

# Designing a BIPA Syllabus as the Foundation of the Curriculum for the Indonesian Language Program in 10<sup>th</sup> Grade Senior High School in Timor Leste

**No. Abstract:** ABS-ICOLLITE-25059

**Authors:** Mochamad Whilky Rizkylanfi

**Affiliation (s):** Universitas Pendidikan Indonesia



# INTRODUCTION

## The Importance of Indonesian Language Learning in Timor Leste

- **Historical Context**  
Timor Leste has a strong historical connection with Indonesia, especially in the context of its independence struggle. Despite Tetun and Portuguese being official languages, Indonesian remains essential in education and communication (Dardjowidjojo, 2007; Wright, 2010).
- **Role in Education**  
Indonesian is taught as a foreign language and is used in various educational contexts. It is crucial that the curriculum aligns with local needs and socio-linguistic contexts to enhance learning outcomes (Setiawan, 2020).
- **Curriculum Needs**  
The existing curriculum fails to reflect local language dynamics, impacting student engagement and communication skills (Richards & Rodgers, 2014). A relevant syllabus that connects to students' daily lives is essential for effective learning (Nunan, 2004).
- **Socio-Economic Considerations**  
Limited educational resources and the growing need for Indonesian language skills in the workforce highlight the importance of a curriculum that addresses real-life applications (Mahan & Muharam, 2018; Moleong, 2007).
- **Integrated Approach**  
A competency-based approach integrating the four language skills (listening, speaking, reading, writing) and cultural context is necessary for comprehensive language acquisition (Richards & Rodgers, 2014; Setiawan, 2020).
- **Adapting to Change**  
The curriculum must be flexible, incorporating technology and adaptable to evolving educational needs and socio-political contexts (Wright, 2010; Dardjowidjojo, 2007).



# LITERATURE REVIEW

## Key Insights for BIPA Curriculum Design

### 1. Contextual Adaptation in Curriculum Design

- Effective language teaching must align with local needs and contexts (Richards & Rodgers, 2014).
- Incorporating culturally relevant themes like food, daily activities, and traditional practices enhances engagement (Setiawan, 2020; Nunan, 2004).

### 2. Language Skills Integration

- A balanced approach integrating listening, speaking, reading, and writing is essential for comprehensive language proficiency (Nunan, 2004).
- Real-life contexts should be included for authentic language practice (Moleong, 2007).

### 3. Competency-Based Curriculum (CBC)

- A CBC framework ensures practical language use and clear learning outcomes (Richards & Rodgers, 2014; Wright, 2010).
- This approach is essential for real-world application in Timor Leste's multicultural setting.

### 4. Cultural Relevance and Intercultural Competence

- Incorporating Indonesian culture into the curriculum promotes cross-cultural understanding and language engagement (Setiawan, 2020; Dardjowidjojo, 2007).

### 5. Technology Integration in Language Learning

- Digital tools, apps, and online resources make language learning more dynamic and accessible (Wright, 2010; Moleong, 2007).

### 6. Challenges in Language Teaching in Timor Leste

- The multilingual context requires a flexible curriculum addressing the practical utility of Indonesian (Dardjowidjojo, 2007; Setiawan, 2020).

### 7. Teacher Collaboration in Curriculum Development

- Involving local teachers in curriculum design ensures relevance and practical application for students (Mahan & Muharam, 2018).



# METHOD

## **Research Approach:**

- Qualitative descriptive approach
- Data collection through discussions with 17 local teachers

## **Data Analysis:**

- Themes based on discussions and curriculum requirements



# FINDING AND DISCUSSION

## **Integration of Core Language Skills:**

- Listening, Speaking, Reading, Writing
- Focus on developing comprehensive language proficiency

## **Contextual Themes for Language Learning:**

- Self-introduction, Daily activities, Hobbies, Food, Communication, Sports, Transportation, Commerce, Seasons

## **Practical Relevance:**

- Curriculum tailored to themes relevant to students' lives

## **Syllabus Structure:**

- Divided into quarterly units, each with specific themes
- Includes grammar rules and vocabulary development
- Real-life language practice through functional language use

## **Impact of the Proposed Syllabus:**

- Strengthening both linguistic proficiency and cultural understanding
- Introducing students to common communication forms such as conversations and written correspondence

## **Engagement in Language Learning:**

- Practical and relatable curriculum fostering student engagement



# CONCLUSION

**The development of an effective BIPA syllabus in Timor Leste should consider several key aspects:**

- 1. Contextual Adaptation:** Aligning the curriculum with local context and student culture.
- 2. Language Skills Integration:** Integrating all four language skills (listening, speaking, reading, writing) for comprehensive learning.
- 3. Competency-Based Approach:** Emphasizing practical language use in real-life and professional contexts.
- 4. Cultural Relevance:** Incorporating Indonesian cultural elements to enhance intercultural understanding.
- 5. Technology Integration:** Using digital tools to enrich language learning.
- 6. Teacher Involvement:** Involving local teachers in curriculum design for relevance and effectiveness .

## **Future Implications:**

Strengthening cross-cultural understanding and communication in Timor Leste



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