

A Systematic Literature Review: Challenges of Implementing Indonesian Language Proficiency Test for Students at Universitas Merangin

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Abstract: The research was conducted to describe perspectives on the challenges of implementing the Indonesian Language Proficiency Test (UKBI) among students, especially at Universitas Merangin. The method used is a systematic literature review consisting of identification, screening, feasibility, quality assessment, and qualitative synthesis. The results of the research show that: 1) Complete and comprehensive information about UKBI has not reached the Universitas Merangin academic community properly, 2) There is no policy for higher education institutions to implement UKBI for students; 3) the Relevance of UKBI results to student needs; 4) The current UKBI is paid, so it doesn't motivate students to take UKBI.

Keywords: Literature Review, Universitas Merangin, UKBI Challenges

A. Introduction

Language is a medium for formulating intentions, ideas, and opinions, giving birth to feelings, and making it possible to create cooperation with fellow citizens (Tenzer et al., 2014). As development time, skills speak no just as a necessity communication basic but also has its own function which is much more wide. In period past, society only used language as a means to convey something, exchange ideas or ideas, and as a consensus communication in the environment. Now, language has developed like a tree with function branches which the more Lots. one function _ derivative latest from language is as a condition to get access on various institution. In response to that thing, do it various proficiency measurement methods in standardized language.

Proficiency in the language is a must for the educated, one of which is students as undergraduate candidates (Neumann et al., 2019). Bachelors in any field are required to have adequate language skills, especially Indonesian. Government Regulation Number 57 Article 17 states that (1) the standard of proficiency in Indonesian is a standard of mastery of language and proficiency in Indonesian and (2) the standard of proficiency in Indonesian is developed by the Agency and determined by the

Minister. This is in line with the demands of skills that are currently needed to face the 21st century, in the form of 4C skills, namely: critical thinking and problem-solving, communication skills, collaborating, and creativity (Eriyani et al., 2021). Communication skills are one of the main skills and needs for students to be successful in the information age and in the era of globalization. In order to develop in the 21st century, it is necessary to master skills in the form of basic literacy, competence, and character qualities. This was emphasized in the 2015 and 2016 World Economic Forums which stated that the nations of the world must formulate a new vision of education that contains these three things as a whole.

In order to be able to join in the midst of the globalization era of 21st century skills, education in Indonesia must focus on the basic principles of 21st century skills, namely 1) literacy in reading and writing, 2) numeracy literacy, 3) scientific literacy, 4) digital literacy 5) financial literacy, and 6) cultural literacy and citizenship. Then the competencies that need to be built in education include critical thinking to solve problems, creativity, communication and collaboration. Furthermore, the main characters that need to be the focus of education are religious, nationalist, independent, mutual cooperation, and integrity characters. Given the reciprocal relationship between character quality and competence, basic literacy also needs to be made into a national education policy. For this reason, a national literacy policy was designed. By realizing the National Literacy Movement, the government launched new movements such as the School Literacy Movement, the Family Literacy Movement, and the Community Literacy Movement. The basis of all these movements, the government encourages and urges all efforts, both at the level of society and at the level of education, to have the habit of being literate every day, such as reading and writing literacy.

Many people still do not know the term Indonesian Language Proficiency Test when compared to the TOEFL (Test of English as Foreign Language), TOEIC (Test of English for International Communication), and IELTS (International English Language Testing System) with the same test aspect, namely testing someone's language skills. If TOEFL, IELTS, and TOEIC are to test someone's English ability, then Indonesian Language Proficiency Test is to test someone's Indonesian language ability. Currently, the government through the Language Development and Development Agency is starting to socialize Indonesian Language Proficiency Test as one of the signs that Indonesians love the Indonesian language loyally. Indonesian Language Proficiency Test is in the form of a test or proficiency test conducted to determine a person's level of language proficiency.

Similar to some of these language proficiency tests, Indonesia also has a special test to test Indonesian language proficiency, namely the Indonesian Language Proficiency Test. Indonesian language proficiency standard. Not limited to foreign

speakers, many native Indonesian speakers themselves have taken the Indonesian Language Proficiency Test, in other words, this test is held for all speakers and all professions. Indonesian Language Proficiency Test is a tool for measuring a person's Indonesian language proficiency which has been developed by the Ministry of Education and Culture through the Indonesian Language Development and Development Agency, tests 5 aspects of skills namely listening, responding to rules, reading, writing and speaking. Apart from that, Indonesian Language Proficiency Test also tests a person's understanding of the application of Indonesian language rules. Every Indonesian speaker, both native speakers (speakers who use their mother tongue) and foreign speakers can become a Indonesian Language Proficiency Test participants. is a test of language proficiency and proficiency in Indonesian which refers to Indonesian language proficiency standards (Aziz 2021).

Wahyuni et al. (2021) says that Indonesian Language Proficiency Test as a test tool is accompanied by its function to measure the proficiency of Indonesian speakers, both speakers are Indonesian citizens and foreign nationals. Noviana & Oktaviani (2022) states that language proficiency is a skill that must be possessed by students to master listening skills, responding to rules, reading, and writing. Indonesian Language Proficiency Test, hereinafter abbreviated as UKBI, is a test of mastery of the Indonesian language and proficiency in Indonesian which refers to standard Indonesian language proficiency UKBI is a test instrument used to measure the Indonesian language proficiency of Indonesian speakers, both native speakers and foreign speakers, in the use of Indonesian spoken and written variety. The questions in UKBI are structured based on a person's level of performance in a series of language proficiency with well-defined objectives. By answering UKBI questions, one's language proficiency rating will be known by Rahmawati et al. (2017).

Oktriono (2019) emphasized that the Indonesian language proficiency test is very important in the development of Indonesian language learning programs for foreign speakers. Indonesian Language Proficiency Test according to Permendikbud No. 70 of 2016 it is explained that this test activity provides benefits for students in elementary education units up to tertiary institutions. The Indonesian Language Proficiency Test can be viewed as a multipurpose test system. Its use in measuring Indonesian language proficiency is not only used for students and university students, but also for Indonesian speakers from professional circles, even for foreign speakers. In using written Indonesian, Indonesian Language Proficiency Test measures the receptive active skills of test participants in reading activities and measures the active productive skills of test participants in writing activities.

The Indonesian Language Proficiency Test is prepared using a standard drafting system by going through several stages of preparation. The first is the inventory of test materials. Furthermore, the materials that have been prepared are processed in a

consignment for the preparation of Indonesian Language Proficiency Test questions. The Indonesian Language Proficiency Test questions that have been compiled are then standardized in several activities, such as standardization trials, empirical trials, and validation trials. The final process in the series of questions is alignment and integration in the question bank.

Sudaryanto et al. (2019) says that the Indonesian Language Proficiency Test is a test instrument used to measure the Indonesian language proficiency of Indonesian speakers, both native speakers and foreign speakers, in the use of Indonesian in spoken and written varieties. The questions in UKBI are structured based on a person's level of performance in a series of language proficiency with well-defined goals. By answering UKBI questions, one's language proficiency rating will be known. The ranking of Indonesian language proficiency is formulated as follows.

Table 1. Ranking of Indonesian proficiency

Rating	Predicate	Score
I	Special	725-800
II	Very superior	641-724
III	Superior	578-640
IV	Middle	482-577
V	Evergreen	405-481
VI	marginal	326-404
VII	Limited	251-325

Source: Adaptive Indonesian Language Proficiency Test guide for participants

The rank of a test taker is known through the score he achieved after attending Indonesian Language Proficiency Test. Each level of proficiency is assigned a different predicate. Information gathered, Indonesian Language Proficiency Test among the Universitas Merangin academic community is not very familiar compared to other test terms such as Academic Potential Test, TOEFL (Test of English as Foreign Language), TOEIC (Test of English for International Communication), and IELTS (International English Language testing system m). Of the 62 lecturers in total, around 5% had attended Indonesian Language Proficiency Test for the purpose of applying for further study scholarships, 50% already knew about Indonesian Language Proficiency Test but had never attended, 27% had only heard of familiar terms but did not know exactly, while the rest were newly heard of the term or do not know at all. Meanwhile, among students, the term Indonesian Language Proficiency Test is relatively foreign, only a few students from the Indonesian Language and Literature Education Study Program know but have never participated in it. Based on these problems, a systematic literature review was carried out with the aim of describing perspectives on the challenges of

implementing the Indonesian Language Proficiency Test among students, especially at Universitas Merangin.

B. Methods

Method used in research This is a literature review using the Systematic Literature Review method, usually abbreviated as SLR. The systematic literature review is a method that is systematically aimed at collecting and then analyzing critically by presenting data and findings from various other studies. The stages of systematic literature review which were carried out sequentially or systematically in this study consisted of four phases: identification, screening, feasibility and quality assessment, and qualitative synthesis.

Identification

Identify the keywords to use in searches on a predefined database.

Table 2. Systematic Review Tracking

Database	Search
Scopus	TITLE-ABS-KEY ("Proficiency Test*" or skill test*"), ("challenge*" OR "problem*" OR "factor*"), and ("Indonesian*" or Indonesian Language Proficiency Test *")
Google Scholar	All in the title: ("Indonesian Language Proficiency Test challenge")

Playback

This phase determines the publication time. The publication criteria selected were only issues from 2018 to 2023. The journal articles focused on the Indonesian language proficiency test.

Table 3. Inclusion and Exclusion Criteria

Criteria	Appropriateness	Exception
Timeline	Between 2013 -2023	<2023
Type	Journal article	Book, chapter in a book
Language	Indonesia	Non-English
subject area	Indonesian	Apart from social sciences
Country	Indonesia	Besides Indonesia

Feasibility and Quality Assessment

At this stage, the reviewer evaluates the title, abstract, and content of the article using the Critical Appraisal Skills Program Appraisal Tool (2018). Reviewers were guided by 10 questions adapted from CASP. For each criterion, indicate “yes”, “don’t know”, or “no”. If the article meets the criteria (moderate to high quality), it will be included in the review.

Qualitative Synthesis

In this phase, the reviewer uses MAXDQA for thematic analysis. Data analysis was carried out by identifying themes related to the challenges of implementing the Indonesian Language Proficiency Test. Thematic analysis looks for articles or connections in data to determine patterns of previous studies. As a result, journal articles and proceedings were included in the qualitative synthesis.

C. Results and Discussion

The results of the analysis show the articles included in the review and themes regarding the challenges of Indonesian Language Proficiency Test implementation which are presented in the following table:

Table 4. Articles included in the Review and Main Themes

Article	Challenge
Pratolo et al. (2019)	Challenges in Indonesian language users Psychological factors, Indonesian as mother tongue
Rachman, et al. 2019	Outside challenge The slogan <i>Go International</i> and the widespread use of foreign languages
Susanty, 2019	Indonesian Language Proficiency Test’s advanced functions are not yet clear to foreign speakers

D. Conclusions

The implementation of UKBI has not been maximized, it has not involved all groups, especially at Universitas Merangin. This is due to several things, namely:

1. Complete and comprehensive information about UKBI has not yet reached the Universitas Merangin academic community properly, the socialization programmed by the Indonesian Language Development Agency has not reached the regional level.
2. There is no tertiary policy for implementing UKBI for students yet;

3. The relevance of UKBI results to student needs;
The UKBI certificate as one of the requirements for someone to take part in UKBI, is not yet a requirement for students to complete their studies at Universitas Merangin
4. The current UKBI is paid, of course it doesn't motivate students to take UKBI because on the other hand UKBI certificates are not yet part of student needs. Further research needs to be done to be able to produce a UKBI model that fits the needs of students, preferably a free (free) model that can be applied among students, especially for students at Universitas Merangin.

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