

**PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING
(BIPA) BAGI GURU DI *GREEN SCHOOL***

Oleh

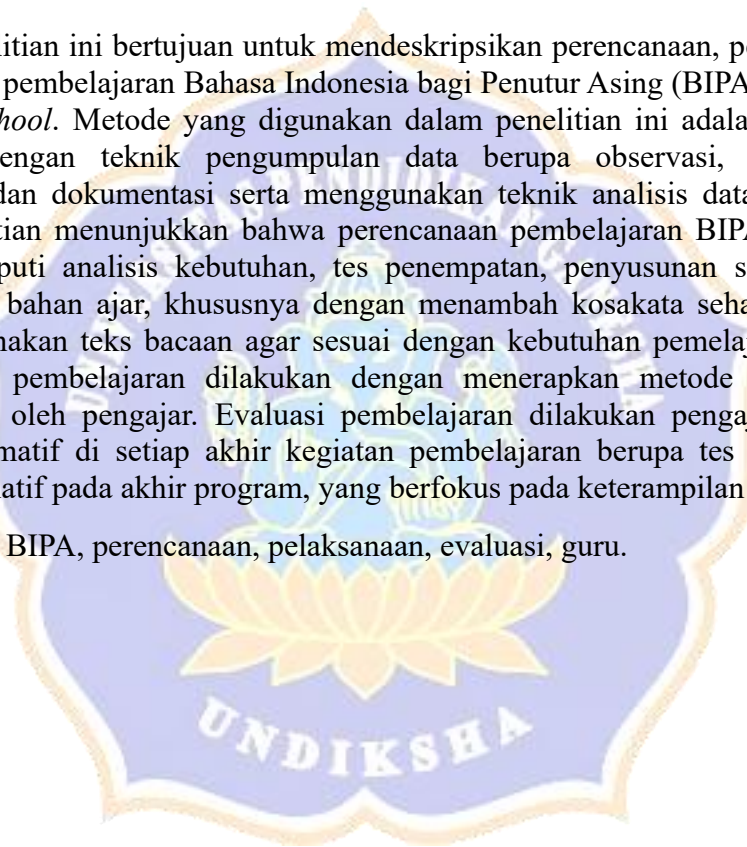
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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan evaluasi pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) bagi guru di *Green School*. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi serta menggunakan teknik analisis data *snowball*. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran BIPA di *Green School* meliputi analisis kebutuhan, tes penempatan, penyusunan silabus, dan penyesuaian bahan ajar, khususnya dengan menambah kosakata sehari-hari dan menyederhanakan teks bacaan agar sesuai dengan kebutuhan pemelajar dewasa. Pelaksanaan pembelajaran dilakukan dengan menerapkan metode pengajaran audiolingual oleh pengajar. Evaluasi pembelajaran dilakukan pengajar melalui evaluasi formatif di setiap akhir kegiatan pembelajaran berupa tes lisan, serta evaluasi sumatif pada akhir program, yang berfokus pada keterampilan berbicara.

Kata kunci: BIPA, perencanaan, pelaksanaan, evaluasi, guru.



***INDONESIAN LANGUAGE LEARNING FOR FOREIGN SPEAKERS (BIPA)
FOR TEACHERS AT GREEN SCHOOL***

by

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ABSTRACT

This study aims to describe the planning, implementation, and evaluation of Indonesian as a Foreign Language (BIPA) instruction for teachers at Green School. The research employs a descriptive qualitative method, utilizing data collection techniques such as observation, in-depth interviews, and documentation, as well as a snowball data analysis technique. The findings indicate that BIPA lesson planning at Green School includes needs analysis, placement tests, syllabus development, and adaptation of teaching materials, particularly by adding everyday vocabulary and simplifying reading texts to suit the needs of adult learners. The implementation of instruction is carried out using the audiolingual teaching method. Evaluation is conducted by the teachers through formative assessment at the end of each learning activity in the form of oral tests, as well as summative evaluation at the end of the program, which focuses on speaking skills.

Keywords: BIPA, planning, implementation, evaluation, teachers.

