

## Understanding the Character Diversity: The Teaching Model of Indonesian for Speakers of Other Languages Across Generations

(Memahami Keberagaman Karakter:  
Model Pengajaran Bahasa Indonesia bagi Penutur Asing Lintas Generasi)

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**Abstract**

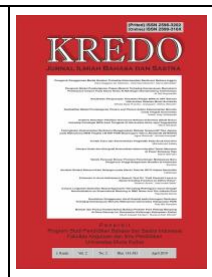
*The development of technology and communication has been raising to the Baby Boomers generation, generation X, generation Y, generation Z, and generation Alpha. Each generation has different characteristics in learning activities. Indonesian for Speakers of Other Languages (BIPA) can be learned from the Baby Boomers generation to the Alpha generation. Characteristic differences among generations in learning BIPA should be adjusted regarding the learning model used. The suitable learning model for each generation's characteristic makes the learning BIPA easier for the students and teachers to achieve the learning goals. This study aims to describe the BIPA learning model based on the characteristics from each generation of students. The research method used is literature studies. The results of this study are producing BIPA learning model across generation which is consisting of (1) BIPA learning procedure, (2) learning environment, and (3) learning support system. The BIPA learning procedure is the teaching phases developed by BIPA teachers based on the characteristics of the BIPA student's generation with the purpose of achieving the competency standards. The learning environment is created based on the social system and the characteristics of the BIPA students' generation. The support system for the across generations BIPA learning model consists of learning resources, learning media, and teaching materials that are adjusted to the characteristics of the generation of BIPA students.*

**Abstrak**

Perkembangan teknologi dan komunikasi telah melahirkan generasi Baby Boomers, generasi X, generasi Y, generasi Z, dan generasi Alfa. Setiap generasi memiliki karakteristik yang berbeda dalam kegiatan pengajaran. Pengajaran bahasa Indonesia bagi penutur asing (BIPA) dapat diikuti mulai dari generasi Baby Boomers hingga generasi Alfa. Perbedaan karakteristik antargenerasi dalam pengajaran BIPA perlu dilakukan penyesuaian terkait model pengajaran yang digunakan. Model pengajaran yang sesuai dengan karakteristik generasi memudahkan pelajar dan pengajar BIPA dalam mencapai tujuan pengajaran. Penelitian ini bertujuan untuk mendeskripsikan model pengajaran BIPA yang sesuai dengan karakteristik masing-masing generasi pelajar. Metode penelitian yang digunakan adalah studi pustaka. Hasil penelitian ini adalah model pengajaran BIPA lintas generasi yang terdiri dari (1) struktur pengajaran BIPA, (2) lingkungan belajar, dan (3) sistem pendukung pengajaran. Struktur pengajaran BIPA merupakan fase-fase pengajaran yang dikembangkan oleh pengajar BIPA sesuai dengan karakteristik generasi pelajar BIPA dengan tujuan mencapai standar kompetensi lulusan. Lingkungan belajar diformat berdasarkan sistem sosial dan karakteristik generasi pelajar BIPA. Sistem pendukung model pengajaran BIPA lintas generasi terdiri dari sumber belajar, media pengajaran, dan bahan ajar yang disesuaikan dengan karakteristik generasi pelajar BIPA.

**Kata Kunci** :

*bahasa, BIPA,  
generasi, model,  
pengajaran*



## INTRODUCTION

Information and communication technology development has been rising among the Baby Boomers Generation, Generation X, Generation Y, Generation Z, and Generation Alpha. The differences between the generations can be seen in terms of the period of growth and social skills. The period of birth is the limit or range of birth years of the generation. Social skills are the skills of a generation to survive in real life.

A generation's birth period is around 10-20 years, coinciding with technological developments and changes. [McCrinkle \(2021\)](#) The period of intragenerational birth is grouped as follows: First, the Baby Boomers were born between 1946 and 1964. Second, generation X was born between 1965 and 1979. Third, generation Y was born between 1980-1994. Fourth, Generation Z was born between 1995-2009. Fifth, generation Alpha was born in 2010-present.

The social skills of each generation consist of thinking, lifestyle, communication skills, and adapting the opinions of intergenerational social skills from [Hafizah \(2023\)](#) dan [Lase & Daeli \(2020\)](#), which are classified as follows. Baby Boomers are adaptive, adaptable, and have more life experience. Generation X is a generation born at the beginning of the emergence of computer technology and has independence in thinking. Generation Y is a generation that tends to use technology more in everyday life and has a group work ethic in critical situations. Generation Z is a generation that can apply digital technology in everyday life and is dependent on technology. Generation Alpha is a generation that is familiar with

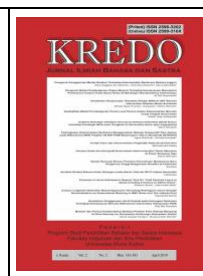
digital technology and coexists with technological developments.

Differences in birth spans and intergenerational social skills affect a generation's ability to teach activities. The teaching model is one aspect of teaching activities that need to be adjusted to generational characteristics. A teaching model that matches the characteristics of a generation makes it easier for them to achieve teaching goals.

There are several trainings and courses that can be followed across generations, one of which is the Indonesian for Foreign Speakers (BIPA) program. The BIPA program is not only held in Indonesia, BIPA is also held in various countries. The BIPA program can be followed by children and adults, students, professionals, or the general public. BIPA is intended for foreign nationals who desire to study Indonesian for academic or work purposes.

[Number 27 of 2017 Competency standards](#) for graduates of BIPA courses and training, classify the age of participants into four levels. First, elementary-age participants can participate in the BIPA 1 to BIPA 2 programs. Second, junior high school participants can participate in the BIPA 1 to BIPA 4 program. Third, high school-age participants can participate in the BIPA 1 to BIPA 7 program. Fourth, adult participants with professional backgrounds can participate in BIPA 1 to BIPA 7 programs.

Similar research on cross-generational BIPA teaching has been conducted by [Darmayanti & Mayasari \(2020\)](#), Field [Muzdalifah & Nuryanti \(2020\)](#), and Field [Kartika, et. al., \(2020\)](#).



[Darmayanti & Mayasari's research \(2020\)](#)

examines BIPA Online teaching media by factors from the generation of users. [Muzdalifah & Nuryanti's \(2020\)](#) The study examines the use of the Worldwall application in teaching BIPA to Generation Z. [Kartika, et. al., \(2020\)](#) examines the use of the Lingual audio method in teaching BIPA to millennials.

This research has similarities and differences with the three studies. This study is similar to the three studies focused on BIPA teaching. The difference between this study and [Darmayanti & Mayasari's \(2020\)](#) research lies in the variables studied, this study examines the BIPA teaching model, while [Darmayanti & Mayasari's \(2020\)](#) research examines BIPA teaching media. Meanwhile, the difference between this study and the research [Muzdalifah & Nuryanti \(2020\)](#) [Kartika, et. al., \(2020\)](#) lies in the BIPA learning variables. Both studies focused on Generation Z and millennials, while this study focused on cross-generational, which includes baby boomers, generation X, generation Y, generation Z, and Generation *Alpha*.

The BIPA teaching model needs to be aligned with the characteristics of each generation. It aims to make it easier for BIPA students to achieve teaching goals. In addition, a teaching model that suits the characteristics of the generation of learners can create a conducive learning atmosphere and environment. This study aims to describe the BIPA teaching model according to the characteristics of the BIPA student generation. BIPA teachers can use the results of this research as an alternative teaching model in BIPA teaching.

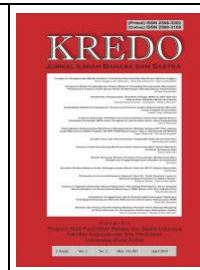
## LITERATURE REVIEW

### BIPA Teaching Models

BIPA teaching consists of beginner, intermediate, and advanced. The three levels of BIPA teaching refer to the *Common European Framework of Reference (CEFR)*, which divides BIPA learners into three categories ([Suharsono, et. al., 2022](#)). The primary BIPA learners' first category includes beginner A1 and beginner A2. The second category is BIPA learners intermediate B1 and medium B2. The third category, BIPA learners, are C1 advanced, and C2 advanced.

The BIPA teaching model is a foundation in the teaching process systematically arranged to help students and teachers achieve learning goals. [Fitriani \(2019\)](#) explains that the teaching model is a procedure in steps that lead to specific learning outcomes. The selection of BIPA teaching models in BIPA teaching activities needs to pay attention to three: teaching structure, learning environment, and support system.

[Lase & Daeli \(2020\)](#) They stated that cross-generational teaching is about more than teaching techniques or processes. In cross-generational BIPA teaching, it is necessary to adjust the teaching model, including teaching structure, learning environment, and teaching support system. Inaccuracy in the selection and use of teaching models can cause BIPA students to experience difficulties in teaching activities, which results in BIPA teaching: objectives and competencies needing to be achieved.



## BIPA Teaching Structure

The teaching structure is a phase or stage of activity in BIPA teaching. Based on the SKL BIPA ([Ministry of Education and Culture, 2017](#)), BIPA teaching consists of BIPA 1, BIPA 2, BIPA 3, BIPA 4, BIPA 5, BIPA 6, and BIPA 7 levels. Referring to the BIPA SKL from [the Ministry of Education and Culture \(2017\)](#), there is a scope at the BIPA teaching level. The scope contains competencies that BIPA students must achieve at each level. The description of each level in the scope of BIPA teaching is presented in Table 1.

Level BIPA	Scope Description
BIPA 1	Able to understand and use expressions in the context of self-introduction and fulfillment of concrete daily and routine needs in a simple way to communicate with highly cooperative speech partners.
BIPA 2	Able to express feelings simply, describe the surrounding environment, and communicate daily and routine needs.
BIPA 3	Able to express experiences, expectations, goals, and plans briefly and coherently accompanied by reasoning in the context of life and daily work tasks.
BIPA 4	Able to report observations on events and express ideas in the topic of their field, both concrete and abstract, quite smoothly without obstacles that interfere with the understanding of speech partners.
BIPA 5	Able to understand long and complicated texts and able to express ideas with points of view in diverse topics spontaneously and smoothly almost without obstacles, except for professional and academic fields.
BIPA 6	Able to understand texts that are long, complicated, and contain implied meanings and able to express ideas in clear, structured, systematic, and detailed language spontaneously and smoothly according to speech situations for

	social and professional purposes, except in complex academic fields (scientific work).
BIPA 7	Able to understand information in almost all fields easily and express ideas spontaneously, smoothly, precisely by distinguishing nuances of meaning, and reconstructing arguments and data in a coherent presentation.

Table 1. BIPA Teaching Scope

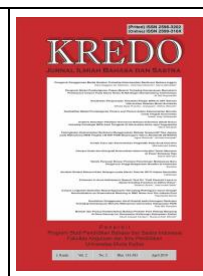
## BIPA Teaching Domain

BIPA teaching consists of the cognitive, psychomotor, and affective domains. The three domains refer to the learning taxonomy developed by Blom ([Mahmudi, et. al., 2022](#)). The cognitive domain is knowledge of teaching materials that BIPA students must master. The psychomotor domain is in the form of BIPA learners' skills in understanding and expressing ideas orally and in writing in specific contexts. The affective domain is an attitude of mutual respect between BIPA students related to culture so that they can live social values, norms, ethics, law, and morals. In cross-generational BIPA teaching, the three learning domains are used as a reference for choosing the teaching model.

The learning environment is a social system that regulates the role of teachers and students in teaching BIPA. The learning environment also includes all conditions that affect the behavior of learners involved in the learning process. ([Rahmi, 2019](#)). Two aspects influence the social system in BIPA teaching: internal and external collaboration. Internal collaboration is a collaborative learning activity between students and students or teachers with students. External collaboration is a collaborative learning activity between students and the



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surrounding community. The role of BIPA teachers in cooperative learning activities is to facilitate and guide BIPA students. In cross-generational BIPA teaching, BIPA teachers must be skilled in facilitating and guiding BIPA learners based on generational characteristics.

The teaching support system includes syllabi, teaching materials, and teaching evaluations. The BIPA teaching syllabus contains a general description of BIPA teaching at all levels that explains the outline of teaching topics and teaching activities in the field ([Maharany, 2020](#)). BIPA teaching topics are aligned with BIPA teaching objectives and levels. In BIPA teaching activities, BIPA teachers need to adjust to the characteristics of the student generation.

Teaching materials are a set of materials compiled by teachers to be used in the teaching-learning process. BIPA teachers need to prepare BIPA teaching materials according to the characteristics of the generation and level/level of BIPA teaching ([Rofiuddin, et. al., 2021](#)). In addition, the teaching materials also need to take advantage of the development of information technology and the characteristics of the student generation. The form of printed teaching materials is more in line with the characteristics of generations who are less able to use technology. In contrast, online teaching materials are more suitable for the characteristics of generations who are good at using technology.

Teaching evaluation aims to measure learner competence in achieving teaching objectives. BIPA teaching evaluation is implemented to determine student development, including knowledge,

attitudes, and skills ([Rachmawati & Arifin, 2023](#)).

Evaluation of BIPA teaching using test and non-test form instruments. Test from more widely used instruments to evaluate learning outcomes from the cognitive domain. At the same time, non-test instruments are more widely used to assess learning outcomes from this study's affective and psychomotor domain collection techniques ([Asrul, et. al., 2022](#)). Sources of this research data include journals, books, and the internet on the theory of BIPA teaching models and cross-generational teaching.

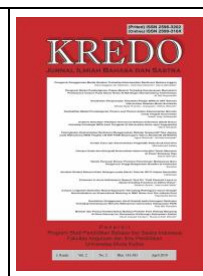
Data analysis in this study uses data analysis techniques from a literature study, which includes seven stages: tracing data sources, data classification, data processing, data presentation, data abstraction, data interpretation, and conclusions. This study used data sources to search various literature related to the BIPA pursuit model and cross-generational teaching. In the second stage, researchers classified the literature of the BIPA teaching model based on the characteristics of the learning generation. In the third stage, researchers process data to find out the literature used in the research. In the data presentation stage, researchers display the data that has been processed. Researchers classified BIPA teaching model data across generations in the data abstraction stage based on BIPA teaching domains and BIPA learning levels.

## RESEARCH METHODS

The research method used in this research is literature study. The library research method is a method of collecting data by understanding and studying theories from various literature related to



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the research being conducted ([Fadli, 2021](#)). This research approach is qualitative which focuses on explaining teaching models that suit the characteristics of the BIPA student generation. The data collection technique in this research uses documentation. Data sources for this research include journals, books and the internet regarding the BIPA teaching model theory and intergenerational teaching.

Data analysis in this research uses [Darmalaksana's \(2020\)](#) literature study data analysis technique which includes seven stages, namely tracing data sources, data classification, data processing, data presentation, data abstraction, data interpretation, and conclusions. In this research, data sources were searched to search for various literature related to the BIPA pursuit model and intergenerational teaching. In the second stage, researchers classified the BIPA teaching model literature based on the characteristics of the learner generation. In the third stage, the researcher carried out data processing to find out the literature used in the research. In the data presentation stage, the researcher displays the data that has been processed. At the data abstraction stage, researchers classified data on BIPA teaching models across generations based on BIPA teaching domains and BIPA learning levels.

## RESULTS AND DISCUSSION

BIPA teaching can be followed by elementary to adult-age students categorised at seven teaching scope levels. At each level, BIPA students have different characteristics in teaching and learning activities. This needs to be a particular concern for BIPA teachers when choosing and using teaching models.

The cross-generational BIPA teaching model comprises a teaching structure, learning environment, and teaching support system. BIPA teachers must adapt the teaching model used to the characteristics of the BIPA student generation to help BIPA students achieve teaching goals and competencies in BIPA teaching SKL. The following explains the BIPA teaching model by the learning characteristics of the baby boomers, generation X, generation Y, generation Z, and Generation Alpha.

### Baby Boomers' BIPA Teaching Model

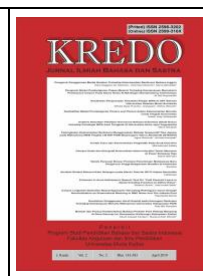
Baby boomers are the generation born between 1946 and 1964. The characteristics of this generation are adaptive, optimistic, confident, and hardworking. This generation has a more extended life experience compared to other generations. According to Bencsik and Machova, baby boomers have good emotional intelligence and respect existing traditions ([Thaariq, 2023](#)).

In BIPA teaching activities, baby boomers are more proficient in using manuals and simple teaching tools. [Nuriana, et. al., \(2019\)](#) stated that baby boomers are not always directly related to technology use and prefer manual things. One teaching model that suits the characteristics of the baby boomer generation and can be used by teachers in teaching BIPA is the SDL (*Self Directed Learning*) model.

The SDL model suits baby boomers because they have a more extended life experience than other generations. This allows baby boomers to initiate their own learning needs. In BIPA teaching, the SDL model can be used to stimulate and direct the desired teaching goals of baby boomer



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BIPA learners. BIPA teachers act as Facilitators in teaching the BIPA SDL model. For example, a BIPA student of the baby boomer generation wants to learn BIPA to meet the needs of the Indonesian food chef profession. In this case, BIPA teachers can facilitate student desires by inviting BIPA students to Indonesian eating places or introducing original Indonesian spices to BIPA students.

The teaching structure of the baby boomer generation refers to SKL BIPA, including the category of adult BIPA students. BIPA teachers need to develop a BIPA teaching structure according to the competencies that BIPA students must master by referring to the scope of BIPA levels 1-7. In addition, BIPA teachers can also develop BIPA teaching structures according to the wishes and needs of students.

In teaching BIPA to baby boomers, BIPA teachers can use a social system of internal collaboration and external collaboration. Judging from the age range of students, this generation of BIPA teaching uses an internal collaboration system between students and teachers. This is because this generation of BIPA teaching uses more private teaching systems with learning needs for professions and jobs. BIPA teachers can also occasionally use an external collaboration system, namely collaborating with external parties, the public, or experts in specific professional fields as a form of direct teaching.

The teaching support system of the baby boomer generation is tailored to the characteristics of the generation. BIPA teachers develop the teaching syllabus according to the practical needs of baby boomer students while still referring to the teaching level on BIPA SKL. The teaching

materials used in this generation's BIPA teaching model are more suitable for printed teaching materials because the characteristics of this generation are that they are less proficient in using information technology. In this generation of BIPA teaching, BIPA teachers can use interviews and questions and answers as a form of evaluation conducted at each meeting. This assessment form was chosen because BIPA students of this generation prefer the teaching evaluation model to be undertaken directly through communication.

### **BIPA Generation X Teaching Model**

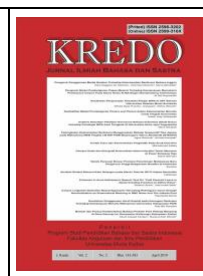
Generation X was born between 1965-1979. This generation is the first generation to develop the role of technology in technological development ([Khairani, et. al., 2022](#)). Based on this, the Discovery Learning model is one teaching model based on the characteristics and ability to use Generation X technology.

The Discovery Learning (DL) model in teaching BIPA for Generation X is felt to be based on the characteristics and capabilities of technology. The characteristics of Generation X, who are hardworking and have high curiosity, are based on the DL model, which is teaching that uses exploration, discovery, and proof. With such a teaching model, Generation X can more easily understand knowledge and achieve the desired competencies. For example, Generation X BIPA students learn Indonesian by teaching cardinal directions and using maps. BIPA teachers can facilitate BIPA students' direct access to the field for proof by conducting traces, after which BIPA students are asked to make conclusions and presentations.

The age range of BIPA Generation X students currently is 43-57 years. Based on



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this age range, generation X BIPA students include adult students and are categorised within the scope of BIPA levels 1-7. The scope of the BIPA generation X student level is the same as that of the baby boomers' BIPA student level by referring to the BIPA SKL. However, there are differences in teaching needs, which lie in the scope of teaching topics and the level of competence achieved. The scope of issues needed in teaching BIPA generation X is broader because this generation is experiencing the peak of their work career ([Nurhanurawati, 2019](#)). It also directly impacts the teaching competencies that need to be achieved.

The learning environment format in Generation X BIPA teaching uses a social system of internal and external collaboration. An internal collaboration system is the cooperation between students and students or between students and teachers. By the BIPA generation X teaching format, this generation generally carried out a private or limited class teaching system. The external collaboration social system is used to improve the ability of Generation X BIPA students to communicate practically with the surrounding community in the context of work or profession.

The BIPA Generation X teaching support system includes a syllabus, teaching materials, and teaching evaluations. BIPA teachers prepare the BIPA teaching syllabus. The Generation X BIPA teaching syllabus refers to the BIPA SKL, which consists of three components: competency achievements, teaching topics, and teaching activities. These three components can be modified according to the practical needs of Generation X BIPA students. Teaching materials used in teaching BIPA for Generation X can use a

mixed model, namely 50% printed teaching materials and 50% online. This is due to the characteristics of Generation X, which desires to integrate technology into everyday life. BIPA teachers can use teaching evaluations in the form of formal tests, interviews, and questions and answers conducted at each meeting and every week. Teaching evaluation can also combine online and offline types.

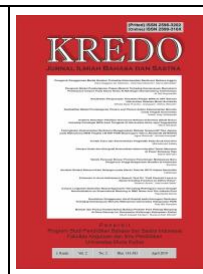
### **BIPA Generation Y Teaching Model**

Generation Y, or millennials, was born and grew up when information technology was rapidly developing. This generation was born between 1980-1994. The characteristics of this generation are oriented towards the value of freedom and openness; this is influenced by their personalities, which are born into technological development goals ([Nuridin & Labib, 2021](#)). One teaching model that fits these characteristics is the project-based teaching model.

The project-based teaching model is oriented towards the goal of creating a product. This teaching model also requires student creativity in preparing the final project. Teaching BIPA for Generation Y with a project-based model is felt to stimulate students to achieve the desired competencies. For example, BIPA generation Y students learn Indonesian with news text topics for professional needs. BIPA teachers can enter a project-based teaching contract with BIPA students. The project can be in the form of BIPA students reading Indonesian news uploaded on social media. In this teaching, BIPA teachers act as mentors during the project process.

The BIPA teaching structure for Generation Y falls into the category of





adult BIPA learners. Currently, the age range of Generation Y is 28-42 years. The teaching structure of BIPA Generation Y is similar to that of BIPA generation baby boomers and Generation X, namely the scope of BIPA teaching levels 1-7. The teaching structure of BIPA Generation Y also differs from that of BIPA Generation Baby Boomers and Generation X, namely teaching needs, competencies to be achieved, and professional background. BIPA generation Y students with exchange schemes or scholarships who study Indonesian have academic needs and daily communication.

In Generation Y BIPA teaching, BIPA teachers can use both social systems, namely internal collaboration and external collaboration. Internal collaboration on teaching BIPA generation Y is more widely used in the classroom because, in general, teaching BIPA generation Y uses a classical system. In comparison, the external collaboration social system is used to improve the communication skills of BIPA students with the surrounding environment and professional communication.

The Generation Y BIPA teaching support system, which consists of a syllabus, teaching materials, and teaching evaluation, needs to be adjusted to the characteristics of the generation. BIPA teachers can use information technology-based teaching support systems because of the characteristics of this generation, which is accustomed to using technology. The teaching syllabus of BIPA generation Y can be adjusted and modified according to the needs of students in learning Indonesian while still referring to SKL BIPA. Online teaching materials can be selected and utilised by BIPA teachers in teaching BIPA generation Y. BIPA teachers can use

technology-based teaching evaluations carried out at each meeting, mid-program, and end of the program.

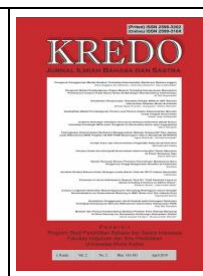
### **BIPA Generation Z Teaching Model**

Generation Z is a generation group born between 1995-2009. Generation Z, or the Internet Generation, was born when information technology developed. Since birth and development, this generation has been familiar with various technologies. This is the difference between Generation Z and Generation Y. If Generation Z is less multitasking using technology at one time, Generation Z can easily adapt quickly and multitask using technology at one time ([Isnawati, 2022](#)). In addition, this generation has advantages in multitasking, technological proficiency, open-mindedness, creativity, innovation, critical and global thinking, and digital socialising; a diverse environment influences these because they grew up amid technological relief ([Kristyowati, 2021](#); [Pujiono, 2021](#); [Adityara & Rakhman, 2019](#)).

In learning activities, generation Z is a digitally native generation who wants freedom, criticality, integrity, innovation, speed, and collaboration. In Generation Z BIPA teaching, one of the teaching models that can be used is the contextual model. Contextual models are practical and can optimise information technology in teaching. In this model, BIPA teachers act as directors in teaching activities. BIPA teachers help students gain meaningful experiences and connect the knowledge learned with real situations. For example, BIPA generation Z students learn Indonesian with agricultural topics. In this teaching, BIPA teachers can ask students to explore knowledge about agriculture using information technology; after that, BIPA teachers direct BIPA students to learn



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directly in rice fields to connect knowledge gained from the internet with real situations.

The age range of BIPA Generation Z students is 13-27 years. Based on this age range, BIPA generation Z students include students in the middle school, high school, and adult age categories. The teaching structure of Generation Z BIPA needs to pay attention to the age category of students. Referring to SKL BIPA, the structure of BIPA teaching to junior high school age category students is included in the scope of BIPA levels 1-4, high school age category students are included in the scope of BIPA levels 1-7 and adult age category students are included in the scope of BIPA levels 1-7.

The format of the learning environment in teaching Generation Z BIPA generally has similarities with Generation Y's because the Generation Z BIPA teaching system is usually carried out classically. The difference between Generation Z and Generation Y learning environments lies in the age category of BIPA students. Generation, Y is the age category of adult students, but generation, Z is divided into junior high, high school, and adult students. The internal collaboration social system in BIPA generation Z teaching is in the form of communication between students and students and students with teachers in class and everyday life. As for the social system, external collaboration involves communication between students and their families and the surrounding environment.

The preparation of a Generation Z BIPA teaching support system needs to pay attention to the age category of students. This is because each age category of students has a different scope of BIPA

teaching levels. BIPA teachers need to compile a teaching syllabus by considering the age category of students and the general characteristics of Generation Z. Online teaching materials can be used in teaching BIPA Generation Z with the development of features and the use of the latest information technology. The aim is for Generation Z BIPA students to learn from anywhere and anytime. Evaluation of teaching conducted by BIPA teachers to Generation Z BIPA students can be done in the form of formal tests, questions, and answers held every meeting, every weekend, mid-program, and at the end of the program.

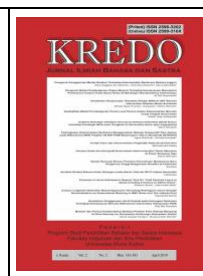
### **Alpha Generation BIPA Teaching Model**

Generation Alpha, or Generation A, is the last generation born in 2010. The birth of this generation is due to the rapid development of information technology and the emergence of artificial intelligence-based technology. The characteristics of this generation are having high creativity, connection to technology, anti-sharing, high mobility, and wanting freedom in all things (Hidayat, 2021). This generation is predicted to be the most advanced among other generations because of the prowess and creativity in technology. In addition, this generation is trying things that previous generations never thought of.

The concept of teaching Generation A uses digital technology. The characteristics of Generation A, who want everything to be digitised, make learning activities also developed digitally. This generation wants to be able to do things that humans cannot physically reach with the help of technology.



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Generation A BIPA teaching is limited by birth year range between 2010-2016. This restriction is carried out because the birth age of 2016 has yet to enter the primary education age. One teaching model that suits basic education students is the role-play model. The characteristics of Generation A, the level of knowledge, and the age category of primary education, which still has various aspirations, make role play models by Generation A. Role play models focus on play activities by integrating knowledge. For example, generation A BIPA students learn the topic of self-introduction in Indonesian. BIPA teachers provide stimulation on self-recognition using video shows about a pilot's self-introduction. BIPA students are asked to pay attention to the video show, after which the BIPA teacher asks students to imitate and demonstrate the introduction video and adjust it to the student's ideals.

The teaching structure of BIPA generation A refers to SKL BIPA within the scope of BIPA levels 1-2. This is by the age range of current generation A BIPA students aged 6-12. Based on this age range, generation BIPA students are included in the category of elementary-age students. The scope of BIPA level 1 is given to elementary school students from grade 1 to grade 3. Meanwhile, the scope of the BIPA 2 level can be given to elementary school-age students at grade 4 to grade 6 levels.

The learning environment in BIPA generation A teaching uses a social system of internal and external collaboration. In the social system, internal collaboration uses more communication between students and teachers than students with students. This is due to the characteristics of Generation A, who tend to be anti-sharing, and significant events in

Generation A, namely the COVID-19 pandemic. The COVID pandemic has made Generation A learn more using technology without face-to-face contact. The external collaboration social system is in the form of communication with students and families.

BIPA's teaching support system for Generation A is entirely digitally developable. The BIPA teaching syllabus is prepared by referring to the BIPA SKL and modifying it to fit teaching needs. Generation A does not need printed teaching materials; technological advances make this generation more comfortable using digital teaching materials that can be accessed from anywhere and anytime. Evaluation of generation A BIPA teaching utilising a question-and-answer form conducted at each meeting, every week, mid-program, and at the end of the program.

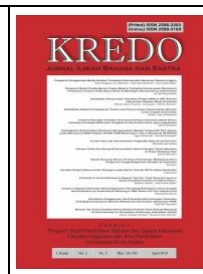
## CONCLUSION

Generation groups include baby boomers, generation X, generation Y, generation Z, and generation A. The birth of the generation group is due to the development of information technology. Technological developments also have an impact on differences in characteristics between generations. Different characteristics between generations directly impact BPA's teaching activities. Each generation uses a different BIPA teaching model. The intergenerational teaching model cannot be generalised; this can result in teaching objectives not being achieved. In addition, the inaccuracy of using the teaching model will also impact the smooth running of teaching activities.

BIPA teachers are asked to adapt the teaching model used to the characteristics



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of the generation, the scope of BIPA levels, and the goals of Indonesian learners. Differences in intergenerational characteristics influence the preparation of teaching syllabi, the selection of teaching materials, and the use of teaching evaluation. The scope of BIPA levels is

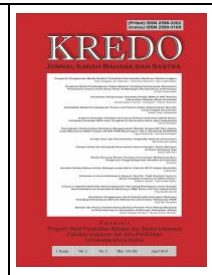
differentiated based on students' cognitive, affective, and psychomotor abilities adjusted to age levels. Differences in the goals of BIPA students in learning Indonesian also need to be considered by BIPA teachers when choosing teaching topics.

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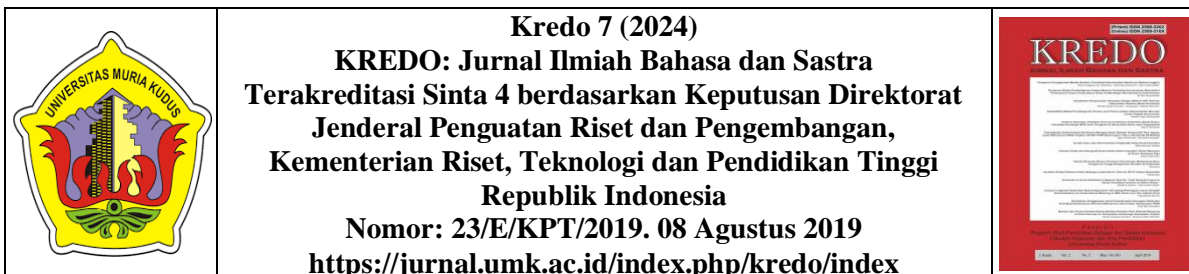
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**for Speakers of Other Languages Across Generations**

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