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## REFORMULATION OF LANGUAGE EDUCATION SYSTEM IN INDONESIAN NAVY UNITS SUPPORTING THE HUMAN RESOURCES RESILIENCE OF NAVY'S PERSONNEL

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### ABSTRACT

The researcher focuses on the study about language education system in Indonesian Navy units. The research uses qualitative method. There are some problems found: the curricula that are still obsolete and temporary, the incompetent educators, lack of the standardized facilities, as well as the low intensity of cooperation. The education system of foreign languages needs to run well, so it can pass the qualified Indonesian Navy's graduates. To achieve the expected Indonesian Navy personnel's graduates, the language education system in Indonesian Navy institutions can be re-orientated and reformulated, by updating, establishing and composing the new curricula, managing the human resources by adding more educators and improving the professional development and providing more education opportunity, standardizing the facilities, such as classrooms, language laboratories and libraries, as well as cooperating with the other language education centers domestically and internationally. After reorientation of this, the writer finds the importance of the reformulating language education system in Indonesian Navy units. By reformulating it, it can result the competent graduates of Indonesian Navy personnel that can support the Resilience of Human Resources. As a result, the Resilience of Indonesian Navy personnel can support the readiness of Indonesian Navy duties, particularly in the field of naval diplomacy.

### KEY WORDS

Reorientation, reformulation, education system, human resources, resilience.

Based on the Preamble of Constitution of Republic Indonesia 1945, Paragraph IV, Indonesia needs to participate in the mission of peacekeeping as a part of foreign political policy. It is a medium of achieving the national interest as a part of international relationship. It is also mentioned in the Regulation of President of the Republic of Indonesia No, 86, 2015 dated 25 July 2015 about deploying Peacekeeping Missions including Indonesian Armed Forces, National Police or Civilians joining the Task Forces. It is clear that peacekeeping is a part of Indonesian Armed Forces' assignments.

It is also shown in the Law of Republic of Indonesia Number 34, 2004 article 7(2) verse b (6) stating that Indonesian Armed Forces has a duty of international peacekeeping based on the foreign political policy. In the article 9 verse c, Indonesian Navy has a mission of naval diplomacy to support foreign political policy. It shows the implementation of Indonesian Navy duties to support the National Resilience in politics by Naval Diplomacy. Since it is related to the Indonesian Navy personnel, it is also automatically on the field of Defence and Security. Therefore, their qualities should be improved by joining foreign language education that can support the Human Resources Resilience of Indonesian Navy.

Indonesian Navy personnel should learn foreign languages, because there are some cases showing how important to use it. First case is that so many troops joining Peacekeeping Force don't have the foreign language ability. Mastering the foreign language for peacekeeping operation is very beneficial, since it is used to communicate with the citizens of the designated country as well as to negotiate with the troops of other countries. The second case is when the foreign ship flagged Bahama, MT. Strovos, loaded the illegal crude oil passing through the Indonesian waters. Then the Indonesian Navy Warship KRI John Lie 358 caught the ship on Anambas Sea near Tarempa Island, Riau Archipelago in the bordered area among three countries, Malaysia, Vietnam and Thailand. The first time that had to be done was communicating with the ship crews using the international language that



could be understood each other. When Commander of the Chinese People's Liberation Army (PLA) Navy visited the Indonesian Navy Headquarters, it was so difficult to find the Mandarin interpreter. Also, it found no easy to find Indonesian Navy personnel who were able to tactical communication procedures in Vietnamese and Mandarin languages. So, all facts show how important to be master foreign language competence in order to make the diplomacy task run well and smoothly.

By considering all facts above, the Indonesian Navy language education centers should develop the competence of foreign languages for the personnel to support the naval assignments. They should have a concept to develop the integrated language education system having coherent and directed vision. There are several language education centers existing in Indonesian Navy service: Sebasa Kodiklatal (Language School in Indonesian Navy Training, Education and Doctrines Development Command), Language Section Disdikal (Language Section in Indonesian Navy Education Service), Div Bahsing Kolat Koarmada I (Foreign Language Division in Training Command of Indonesian Navy Fleet I) and Div Bahsing Kolat Koarmada II (Foreign Language Division in Training Command of Indonesian Navy Fleet II).

The language education units have authorities as the centers of learning foreign languages in the Indonesian Navy service. First, Sebasa Kodiklatal has the main duty based on the Regulation of Indonesian Navy Chief of Staff No. 2 of 2013: providing service of language needs for Indonesian Navy assignments. Sebasa Kodiklatal can be a centre of gravity of learning foreign languages for the Navy personnel from all units in Indonesia. As well, Divisi Bahsing Kolat Koarmada I and Divisi Bahsing Kolat Koarmada II can be a centre of learning foreign language for the personnel working in the Indonesian Navy fleets and ships. Language Section Disdikal is for supervising and managing the planning of foreign language education programs. The Indonesian Navy units have their own language education systems that should be controlled by Disdikal acting for managing the Indonesian Navy language education system.

The language education system in Indonesian Navy units is still local and partial oriented to their own interests. The system is still not holistic, not managed and directed well, since it still runs separately. They already conduct some education programs, but still less integrated, so it is not optimum yet to develop the competence level of foreign language communication that should be achieved by the Indonesian Navy personnel. Indonesian Navy language education centers have several problems related to curricula of education programs, educators and educational staff, education facilities as well as education cooperation not well managed domestically and internationally as components of Navy language education system.

The Indonesian Navy language education system is carried out as a process of personnel development actuated in the Annual Education Planning. There are some foreign language education programs or courses held by some Indonesian Navy units separately. Based on the Education Planning, Sebasa Kodiklatal conducts KIBI (Intensive English Courses), KIBA (Intensive Foreign Language Courses) Arabic or Mandarin. Language Section Disdikal implements KIBI for Preparing Master and Doctoral and Regular KIBI twice a year. Foreign Language Division Kolat Armada I and Armada II run the KIBI for the fleet personnel and On the Job Training for Junior Officers. Sebasa Kodilatal and Language Section Disdikal still uses the obsolete education program curriculum, i.e. Curriculum for KIBI Elementary 2007. KIBA uses The Temporary Curricula for The Intensive Basic Arabic Courses 2014 and The Intensive Basic Mandarin Course 2014. Foreign Language Division Kolat Koarmada I still uses their own education program curriculum 2007 and Kolat Koarmada II uses curriculum 2015. The Indonesian Navy language education centers still have curricula problems, since it is still un-integrated well, and the contents of lesson materials are too general, not focusing on the materials related to the service activities, particularly in increasing the competence of foreign language related to the deployment of Indonesian Navy personnel. The lesson materials in curricula are supposed to be prepared and established by Disdikal, while language school and other language education centers, such as Foreign Language Division Kolat Koarmada I and Kolat Koarmada II, are just the



task executors in the field. The ability for handling the education program curricula should be managed by the Indonesian Navy educational staff.

In managing Human Resources, the Indonesian Navy language education centers still have problems of inadequate quantity and quality of educators and educational staff. Based on the Personnel Arrangement List, the total number of educational staff in Sebas Kodiklatal is supposed to be twenty one (21) personnel, but only occupied by eleven (11) personnel. Some of them are also as instructors consisting of seven (7) personnel. Not all of them are as teachers; some of them are purely the educational staff consisting of four (4) personnel. The number of permanent instructors in Disdik is about ten (10) personnel, but being posted in diverse Headquarters services. Kolat Koarmada I only has two (2) permanent English teachers and Kolat Koarmada II has five (5) teachers, even though working in different units. As well, there are lacks of educational staff manning and maintaining the education facilities in the Indonesian Navy language education centers.

Recently the Indonesian Navy language education centers still have the education facility problems. Sebas Kodiklatal only has three (3) classrooms, i.e. one (1) classroom for KIBI, one (1) classroom for KIBA Arab and one (1) classroom for KIBA Mandarin. There are two multimedia language laboratories with capacities of twenty (20) boots and forty (40) boots, not connected to Internet, used only for conducting test, but not as the learning classroom. Disdik has two (2) small classrooms, one (1) big classroom using the hall, as well as the multimedia language laboratory using Personal Computer (PC) devices. In supporting the English teaching, Foreign Language Division Kolat Koarmada I has a classroom with its facility, such as whiteboard, laptop and Liquid Crystal Display (LCD) projector, as well as a language laboratory room. Foreign Language Division Kolat Koarmada II has the education facilities consisting of three (3) language laboratories, two of them with twenty (20) seats, and one of them with twenty four (24) units, but most of them cannot function well. There are three (3) classrooms, but only two (2) of them works well completed with PCs. The Indonesian Navy units can find the description of more complete education facilities from other language education centers.

In fact, the Indonesian Navy units haven't established the cooperation with the other language education centers well. Sebas Kodiklatal carries out the cooperation with Rumah Bahasa Pemerintahan Kota Surabaya (Language House of City Government Surabaya), Lembaga Ilmu Pengetahuan Islam dan Arab (LIPIA/Arab and Islam Knowledge and Science Centre), Education Centre of Al Falah, Universitas Islam Negeri (UIN) Sunan Ampel Surabaya, Universitas Dr. Sutomo (Unitomo) and Indonesia Tionghoa Culture Centre (ITCC). Sebas Kodiklatal has already built the cooperation well, but not actuated in legal document or Memorandum of Understanding. The cooperation is only carried out by sending proposal letters to visit the other language education centers or institutions. As well, Disdik has conducted the cooperation with the other institutions, domestically and internationally. However, it is just proposing aids for teachers from Pusdiklat Bahasa Kemhan (Language Training and Education Centre, Defence Ministry). Kolat Koarmada I has already cooperated with British Embassy, Australia Embassy and United States Embassy. The cooperation aiming to invite guest native speaker is very important for students to understand the language spoken by the natives. It has also invited the Defence Cooperation Education from Australia working in Pusdiklat Bahasa Kemhan. Foreign Language Division Kolat Koarmada II has cooperated with the other institutions, such as International Association of Learning Factories in Surabaya for teaching General English, but it cannot run continuously. The lack of education cooperation becomes one of the language education problems in Indonesian Navy units.

By observing the problems happened in Indonesian Navy language education centers, it needs to be reoriented and reformulated that can be used to develop the Integrated Language Education System in Indonesian Navy units. It refers to the Law of Republic of Indonesia Number 20, 2003 Chapter I article 1 that National Education System is the whole education system interrelated and integrated to achieve the national education goals. In Chapter IX article 35 verse (1) states that the national education standard consists of content, process, graduates competence, educational staff, facilities and infrastructure,



management, funding and evaluation. In verse (2) mentions that the national education standard is used as reference of developing curriculum, educational staff, facilities and infrastructure, management and funding.

In the term of language education system based on the Language Political Seminar in Zuniar Kamaluddin Mabruhi (2021:1081) formulated the components of developing the quality of foreign language teaching as follows: 1) developing the foreign language curriculum, 2) developing course books, 3) developing the professional foreign language teachers, 4) developing the adequate foreign language teaching facilities, 5) utilizing the information technology in foreign languages. In this research, course books can be included into the curriculum planning as well as facility supporting the education programs, meanwhile the information can be utilized into education facility. From these points of view, the research focuses on four components, i.e. education program curriculum, educators and educational staff, education facilities and the management specialized into education cooperation, and meanwhile funding has been allocated in the field of Indonesian Navy education and distributed into the language education centers.

The Indonesian Navy language education centers develop the curriculum based on the Government Regulation of Republic of Indonesia Number 57, 2021 dated 31 March 2021 about Education National Standard, article 35 verse (1) states that curriculum organizes objectives, contents and materials of lessons, as well as the methods used as guidance for conducting learning activities to achieve the goals. So, the contents of curriculum and materials of lessons should be adjusted to the attained education program goals. If the goal is to make students able to use foreign languages in the Indonesian Navy service, the contents of curriculum and materials of lessons should be based on creating the student competence (cognitive, affective and psychomotoric) and adjusted to the use in the service, in this case, more focusing on the foreign language ability in the service related to the development of science and technology.

The science and technology developing very rapidly requires Indonesian Navy to prepare the qualified and reliable Human Resources to face the future challenge. Nevertheless, it is the special opportunity that can affect the smoothness of teaching-learning process in Indonesian Navy language education centers. The Human Resources, in this case, the educators and educational staff should have the multi-dimension capability that can stimulate the learner multi-intelligence and improve the performance continuously in order to produce the learning outcomes that are able to use the foreign languages well in accordance with the current needs, domestically and internationally. In the term of quantity, the educators and educational staff should be filled and fulfilled based on the Personnel Arrangement List. On the other hand, it needs the professional development for the educator and educational staff to maintain the quality of Indonesian Navy language education centers. As a consequence, the educators and educational staff need to get rewards and welfare for their dedication to accomplish their duties. The educational staff should have the qualified ability in educational administration and maintaining the facilities.

The education facilities should be based on the science and information technology that can be applied in fulfilling the completeness of facilities and infrastructure owned by the Indonesian Navy language education centers. The education programs can be conducted easily by using the technology aids, such as Internet access or Wi-Fi in the classrooms and language laboratories. The Indonesian Navy language education centers can be also completed with the libraries or Self Access Centre (SAC) having hundreds of books, course books, materials, Compact Disc (CDs) and Digital Video Disc (DVDs) to enrich the knowledge. Cable TV facilities providing the news channels and the availability of magazines are required to improve foreign language skill. The education facilities should be owned by the Indonesian Navy language education centers.

The Indonesian Navy language education centers have the domestic cooperation opportunity with Pusdiklat Bahasa Kemhan and the international certified language education centers. It is aimed to realize transfer of technology, so it can increase the level of knowledge and teaching skill of the foreign language teachers. The other educational cooperation can be with the domestic universities having Language Centers to help students improving the



foreign language capability related to their needs in the level of high education. The more intensive educational cooperation should be carried out by the Indonesian Navy language units.

The Indonesian Navy language education centers needs to re-orientate and reformulate the existing language education system. However, it precisely faces the constraint related to the Indonesian Navy personnel's skill in foreign languages, particularly English. In conducting the test of English skill towards four hundred and nine (409) personnel of Kodiklatal, it can get the result that only fifty (50) personnel have good skill, while the others are in low level. For the test of Non Commissioned Officer students, only nineteen students got good result. Meanwhile, in the test of English skill for twenty five (25) personnel in Disdikal, there were thirteen (13) personnel getting good scores, twelve (12) personnel got bad scores. The test of English capability for fifty six (56) personnel in Koarmada I showed the better result that twenty nine (29) personnel got good scores, but in the test for one hundred forty nine (149) in Koarmada II, only thirty three (33) personnel have the good capability, meanwhile the others are less.

Besides the foreign language ability, the other constraint is low-motivated Indonesian Navy personnel to join the foreign language education programs. It can be seen from lack of proposed personnel interest to join the foreign language education programs in Indonesian Navy language units. The congested activities conducted on the ships and bases, as well as the lack of personnel in the Indonesian Navy bases outside Java Island, can be the main causes the seats for KIBI and KIBA unfilled maximally. Moreover, Indonesian Navy personnel students registered in education programs of KIBI and KIBA are not totally interested in joining it, but more aimed to approach their family in Java Island. Most of the Indonesian Navy foreign language education centers face the obstacles.

By observing the existing constraints and problems in the Indonesian language education centers with considering the potentials and opportunities, the researcher found the research urgency about the language education system, knowing that how important to prepare the Human Resources of Indonesian Navy personnel having foreign language ability. Therefore, the researcher needs to re-orientate and reformulate the language education system, so the Indonesian Navy personnel can conduct the assignment supporting the Human Resources Resilience. Currently, the language education system in Indonesian Navy units consist of education program curricula, the educators and educational staff, the education facilities, as well as the educational cooperation management, has run, but not so well, since it is not conducted optimally and appropriately. So, it needs to take a step of re-orientating and reformulating toward the language education system in Indonesian Navy units by implementing various planned and programmed activities having good goals and making the improvement required very important and increasing the vitality value. The main focus is the language education system in Indonesian Navy units should be managed well by the competent Human Resources, and should adopt the era development, so the reformulation fixed into Indonesian Navy language education system.

The Indonesian Navy language education centers need to be administered and managed into better condition, especially in language education system consisting of the education curricula, the educators and educational staff, education facility as well as the educational cooperation management, aimed to realize the organization more effective and efficient.

## **METHODS OF RESEARCH**

The researcher uses qualitative method, as stated by Paton (Hays & Singh) in Andre Bagus Irshanto (2020:96) that: noted that the qualitative research is both inductive and recursive, involving "discovery and verification"- moving back and forth between the research process and reflection on the process and findings". The inductive research is initiated from the existing data for finding facts, then being analyzed and concluded into the new theory. The research is processed by collecting data, then verifying repeatedly to find the valid data.



It consists of a set of field notes, interviews, conversations, photographs, recordings and memos.

This research uses descriptive approach as mentioned by Mely G. Tan in Koentjaraningrat (Zellatifanny, 2018:83) that “descriptive research is aimed to describe exactly the quality, condition or frequency of phenomena.” The descriptive method is carried out by depicting and elaborating what happened in the researched objects in details. So, it is aimed to explain the detailed existing objects.

There are several stages in data analysis, according to Miles, Huberman & Saldana in Sukmawati (2020:95) and Kalpokaite (2019:48) stating that “The qualitative data analysis improves three main stages: data reduction/condensation, data display, and conclusion drawing and verification. Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming.” The steps taken in the analysis of this research data:

1. Data Reduction/Data Condensation. Data obtained from interviews with the educators and education staff, observation and documentation at Indonesian Navy language education centers in the form of Education Program Curriculum, Educators and Educational Staff, Educational Facilities and Management of Educational Cooperation. Because the number is quite a lot, it needs to be recorded carefully and in detail. Because the amount of data is large, complex and complicated, data analysis is carried out through data reduction.

2. Data Display (Data Presentation). In this qualitative research, the presentation of data on the Language Education System in Indonesian Navy institutions is carried out in the form of a brief description. The most frequently used to present data in this qualitative research is descriptive text.

3. Conclusion Drawing and Verification. The third step in qualitative data analysis is drawing conclusions and verification. Conclusions are put forward if strong, valid and consistent evidence is found, then the conclusions put forward are conclusions about the Indonesian Navy Language Education System.

The data collection is conducted by literature review, documentation, field observation and interview. The used instruments are interview, observation, documentation guides or records, as a medium to record the data, library books, archives.

Mears in Phil Coleman (2019:1879) defined interview as: “learn what another person knows about a topic, to discover and record what that person has experienced, what he or she thinks or feels about it, and what significance or meaning it might have.” The collecting data uses question-answer method while discussing face to face between the researcher and key informants about experience, opinion, perception, feeling and knowledge.

The field interview is a joint production of researcher and key informants. Key informants are active participants whose insights, feelings, and cooperation are essential part of a discussion process that reveals subjective meanings. The interviewer’s presence and from of involvement how she or he listens, attends, encourages, interrupts, digresses, initiates topics, and terminates responses-is integral to the key informant’s account. In this research, the interviews are carried out with the educators and educational staff in Indonesian Navy language education centers.

Matthews and Ross in Umar Sidiq and Miftachul Choiri (2019:65) stated that “Observation is the collection of data through the use of human senses. In some natural conditions, observation is the act of watching social phenomenon in the real world and recording events as they happen.” Through observation, the researcher learns about activities description, behaviors, actions, interaction among individuals, organizations and society.” The observation is done in Indonesian Navy language education centers.

According to Sugihartono in Mensisusanto (2021:323) stated that “documentation is a way of collecting data by quoting from existing sources of records then the data is used as material for completing one's information.” Documentation can be written materials and other documents, program records; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs and memorabilia; and written responses to open-ended surveys. The documentation in this research can be records, transcripts, books, news, magazines, inscriptions, minutes of meetings found in Indonesian navy language education centers.



## RESULTS AND DISCUSSION

Research questions:

- How is the existing Language Education System in the Indonesian Navy units in supporting the Human Resources Resilience of its personnel?
- How are the reorientation and reformulation in developing Language Education System conducted by the Indonesian Navy units?

It is found that there are several problems happened in the Language Education System in the Indonesian Navy units, i.e. the obsolete and temporary education program curricula, the incompetent educators and educational staff, the lack of education facilities, as well as the minimum intensity of cooperation with the other language education centers. However, the education system is needed to pass highly-skilled tough personnel supporting the Human Resources Resilience of Indonesian Navy.

Based on the annual Education Planning, there are several foreign language education programs or courses held by the Indonesian Navy language education centers separately. Sebasa Kodiklatal conducts Intensive English Course (KIBI) Elementary, Intensive Foreign Language Course (KIBA) Mandarin, KIBA Arab, KIBI Intermediate, KIBI for Preparing Staff College (KIBI Siap Sesko) and KIBI for Public Servants (KIBI PNS). Disdikal carries out KIBI for Preparing Overseas Master and Doctorate (KIBI Siap S2/S3 Luar Negeri) dan Regular KIBI (KIBI Regular) twice a year. Kolat Koarmada I and Kolat Koarmada II conduct KIBI Elementary dan KIBI Intermediate, in addition, Kolat Koarmada II also runs KIBI for Junior Officers (KIBI OJT Paja).

Sebasa Kodiklatal and Disdikal still uses the obsolete curriculum KIBI Elementary 2007, KIBA (Arab and Mandarin) has The Temporary Curriculum 2014, KIBI Intermediate, KIBI Siap Sesko and KIBI PNS use the Temporary Curricula 2022. Kolat Koarmada I has Curricula 2017 for KIBI Elementary and Intermediate, meanwhile Kolat Koarmada II only has Curricula 2015 for KIBI Elementary, but KIBI Intermediate still uses the Temporary Curriculum 2022. KIBI Siap S2/S3 has no curriculum yet.

The Indonesian Navy Chief of Staff's Decree (Kep Kasal) Number: Kep/699/VI/2007 dated 11 June 2007 stated Curriculum for KIBI Elementary is implemented with a length of education of 3 months/12 weeks/470 lesson hours @45 minutes. The length of education program is considered insufficient to raise the level of English proficiency one level higher from the elementary level to the intermediate level. Therefore, it is necessary to make changes to the education program curriculum which is equivalent to the KIBI of the Ministry of Defence based on the Decree of Kapusdiklat Bahasa Kemhan Number Skep/04/II/2005 dated 25 February 2005 concerning Basic/Elementary KIBI Education Curriculum with a length of education of 15 weeks/532 hours @45 minutes. In terms of curriculum content, especially practical training, it is necessary to add the use of English in the assignment of the Indonesian Navy related to diplomacy tasks. The revision of the Curriculum of KIBI at the Elementary Level of the Indonesian Navy can be used as a reference for implementing KIBI Elementary at Sebasa Kodiklatal, Disdikal, Kolat Koarmada I and Kolat Koarmada II.

KIBA Arab for Basic Level in accordance with the Decree of Kobangdikal Commander (Kep Dankobangdikal) Number: Kep/114/IV/2014 dated 21 May 2014 concerning the Temporary Curriculum of KIBA Arab for Basic Level and KIBA Mandarin for Basic in accordance with the Decree of Kobangdikal Commander Number: Kep/115/IV/2014 dated 21 May 2014 concerning the Temporary Curriculum of the KIBA Arab at the Basic Level of the Indonesian Navy. The curriculum used is still temporary, so it needs to be followed up by the Indonesian Navy Education Office (Disdikal) to issue a curriculum that is permanent and can be used as a reference for implementing educational programs. KIBA TNI AL has a length of education of 3 months/12 weeks/600 hours @45 minutes, so in terms of length of education program it is quite adequate, it is only necessary to add practical training in communicating in naval diplomacy, because this is useful in the assignment of the Indonesian Navy.

KIBI PNS, KIBI Intermediate Level TNI AL and KIBI Siap Sesko, carried out by Sebasa Kodiklatal using the references: 1) Decree of Kodiklatal Commander (Kep Dankodiklatal) Number: Kep/29/II/2022 dated 21 February 2022 concerning the Temporary Curriculum for



KIBI PNS, 2) Decree of Kodiklatal Commander (Kep Dankodiklatal) Number: Kep/30/II/2022 dated 21 February 2022 concerning the Temporary Curriculum of KIBI for Intermediate Level, 3) Decree of the Kodiklatal Commander (Kep Dankodiklatal) Number: Kep/30/II/2022 dated 21 February 2022 concerning the Temporary Curriculum of KIBI Siap Sesko. The ideal length of education program is: 3 months/12 weeks/600 hours @45 minutes. The education program curriculum is also quite ideal by including Listening, Speaking, Reading, Writing, and Public Speaking as well as Achievement Test subjects. Practical training is also ideal by carrying out Cultural Orientation and Fieldtrip, Communication in Diplomacy and Debate Performance. It's just that the Education Curriculum is still temporary, so it needs to be followed up by Disdikal to issue an Education Program Curriculum that is permanent and can be used as a reference for implementing educational programs.

*The Educators and Education Staff.* In terms of quantity, Educators and Education Personnel in Indonesian Navy language education institutions are inadequate. In accordance with the List of Personnel Composition (DSP), the total number of staff at Sebasa Kodiklatal should have been twenty one (21) personnel; however, it was only filled with eleven (11) personnel. The staff also functions as teaching staff, totaling seven (7) people. Not all Sebasa Kodiklatal staff functions as Educators, but as Education Staff. Only four (4) personnel are actually an Education Staff. There are ten (10) permanent educators or teaching staff in the Disdikal Language Section, but serve in different work units and are spread across the scope of the Indonesian Navy Headquarters (Mabesal). For the Foreign Language Division of Kolat Koarmada I, the number of Educators was recorded as only two (2) English permanent teachers. The Foreign Language Division of Kolat Koarmada II has five (5) permanent English Educators, but their duties as Educators are only as an additional task besides the main duties and positions. In addition, there is still a lack of educational personnel who can man and maintain educational facilities in Indonesian Navy language education institutions.

Proportionally, Sebasa Kodiklatal should have a large number of permanent teaching staff in order to achieve the educational program goals. With the existing organizational structure, Sebasa Kodiklatal should fulfill the Personnel Composition List (DSP), which totals twenty-two (22) permanent teaching staff consisting of thirteen (13) English teachers and nine (9) other foreign language teachers to occupy the organization. Non-English foreign language educators are teachers of Arabic, Korean, French, Mandarin and Japanese. This is based on the number of KIBI that will be programmed in five (5) or six (6) programs and KIBA for each program is six (6) months long.

There are actually quite a number of teaching staff at Disdikal, namely ten (10) people, but occupy other work units. Only one (1) person works in the Language Section Disdikal. Therefore, Disdikal should place these personnel in Educator Control Sub-Division (Subdis Dalgadik) Disdikal, so that it can control teaching and educational staff more easily in teaching English. Meanwhile, Kolat Koarmada I should prioritize professionalism by placing officers according to their position as educators. In addition, it is necessary to add three (3) teaching staff or more, so that there are five (5) teaching staff in Kolat Koarmada I. Kolat Koarmada II is enough to have five (5) teaching staff, but considering the three (3) working in other units need to be placed in the Department of Special Positions (Dep Jabsus) Kolat Koarmada II so that they are more programmed.

In terms of quality, several teaching personnel have met the qualifications to educate KIBI students. Of the eleven (11) educators and educational staff at Sebasa Kodiklatal, six (6) have met the requirements by having the basic qualifications of English language instructors. There are five (5) personnel who have a bachelor's degree, three (3) personnel have a master's degree, and not a single teacher has a doctoral degree, the rest five (5) personnel do not have a degree or have graduated from high school. As for the teaching staff who already have teaching certification or have attended Basic English Instructors, there are six (6) personnel or 54% of the 11 personnel. For the ability to teach English, there are two (2) personnel or 18% of teaching staff who have the ability to teach English at an advanced or proficient level, two (2) people at an intermediate or moderate level and two (2) people at basic level.





From ten (10) educators and educational staff at Disdikal, eight (8) have met the requirements by having the basic qualifications of English language instructors. There are six (6) personnel who have a bachelor's degree, one (1) person has a master's degree, not a single teacher has a doctoral degree or doctoral degree, and the rest four (4) personnel do not have a degree or have graduated from high school. Meanwhile, there are eight (8) teaching personnel who have teaching certification or have attended Basic English Instructors or 80% of the 10 people. For the ability to teach English, there are no teaching personnel who have the ability to teach English at an advanced level, two (2) personnel at intermediate level and six (6) at elementary level.

Of the two (2) teachers and education staff in the field of foreign language at Kolat Koarmada I, both of them have fulfilled the requirements by having the basic qualifications of an English instructor. Both of them have a bachelor's degree, but do not have a master's or doctoral degree or doctoral degree. One of them had followed Basic Instructor English, the other had not. For the ability to teach English only one (1) educator has the ability to teach English at the intermediate or moderate level and the other is at the basic level.

Of the five (5) educators and education staff in the field of foreign language at Kolat Koarmada II, three (3) personnel have fulfilled the requirements by having the basic qualifications of an English instructor. Three (3) of them have bachelor's degrees, but do not yet have master's or doctoral degrees. Only one (1) person has attended Basic English Instructor, the other four have not. For the ability to teach English, the three educators have the ability to teach English at the elementary level.

By improving the quality of educators and educational staff, especially for Indonesian Navy personnel, especially junior officers, junior non-commissioned officers and civil servants with foreign language proficiency backgrounds, it is hoped that foreign language competence, especially English, will be increased by being given the opportunity to take part in several different stages of the qualified courses, namely:

a. Basic English Instructor Course (DIBI).

This course is held at Pusdiklat Bahasa Kemhan for five (5) months with 702 lesson hours @45 minutes with an allocation of twelve (12) participants. Becoming a good English teacher is not easy. A reliable language teacher is required not only to have adequate language skills and use teaching methods well, but also to be exemplary and even to be a source of inspiration and to be able to transfer knowledge effectively to students.

b. Methodology English Language Teaching (MELT).

The MELT course is held at Defence International Training Center Laverton, Melbourne, Australia. MELT materials include Theory of Teaching English. This material discusses the basics of teaching English using various approaches, including: Grammar Translation Method, Audio Lingual and Communicative Approach which combines four (4) basic language skills, namely: Reading, Listening, Speaking and Writing.

c. Basic American Language Instructor Course (BALIC).

This course is conducted at the Defence Language Institute English Language Center (DLIELC) Lackland Air Force Base, San Antonio, Texas, United States of America, for twenty seven (27) weeks with the aim of preparing international civilian and military personnel who are not native English speakers to teach American English Language books Course (ALC) in their countries.

d. English Teaching Development Course (ETDC).

The English Teaching Development Course (ETDC) is education that aims to develop the ability to teach English instructors professionally and creatively. This course is very useful because it contains useful material for English language teaching programs within the Indonesian Armed Forces and is conducted using a communicative approach.

e. Advanced English Language Instructor Course (AELIC).

At the beginning of academic activities course participants are required to take the Oral Proficiency Interview (OPI) test. This test is an interview test conducted by 2 interviewers and participants as interviewees with four (4) component questions that must be answered or acted out, namely General Introduction, Information Task Gathering, Role Play and Paraphrase. This test is intended to measure the competence of knowledge, skills and



proficiency in English regarding various actual issues in the world. For the AELIC program the minimum standard must be achieved to meet the instructor qualification standard of at least 2-2.

*The Education Facilities.* In implementing the language education program annually, Sebas Kodiklatal has three (3) standard classrooms. One (1) KIBI class used has a capacity of 15 seats with a Personal Computer, projector and screen as instruction aids. KIBA Arabic and KIBA Mandarin classes are each equipped with a Personal Computer (PC), projector and screen. There is also a joint class, which is equipped with a Smart TV/Smart Board, so that it can easily display videos in foreign languages. The joint class is also equipped with an Electronic Visual Evidence Presenter (ELMO) Projector, which is a type of projector used for presentations in class. There are also supporting tools such as Personal Computers (PCs), Air Conditioners (ACs) and whiteboards. In the staff room there is a printer that is used to help students work on assignments of class. In addition, a multimedia language laboratory (labsa) granted from the Australian government with a capacity of twenty (20) boots is still actively used; one (1) unit of multimedia language laboratory with a capacity of forty (40) boots is still actively used. There is also a special room for break-time in ready condition.

There is a Sebas Commander's room and staff in ready-to-operate condition and a small room for language laboratory staff into one with a mini library for students to read but the books and magazines available are not allowed to be borrowed. All books and materials are stored in one bookcase measuring 1.5 m x 1.5 m. For the learning process during KIBI or KIBA, Wi-Fi (Wireless Fidelity) is available but the signal is unstable, besides that there is also a LAN (Local Area Network) for the instructor's computer/laptop. Sebas staff and students can also use Wi-Fi in searching data through Internet sources both to complete assignments and daily activities. They can also use their own resources, namely modems or cell phones that can be used to browse the Internet on their laptops. If an instructor requires an Internet connection while teaching, the instructor can also use a data cable (LAN/Local Area Network). Messing is also available but stay together with students of other educational programs, one (1) room for two (2) or three (3) students. There is a Javanese traditional outdoor room (Joglo) which is open for students to carry out short talks in the morning and break-time breaks. The "Joglo" can be used as an outdoor classroom, if students are bored with the lessons in class

Educational facilities owned by Disdikal are two (2) small classes with a capacity of twenty (20) and fourteen (14) seats respectively, one (1) large temporary class with forty (40) seats, and one multimedia language laboratory with twenty four (24) seats equipped with twenty four (24) Personal Computers (PCs) and one (1) projector equipment. Disdikal also has two (2) public library rooms with their own computers, but there is no special reading room. This library contains general books, including compilations of theses and dissertations.

In supporting the foreign language teaching and learning, Kolat Koarmada I has one (1) language laboratory room with a capacity of 20 seats, four (4) computers that do not work and one (1) classroom with a capacity of twenty (20) seats and their equipment, in the form of whiteboards, laptops and Liquid Crystal Display (LCD) projectors. Kolat Koarmada I also has a library in a dilapidated condition and a collection of old books. Kolat Koarmada II has educational facilities in the form of three (3) language laboratories, two (2) language laboratories consisting of twenty (20) seats, one (1) language laboratories consisting of twenty-four (24) seats of old type condition with only eleven (11) functioning properly. The classrooms have two (2) rooms, equipped with a Personal Computer (PC), LCD projector, and portable-standard whiteboards.

Ideally Sebas Kodiklatal organizes six (6) educational programs, namely: KIBI TNI AL Elementary Level, KIBI TNI AL Intermediate Level, KIBA Arabic, KIBA Mandarin, KIBI Siap Sesko and KIBI PNS. This means that the Sebas Kodiklatal is not enough to only prepare three (3) classrooms, but a minimum of six (6) classrooms. With the increasing intensity and its relation to the establishment of Sebas Kodiklatal as the center of gravity of the foreign language training institution in the Indonesian Navy, it has become a demand for Sebas Kodiklatal to add classes and equip these classes with adequate instructional tools and aids.



Sebasa Kodiklatal should add classes for the sake of professionalism and urgent needs and ideally, the number of classes needed and ready to operate is four (4) classes for KIBI and two (2) classes for KIBA. The instructional tools and aids such as whiteboards, PCs, and projectors should also be available in each class and ready to operate whenever KIBI or KIBA program is implemented. This requires the readiness of Sebasa Kodiklatal staff to be "ready" at any time during the course.

The educational facilities owned by Disdikal are quite good, namely two (2) small classes with a capacity of fourteen (14) seats and twenty (20) seats. They only need to be added to a Wi-Fi-connected Smart Board and Smart TV so that it can be used for direct learning using the Internet. The Automatic ELMO (Electricity Light Machine Organization) Projector Visual Device can be used directly to display instructor and student writing. There is one (1) multimedia language laboratory with twenty four (24) seats equipped with twenty four (24) Personal Computers (PCs) and one (1) LCD projector still in good condition. There is still a large class with a capacity of forty (40) temporary seats using the hall/function room as a joint class.

In support of teaching English, Foreign Language Division Kolat Koarmada I (Fleet I) has a language laboratory room with most of it still in good condition and four (4) computers whose monitors don't turn on, so they need to be repaired immediately. There is only a classroom and its equipment, in the form of a White Board, Laptop and Liquid Crystal Display (LCD) projector. Therefore, it is necessary to add one (1) more class if two (2) educational programs are implemented. Kolat Koarmada II has three (3) labs, but only a lab is functioning properly, a lab needs to be repaired, and an old type lab needs to be completely replaced. Two (2) classrooms are large enough to carry out two (2) educational programs at once. It only needs to be equipped with a Smart Board or Smart TV connected to the Internet and an ELMO projector.

*Educational Cooperation Management.* Sebasa Kodiklatal has collaborated with schools or institutions outside the Indonesian Navy, namely: Surabaya City Government Language House (Rumah Bahasa Pemkot) Surabaya, Institute of Islamic and Arabic Sciences (LIPIA) Surabaya, Al Falah Education Institute Surabaya, State Islamic University (UIN) Sunan Ampel Surabaya, Dr. Sutomo University (Unitomo) and the Indonesian Tionghoa Culture Center (ITCC). This collaboration has been going on for the last two years but was not stated in an official document or Memorandum of Understanding (MOU), only through a letter of request sent to these institutions or agencies. Ministry of Defence's KIBI program in The Eastern Region, which has been running since Sebasa Kodiklatal was founded, is an educational program from the Language Education and Training Center of the Ministry of Defence (Pusdiklat Bahasa Kemhan) which works closely with Sebasa Kodiklatal in the limited use of educational facilities and instructors. This program is also no longer implemented.

So far, Disdikal has also established educational cooperation with other institutions, both domestically, namely with Pusdiklat Bahasa Kemhan, the Kaplan TOEFL institute and internationally, with the Australian Defence International Training Center (DITC) and the American Defence Language Institute English Language Center (DLIELC). In this domestic collaboration, it is carried out in terms of asking for teacher assistance from Pusdiklat Bahasa Kemhan and the Kaplan Institute. The foreign cooperation is still limited to sending students to study abroad.

The Foreign Language Division Kolat Koarmada I has cooperated with the British Embassy by carrying out visits to the British Council and studying daily activities with native speakers. Students of the Indonesian Navy's Intensive English Language Course (KIBI) at Kolat Koarmada I have also visited the Language and Culture Institute under the American Embassy which has an office in Pacific Palace. Collaboration with Australia is carried out by inviting native speakers who work as Australian Language Advisors (ALA) or Defence Cooperation Education Officers (DCEO) from Australia who work at Pusdiklat Bahasa Kemhan. Cooperation with native speakers aims to make students understand the language spoken by native speakers. Kolat Koarmada II has collaborated with outside institutions such as the International Association of Learning Factories (IALF) in Surabaya which teaches



General English, but this collaboration has not been running continuously. The lack of educational cooperation is one of the problems in developing the language education system in Indonesian Navy institutions.

As an ideal achievement, Indonesian Navy Language Education Institutions under the supervision of Disdik should have more intensive collaboration with the Pusdiklat Bahasa Kemhan for domestic relations and cooperation with certified external institutions such as Defence International Training Center (DITC) Australia and the Defence Language Institute - American English Language Center (DLIELC). This is intended so that Transfer of Knowledge and Transfer of Technology can be realized so as to increase the level of knowledge and teaching skills of Indonesian Navy language educators. Other bilateral collaborations that can be held by Sebas Kodiklatal and Kolat Koarmada II are collaborations with domestic universities such as Surabaya State University (UNESA), Airlangga University (UNAIR) or Institute of Technology Surabaya (ITS). The three institutions have a Language Technical Implementation Unit (UPT Language/Language Center) to help their students improve their English language skills according to the needs of students at college levels. Disdik and Kolat Koarmada can collaborate with the University Indonesia (UI), Jakarta State University (UNJ) and other campuses that have Language Development Units.

## **CONCLUSION**

After discussing the Reformulation of the Language Education System in Indonesian Navy Institutions to support the Resilience of Personnel Human Resources with a background of Education Program Curriculum problems, Educators and Education Staff, Facilities that support foreign language education (English) and Management Educational Cooperation, it can be concluded that:

1. The task of diplomacy as one of the tasks of the Indonesian Navy in accordance with the Law of Republic of Indonesia No. 34 of 2004 article 9 verse c is needed to support foreign policy of the government. This law shows the implementation of the TNI AL's duties in supporting national resilience in the political field, with diplomatic duties, and in the defence and security sector, because it is related to TNI AL personnel, so it needs to improve its quality by participating in foreign language education which can support Human Resource Resilience of Indonesian Navy personnel. In reality the Language Education System in Indonesian Navy Institutions faces problems related to the Education Program Curriculum, Educators and Education Staff, Educational Facilities and the Management of Educational Collaboration that is less structured with other foreign language education institutions among Indonesian Armed Forces, nationally as well as internationally, which are components of the Indonesian Navy's language education system;

2. Given these problems, it is necessary to reformulate the language education system in Indonesian Navy institutions by optimizing the curriculum for foreign language education programs (English) to produce competency of graduates for Indonesian Navy personnel who are able to carry out naval tasks, especially in the field of diplomacy. In optimizing the curricula of foreign language education programs (English), it is necessary to update the curricula of foreign language courses/education programs to make them more effective, to determine the curricula of foreign language courses/education programs that are still temporarily fixed and to optimize the implementation of the preparation of foreign language courses/education program curricula;

3. Human Resource Management for foreign language (English) teaching staff is a major factor in the Revitalization of the Language Education System which is expected to be able to produce graduates who can support the duties of the Indonesian Navy, especially in the field of diplomacy on an international, regional and national scale. Therefore, it is necessary to fill positions, develop the profession (professional development) and increase the teaching skill for educators and education staff;

4. Improving facilities that support foreign language education (English) for Indonesian Navy personnel is urgently needed because the graduates resulted will be able to support



the duties of the Indonesian Navy, especially in the field of diplomacy such as the assignment of United Nations (UN) peacekeepers abroad. Therefore, supporting facilities for foreign language education (English) in the form of classes, labs and libraries need to be completed, so that Indonesian Navy Language Education Institutions are able to pass graduates of Indonesian Navy personnel who are competent on an international, regional and national scale;

5. The role of bilateral cooperation with other foreign language educational institutions (counterparts) in supporting student learning in Indonesian Navy Language Education Institutions is very important because this will support the Resilience of Indonesian Navy Human Resources, especially Indonesia's relations with other countries/Navy to Navy relations.

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