking skills (Muzdalifah & Herningtias, 2021), application development

(Maulana, Zamahsari, & Purnomo, 2020), conceptual ideas about platforms that relevant to use (Marlini, 2020), and the response of foreign students (Leksiono & Tiawati, 2020). Based on this, it is hoped that this research will be the basis and consideration in implementing online BIPA learning.

Furthermore, of course, this topic is interesting to discuss because since the pandemic BIPA learning onwards will not be separated from the use of digital platforms in the process of implementing Indonesian language learning programs as a second language. Educational institutions must really modify and change traditional face-to-face classes towards learning processes that are carried out completely online or a combination of both (Klimova, 2021). The BIPA program has a different context from learning Indonesian because it teaches Indonesian to foreign speakers, of course learning the language will not be separated from the culture of the speakers of that language (Rofiuddin et al., 2019; Pratiwi et al., 2021). In the BIPA program implemented at the State University of Malang, more emphasis is placed on the context of non-formal communication (levels 1-5) rather than formal or academic (levels 6-7). Therefore, the program implemented must provide a lot of practice on productive aspects (speaking and writing) rather than receptive aspects (listening and reading). Based on these facts, of course, it will also be able to provide an overview of how the use of digital platforms can accommodate the delivery of Indonesian language culture.

Learning Objectives BIPA has its own challenges for teachers and foreign students, in the current pandemic conditions, which causes the program to be implemented online and utilize digital platforms. Some of the BIPA programs carried out by foreign students stay in their home countries which causes a lack of interaction with the Indonesian people. Second language learning

must involve foreign students a lot to interact with native-speaking communities to get used to using the target language which is later expected to be stored as long-term memory (Mugimu & Sekiziyivu, 2016; Ho, 2020).

With the advent of the Internet and technology, more education and learning and communication is happening online on laptop computers, tablets and mobile phones. Computer-mediated forms of communication (CMC) can be synchronous or asynchronous, and channels (content) can be multi-media, including text, audio, and video etc. (Chen & You, 2007). Asynchronous learning is a general term used to describe forms of education, teaching, and learning that do not occur in the same place or at the same time using a particular platform. Meanwhile, the opposite is synchronous. According to Osipov et al., (2015) digital platforms in synchronous learning are presented in two ways, namely connected audio and video directly between teachers and students, and synchronized teaching materials are displayed to teachers and students. synchronous and asynchronous learning utilizing digital platforms.

A digital platform is a software or hardware system or program that has certain features. The presence of a digital platform can support the success of learning activities, especially online learning (Pikhart, 2021). In the context of language learning, both platforms are used to learn four language skills: productive (speaking and writing) and receptive (reading and listening) skills. Usually, these four skills in the learning process are integrated with each other when delivering learning materials. These four skills will later help the process of achieving the communicative competence of foreign students in mastering the target language and culture.

The main purpose of digital platforms in the world of learning is to increase collaboration between users so that they can interact with each

other. Digital platforms allow users to share different information such as products or other works. In addition, according to Habib et al., (2020) digital platforms in the world of learning facilitate the monitoring process in the academic field, the performance of students and teachers, management of other organizations. This makes it easier to make certain decisions, security, and ensures discipline. Moreover, according to Albashtawi et al., (2020) digital learning platforms are considered as tools that can save time, teach social skills, independent learning in self-discovery, and motivate learning with a touch of the latest trends.

BIPA is a program intended for speakers of foreign languages who want to explore their ability to use Indonesian and its culture (Kusmiatun et al., 2017; Mediyawati et al., 2019). Thus, BIPA is a second and subsequent language acquisition program for foreign students. Second language acquisition is a study that discusses how a second language is learned by individuals (Ellis, 2003). In other words, the study of the acquisition or acquisition of a language other than the native language of foreign language learners or their mother tongue. Prior to the Covid-19 pandemic, the majority of BIPA programs were still carried out traditionally or face-to-face, but since then the BIPA learning system has almost all of its activities carried out online learning, learning that uses technology and digital platforms in the Indonesian language learning process.

In the context of BIPA learning, various technologies and the use of digital platforms have also been discussed in online learning. *BIPA Daring* is a website brand for the facilitation of the BIPA program developed by the Language Development and Development Agency, Ministry of Education, Culture, Research and Technology since 2018. The development of BIPA Online applies the principle of *gotong royong*. in the provision of BIPA facilities involves the

participation of various parties. *BIPA Daring* was developed as a manifestation of the coordination and facilitation role of the Language Development and Development Agency in providing access for BIPA program recipients and stakeholders to BIPA services from various sources. On the website, users can access assistances through five application modules, namely (1) *Belajar BIPA* as a service channel for sharing BIPA learning materials, (2) *Jaga BIPA* as an information sharing service channel for BIPA program institutions, (3) *Bakti BIPA* as a channel for sharing information about the actions and work of BIPA observers, (4) *Tebar Bipa* as a channel for sharing information and the implementation of BIPA learning online, and (5) *Tera BIPA* as a channel for information services and online management of BIPA learning tests.

Finally, the problems faced by online second language learning, such as BIPA learning, arise due to distance, technological facilities, and internet networks. In addition, learning is carried out remotely. This system makes it difficult for foreign students to interact directly with teachers, other foreign students from various countries, and the lack of interaction with native speakers of the target language. Online language learning should also focus on students' need to find a place in a multicultural and digitally integrated world (Blake, 2017). In technological terms, the format of online foreign language learning will continue to evolve rapidly, making the problem of teacher training in iterative cycles an urgent concern for any language program.

Based on the description above, of course this research can provide information about the effectiveness of the online BIPA program with learning carried out with the help of digital platforms, the existing problems, and the solutions that can be offered. Through these three research objectives, it is hoped that they can obtain comprehensive information so that foreign students

can still achieve the communicative competences that must be possessed by foreign students who are successful in learning the target language, in this context Indonesian Language. Another expectation, based on the results of this research, can be an insight and basis for institutions implementing the BIPA program in applying their programs online.

■ METHODS

This article uses research with a qualitative type of design. Specifically, the type of qualitative research used is case study. Case studies in qualitative research is a research methodology that helps in revealing phenomena that actually occur to be explored in nature, with the consideration that context will make a difference (Kaarbo and Beasley 1999). Qualitative research with case studies in this context aims to explore the experiences of BIPA practitioners or tutors in implementing online learning using digital platforms, the problems they face in using certain platforms, and the solutions. This type case study of qualitative research when applied in research

because it explores perceptions, individual experiences, and opinions (Rashid, Rashid, Warraich, Sabir, & Waseem, 2019). Based on this, qualitative research in this study is very suitable because it will be able to help in describing the opinions and experiences of BIPA tutors comprehensively.

In collecting data, this study involved three BIPA tutors who teach BIPA at the State University of Malang, East Java, Indonesia. The three participants were chosen to be able to participate because of their more than two years of experience in online BIPA teaching and their willingness to care or have high dedication to the world of BIPA learning. They are used to teach Indonesian to foreign speakers from various continents, such as Europe (such as America, Poland, Germany), Africa (such as Egypt, Rwanda, and South Africa), and Asia (Japan, Thailand), Philippines, and Laos), the L2 students they have taught also have different levels ranging from beginner (A1) to advanced (C2) levels. The brief identities of the three participants are presented in table 1.

Table 1. Brief identity of interviewee

No	Name	Last education	Online BIPA Teaching Experience
1	Tutor 1	Master of Indonesian Language Education	More than two years
2	Tutor 2	Master of Indonesian Language Education	More than two years
3	Tutor 3	Master of Indonesian Language Education	More than two years

Note: for some reason the interviewee did not want his real name to be included.

Interviews were conducted based on the research instruments that have been prepared, these instruments include several indicators that will make it easier for researchers to obtain information, such as facilities for teaching online, the ability and experience of interviewees in teaching Indonesian both offline and online, networks, teaching methods used, and the media. In-depth interviews with three interviewees were

used to collect data. The basis for choosing an in-depth interview technique in qualitative research is because this technique can explore in depth the respondents' points of view, experiences, feelings, and perspectives (Cohen, Manion, & Morrison, 2011). In conducting in-depth interviews, the researcher used the probing question technique from Moerman (2014). In this context, the technique is used to find out the platform used,

problems, and understanding in solving problems from BIPA teachers when teaching online. Some examples of questions asked are “what do you usually face when teaching languages online?”, “Usually in teaching you use the Zoom platform, Google Meet, or other types of platforms?”, “What do you think about learning foreign languages online? effective in achieving communicative competence?”, if given a choice, “Are you more prepared to teach offline or online?”. The instruments and questions prepared in conducting the interviews were discussed and validated by language learning experts. During the interview process, the researcher also recorded with the aim of being able to listen to the information conveyed by the resource person and avoid misinformation to be described.

Furthermore, after the data is considered to have been collected adequately, data analysis is carried out, in this study there are several stages which refers to the stages of qualitative data analysis from Creswell (2014). *First*, the transcription process, the researcher conducted a transcript based on the recording based on the formulation of the problem. *Second*, the coding process was carried out based on the themes that emerged in the interviews. *Third*, member check is carried out by reporting the coding results to participants to see if there are things that are not appropriate or need to be changed. *Fourth*, analyze the data and compare it with several previous researchers with the aim of drawing the best conclusions from this research.

■ RESULTS AND DISCUSSION

This section is divided into three parts (1) digital platforms used in learning, (2) problems encountered during the online learning process, and (3) proposed solutions as an effort to improve the quality of online second language learning. The division is based on the objectives of the research.

Digital Platform

Digital platforms for learning Indonesian language as a foreign language used by BIPA teachers, namely zoom, google classroom, WhatsApp, and UK BIPA. The four platforms used by BIPA teachers are very helpful for teachers in providing and explaining material, especially to BIPA students. Although it is undeniable that the transition to face-to-face teaching changes to virtual is carried out urgently and suddenly, especially since the Covid-19 pandemic. The results of research abroad, Willermark & Anna Sigridur (2022). most teachers (69%) stated that the transition from teaching to virtual classrooms went very well, 24% stated that teachers were quite successful in carrying out the learning process, while 7% of teachers felt it was sufficient or very bad at carrying out the online learning process. However, it seems that the situation will be different from the existing learning conditions in Indonesia with all its problems. Based on this, at least the following data can represent the learning carried out.

Zoom

The use of the digital zoom platform is an application to communicate with an individual, group or group in an audio-visual way that can be used on laptops, smartphones, tablets, etc. The use of this platform has had a drastic increase in people around the world, especially during the Covid-19 pandemic. Zoomblog in Mahr (2021) stated that the Zoom application during the pandemic had experienced a fairly drastic jump based on its users, which exceeded 300 million per day. Based on the results of interviews with all BIPA teachers who participated in this study, they used the digital zoom platform in carrying out learning Indonesian as a foreign language. The statement from the BIPA teacher is as follows. **Data 1 Teacher B**, “the application platform that we often use to teach BIPA is zoom. Learning

Indonesian language as a foreign language by BIPA students is considered optimal when using this application because we can see all BIPA students or visually so that they can monitor their activities even though they cannot meet in person”, and **Data 2 Teacher C** “the applications in teaching BIPA often use zoom in carrying out the learning process. In addition to being able to present the voices and faces of BIPA students, this application can also present presentations or the intention is to be able to share screen with all members who follow the zoom so that presenters can provide material or the subject matter of their delivery to all members, both teachers and BIPA students themselves”.

In summary, the statements given by the BIPA teachers, the zoom application is optimal enough in providing the effectiveness of the Indonesian language learning process as a foreign language. The application platform provides audio and visual features in optimizing the learning process, even if it is done online or virtual. In addition, another statement related to the zoom platform is that there is a feature to share screen views so that BIPA teachers or students can convey their material/ideas or teachers can give assignments to BIPA students by displaying slides to be presented. This is in line with the results of research from (Marlini, 2020).

Google Classroom

Another digital platform that is also used by BIPA teachers, namely Google Classroom. The platform is an application developed by Google to make it easier for teachers and students to connect well even online. In particular, the application is also able to make the process of learning Indonesian as a foreign language run optimally. As quotations from interviews conducted with BIPA teachers. **Data 3 Teacher B** “It is almost the same as zoom, a similar application used by me in carrying out Indonesian

language learning for BIPA students, namely Google Classroom. The platform can also invite BIPA students to discuss things they don’t understand, such as the meaning of a vocabulary or the behavior of native speakers that they still don’t understand regarding the behavior of our society. In addition, usually assigning assignments to them using Google Classroom is included in the collection of assignments”.

Based on teacher B’s statement, the use of the *Google Classroom* in the online learning process can be utilized in providing BIPA teaching. The platform can invite students to discuss the subject matter being taught, convey the obstacles faced by BIPA students so that they can be discussed together, such as the inability of BIPA students to understand a vocabulary meaning and the ambiguity found related to behavior, culture, etc. by the speakers of original Indonesian language. Additionally, evaluations or *quizzes* by teachers can be given directly through the features provided, either multiple choice (closed) or open questions. Assignments given by BIPA teachers can also use the application, whether assignments are collected in the form of documents, audio, or video. According to Kristina et al., (2020), the use of the Google Classroom platform by teachers because some of them are quite *familiar* with the features of the platform so that it is very helpful, especially in collecting student assignments that have a large enough memory size.

WhatsApp

Other platform to support online BIPA learning, namely WhatsApp. This application can help teachers communicate with BIPA students outside of the learning process. The statement given by the BIPA teacher is as follows. **Data 4 Teacher A** “BIPA students are also sometimes still confused after the completion of the learning process. Therefore, some of them usually ask me

personal questions via WhatsApp. Maybe in the open discussion there is still insufficient time given or they are embarrassed to ask questions in public”, and **Data 5 Teacher C** “Delivering information and giving assignments to BIPA students also uses WhatsApp. We have a group of teachers and students, so it’s easy when there is urgent information or assignments to them”.

The use of the WhatsApp platform has proven to be quite useful for learning Indonesian as a foreign language to determine the condition of BIPA students. According to Gunawan, et al. (2020), the use of platforms, such as Zoom and Google Classroom, requires a large internet quota and a stable network, so sometimes teachers use the WhatsApp platform to run the online learning process. In addition, the WhatsApp platform is also considered to be able to foster an emotional connection between BIPA teachers and students which is carried out on a private network. A good emotional relationship between teachers and students will certainly have a positive impact because it indirectly makes students feel cared for (Astuti & Lammers, 2017).

Uji Kemahiran Bahasa Indonesia untuk Penutur Asing (UKBIPA)

In BIPA learning, foreign students who arrive in advanced class and prepare to continue their studies in Indonesia usually carry out the BIPA Competency Test, this process uses a system designed with the help of technology. **Data 6 Teacher A** “The final stage used to test the proficiency of foreign students studying Indonesian usually takes the competency test, UKBIPA, sometimes not only at the end of the program but in some cases it is used to test proficiency to determine their level. It’s just that foreign students who have never studied and know Indonesia are immediately placed in the beginner class”.

This type of platform is usually developed by language halls under the sponsorships of the Indonesian government, but sometimes some BIPA program implementing agencies also develop applications independently. The competence of foreign speakers in Indonesian can be known by a series of test activities. The availability of foreign language competency measurement tools will guide teachers in determining learning materials and the placement of foreign students’ proficiency (level) (Cai et al., 2021; Tergujeff, 2021). In addition, in the implementation of BIPA learning, one of the tools used to determine the achievement of foreign students in understanding the learning material is by providing a measurement test so that its existence is needed. Test instruments in BIPA learning need to be developed because their existence can be used as a tool to carry out evaluation procedures for program organizers whether a program is effective or not (Puspitasari et al., 2021). Thus, the steps taken by the institution where the interviewee teaches would have been very appropriate.

Digital Platform Problems

Digital platform problems raised by BIPA teachers in Indonesian language learning, namely technical and substantive categories of problems were found. Of course, the problems faced if not addressed immediately will have an impact on the quality of learning and the final result of learning Indonesian as a foreign language online.

Technical Problems

Based on the information disclosed by the informants, there are several technical problems they face: time management (data 7), knowledge and ability to use technology (data 8), internet network (9), audio interference (data 10), lateness (data 11 and 12), and a less conducive

environment (data 13). **Data from 7 teachers B**, “The problem of time is actually also an obstacle when giving Indonesian language lessons to them. Sometimes the meaning of a word can be explained in more than a quarter of an hour, especially if the network is not stable it can take longer”, **Data from 8 teachers A**, namely “I also honestly still ask friends about the use, how to run applications such as zoom, google classroom. There are some menus that are still not understood when using the platform.” **Data for 9 C instructors**, namely “Technical problem when zooming in is usually unstable internet networks. Especially if there are BIPA students whose wi-fi turns off, the quota runs out, and even the black out. Those things are hard to avoid and I as a teacher can’t do much”. **Data for 10 teachers B**, namely “When zooming sometimes my words are not clear, so they often ask me what I said before. This is an obstacle for us, especially BIPA students, who sometimes hear words quite clearly, they still don’t understand the meaning, especially if my speech sounds unclear, maybe because my voice volume is low or the network is interrupted”. **Data for 11 instructors A**, namely “Well, it’s the same if you teach face to face, students are often late for class, online learning as well as BIPA students are sometimes still late because they usually have technical problems with their laptops or they still don’t understand the use of applications, especially when there are notifications. error.” In addition, the same statement with teacher A, on **the data of 12 instructors B** “Students are still often late for meeting rooms, besides that in the learning process they often turn off their cameras or screen displays”. **Data for 13 Teachers C**, “The places where BIPA students do online learning are inadequate places for learning. Some are in the boarding house usually passing by their friends or other voices are heard, especially in the gazebo or in the outside room so it is not

conducive enough to seem to understand the learning process, especially for BIPA students who are still learning Indonesian. Learning that is carried out face-to-face in classrooms by teachers and students has the same goal, namely to achieve learning goals so that they rarely have external interference from outsiders”.

Based on the findings of technical problems by BIPA teachers in line with the results of Al-Nofaie’s (2020), namely lack of skills in using technological facilities, distractions at home, and lack of physical interaction. In addition, Slattery (2021) states that technical problems that arise include running out of internet quota and poor internet network so that these problems are common problems encountered in the online learning process.

The findings of various technical problems for BIPA teachers in teaching learning Indonesian as a foreign language online are a difficult situation for them to control. It is undeniable that online learning by BIPA students sometimes has external interference from outside (distractors). Distractors are more focused on the learning environment at home, which is not a conducive learning environment because it has many distractions (Kristina et al. 2020). On the other hand, the place for the learning process should have a conducive situation because it requires high concentration, especially in learning Indonesian as a foreign language by BIPA students.

Substance Problems

Based on research findings, digital platform problems substantially on the online learning process by BIPA teachers, namely motivation in learning is sometimes lost (data 14), BIPA teachers sometimes have difficulty explaining the grammatical meaning of a word and its meaning (15), the emergence of monotony in the process learning (16), the topics discussed generally convey the subject matter and usually use

standard language (data 17 and 18), there is no context for conversation, BIPA learner skills in learning practice are less than optimal (data 19), evaluation/assessment of learning outcomes considered less effective because it cannot be carried out face-to-face (data 20).

Motivation in learning is sometimes lost. The factor is the lack of interaction or emotional connection with teachers, colleagues, or native Indonesian speakers. In addition, sometimes there are students who are not interactive which results in a lack of feedback from BIPA students to the teacher. **Data from 14 instructors B** “The problem of online learning has an impact on my interaction as a teacher with students, especially the emotional connection that I do not see directly from the BIPA student. I think BIPA students also feel the same way, they can’t socialize with their peers or Indonesian people or native Indonesian speakers”.

BIPA teachers sometimes have difficulty explaining the grammatical meaning of a word and its meaning. The absence of expression and body language when giving explanations as is done in face-to-face meetings. **Data from 15 teachers A** “This online learning difficulty when explaining the meaning of one word takes quite a long time when learning face-to-face, because thankfully this BIPA student is quite critical when I explain the meaning of an Indonesian word. The problem with online learning is that it can take even longer to explain the meaning of a word. Can’t give facial or body gestures, or point to things like objects when explaining meaning”.

Boredom occurs in the process of learning Indonesian. The boredom factor for BIPA students in the online learning process is that they still feel confused or unable to understand the statements given by the teacher/colleague, especially because the language in the learning process is not their first language. In addition, learning that is carried out online when speaking

is usually a monologue (only one person speaks in expressing an opinion or statement) because it is very rare or even impossible to have concurrent conversations/discussions in online learning. **Data for 16 C teachers**, namely “The online learning process for BIPA students seems to cause boredom for them. Moreover, learning does not use their first language, but uses Indonesian”.

The conversation or topic discussed outlines the subject matter and usually uses standard or formal language and there is no context for the conversation. BIPA learners sometimes need non-formal topics or outside the subject matter that support vocabulary addition when learning a foreign language, but it is rarely found when learning online. Additionally, the context of the conversation in learning Indonesian as a second language really needs context to understand the meaning of a word or sentence. **Data for 17 teachers B** “Online learning in terms of its practice mostly uses standard language, because it is felt that learning through virtual screens feels stiff so the language used is also standard.” In **the data of 18 Teachers C** stated “The language used in the Indonesian language learning process by BIPA students mostly uses standard language and the difficulty is also not being able to find the context of the conversation”.

BIPA learner skills in learning practice become less than optimal. BIPA students in conveying their practice cannot be carried out optimally such as face-to-face learning.

Data from 19 instructors A “BIPA students also in showing learning practices cannot show their skills optimally, either their facial expressions or body gestures are not clearly visible in the virtual classroom. For example, when they practice speaking or telling an incident, they cannot convey it in public face-to-face so they feel less than optimal”.

Evaluation/assessment of learning outcomes is considered less effective because it cannot be carried out face-to-face. Evaluation in the form of collecting assignments by BIPA students usually makes a video or photo practice so that teachers feel difficult and tired when assessing the results of their assignments. **Data of 20 teachers B**, namely “Assessment of BIPA students in online learning is also sometimes an obstacle because the evaluation given is usually done only by giving assignments on google forms or sent to WhatsApp which is felt to make the evaluation less than optimal unlike the evaluations carried out in class which is usually direct feedback from the teacher or other students”.

Overall, the substantial problems in online learning by BIPA learners have an impact on the objectives and final learning outcomes. In line with the findings of various other researchers related to the problem of the substance of online learning, Octaberlina & Muslimin (2020) stated that teachers complained about the lack of direct contact with individuals and interactions, Octaberlina & Muslimin (2020) online learning became bored or monotonous due to the lack of innovation in the learning process and changing evaluation that should be able to be practiced directly so that only sending videos, Kristina et al., (2020) teachers have difficulty supervising learners, providing feedback related to learning interactions, Willermark & Anna Sigridur (2022) communication that occurs in online classrooms brings more one-on-one communication (monologue) and it is difficult to find informal communication between students so that they lose the class picture as natural as what happens in face-to-face classes.

The problems with the substance above actually have to be followed up immediately because they have an impact on the quality of the final learning outcomes. For example in data 14, which relates to motivation, it is very important

for foreign language learners to have motivation because its presence has the potential to overwhelm the mind and body because motivation is a strong motivator (Farid & Lamb, 2020). Based on this, of course, if BIPA students have strong motivation, they will be able to encourage them to channel their positive energy in learning Indonesian and all its obstacles. In line with this, foreign language learning to achieve success that leads to the achievement of communicative competence is influenced by intelligence, ability, attitude, and motivation (Fandino, Munoz, & Velandia, 2019). This seems to be because foreign students, in this context BIPA, do not feel in the native Indonesian environment, the results of research from Anggari et al., (2020) reveal the same thing, BIPA students will be more motivated if they are closer to the culture and community environment Indonesia.

Solutions to Online BIPA Learning Problems

Based on the problems found in BIPA learning, researchers and interviewees provide several solutions with the aim of minimizing the problems found in online lessons, both technically and in substance. This situation is very clear and can affect various aspects, all parties need to work together in order to minimize existing problems. Various collaborations between parties are certainly one of the factors that determine how the BIPA learning program takes place, research results from (Pratiwi et al., 2021) stated that contributions from teachers and related parties, available materials and delivery methods, facilities, and an effective learning environment have been proven to determine foreign language learning outcomes.

Some of these solutions, namely (1) the government and BIPA organizing institutions must develop a platform designed for online Indonesian language learning well, and there is an evaluation

of learning that is in accordance with the online Indonesian language learning program, (2) provide evaluations or assignments related to the material provided. has been given after the learning process, such as filling out *google forms* in practicing writing skills, (3) utilizing authentic sources spread across social media such as YouTube and online news media, (4) increasing digital competence and knowledge of the principles of online foreign language learning, (5) determine the effective learning model used in online foreign language learning so that the learning objectives can be implemented, (6) be able to determine the most relevant platform used in the learning process, considering that BIPA students come from various countries which are of course affected and there is a separate policy regarding digital platforms that can be used or operated in the student's home country, and (7) cooperate with both teachers and foreign students in committing to make online Indonesian language learning run well, such as joining on time and being actively involved in learning. It is hoped that these solutions can be considered because collaboration between parties is a force that can deliver online BIPA learning towards a better, quality.

■ CONCLUSIONS

Several platforms have been used in BIPA learning, but it seems that it is still necessary to integrate various other types of platforms as one of the efforts to find the most effective online BIPA learning. The BIPA learning process carried out online certainly has advantages (for example, it reduces costs and is more practical) but also seems to have complex problems both in terms of technical and learning substance. Of course, this situation must immediately be considered together with the government, practitioners, and institutions that administer Indonesian language learning programs as a foreign language. problems

and all conditions of BIPA learning that are considered unfavorable cannot be avoided but must be faced with effective steps and strategies. In addition, the consequences of the problems faced will certainly make it difficult for foreign students to achieve communicative competence, something that must be achieved by foreign students if they want to be successful in learning Indonesian language and culture. So that foreign students can still achieve this communicative competence, additional assignments and motivation can be given to them to listen more often to authentic sources: songs, podcasts, and other videos spread on YouTube, as well as reading scientific papers and news that can be found in various online media. Based on this, our future research may discuss online BIPA learning about the use of authentic sources and independent language learning.

This study has limitations, researchers only conduct research in one institution that organizes BIPA learning programs. In addition, it has limited sources. Based on this, the researcher recommends expanding the research context by conducting in-depth interviews with BIPA practitioners spread across several institutions that carry out online BIPA programs and adding sources who can provide information. This is done with the aim of being able to represent in general BIPA learning that has entered digital learning.

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