

Indonesian Language Curriculum Design for Foreign Learners: Business-Focused BIPA Program at the Intermediate Level, Universitas Negeri Surabaya

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ABSTRACT

BIPA (*Bahasa Indonesia bagi Penutur Asing*) plays a vital role in equipping foreign learners with business-focused language skills, such as email writing, presentations, meetings, and negotiations. Tailoring the curriculum to meet business learners' specific needs is essential for achieving practical communication proficiency. This qualitative study analyzed the needs and design of an intermediate-level BIPA curriculum for business purposes at Universitas Negeri Surabaya. Data were collected through questionnaires, observations, focus group discussions, and structured interviews with seven students from the Darmasiswa, KNB, and regular programs, and 12 BIPA instructors. The study found that 87.5% of BIPA learners had no prior exposure to business-oriented BIPA, yet there was unanimous agreement on the need for such a curriculum. Insights from surveys and interviews highlighted the importance of topics such as job applications, business communication, economics and trade, establishing cooperation, and negotiations. The findings underscore the demand for a tailored BIPA business curriculum to address learners' professional needs. The proposed curriculum integrates relevant business communication scenarios to enhance learners' practical language skills. Developing a business-oriented BIPA curriculum at the intermediate level is critical to meeting the growing interest and professional needs of learners at Universitas Negeri Surabaya. Future curricula should focus on practical applications to maximize learning outcomes and workplace relevance.

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1. INTRODUCTION

Bahasa Indonesia bagi Penutur Asing (BIPA) plays a pivotal role in promoting the Indonesian language and culture to an international audience, particularly through structured academic programs. These programs are enriched by resources such as interactive learning media, skilled instructors, innovative teaching strategies, textbooks, and well-designed curricula. However, the current BIPA curriculum remains too general and lacks specificity to effectively address diverse learner objectives. BIPA students pursue Indonesian language proficiency for various purposes, including academic advancement, tourism, employment, and business. The growing global interest in BIPA is evident from the increasing number of international learners, hailing from diverse fields such as business, healthcare, military, academia, and sports (Putra et al., 2024).

Although BIPA programs are widely implemented across educational institutions, the intermediate-level curriculum often lacks specialized content designed for business learners. At Universitas Negeri Surabaya (UNESA), BIPA instruction spans levels 1 to 4, guided by SKL Permen No. 27 of 2017. However, many learners come from business backgrounds and require language skills tailored to their professional communication needs. This lack of business-oriented materials in the current BIPA curriculum poses challenges for learners aiming to enhance their language proficiency for workplace interactions. This study seeks to address this gap by developing a targeted curriculum that integrates business-focused content, enabling learners to effectively navigate professional settings.

Curriculum development in the academic process is urgent, involving identification, analysis, evaluation, and decision-making processes to arrange various elements in the curriculum. In educational programs, the curriculum includes specific objectives by adjusting: 1) learning experiences; 2) content of teaching materials, 3) experiences and learning goals; 4) learning program design; and 5) the accuracy of evaluation (Sidik, 2022:20). The curriculum design needs to consider both general and specific aspects to be effectively and efficiently implemented (Inderasari, 2019:129).

BIPA learning materials should not only focus on language but also cultural values (Septianasari & Triyanto, 2021:347). Similar to BIPA learning at La Rochelle University in France under the Department of Applied Foreign Languages (*Langue étrangère Appliquée*; hereafter referred to as LEA). One of its goals is to produce foreign language graduates competent in various fields such as trade, international relations, and business. This applied study program is conducted through bilingual and trilingual foreign languages related to microeconomics, management, and law. Language teaching includes grammar, history, and culture (Winarsih & Chandra Nuraini, 2023:162).

The Indonesian language plays a strategic role in strengthening the nation's cultural identity. Especially in the current era of globalisation, Indonesian serves as a medium of cultural communication. The internationalisation of Indonesian can be carried out through BIPA (Indonesian for Foreign Speakers) programs both domestically and abroad, contributing to an increase in speakers (Simbolon et al., 2024:8869). The internationalization of Indonesian is outlined in Law No. 24 of 2009, Article 24, which states that the function of Indonesian as an international language should progress gradually, systematically, and sustainably. Therefore, the BIPA curriculum must be adapted in teaching practices with the support of BIPA-organising institutions. In line with this, according to Presidential Regulation No. 20 of 2018, companies are required to facilitate Indonesian language education and instruction for foreign workers (Sidik, 2024:22).

The implementation of BIPA at UNESA has attracted more learners. Throughout 2020, UNESA BIPA had approximately 80 foreign learners from various countries, including China, Azerbaijan, Japan, South Korea, Somalia, Egypt, India, Australia, Yemen, Sudan, France, Poland, and East Timor. In 2021, UNESA BIPA learners increased to 93 people from the Philippines, Australia, China, Vietnam, Afghanistan, Cambodia, Egypt, Yemen, South Korea, Singapore, Palestine, Iran, Spain, Cambodia, Sudan, and Australia (Septiana et al., 2022). The majority of learners have academic goals as their main objective. In 2023-2024, the number of BIPA learners recorded was approximately 65 students from South Korea, Chad, Japan, Madagascar, Papua New Guinea, Sudan, Iran, Australia, and Brazil. Eighteen of them were aimed at business purposes, mainly from China.

During the BIPA program, learners are divided into several levels and diverse objectives. Most have academic goals, while others have business and language learning goals. Learners are categorized into three main objectives: 1) communication skills; 2) scientific and academic skills; and 3) language and culture learning needs and scope. These objectives are continuous and evolve into other needs, one of which is for work or business purposes (Susilo: 2016, 47-48). It is essential to conduct a needs analysis before developing a BIPA program. Institutions need to map out the target audience and learner needs before designing the curriculum. For example, a BIPA program for foreign workers in Indonesia differs from a program intended for students pursuing advanced studies in Indonesia (Fitria, 2023:210).

Despite the growing demand for BIPA programs tailored to business purposes, a significant gap remains in providing a specialized curriculum that meets the professional communication needs of business learners. Current curricula often overlook the specific language skills required for negotiation, meetings, and company profiling, leaving learners underprepared for Indonesia's dynamic business environment (Ambarsari & Rivanti, 2023). This study addresses this gap by designing a business-oriented BIPA curriculum at the intermediate level, focusing on practical and targeted content to support learners in achieving their professional goals.

The novelty of this research lies in its focus on aligning BIPA learning objectives with the real-world demands of Indonesia's business sectors, particularly in industrial areas near Surabaya where many foreign professionals work. By analyzing learners' needs through interviews, questionnaires, and literature reviews, the study ensures that the proposed curriculum is both relevant and comprehensive. The curriculum aims to equip learners with the language skills necessary for effective communication in business contexts, such as handling negotiations, conducting meetings, and understanding company structures.

The significance of this research is multifaceted. It not only supports international professionals and students in improving their professional competence but also enhances cross-cultural business interactions. By developing a curriculum tailored to these needs, BIPA at Universitas Negeri Surabaya strengthens its strategic role in bridging language barriers for foreign professionals working in Indonesia's industrial hubs. This initiative ultimately contributes to building stronger business relationships and fostering economic collaboration in a globalized market.

2. METHODS

This study employed a qualitative research approach, which is designed to explore and investigate phenomena in their natural settings, allowing for a deep understanding of the context (Denzin & Lincoln, 2010). Qualitative methods emphasize the use of multiple data sources, including interviews, observations, and document reviews, rather than relying on a single source (Creswell, 2015). This approach was applied to collect reliable and comprehensive information about the learning needs of intermediate-level BIPA students for business purposes.

The study gathered data from seven learners enrolled in the Darmasiswa, KNB, and regular programs at Universitas Negeri Surabaya (UNESA), all currently studying intermediate-level BIPA. These participants were selected to represent diverse perspectives and curriculum requirements for BIPA learners with business-oriented goals. Additionally, data were collected from 12 BIPA instructors at UNESA to understand teaching strategies and curriculum development processes.

The primary data collection techniques included structured observations, questionnaires, and interviews. Observations were conducted to assess learners' interactions and identify practical learning needs. A closed-ended questionnaire was used to account for the learners' basic proficiency in Indonesian, asking them to choose responses that reflected their experiences and needs. The questionnaire explored: 1) learners' backgrounds to align content with their objectives, 2) their access to and experience with BIPA for Business learning, 3) focus areas of the BIPA for Business curriculum, and 4) the alignment of themes within curriculum design.

Structured interviews were conducted with learners and instructors to delve into the importance of the BIPA business curriculum, the specific materials learners require, and expectations for curriculum design. This process provided insights into the practical and thematic needs of business-focused BIPA instruction.

Additionally, a literature review was undertaken to contextualize the findings and compare them with existing research on BIPA curriculum development. This triangulation of data sources ensures that the curriculum design for intermediate-level BIPA learners is both evidence-based and reflective of contemporary needs in business communication.

3. FINDINGS AND DISCUSSIONS

The primary objective of this research is to develop a business-oriented BIPA curriculum for intermediate learners, enabling them to communicate effectively in professional contexts in Indonesia. The following findings, derived from surveys and curriculum design assessments, identify the specific learner needs. By addressing these specific learner needs, the findings validate the research objective of developing a tailored, business-focused BIPA curriculum. Each finding underscores the importance of equipping learners with the linguistic and cultural tools necessary for success in Indonesia's business environment.

The enhancement of teachers' competencies is carried out through workshops and seminars on curriculum development, the creation of teaching materials, learning media, and accurate evaluations of BIPA learning, particularly for business purposes. The curriculum evaluation is conducted continuously by examining various issues in the learning process, considering the relevance of the material, ensuring alignment with language proficiency levels, and addressing students' learning needs to tackle challenges in their workplace. Referring to the BIPA curriculum design, various evaluations and assignments are designed to be diverse, tailored to students' needs, such as task-based evaluations, projects, and case methods related to everyday work-related issues.

3.1 Analysis of Learners Needs

As designed at the State Polytechnic of Bali, the BIPA class includes the Darmasiswa program and other student exchange programs. The program has the potential to grow through collaborative research, credit transfer, internships, or regular BIPA classes for both academic purposes and other specific purposes such as law, arts & culture, and business (Adnyana et al., 2023:28).

This research aims to develop the BIPA curriculum at Universitas Negeri Surabaya in line with the learners' needs for business objectives at the intermediate level. This study is a continuation of previous research focused on developing a BIPA business curriculum at the basic level. The comprehensive research scope relevant to curriculum development includes media development and instructional material development tailored to the needs of intermediate-level learners. This study offers broad benefits in fulfilling learning needs and contributes to internationalising the Indonesian language. It is expected that this research will stimulate further studies by BIPA researchers.

The goal of BIPA for Business is to facilitate learning needs to support learners in their professional roles as businesspeople who have economic partnerships with various companies in Indonesia. Through BIPA for Business classes, learners are expected to use the Indonesian language accurately and appropriately for business and work purposes. The process of designing materials is carried out through an analysis of learners' needs and objectives. This is also supported by a literature review and interviews regarding material content that supports BIPA for Business. The materials in BIPA for Business cover aspects that support business activities, including meetings, negotiations, and company profiles (Ambarsari & Rivanti, 2023:193). The learning needs of BIPA for business purposes are supported by Indonesia's current strategic economic position. Learners from various regions, especially Thailand, Korea, and China, dominate various business sectors in the Surabaya region and its

surroundings. Several studies that can serve as references in responding to various issues regarding BIPA curriculum development are described as follows:

1. Learners focusing on business learning often face challenges in connecting business topics with themes in daily life. Situations in business and professional environments differ from everyday life contexts. Ideally, curriculum development requires careful planning and preparation, considering relevant curriculum documents, media, and instructional modules. The BIPA learning curriculum is oriented towards its functionality to positively impact learners and institutions in line with existing needs (Septiana, 2023:1825).
2. Good relations or partnerships with businesses are essential. Through the use of the Indonesian language, foreigners can easily establish strong business relationships both at the individual and corporate levels. Being able to speak Indonesian enhances business communication effectiveness and avoids misunderstandings that could affect agreed-upon business deals. Many companies seek foreign speakers proficient in both Indonesian and English for management and marketing roles. Proficiency in Indonesian also broadens job opportunities for foreigners. Effective communication in Indonesian helps in understanding various business procedures in Indonesia and ensures that established business relationships thrive. Another benefit of doing business in Indonesia is adapting to local cultural situations (Ambarsari & Rivanti, 2023:189). In line with that, learning BIPA is essential for foreigners who wish to do business and work in Indonesia (Pradani et al., 2024:2). Proficient use of the Indonesian language positively impacts the business communication process. Parties involved in communication can fully convey their ideas without misunderstandings (Pradani et al., 2024:7).

This research offers novelty as a response to current learner needs. The BIPA class for workers faces challenges related to time, as it must accommodate work hours. Students often arrive late or are unable to continue the course due to commitments to their jobs (Andriyanto et al., 2023). The development of a curriculum for business purposes is not widely undertaken by institutions or universities, necessitating follow-up actions to make it accessible to BIPA learners. The research also contributes knowledge to the highly dynamic development of BIPA curricula.

Table 1. The background of the learners

Profession	Percentage
Businessman	14.3%
Indonesian Embassy staff	0%
Students	85.7%

According to survey results, the majority of respondents who completed the questionnaire were students, accounting for 85.7%, while businesspeople accounted for 14.3% of the total respondents. No employees from Indonesia or the Indonesian Embassy (KBRI) participated in the questionnaire.

Table 2. The learner's experiences of BIPA business

Experience	Percentage
Has experience at Unesa	14.3%
Has experience at another institution	0%
Has no experience	85.7%

Survey results on the experience of learning BIPA business show that the majority of respondents have not yet participated in business-focused BIPA learning. 85.7% of respondents stated that they have never learned BIPA for business purposes. Meanwhile, 14.3% of respondents reported having learned BIPA for business purposes, but their experience was limited to UNESA. No respondents indicated

having learned BIPA for business purposes outside UNESA. These data indicate that despite some learners having gained experience in BIPA business, opportunities are still limited and not widely accessible to most learners. This highlights the potential to expand BIPA business programs to other institutions or increase program offerings at UNESA to meet the needs of learners interested in this field.

9. If BIPA UNESA were to develop a business-focused curriculum, would you agree? Please explain your reasons!

"Marketing"

"I agree because many foreigners learn BIPA to speak Indonesian when doing business in Indonesia. So if BIPA UNESA develops a business-focused curriculum, it will definitely help."

"I agree because it would assist students to be knowledgeable on how business works in Indonesia, and if they are thinking of doing business by trade and all that, it would help them a lot."

"Yes"

"Yes, I would agree."

"I agree. Because as more people go to Indonesia for business, they need to learn this science." "I agree because finding Indonesian business material is difficult."

Questionnaire results show strong support from respondents for the development of a business-focused curriculum by BIPA UNESA. The majority of respondents agree that developing such a curriculum would be highly beneficial. They believe that many foreigners learn BIPA to speak Indonesian in a business context in Indonesia, so a curriculum focusing on business aspects would be very helpful. Respondents argue that a curriculum focused on business objectives would be highly beneficial, especially for those interested in learning Indonesian in the contexts of business and marketing. Respondents believe that such a curriculum would help them understand business practices and effectively communicate in Indonesia, meeting their needs for relevant Indonesian language learning materials related to marketing aspects. Some respondents emphasized that relevant Indonesian business materials are difficult to find, so a curriculum like this would meet urgent needs.

BIPA learners with a focus on business have specific needs related to mastering the Indonesian language to support professional communication in the workplace. Based on the results of the needs assessment, especially from the HR departments of foreign companies, there is a consensus that a business-focused BIPA curriculum would enrich the learning program and provide significant benefits for learners involved in the business world. Indonesian in a business context is not just a general language but a more specific and practical language to support everyday work activities.

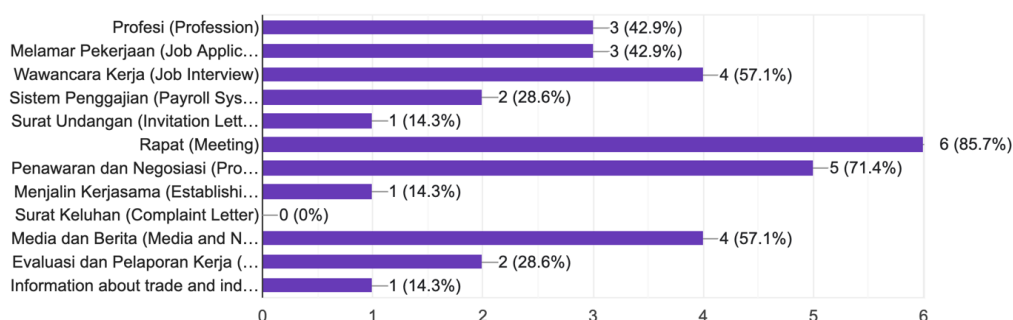
Although Indonesian language skills are not a primary requirement when staff apply for jobs, these skills become essential once they start working, facilitating communication and interaction in a multicultural work environment. Therefore, a curriculum designed for business-focused BIPA should emphasize language use that is relevant to business communication needs, such as technical terms, business correspondence, presentations, negotiations, and formal conversations in a corporate context. As part of the curriculum development plan, it is recommended to incorporate practical elements related to business situations, such as exercises in drafting business reports, simulations of business meetings, and the appropriate use of language in cross cultural communication in the workplace.

3.2 Survey Result

The BIPA program at Unesa seeks to better understand the needs of learners involved in business contexts at the intermediate level. For this reason, we conducted surveys and open interviews to collect data regarding the importance of BIPA Business for students and identify materials that are considered essential to study. Through this approach, we hope to design learning programs that are more relevant, contextual, and support students in achieving their professional goals in the business field.

10. Dari tema berikut ini, manakah yang cocok untuk ada dalam modul pembelajaran BIPA tujuan bisnis untuk BIPA madya? (From the following them...ing module for intermediate business purposes ?)

7 responses



Based on the results of the survey conducted, several themes were found that were considered relevant and suitable for inclusion in the BIPA learning module for business purposes at the Intermediate level. Themes that receive high priority are: Meeting (85.7%), this theme was considered the most important, indicating the need for understanding and skills in attending and actively participating in business meetings. Offers and Negotiations (71.4%), the ability to bargain and negotiate is seen as crucial, emphasizing the importance of negotiation skills in a business context. Job Interview (57.1%), many respondents felt that job interviews were an important theme that needed to be mastered, as preparation for the workforce selection process. Media and News (57.1%), knowledge of media and business news is also seen as significant, helping students understand the latest developments in the business world. Profession and Applying for Jobs (42.9% each), both are considered important as a basis for understanding and skills in selecting and applying for jobs that suit your abilities and interests. Some other themes that are considered useful but at a lower percentage include payroll system (28.6%), evaluation and reporting (28.6%), as well information about trade in Indonesia (14.3%). Meanwhile, themes establishing cooperation (14.3%), invitation letter (14.3%), and complaint letter (0%) received lower interest, indicating that these themes were considered less of a priority by respondents for the Intermediate level BIPA Business module.

11. What topic would you like to study when learning the Intermediate Business Indonesian Language (BIPA)?

"Job application, establishing cooperation"

"Economics and trade ideas"

"Business communication"

"Offer and negotiation"

Survey results from intermediate-level BIPA Business class students highlight five key themes of interest that align with their professional needs. Job applications emerged as a crucial topic, enabling students to understand Indonesia's recruitment processes and develop strategies for effective job applications that align with the local work culture. Another area of interest is establishing cooperation, which focuses on fostering strong working relationships and developing communication skills essential for collaboration in multicultural business environments. Students also expressed a keen interest in economic and trade concepts, aiming to understand Indonesia's market dynamics and key business practices relevant to local economic development. Business communication was identified as a fundamental skill, with learners seeking to master verbal and written strategies tailored to Indonesia's professional culture for navigating formal business interactions. Lastly, offers and negotiations ranked as a top priority, with students eager to acquire effective negotiation techniques and learn how to present compelling offers in business transactions. These themes collectively address the essential language and communication skills required for learners to succeed in Indonesia's dynamic business landscape.

From these results, it can be concluded that intermediate-level BIPA Business students need a strong understanding of work processes and business interactions, especially in the aspects of communication and collaboration. By focusing on these topics, BIPA classes can provide material that suits students' real needs, so that they are better prepared to face challenges in the world of work in Indonesia. Based on the results of interviews with instructors as curriculum designers, those materials are highly needed by learners to enrich their knowledge and provide them with the necessary skills for entering the workforce.

Based on interviews with learners, it was found that the BIPA curriculum for intermediate-level business is highly needed in the current era. The learning is not only academically oriented but also directed toward meeting the needs related to work and business. Knowledge about the world of work and business is necessary due to concerns about difficulties in communication, applying for jobs, conducting negotiations, and understanding systematic guidelines regarding business regulations and other socioeconomic fields.

3.3 Curriculum Recommendation

To prepare future generations for a better education, rethinking and refining the curriculum is a critical step (N. Suprpto, 2021). For BIPA institutions, conducting an in-depth analysis of teaching materials that align with institutional needs is essential before organizing learning programs. This process ensures the enhancement of Indonesian language teaching quality and its relevance to other areas of knowledge. A broader review utilizing diverse approaches and studies is necessary to advance the development of BIPA teaching materials, particularly in the area of business communication (Amaliyah et al., 2022).

The curriculum design of the Intermediate Business Indonesian Language program is intended to provide a comprehensive learning experience by integrating the four primary language skills—listening, speaking, reading, and writing—in a business context. Each skill is developed to meet the needs of learners who aim to use Indonesian effectively in professional environments. In terms of listening skills, learners are trained to understand business-related conversations and audio materials, such as meetings and negotiations. Speaking skills focus on the ability to communicate clearly and persuasively in business situations, including presentations and discussions. Meanwhile, reading skills encompass understanding business texts like reports and letters, and writing skills include composing business documents, job applications, and reports.

The development of the BIPA curriculum should receive full support from the implementing institutions, particularly in terms of policy, facilities, and infrastructure. Learners will be more motivated if the learning process includes elements they do not encounter in their own countries, especially culture as both material and a learning resource (Mulyaningsih, 2023:153). BIPA learners

study not only language context but also cultural understanding. This approach facilitates communication within social environments in Indonesian society (Khoirunnisa & Sunarya, 2023:213).

Instructors can implement enjoyable project-based learning activities to stimulate children's creativity, as well as guide the mindset of learners and parents regarding the importance of the Indonesian language for academic, research, and business purposes (Andriyanto, 2021:59). In addition to language skills, the curriculum also covers relevant grammar learning for the use of Indonesian in business contexts, helping learners master appropriate sentence structures and specific vocabulary. Indonesian cultural insights are added to provide a deeper understanding of business etiquette and culture in Indonesia, enabling learners to adapt well to professional environments. With this comprehensive approach, the BIPA Business curriculum aims not only to prepare learners for effective communication but also to understand and adapt to business dynamics in Indonesia, making them better prepared to operate in a competitive professional context.

The curriculum development process involves essential stages: identification, curriculum analysis, curriculum evaluation, decision-making, and the creation of curriculum aspects. Development can be carried out effectively by considering general and specific principles in its process (Inderasari & Oktavia, 2019:129). The curriculum can be supported with textbooks, for example *Sahabatku Indonesia* series provide insights into Indonesian culture through aspects such as influential figures, arts, literature, sociocultural dynamics, politics, technology, and the economy. Soft diplomacy aimed at introducing Indonesia helps build students' academic knowledge and understanding in areas such as education, literature, and sociocultural, serving as an effective strategy to comprehensively introduce Indonesia to foreign speakers (Aswan & Susanto, 2024:120). The curriculum includes various topics designed to provide practical skills and in-depth knowledge necessary in various business situations, presented as learning modules. Each topic is designed with a focus on key aspects of business communication, from job application preparations to negotiating in business meetings.

The first topic is about "Profession", describing various professions in Indonesia and related terminology used in the workplace. The main objective is for learners to understand and use relevant vocabulary in various professions and to effectively communicate roles and responsibilities in a business context. Through this topic, learners will learn about various types of professions, their respective roles and responsibilities, as well as the skills needed to be successful in various fields. Students can get to know various professions that are common in Indonesian companies, such as managers, marketing staff, accountants, financial analysts, and business developers. Apart from that, you can understand the roles and duties of each profession, as well as how they contribute to the overall performance of the company. This topic also introduces professional ethics and work culture that apply in the business environment in Indonesia, such as respect for colleagues and an understanding of company hierarchy. With this topic, students are expected to have a clearer understanding of the various professions they may encounter or experience, as well as become more confident and ready to interact in the business context in Indonesia.

The second topic focuses on the job application. Topic "Apply for job" in BIPA Business Intermediate level learning is designed to give students a thorough understanding of the job application process in Indonesia, including the skills to create a CV that complies with local standards. This learning will equip learners with the knowledge and practical skills needed to take part in the recruitment process, from document preparation to communication skills in interviews. Learners will learn the general stages in the recruitment process, from searching for job vacancies, sending applications, to the interview stage. Learners will also understand the structure of a CV in accordance with Indonesian standards, including key elements such as personal information, educational history, work experience, skills and references. Learners will learn to write an appropriate job application letter, including structure, use of formal language, and how to convey interests and qualifications relevant to the position applied for.

The third topic is "Job Interviews". In this unit, learners will be trained to face job interviews confidently. The curriculum will include interview techniques, common questions, and effective

answering techniques. In addition, learners will also practice how to interact professionally during interviews, as well as how to effectively highlight their skills and experiences. In this topic, learners will carry out job interview practices as interviewees and interviewers, as well as mention experiences or events related to job interviews, and other dialogues.

The fourth topic is the "Payment System". This topic explains the salary system applicable in Indonesia, including salary structures, benefits, and deductions that may apply. Learners will understand various components that affect payment and how to communicate about this in a business context. This knowledge is important for learners to understand and discuss compensation-related issues accurately. After studying this material, learners are expected to be able to explain information about salary payments provided by the payroll department, explain nominal salary information obtained by employees, ask questions politely and politely in a conversation about employee salary payments, and determine detailed information in an explanation text related to the salary payment system.

The fifth topic discusses "Invitations". In this topic, the curriculum will discuss how to compile and respond to invitations in a business context. Learners will learn about the format, language, and appropriate etiquette for writing invitations for meetings, business events, or other meetings. The goal is to prepare learners to manage official communication, both verbally and in writing, effectively. After studying this topic, learners are expected to be able to convey responses correctly and politely regarding the invitations received, mention experiences, events, hopes, or aspirations related to invitations and/or attend invitations, retell the contents of the invitation text, and write text in the form of invitations.

The sixth topic discusses common tasks when working, "Meetings". Topic "Meeting" in BIPA Business Intermediate level learning includes the communication skills needed to actively participate in business meetings in Indonesia. Learners will learn how to participate in and contribute to meetings, including preparation before meetings, use of formal language, and communication etiquette. They will also learn how to express opinions, ask questions, and make concise and clear meeting minutes. This topic aims to equip learners with basic skills that support them in carrying out professional roles effectively, communicating formally, and meeting company expectations in the Indonesian business environment.

The seventh topic is "Offers and Negotiations". Topic "Offering and Negotiation" in BIPA Business Intermediate level learning includes the basic skills needed to compose, convey, and respond to business offers, as well as effective negotiation techniques in the context of Indonesian work culture. Learners will learn persuasive communication strategies, formal language used in conveying offers, and ethics in the negotiation process to reach a mutually beneficial agreement. This topic aims to equip learners with the communication skills needed in business transactions, help them understand the professional standards expected by companies in Indonesia, and increase their confidence in dealing with negotiation situations in the world of work.

The eighth topic discusses "Cooperation". Topic "Cooperation" in BIPA Business Intermediate level learning is designed to develop communication and collaboration skills, which are important in establishing effective working relationships in the Indonesian business environment. Learners will learn how to build and maintain collaboration with colleagues, business partners, and clients, including the use of polite language, how to handle differences of opinion constructively, and cross-cultural communication techniques. They will also be introduced to work ethics and Indonesian cultural norms that are relevant to maintaining harmonious working relationships. This topic aims to equip learners with the understanding and skills needed to work cooperatively in teams or projects, improve their adaptability in a multicultural business environment, and strengthen their professional competitiveness in the Indonesian job market.

The ninth topic in this module is "Complaint Letters". In this topic, learners will learn how to compile and handle complaint letters verbally and in writing in a business environment. The curriculum will cover the format, appropriate language, and how to communicate complaints

constructively and professionally. This material is important to ensure that learners can handle unsatisfactory situations effectively and diplomatically. After studying this topic, learners are expected to be able to explain utterances/statements made clearly about a complaint in a dialogue, express and respond to complaints accompanied by reasons orally, analyse explanation texts about complaint letters that explain events and expectations of the author, and write explanatory texts in the form of complaint letters.

The tenth topic is "Media and News". This topic will introduce learners to the use of media and news in a business context. Learners will learn how to communicate through media and how to understand and disseminate business news effectively. This material will also discuss how to analyse business news and its impact on strategic decisions. This topic aims to provide an understanding of information about technology-based digital work. Students are expected to have skills in understanding the main ideas of news information in electronic media (radio, television, YouTube). After studying this material, learners are expected to be able to ask questions, express responses, and interpret narratives/news from contemporary media, write narrative texts using proper language elements and by their context (work), and use expressions in the discussion.

The final topic in this curriculum discusses "The Work Evaluation and Reporting". This topic explains information about evaluations and reports and is presented in writing in a business context. Learners will learn how to compile informative work reports and provide constructive feedback. This material aims to prepare learners to compile performance evaluations and relevant reports and how to communicate evaluation results clearly and professionally. In addition, the aim is for learners to have the ability to compile work reports in both oral and written form and compile conclusions regarding the strengths and weaknesses of a project from the evaluation results

In conclusion, the design of the BIPA Business curriculum at the Intermediate level at Unesa must include practical themes that are relevant and appropriate to the needs of students, such as job applications, job interviews, meetings, offers and negotiations, and collaboration. With a focus on professional communication and interaction skills in the Indonesian business context, this curriculum will not only prepare learners to face challenges in the world of work but also provide them with a deep understanding of the local work culture. The material is already aligned with the competency standards (SKL) and learning objectives of intermediate-level BIPA (BIPA 3-4), which cover: 1) experiences, goals, and brief plans in the context of daily life; 2) reporting observations of an event and expressing ideas related to their field with sufficient fluency.

This approach aims to prepare learners to excel and contribute positively in the business environment while enhancing Unesa's reputation as an educational institution that produces BIPA graduates equipped for the global job market. The curriculum should be designed with flexibility, enabling regular updates based on learner feedback and emerging business trends to maintain its relevance and effectiveness. Implementing this curriculum design is expected to provide valuable guidance for business-oriented BIPA learning and support its integration into the teaching process of business-focused BIPA programs.

4. CONCLUSION

The BIPA Business curriculum at the intermediate level at UNESA should be designed comprehensively to address students' needs and interests in practical, work-relevant topics. Survey results highlight the importance of prioritizing topics such as job applications, job interviews, meetings, offers and negotiations, and collaboration, as these are critical for preparing students for real-world business scenarios in Indonesia. Each topic includes practical and contextual material, such as creating a CV, writing a cover letter, effective communication in meetings, and negotiation skills, ensuring students can confidently use Indonesian in various business contexts. This curriculum is expected to equip learners with effective business communication skills, an understanding of local work ethics, and

the confidence needed for professional interactions. For UNESA, the curriculum not only fulfills academic objectives but also contributes to developing international learners as potential professionals in Indonesia or business partners for Indonesian companies abroad. A practical skill-focused curriculum will enhance UNESA'S reputation as an institution committed to producing competent, industry-ready BIPA graduates. This initiative strengthens the quality and competitiveness of the BIPA program while fostering work and collaboration opportunities for students and expanding Unesa's international professional network. However, the study is limited by its focus on intermediate-level learners and UNESA'S specific context. Future research should explore broader curriculum needs, including different proficiency levels and diverse industries, and incorporate longitudinal studies to evaluate the long-term impact of the curriculum on learners' career success.

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