

TEACHING INDONESIAN FOR FOREIGN SPEAKERS: A BIBLIOMETRIC ANALYSIS

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ABSTRACT

The rising demand for *Bahasa Indonesia untuk Penutur Asing* (BIPA, Indonesian for Foreign Speakers) programmes reflects the global interest in mastering Indonesian for various purposes. This study explores trends, challenges, and opportunities in research related to teaching Indonesian to Foreign Speakers. This research uses bibliometric analysis by using data from the Scopus and Dimension databases. The number of articles used in the analysis is 92 from the Scopus database and 716 from Dimension. The keywords include “BIPA” OR “Indonesian Language for Foreign Speakers” OR “Indonesian Language for Foreign Speakers” OR “Indonesian for Foreign Speakers”. The analysis and visualisation were conducted using bibliometric tools (VOSviewer, Biblioshiny). The main findings include BIPA research trends by annual production and country, analysis of keywords and relevant articles, and examination of significant sources, authors, and affiliations in this field. This research analysis indicates an increasing interest in Indonesian language education among foreign speakers, as evidenced by the increasing annual production and international participation in BIPA research. However, challenges such as the gap between research output and impact highlight the importance of strategies to increase visibility and engagement within the academic community.

Keywords: Indonesian for Foreign Speakers (BIPA); bibliometric analysis; research trends; language education

Introduction

In recent times, the importance of language education has grown exponentially, crossing geographical and cultural boundaries. This phenomenon relates to the interconnectedness of societies, economies, and communication platforms (Mettewie & Mensel, 2023; Porto & Houghton, 2021; Xue & Pan, 2012) that have increased the need for individuals to be proficient in multiple languages. As a result, language education is essential in promoting intercultural competence, fostering interaction, and bridging linguistic barriers in various contexts, from academia and business to diplomacy and tourism (Basilio et al., 2019; Wibowo et al., 2021; Zhang, 2020). Language education facilitates cross-cultural understanding, international collaboration, and global mobility. Besides, language education is crucial for effective communication in various contexts and opening doors to global opportunities, showing the value of teaching languages such as Indonesian (*Bahasa Indonesia*). The importance of Indonesian extends beyond national borders, as it has received official recognition as the language of the UNESCO General Conference during the plenary session convened on 20 November 2023.

In this case, Bahasa Indonesia holds an essential position as a language of immense cultural and economic significance, both within the context of its home country and on the international stage (Ediwarman, 2022). In cultural terms, Bahasa Indonesia serves as a medium for expressing Indonesia's rich heritage, traditions, and social values and fostering a sense of identity and belonging among its speakers (Muslim & Brown, 2016). Economically, Bahasa Indonesia is essential as the language of commerce, diplomacy, and tourism, facilitating business transactions, international relations, and cultural exchange across borders (Saddhono et al., 2024; Wibowo et al., 2021). Its status as an official language in Indonesia, a densely populated and economically dynamic country, further emphasises the importance of the Indonesian language in various fields, from education, media, and government to industry.

Indonesian for Foreign Speakers (*Bahasa Indonesia bagi Penutur Asing [BIPA]*) was set up to address the needs of foreign speakers in using the Indonesian language. As it not only enriches language diversity but also increases opportunities for cultural exchange and mutual understanding on a global scale. *BIPA* programme is presently under the Ministry of Education, Culture, Research, and Technology, and it assists teachers in expanding their skills in teaching Indonesian to foreign speakers (Rahmanu et al., 2023). According to Muliastuti et al. (2023), approximately 45 nations have integrated Indonesian language instruction into their educational systems for both students and university-level learners. This information is subject to fluctuations over time. Solikhah & Budiharso (2020) stated that 219 universities across 78 countries incorporate Bahasa Indonesia into their curriculum for non-native speakers.

The rising demand for BIPA programmes reflects the global interest in mastering languages for various purposes. For example, students, especially those with academic or research interests in Indonesia or Southeast Asia, seek BIPA programmes to improve their language skills and cultural understanding (Saddhono et al., 2024; Solikhah & Budiharso,

2020). Then, professionals, including business executives, diplomats, and government officials, recognise the strategic advantages of Indonesian language proficiency for effective communication and collaboration in the Indonesian market or diplomatic engagements (Amani & Yuly, 2019; Ediwarman, 2022; Muslim & Brown, 2016). Additionally, tourists and cultural enthusiasts are attracted to BIPA programmes to enrich their travel experiences, interact with local communities, and deepen their appreciation of Indonesia's diverse cultural heritage (Wibowo et al., 2021).

Nonetheless, there are several challenges in teaching BIPA for teachers (Ningsih et al., 2018; Rahmat et al., 2024; Tiawati et al., 2023). The linguistic complexities arise from complicated grammar, diverse vocabulary, and pronunciation nuances, which require teachers to design comprehensive language programmes that can address these complexities. In addition, BIPA learners must understand the cultural norms, etiquette, and social context embedded in language use. Adapting pedagogical strategies to accommodate the needs of learners with various proficiency levels, learning styles, and cultural backgrounds poses significant challenges. The effective teaching of BIPA involves developing inclusive and engaging teaching methods that encourage language acquisition while promoting cultural understanding and communicative competence among learners.

Introducing bibliometric analysis in the context of BIPA research literature is crucial to understanding trends and areas that require further exploration. Bibliometric analysis involves quantitative methods to analyse publications, citations, authors, and keywords in a specific research domain, which provides information about research trends, influential works, and gaps in the existing literature. Therefore, this study aims to explore trends, challenges, and opportunities in BIPA using bibliometric analysis.

Methodology

Due to the relatively limited number of articles on BIPA published in Scopus, this study used data from the Scopus and Dimension databases. The Dimension database, which includes nationally indexed articles, was included to find the national trend.

Search limitations were made on specific keywords. Within the Scopus database, the keywords applied include "*BIPA*" OR "*Bahasa Indonesia Bagi Penutur Asing*" OR "*Indonesian Language for Foreign Speakers*" OR "*Indonesian for Foreign Speakers*". The subject area of this research was also focused on "*Social Sciences*" and "*Arts and Humanities*". The source type was limited to English-language journal articles. The exact keywords are also used to search the data. However, there are differences in the field of research; this search is limited to journal articles in the fields of "*Language, communication, and culture*", "*Language studies*", "*Linguistics*", "*curriculum and pedagogy*", and "*education*". It is conducted due to differences in file sorting based on subject area in Scopus and dimension. Table 1 shows the main information of data sources from Scopus and dimension database.

Table 1

The Main Information of Data Sources from Scopus and Dimension Database (Through Biblioshiny)

Description	Scopus	Dimension
MAIN INFORMATION ABOUT DATA		
Timespan	2013-2024	2013:2024
Sources (Journals, Books, etc)	60	433
Documents	92	716
Annual Growth Rate %	4.74	39.52
Document Average Age	4.23	3.07
Average citations per doc	3.685	1.485
References	2924	5123
DOCUMENT CONTENTS		
Keywords Plus (ID)	199	1
Author's Keywords (DE)	286	1
AUTHORS		
Authors	260	1476
Authors of single-authored docs	14	188
AUTHORS COLLABORATION		
Single-authored docs	15	198
Co-Authors per Doc	3.14	2.48
International co-authorships %	25	4.19
DOCUMENT TYPES		
article	66	716
book chapter	2	
conference paper	19	
conference review	3	
Review	2	

Table 1 shows a considerable difference between the articles in the Scopus and Dimension databases. After screening with these criteria, the number of articles used in the analysis from the Scopus database is 92. At the same time, the number of articles used after limiting the criteria from Dimension is 716.

Next, analysis and visualisation were conducted using bibliometric tools (VOSviewer, Biblioshiny) (Logatti & Nazareth, 2022) and Microsoft Excel to provide an overview of the research landscape and facilitate insights into BIPA education.

Results and Discussion

The results and discussion section addresses the trends of BIPA research based on annual production and countries, the most relevant keywords and articles, and the most relevant source, authors, and affiliations.

The Trends of BIPA Research Based on Annual Production and Countries

This study examines the quantitative aspect of BIPA research by looking at the annual output of scientific articles related to BIPA. The analysis revealed an emerging pattern of the growing importance and attention paid to Indonesian teaching and learning among non-native speakers. The data of annual production trends are shown in Figure 1.

Figure 1

Annual Publication Output on BIPA Research: (a) Dimension Database, (b) Scopus Database

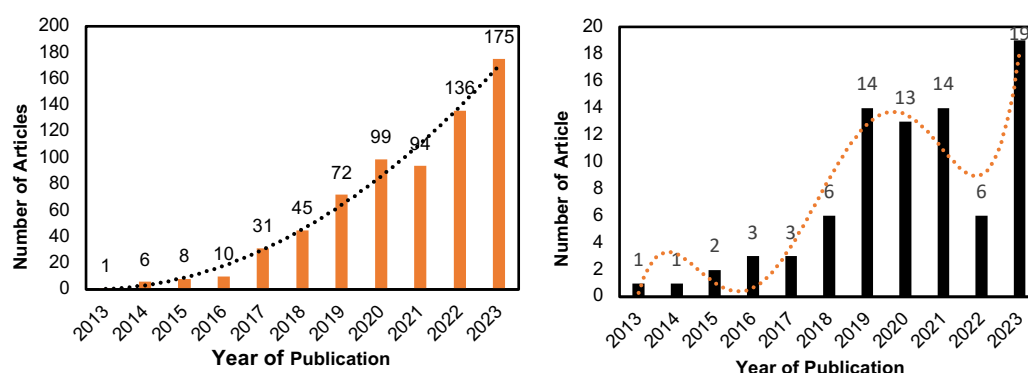


Figure 1 shows the annual publication results BIPA research from Dimension and Scopus databases. In the Dimension data, the number of publications shows a consistent upward trend, from one article in 2013 to 175 articles in 2023, with noticeable growth from 2017 onwards despite a slight decline in 2021. In contrast, Scopus data shows a slower initial growth, with six articles in 2018 and a gradual increase to 19 articles in 2023, indicating fluctuations in the number of publications. This finding shows that the Dimension database has an increasing and consistent growth in BIPA research publications compared to Scopus.

Based on the trends in Figure 2, it is recommended to consider Dimension as the central database to access the latest BIPA research publications. Moreover, it is suggested that future researchers focus on publishing more research related to BIPA in Scopus to enrich the knowledge and discourse in the field.

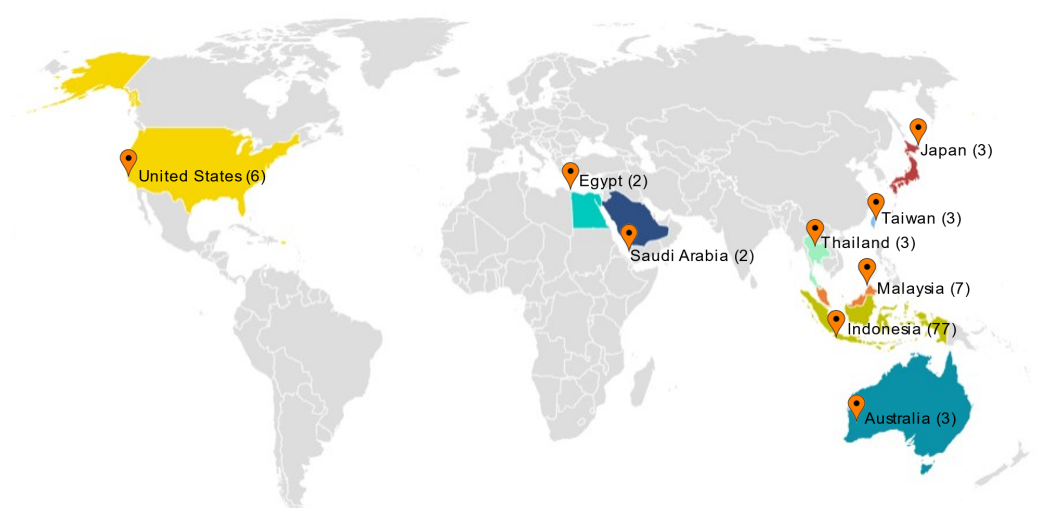
Next, the geographical distribution of publications to identify the top contributing countries in this field is examined to determine the origins of these scholarly contributions

to understand the global landscape of BIPA studies and the varying levels of interest and engagement in different regions. The findings are helpful to understand the international impact and reach of BIPA research. Figure 2 shows that most BIPA research contributions come from the Asian continent. Indonesia leads significantly with 77 documents, followed by Malaysia with seven documents. The United States published six documents showing global involvement in BIPA research. In addition, Asian countries also contribute to BIPA research publications, indicating the position of BIPA research across the region.

Figure 2

Geographic Distribution of BIPA Research Publications: Top Countries

Source: Scopus Database



In addition to geographical contributions, the impact of BIPA research is described based on the number of citations and total link strength per country. Table 2 shows the impact of BIPA research by citation rate and link strength across countries. The United States stands out with 574 citations and 16 total links. It shows that the United States has a strong influence and involvement in BIPA-related research. In contrast, countries such as Thailand, Malaysia, and Australia have lower citations and link strength, and have a minor impact or visibility of BIPA research efforts.

Even worse, despite being the country with the highest number of documents in BIPA research, Indonesia was found to show a relatively lower impact in terms of citations and total link strength, with 399 documents but only five citations and no total links. This finding suggests that a large quantity of research output does not necessarily lead to high impact or visibility within the academic community. Further research on factors that influence citation and linkage rates are needed to improve the dissemination and recognition of Indonesian BIPA research on a global scale.

Table 2*The impact of BIPA Research: Citations and Link Strength*

Country	Documents	Citations	Total Link Strength
United States	9	574	16
Thailand	4	69	0
Spain	4	1	5
South Korea	3	19	5
Malaysia	6	12	0
Japan	4	7	2
Indonesia	399	5	0
Germany	3	2	3
China	7	1	1
Bangladesh	3	27	1
Australia	4	0	1

The Trends of BIPA Research Based on The Most Relevant Keywords and Articles

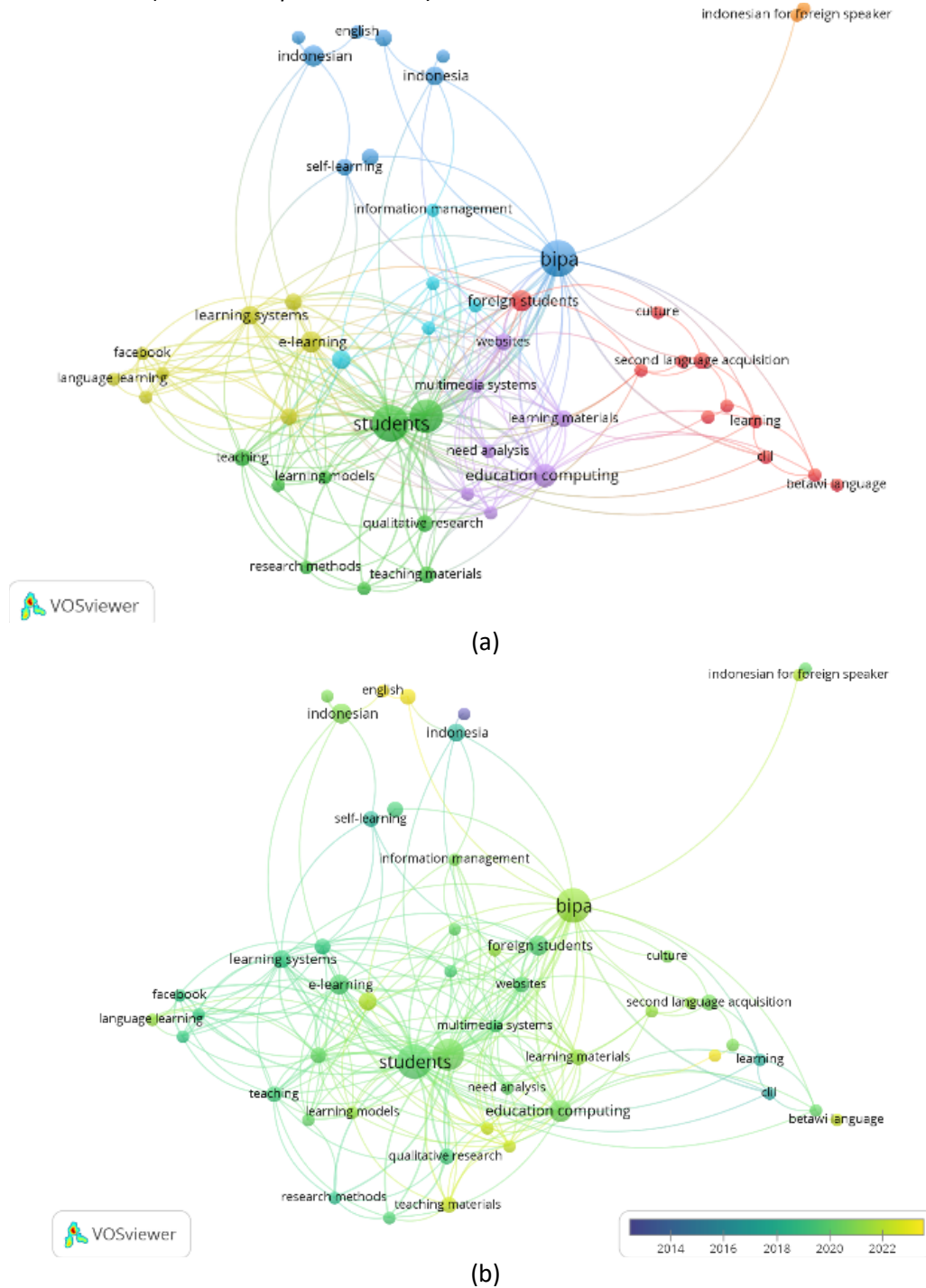
BIPA research was also reviewed based on the most relevant keywords and articles. This aims to uncover key themes, challenges, and advancements in BIPA research. In addition, it identifies future directions and areas that can be further explored in BIPA education. The keyword visualisation in Figure 3(a) reflects the diversity and complexity of research in BIPA, which includes linguistic aspects such as interlanguage, interference, and language acquisition, and the use of technology such as e-learning, computer-aided instruction, and multimedia systems in language learning. All of these show the variety of approaches and methods used in understanding, teaching, and learning Indonesian.

In addition, social and cultural issues such as interculturality, Indonesian folklore, and social media are also of concern in language learning. There is a need for more research on developing more effective and adaptive methods, strategies, and curricula for learning Indonesian so that foreign speakers can meet the needs of the times. Some topics that can be investigated are language learning for specific purposes, the effectiveness of project-based learning methods, learning strategies in multicultural contexts, and analysis of language education needs for foreign speakers in Indonesia.

The overlay visualisation analysis also shows that learning materials and e-learning-related topics are also significant areas of BIPA research. The development of e-learning has become an increasingly important aspect in modern educational contexts, especially with the shift towards more widespread online learning. In the context of BIPA, e-learning offers the potential to increase the accessibility of learning, widen the reach of students, and provide a more interactive and up-to-date learning experience. This is particularly relevant given the changing global learning trends and the demand for technological adaptation in the educational process. Therefore, more in-depth studies should be conducted on using e-learning in BIPA.

Figure 3

The Visualisation of Keywords Related to BIPA Research (a) Network, (b) Overlay Visualisation (Source: Scopus Database)

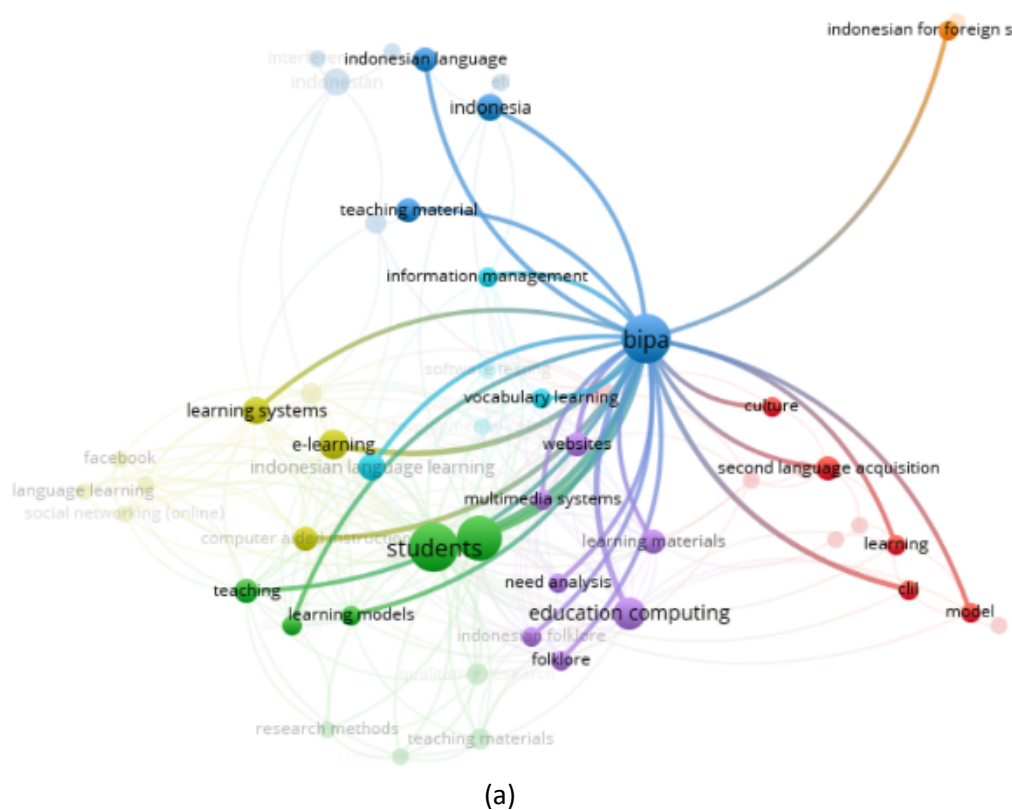


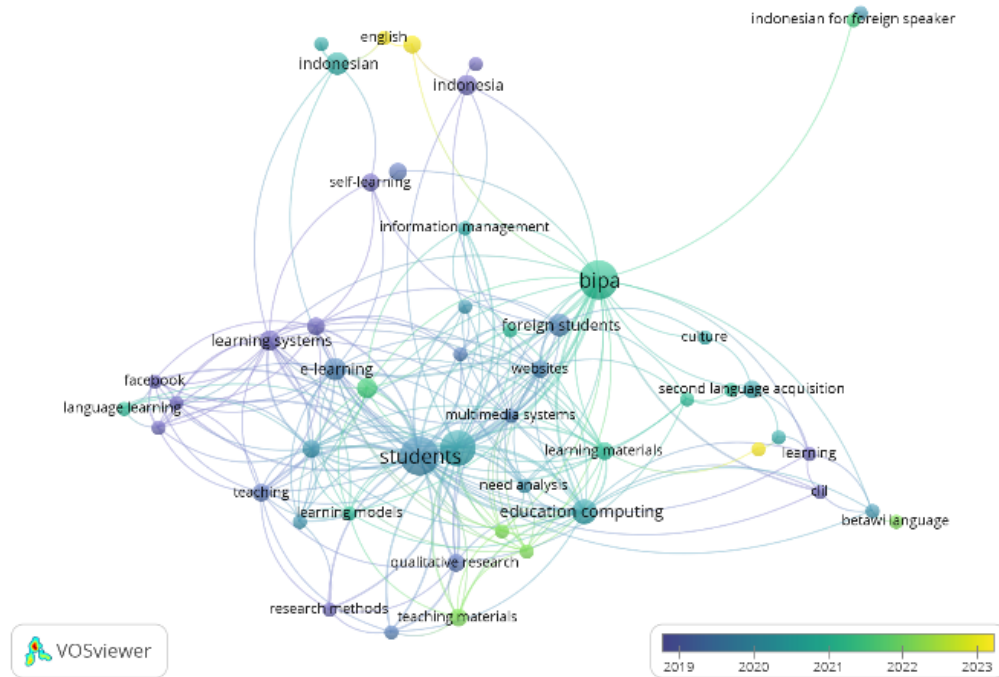
Furthermore, focusing on BIPA keywords in keyword visualisation is beneficial in identifying research gaps that have yet to be extensively explored. Figure 4 shows a visual analysis of BIPA research through (a) thematic mapping and (b) temporal mapping. In Figure 4(a), although the keyword “BIPA” has a strong relationship with terms such as “foreign students” and “second language acquisition”, it is not directly linked to “teaching materials” and “social networks”, indicating that these areas are still under-explored in the context of BIPA. These are good opportunities for future research.

Additionally, Figure 4(b) shows the trend of research topics over the past five years. Darker colours in the overlay visualisation show older research, while brighter colours show newer research. “Teaching materials” has received increasing research attention in recent years, as indicated by the yellow colour, and this area will continue to grow in importance.

Figure 4

Keywords Gap Analysis (a) and The Latest Trends Topics in BIPA Research (b) (Source: Scopus Database)





(b)

This study also analysed the 10 most relevant articles related to BIPA based on author, title, year of publication, and source title. This review aims to pinpoint significant contributions and key themes in BIPA research. Table 3 shows the most relevant articles to BIPA research in the Scopus database. These articles cover a wide range of topics, including the development of web-based language proficiency tests, analysis of phonetic errors and patterns in BIPA pronunciation by foreign speakers, information literacy of international students studying BIPA, design of web-based BIPA placement test instruments, use of Kaskus applications as alternative learning media, development of FonBi applications for phonetic transcription, implementation of virtual reality technology in learning materials, web design for distance learning, development of mobile applications in BIPA learning, and use of corpus linguistics in vocabulary teaching. These articles showcase trends and innovations in learning and teaching Indonesian to non-native speakers.

Based on these findings, it is recommended for future research to explore the integration of artificial intelligence (AI) technology in BIPA learning, further exploration of the potential of augmented reality (AR) and virtual reality (VR) in language learning experiences, multicultural-based curriculum development, hybrid learning evaluation (online and offline), analysis of social media usage, research on game-based learning methods, and specialised learning strategies for specific professions and purposes in the BIPA context.

Table 3*The Most Relevant Article Related to BIPA (Source: Scopus Database)*

Authors	Title	Year	Source title
(Oktriono, 2019)	UKBI: Experimental development of web-based Indonesian language proficiency test for foreign speakers	2019	Journal of Physics: Conference Series
(Salamah & Setiawati, 2024)	Articulatory phonetic errors and patterns in Thai BIPA speakers: A study at SWM School Thailand	2024	Indonesian Journal of Applied Linguistics
(Oktaviani & Rachman, 2018)	Information literacy of international student, Indonesian as Foreign Language (IFL), in Indonesia	2018	Library Philosophy and Practice
(Boeriswati et al., 2023)	Web-Based Design of BIPA Placement Test Instrument for Foreign Speakers	2023	International Journal of Learning, Teaching and Educational Research
Arvianto F.	Kaskus Smilies Application as an Alternative Instructional Media in BIPA (Indonesian Language for Foreign Speakers) Teaching	2020	Journal of Physics: Conference Series
(Nursaid et al., 2024)	Development of FonBi Application: A Phonetic Transcription Tool Assisted by Artificial Intelligence for Indonesian Language	2024	International Journal of Information and Education Technology
(Rahmanu et al., 2023)	Investigating the Implementation of Multimodality and Spherical Video-Based Immersive Virtual Reality in the Indonesian Language for Foreign Speakers' Learning Materials	2023	Theory and Practice in Language Studies
(Maulana et al., 2020)	Web design for distance learning Indonesian language BIPA	2020	Proceedings of 2020 International Conference on Information Management and Technology, ICIMTech 2020
(Seri & Sutrisno, 2021)	Design and Development of Mobile Application in Indonesian Language Learning for Foreign Speakers Level A1	2021	Journal of Physics: Conference Series

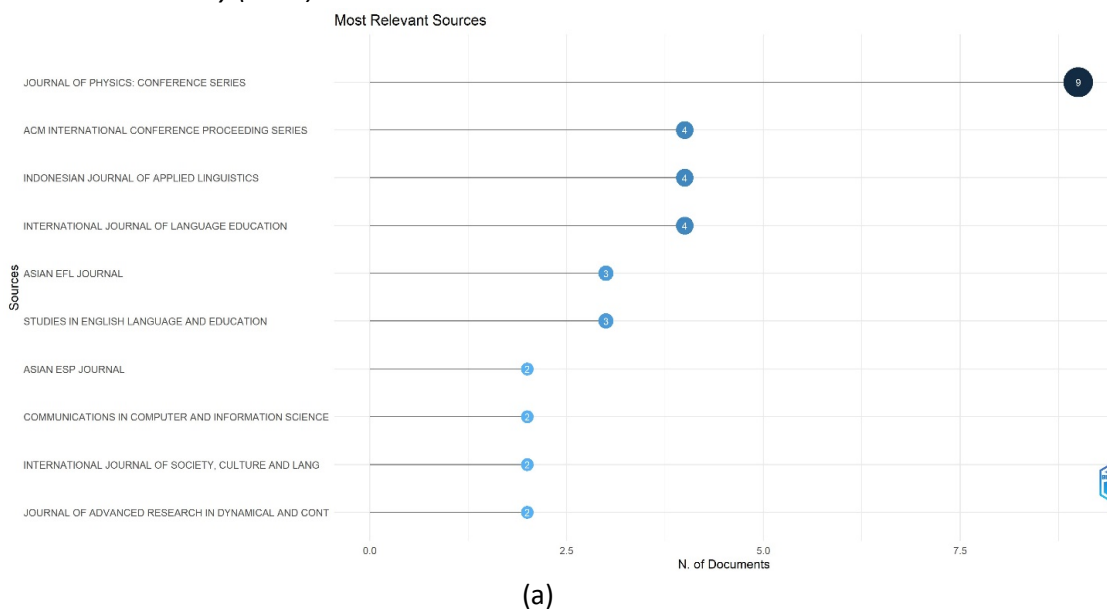
(Saddhono et al., 2023)	Corpus Linguistics Use in Vocabulary Teaching Principle and Technique Application: A Study of Indonesian Language for Foreign Speakers	2023	International Journal of Society, Culture and Language
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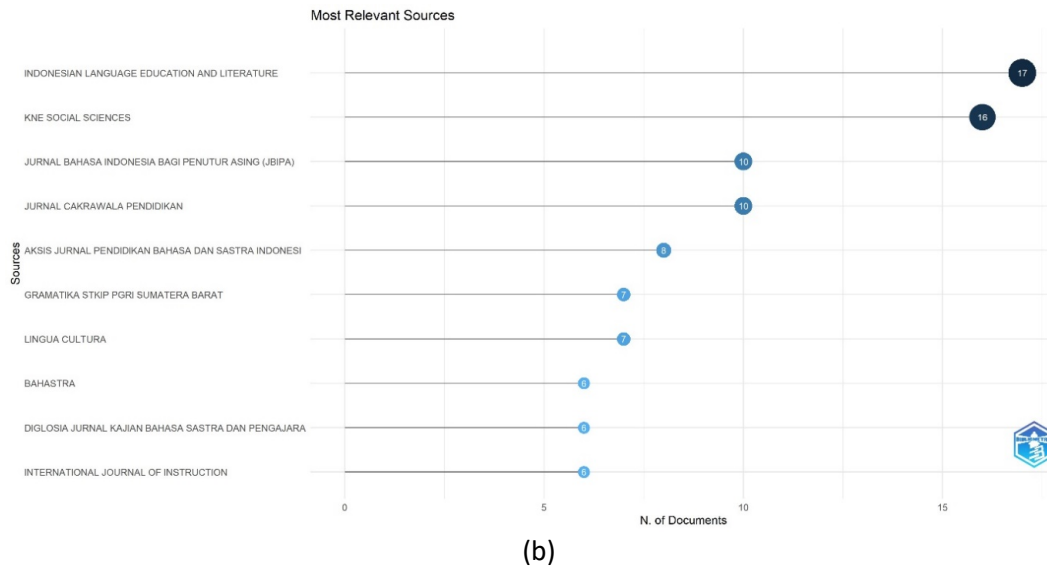
Trends of BIPA Research Based on The Most Relevant Source, Authors and affiliations

Trends in BIPA research were also assessed based on the most relevant sources and authors. It aims to show the variation between data from Scopus and Dimension. Figure 5(a) shows that the sources and authors of BIPA research published in Scopus. “The Journal of Physics: Conference Series” and “The ACM International Conference Proceeding Series” are the main sources with the highest contribution of articles. This finding shows a focus on international conferences and events. Figure 5(b) shows that the sources and authors of BIPA research published in Dimension. In the national database, there is a diversity of relevant sources, including journals such as “Indonesian Language Education and Literature” and “KNE Social Sciences”, with a publication focus on language education and social sciences. These differences suggest a variety of research interests and methodological approaches in understanding and developing the field of BIPA.

Figure 5

Trends in BIPA Research Based on Relevant Source, (a) Scopus, (b) Dimension
Source: Biblioshiny (2024)





In addition, BIPA Research Trends Based on Relevant Authors was examined using data from the Scopus and Dimension databases. The results show that both databases do not show a significant number of authors who contribute substantially to BIPA research (see Figure 6). These findings suggest that there is still much room for exploration and contribution from authors in the field of BIPA. The limited number of prominent authors suggests that there is a need for more comprehensive and diverse research efforts to further advance the understanding and development of BIPA education.

The trends in BIPA research were also assessed based on the most relevant sources and authors, aiming to demonstrate the variation between data from Scopus and Dimension. The Scopus data reveals that 'The Journal of Physics: Conference Series' and 'The ACM International Conference Proceeding Series' are the main sources, contributing significantly to the field. This finding indicates a focus on international conferences and events. In contrast, the data from Dimension highlights a diverse range of relevant sources, including journals such as "Indonesian Language Education and Literature" and "KNE Social Sciences", with a publication focus on language education and social sciences. These differences suggest a variety of research interests and underline the breadth of the field of BIPA, encompassing diverse areas of study.

Figure 6

Trends in BIPA Research Based on Relevant Authors, (a) Scopus, (b) Dimension
 Source: Vosviewer (2024)

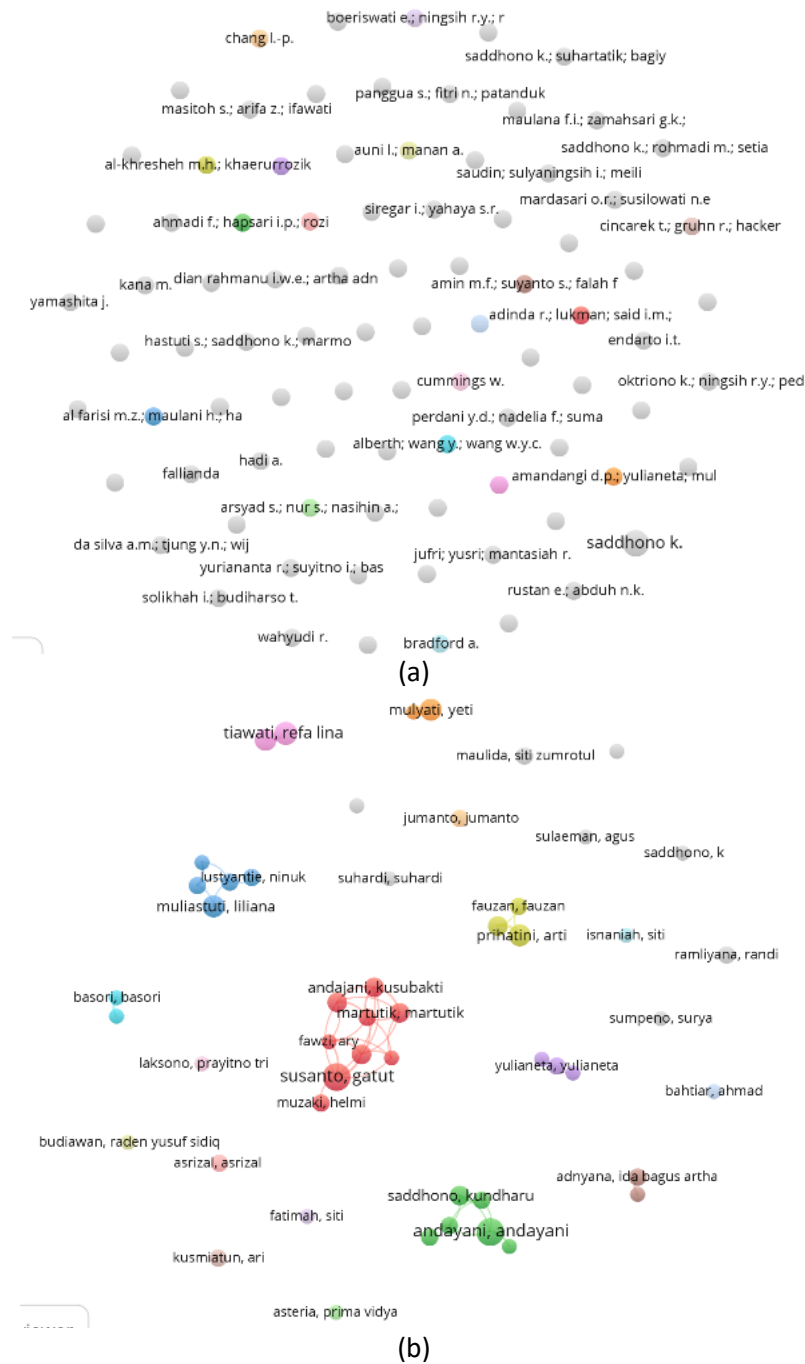


Table 4

Trends in BIPA Research Based on Co-authorship Organization from Scopus (Source: Vosviewer)

Organization	Documents	Citations	Total Link Strength
Universitas Pendidikan Indonesia, Indonesia	4	20	2
Universitas Sebelas Maret, Indonesia	4	8	9
Universitas Negeri Semarang, Indonesia	3	2	12
Universitas Sebelas Maret, Surakarta, Indonesia	3	5	14
Universitas Gadjah Mada, Indonesia	2	3	4
Universitas Negeri Jakarta, Jakarta, Indonesia	2	2	2
Universitas Negeri Malang, Indonesia	2	3	5
Universitas Negeri Yogyakarta, Indonesia	2	0	5
Yale University, United States	2	1	8
Akademi Komunitas Negeri Aceh Barat, Indonesia	1	0	2

Table 5

Trends in BIPA Research Based on Co-authorship Organization from Dimension

Organization	Documents	Citations	Total Link Strength
Yogyakarta State University	26	52	4
Indonesia University of Education	25	49	6
Sebelas Maret University	24	48	0
State University of Jakarta	22	28	4
State University of Malang	21	28	9
Universitas Muhammadiyah Malang	12	9	0
State University of Padang	11	48	1
State University of Surabaya	10	6	0
State University of Semarang	9	17	1
Udayana University	9	4	0

Based on the findings of the BIPA research trends, there are still challenges and opportunities in BIPA research. The geographical distribution of BIPA research publications emphasises the critical role of Indonesia as the leader of research publications in this field, with a considerable number of research documents. However, the discrepancy between the high production of research documents and the relatively lower citation rates, even within Indonesia, suggests a potential gap between research output and impact. This disparity underscores the pressing need for strategies to amplify the visibility and influence of BIPA research on a global scale.

Keyword analysis of research gaps revealed important thematic areas requiring further BIPA research exploration. The variety of keywords reflects the diverse nature of

BIPA education, which includes linguistic, technological, social, and cultural dimensions. There is limited research on teaching materials and research methods on social networking in BIPA. This indicates opportunities for future research to address emerging challenges and improve pedagogical practices in teaching Indonesian to non-native speakers.

Then, from the analysis of BIPA research trends by source, author, and organization, it can be concluded that Indonesian institutions dominate in producing BIPA research documents geographically. However, the disparity between high production rates and relatively low citation rates in some regions, including Indonesia, hints at the need for strategies to increase the visibility and impact of BIPA research globally. This could involve inter-institutional collaboration, promoting multilingual publications, and knowledge dissemination activities to bridge the gap between research output and impact.

Conclusion

This research demonstrates the critical need for bibliometric exploration in BIPA research, as it highlights key trends and areas of development. The main findings of this study include BIPA research trends by annual production and country, analysis of keywords and relevant articles, and examination of significant sources, authors, and affiliations in this field. This research analysis indicates an increasing interest in Indonesian language education among foreign speakers, as evidenced by the increasing annual production and international participation in BIPA research.

However, challenges such as the gap between research output and impact highlight the importance of strategies to increase visibility and engagement within the academic community. Although this study contributes to identifying trends in BIPA research, one of its limitations lies in its reliance on bibliometric analysis, which primarily focuses on the co-occurrence of keywords and publication metadata and does not delve into the full content of the articles used in this study. Only a few of the most relevant articles were analysed in depth. As a result, this study has not analysed theoretical frameworks, pedagogical models, or context-specific challenges presented in the research articles. Future research could complement bibliometric findings with content analysis or qualitative reviews to provide a more comprehensive understanding of developments in BIPA education.

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