



BIPA (Indonesian for Foreign Speakers) as An Educational Tourism Program in Bali

I Gusti Ngurah Agung Suprastayasa^{1*}, Nyoman Reni Ariasri²

^{1,2}Politeknik Pariwisata Bali (Bali Tourism Polytechnic)
Jl. Darmawangsa, Kampial Kuta Selatan, Badung, Bali, Indonesia

*Corresponding author e-mail: agung.suprastayasa@ppb.ac.id

ABSTRACT

One form of tourism that has grown significantly around the world is educational tourism. The potential of Indonesian for Foreign Speakers (BIPA) as an educational tourism destination offering educational experiences is discussed in this study. The study's methodology is a qualitative one because the issues under investigation concern actors in the tourism and education industries' attitudes and perspectives on BIPA as one of Bali's main interests for international tourists. Data were collected by interviewing a number of key informants including: the BIPA program director, BIPA teachers, a faculty member and who also involved in international program, a number of individuals involved in the tourism industry, including the current and previous president of the Indonesian Tour Guide Association, tourism observers, and academics. The study's findings indicate that BIPA has the potential to become one of Bali's top draws for visitors looking to learn the Balinese and Indonesian languages.

Keywords: BIPA, Indonesian language, education tourism, language tourism

Article history: Submitted March 2023 | Accepted April 2023 | Published May 2023

1. INTRODUCTION

In the fields of tourism and education research, research topic on educational tourism is not new. The term "educational travel" or "edu-tourism" (Holdnak & Holland, 1996), which were defined as "a program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location," or "purposeful learning and travel," were first used to refer to educational tourism as a phenomenon or as a scientific object.

According to Ritchie (2003), Haukeland et al. (2013), and others, the British aristocracy's Grand Tour, which was conducted from the 17th to the 19th centuries with the primary goal of cultivating participants through a series of perpetual tours in European nations, was the first forerunner of educational tourism as a phenomenon. Another illustration is how early American colonies typically obtained legal training. To receive training in conducting legal work in the newly

established American colonies and states, they travelled to British Inns of Court. Since then, the problem has continued to expand, especially with the increased global involvement of the majority of the world's nations. At this time, we can see the number of student mobility increasing year over year, or increasing ninefold between 1963 and 2006 (Varghese, 2008). The Canadian Tourism Commission (2001) and Rappolo (1996), among other publications, have both shown a large rise in educationally focused travel trips.

There is disagreement about the precise definition of educational tourism, making it difficult to use the terms "tourism" and "education" interchangeably. The majority of proponents concur that it entails leaving home with the primary or secondary objective of learning in a different setting (Ritchie, 2003; Pitman, 2010; Stoner et al., 2014). Beyond that, many people define educational tourism differently. A large portion of the literature makes technical attempts to define educational tourism in terms of the industries or industry groups that are included or omitted. For instance, Richards (2011, p. 14) notes that the emergence of educational tourism is a result of cultural tourism's fragmentation and that it is a distinct subset of volunteer tourism, language tourism, and creative tourism.

According to Bodger (in the City of Cape Town, 2009, p. 70), educational tourism encompasses four different types of travel: ecotourism, heritage tourism, rural/agricultural tourism, and student exchange between educational institutions. Ritchie (2003) proposes four components for educational tourism in his model, which was based on extensive research on the topic over the previous 15 years. Although he does not categorize it by topic matter, he does divide it into three demographic divisions, with "educational tourism" being the fourth.

Ritchie (2003) created an educational tourism model by using an anthropological viewpoint that is based on the variables that inspire visitors of all ages. The drive to study, in his opinion, defines educational tourism. According to this approach, learning can be a major or secondary reason for traveling (Ritchie, 2003, p. 14), and it can take place officially (with the help of an expert or guide) or informally (alone or on one's own initiative) (Ritchie, 2003, p. 11).

According to (McGladdery & Lubbe, 2017), Ritchie's educational tourism model has contributed to conceptualizing the wedge between education and tourism and to raising awareness of educational tourism as a niche industry. This paradigm, however, has some drawbacks. The motivating contradiction of "prioritizing tourism" against "prioritizing education" is one of this model's shortcomings.

In addition, a process-driven and results-based educational tourism model has been proposed by (McGladdery, 2016) as a transformative experiential model, drawing on existing research in educational tourism and aligned international educational disciplines. This model proposes that the development of well defined and appropriate learning stages that come from the process is necessary for successful learning to occur on educational tours. Traditionally, learning outcomes are divided into three groups: 1). Cognitive consequences, which gauge how much knowledge needs to be acquired; 2). Affective result - gauges potential shifts in attitudes or modes of thought; 3). Behavioral results - gauge the abilities that need to be improved.

The benefit of developing outcomes is that they can be examined and changed to affect effective learning because they are measurable. All phases of a tourist's life are covered by this model. In order for tours to be effective, visitors must encounter something different from their everyday context, and the educational value of the experience must be considered. Learning is enhanced by facilitation. The final requirement for educational travelers is a desire to study. The approach makes the assumption that positive facilitation by tour guides, teachers, or parents will foster learning even if it acknowledges that youngsters may not always be motivated to engage in it. Informal self-discovery trips to formal academic credit courses are all examples of educational tours. Learning experiences define the learning process, and learning can be associated with cognitive, affective, and behavioral results.

Global learning can be incorporated as an extra purpose of the model when educational tourism is placed in a cultural or environmental setting that is distinct from that with which the tourist is accustomed, or when it involves international travel. In such situations, global awareness (cognitive outcomes), global minds (affective consequences), and worldwide competencies (behavioral outcomes) can all be formed.

The model offers a framework within which educational tourism activities can be developed and future research can be coordinated by reconceptualizing educational tourism as a transformative process with clear definitions and measurable outcomes, as opposed to by industry sector or subject of the tourism product. The process method also raises the possibility of fusing different industrial tourist sectors with educational tourism.

In industrialized nations like America, Europe, and Australia, the travel industry for educational purposes has grown quickly. Traveling with the intention of learning something has become a tradition in their culture, particularly for schoolchildren. They engage in educational tourism both domestically and overseas, such as through the "semester abroad" program, which allows students to earn semester credits for their academic work at universities abroad. Additionally, industrialized nations have created educational tourism initiatives to draw visitors from around the globe. Language immersion programs (particularly English language immersion programs) in nations where English is spoken as the first language, such as England, America, or Australia, have emerged as one type of educational tourism.

Bali as the prominent tourism destination in Indonesia is also experiencing the growth of educational tourism that includes both domestic and international students. The growing number of colleges in Indonesia that are creating international programs and enrolling foreign students demonstrate this positive development, even though there is not any statistical evidence to support it. Students from Europe can study at Udayana University for a semester as part of the International Business Studies Network program, for instance. Other foreign programs offered by Udayana University include BIPAS (Bali foreign Programs on Asian Studies), UNUD-SIT, UNUD NORCIS, and ASEAN Exchange. Additionally, a number of campuses in Bali are creating programs for international students, including ISI Denpasar, Ngurah Rai University, and others.

The BIPA program, which stands for Indonesian Language for Foreign Speakers, is one of the educational tourism topics that appears to have the potential for development in Bali. For their kids or students, some countries have launched BIPA programs. Secondary schools in Australia offer Indonesian language instruction. Universities in the United States provide their students scholarships to study foreign languages, including Indonesian, which is one of them. Indonesian is also a subject taught in a number of global programs created by colleges in Bali. It is required to perform an extensive investigation of the potential of BIPA as an attraction for international speakers of Indonesian in order to better understand the potential of educational tourism in teaching Indonesian to them.

2. METHOD

The approach used in this study is a qualitative approach because the problems to be examined relate to the opinions and views of tourism and education actors in relation to BIPA as one of the attractions for foreigners to come to visit Bali. In addition, BIPA activities in Bali have not been widely implemented so that the use of a quantitative approach in this study is less relevant.

Data collection were conducted through in-depth interviews with the following key informants: The director of the BIPA Program at Balai Bahasa Denpasar, BIPA teachers, a faculty member at Udayana University who teach and also manage a program for international students, a number of tourism stakeholders, including the current and previous presidents of the Indonesian Tour Guide Association and academics.

3. RESULT AND DISCUSSION

3.1 Opportunities for BIPA as An Educational Tourism Program

According to Roppolo (1996), the ability of two businesses, namely education and tourism, would have a significant impact on the success, growth, and economic prosperity of many countries in the 21st century. The provision of tourism products has been impacted by considerable changes in tourist behavior, which have also occurred in the world of tourism. According to Poon (1993), market developments have accelerated changes in the tourism industry. The so-called "new tourists" of today and tomorrow are considerably different from the generic mass tourists. More and more new visitors are shown a propensity to be adaptable, involved, and participatory. As mentioned by one of the key informant "... nowadays many tourists want to learn something new during their vacation, some learn how to make Balinese offering, some learn how to cook Balinese food and many other..." Such activities show how much the tourists are eager to be involved in local community activities. It could be done better when they understand the language. Therefore BIPA component in such travel to Bali would be beneficial for the tourists as well as the local people.

New visitors are described as possessing the following qualities: higher levels of education, concern for the environment and culture, great curiosity, being more academic, frequently engaged in personal pursuits, active participants who want to gain first-hand experience, and real (Poon, 1993). With the aforementioned traits of a new traveler, BIPA has a tremendous chance to become one of the attractions of educational tourism. Packaged and coupled BIPA programs with cultural

activities, outdoor activities, and several other tourism attractions will be a special draw.

All nations must have cross-cultural experiences if they hope to compete effectively in the future. Many industrialized nations encourage its students and graduates to study or work abroad for a predetermined amount of time, such as one semester to one year, in order to get cross-cultural experience. Speaking the native language is essential for success in order to comprehend the culture of a society. Therefore, both prior to and following their tour to Indonesia, the BIPA program may benefit from cross-cultural learning exercises like this.

Along with the requirement for knowing other cultures, the spread of transportation and information technologies has made the gap between people feel smaller. As a result, more and more students will leave the country to study abroad. This will assist global educational tourism initiatives. For these students, Indonesia can serve as a destination for educational tourism due to its cultural and biological richness and emphasis on the industry.

The Indonesian tourism industry needs to understand that students are a sound long-term investment for a tourist destination. Most foreign students who learn Indonesian in their home country have a great desire to travel to Indonesia. Students are eager in seeing and experiencing the many ways of life and culture of the Indonesian people first-hand in addition to wanting to use the language they have learnt in practical circumstances. As a result, BIPA and tourism can really complement one another.

With the growth of the BIPA program in Indonesia and the substantial number of students taking part, visitors will not only be family and friends, but students will also likely spread the word about their experiences to others and return for future trips. Participants in the BIPA program as an educational tourism attraction have the following two options: 1). Travelers who wish to study Indonesian choose to go to Indonesia and boost the country's tourism; 2). Travelers who stay in Indonesia for an extended amount of time and are interested in learning about BIPA.

Both resources that are directly associated to BIPA and resources that are not immediately related to BIPA are required in order to develop BIPA as a tourist destination. Teachers, programs, organizing institutions, etc. are resources that are directly associated. Since all of these resources are now available, no initial preparation is needed. The BIPA program has even been continuously used in a few colleges. Similarly, resources not specifically associated to BIPA, like lodging options, transportation, travel agencies, cultural attractions, and other attractions, are abundantly available across Indonesia. The presence of these tools will make attempts to promote BIPA as a tourist destination simpler.

3.2 Motivation of the Learner to Study Indonesian

The interview shows that the key informants were optimistic that BIPA can be used as a tool to invite international visitors to Bali. Their motivation to study Indonesian as foreign language was reckoned to be very high. Therefore, they are highly motivated to participate in any activities for improving their language competence. The results are in line with Handoko, Fahmi, Kurniawan, Artating, & Sinaga (2019) study that the motivation of the learners learning Indonesian

related to their intention to continue their study in Indonesia, the learner plan to work by using Indonesian, they want to visit Indonesia , they like the culture of Indonesia so that they eager to learn the language.

3.3 Challenges to Promote BIPA as Educational Tourism Program in Bali

Nowadays, educational tourism implemented through the BIPA program are run at many higher education institutions. There are a number of issues that need to be resolved in order to further the growth of BIPA as an educational tourism program. First, government policies, notably those of the ministry of tourism, are required to hasten BIPA's development as one of the interest for tourists to visit Indonesia. Government measures will support and facilitate BIPA's growth as an educational tourism destination. Secondly, regardless of whether participants' motivation to engage in BIPA activities tends to prioritize learning activities (education first) or tends to prioritize tourism activities (tourism first) as suggested by McGladdery & Lubbe (2017), managing, packaging, promoting, and implementing participant experiences is one of the challenges in developing BIPA as an educational tourism attraction.

It could seem like educational tourism doesn't produce much money in the beginning. This view is typically brought on by a failure to recognize the educational components of the tourism offering as well as the social and economic advantages of various markets. Both parties, BIPA implementing agencies and the tourism sector, must pay attention to the collaboration and cooperation between them. The advantages of BIPA will be further increased through good cooperation. For BIPA proponents and the tourism sector, marketing the BIPA program as an educational tourism is a task in and of itself in order to pique students' interest in studying BIPA in Indonesia. Finally, marketing is a crucial factor in making BIPA a popular tourist destination for learning.

4. CONCLUSION

The growth of international tourism and the inclination for foreign visitors to change their behavior have created enormous chances for BIPA to become one of the highlights of Indonesian educational tourism. Growing BIPA will also be able to draw tourists, allowing both BIPA and tourism to benefit from one another. Government policies, network development between BIPA implementing agencies and related tourism industry, program packaging and marketing are just a few of the challenges that must be taken into account in order to improve the development of BIPA as one of the attractions of educational tourism in Indonesia.

REFERENCES

- Abor, J., & Bokpin, G. A. (2010). Investment opportunities, corporate finance, and dividend payout policy. *Studies in Economics and Finance*, 27(3), 180–194
<https://doi.org/10.1108/10867371011060018>
- Ankomah, Paul K. & Larson, R.T. Education Tourism: A Strategy to Sustainable Tourism Development in Sub-Saharan Africa. Diunduh dari [http://www.unpan1.un.org/intradoc/ groups/.../UNPAN002585.pdf](http://www.unpan1.un.org/intradoc/groups/.../UNPAN002585.pdf)

- Handoko, M.P., Fahmi, R.N., Kurniawan, F.Y., Artating, H., & Sinaga M.S. (2019). Potensi pengembangan bahasa Indonesia menjadi bahasa internasional. *Jurnal Bahasa Indonesia Bagi Penutur Asing*, 1(1).
- Haukeland, J., Vistad, O. I., Daugstad, K., & Degnes-Ødemark, H. G. (2013). *Educational tourism and interpretation*. Oslo: Institute of Transport Economics-Norwegian Centre for Transport Research.
- Holdnak, A., & Holland, S. M. (1996). Edu-tourism: Vacationing to learn. *Parks and Recreation*, 31(9), 72-75.
- McGladdery, C. A. (2016). *The relationship between international educational tourism and global learning in South African high school learners* (Doctoral dissertation, University of Pretoria).
- McGladdery, C. A., & Lubbe, B. A. (2017). Rethinking educational tourism: proposing a new model and future directions. *Tourism Review*.
- Northern Environmental Educational Development (NEED) ---- Thoughts on Educational (Geo) Tourism. Online, diunduh dari <http://www.gwatrainingbrokers.com/edutourismprograms.html>
- Pantzar, Heidi & Brico, Ivana. 2008. *The Language of a Pearl Language Tourism in Malta*. Diunduh dari <http://lnu.diva-portal.org/smash/get/diva2:160300/FULLTEXT01.pdf>
- Pitman, T., Broomhall, S., McEwan, J., & Majocho, E. (2010). Adult learning in educational tourism. *Australian Journal of Adult Learning*, 50(2), 219-238.
- Poon, A. (1993). *Tourism, technology and competitive strategies*. CAB international.
- Richards, G. (2011). Tourism trends: tourism, culture and cultural routes. Cultural tourism trends in Europe: a context for the development of Cultural Routes. In: Khovanova-Rubicondo, K.(ed.) *Impact of European Cultural Routes on SMEs' innovation and competitiveness*, Strasbourg: Council of Europe Publishing, 21-39.
- Ritchie, B. W. (2003). *Managing educational tourism* (Vol. 10). Channel View Publications.
- Roppolo, C. (1996) International education: What does this mean for universities and tourism? In M. Robinson, N. Evans and P. Callaghan (eds) *Tourism and Cultural Change* (pp. 191-201)
- Stoner, K. R., Tarrant, M. A., Perry, L., Stoner, L., Wearing, S., & Lyons, K. (2014). Global citizenship as a learning outcome of educational travel. *Journal of Teaching in Travel & Tourism*, 14(2), 149-163
- UNWTO. 2014. Tourism Barometer Diunduh dari: <http://www2.unwto.org/>
- Wang, Bin & Li, Shen. 2008. Education Tourism Market in China: An Explorative Study in Dalian. *International Journal of Business and Management*. 3(5).