Revitalization of Indonesian Navy Language Education System in Promoting Human Resources Resilience

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Abstrak

Penulis berkonsentrasi pada penelitian tentang sistem pendidikan bahasa Angkatan Laut Indonesia. Metode penelitian yang digunakan adalah deskriptif kualitatif. Dalam menghasilkan outcome program pendidikan, terdapat beberapa temuan permasalahan yang perlu dipecahkan: kurikulum program pendidikan yang masih bersifat usang dan bersifat sementara, belum kompetennya pendidik dan tenaga kependidikan, belum tersedianya fasilitas pendidikan yang terstandar, serta masih rendahnya kualitas pendidikan. intensitas program kerjasama pendidikan. Permasalahan tersebut menyebabkan proses pendidikan bahasa internasional tidak berjalan dengan baik, sehingga tidak dapat menghasilkan lulusan TNI Angkatan Laut yang berkualitas. Untuk mencapai lulusan personel TNI Angkatan Laut yang diharapkan, sistem pendidikan bahasa di lembaga TNI Angkatan Laut dapat direvitalisasi dengan cara pemutakhiran, penetapan dan penyusunan kurikulum program pendidikan baru, pengelolaan sumber daya manusia dengan menambah jumlah pendidik dan tenaga kependidikan, meningkatkan pengembangan keprofesian dan membekali kesejahteraan atau penghargaan yang lebih baik, standarisasi fasilitas pendidikan seperti ruang kelas, laboratorium bahasa, perpustakaan, asrama dan referensi buku pelajaran, serta menjalin kerjasama dengan satuan pendidikan bahasa asing lainnya di dalam negeri, regional dan internasional. Setelah itu, penulis menemukan strategi revitalisasi sistem pendidikan bahasa di satuan TNI Angkatan Laut. Dengan revitalisasi sistem tersebut, dapat dihasilkan lulusan personel TNI Angkatan Laut yang berkualitas dan mampu menunjang Ketahanan Sumber Daya Manusia.

Kata Kunci : sistem pendidikan bahasa, TNI AL, revitalisasi, ketahanan sumber daya manusia

Abstract

The writer concentrates on the research about Indonesian Navy language education system. The method of the research is decriptive qualitative. In resulting the outcome of education program, there are some problem findings that are required to be solved: the education program curriculla that are still obsolete and temporary, the incompetent educators and educational staff, lack of the standardized education facilities, as well as the low intensity of education cooperation programs.The problems cause the education process of international languages not running well, so it cannot result 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 revitalized by updating, establishing and composing the new education program curriculums, managing the human resources by adding more educators and educational staff, improving the professional development and providing more wellfare or rewards, standardizing the education facilities, such as classrooms, language laboratories, libraries, dormitories and course book references, as well as collaborating with the other foreign languange education units domestically, regionally and internationally. After that, the writer finds the strategy of revitalizing the language education system in Indonesian Navy units. By revitalizing the system, it can result the qualified graduates of Indonesian Navy personnel that can support the Resilience of Human Resources.

Key words : *language education system, Indonesian Navy, revitalization, human resources resilience*

INTRODUCTION

Several problems have been identified in the implementation of the Indonesian Navy's Language Education System. The Education Program Curriculum is still made separately and is not properly integrated, and the content of the subject matter in the Education Program Curriculum is still too broad and has not focused on subject matter that can be useful in the service, especially in improving foreign language communication competence related to assignments of Indonesian Navy personnel.

The posting of educators and educational staff is also not fully based on the background of education and training experience of these personnel. Currently the fact is for those who get an Order Letter, they must carry it out. The language education centres have inadequate educational facilities. Language laboratory facilities are not connected to the internet and are only used as a place to carry out

tests, not yet fully used as a learning media. The language units have not cooperated well with institutions outside the Indonesian Navy. Existing cooperation has not been established in an official document, namely Memorandum of Understanding (MOU).

The language education institutions of Indonesian Navy need to formulate the revitalization strategy of developing Language Education System. It is actually a good strategy to increase the ability of Indonesian Navy personnel to master foreign languages, especially English. Based on the data result, in carrying out the English proficiency test using standard indicators of English language assessment in the Indonesian Armed Forces and the Ministry of Defense, namely the American English Language Course Placement Test (ALCPT) on 409 personnel in Indonesian Navy Training, Education and Doctrins Development Command (Kodiklatal), the results obtained were that only 50 personnel had good abilities (≥51), while the rest still lacked abilities (≤50). For the English test of 122 students from the Indonesian Navy Non Commisioned Officers Education (Dikmaba), only 19 had good results. Meanwhile, the results of the English proficiency test for 25 Indonesian Navy personnel at the Indonesian Navy Education Service (Disdikal) showed that 13 personnel had good results, while 12 personnel had poor results. In the English proficiency test of 56 personnel from the Indonesian Navy Fleet I showed better results, that 29 personnel received good results. For the test of 149 personnel of the Indonesian Navy Fleet II, only 33 personnel had good skills, while other personnel had poor.

By noticing the existing weaknesses and threats in the Indonesian language education centres with examining the strengths and opportunities, the the the urgency of the research is found about the language education system, developing Indonesian Navy personnel to master foreign language capability. Consequently, the writer requires to expand the integrated language education system, so the Indonesian Navy personnel can carry out the duties maintaining the Human Resources Resilience. After that, the researcher composes the revitalization strategy of language education system in Indonesian Navy units. According to Great Dictionary of Indonesian Language, revitalization is a process, method and action to revive and reactivate whatever programs or activities that are not empowered or used well. Recently, the Indonesian Navy language education system composed of the education program curricula, the educators and educational staff, the education facilities, as well as the educational cooperation management, has worked, but not so maximally. So, it requires to do revitalization toward the Indonesian Navy language education system by conducting many kinds of planned programs with positive objectives and improving very beneficial value of vitality. The primary focus is the Indonesian Navy language education system should be administered optimally by the qualified Human Resources, and should adjust the current condition, so the concept of revitalization can be applied into the language education system in Indonesian Navy units.

RESEARCH METHOD

The qualitative research is gathered by the researcher from something that can be seen and heard, then being organized and interpreted into the valid data. The data is collected from interviews and observations. It includes a set of fieldnotes, conversations, interviews, recordings, memos and photographs. It uses descriptive approach as stated by Arikunto in Aan Prabowo & Heriyanto (2013) that descriptive research is aimed to collect data based on factors which supports the research object, then analyze the factors to look for its role. It is carried out by describing, depicting and explaining what happened in the detailed researched objects. So, the approach is purposed to elaborate the existing objects in details. According to Moleong in Susilowati (2017) "Research Descriptive is research in a way collecting data in the form of words, pictures, and not numbers. The data collected is key of what has been researched. It just describes a situation or event and does not seek or explain relationships as well as does not test hypotheses or make predictions. Qualitative data analysis is the conceptual interpretation of the dataset as a whole, using specific analytic strategies to convert the raw data into a logical description and explanation of the phenomenon under study. Data analysis is an effort to find and organize the obtained data systematically to get more understanding about researched problem and to provide it as a new finding for the other researchers.

Data Collection

The data collection is initiated by identification, problem formulation and research goals. The data is collected by literature review, documentation, field observation and interview. The research uses instruments interview, observation, documentation guides or records, as a medium to recod the data, library books, and archives. To get the valid data, it uses the following instruments:

a. Interview

Gorden in Sidiq and Choiri (2019) elaborated "Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose." The data is collected by using question-answer method while discussing face to face between the researcher and keyinformants about opinion, experience, feeling, knowledge and perception. Stewart & Cash in Sidiq and Choiri (2019:60) expressed that: The field interview is a joint production of researcher and key informants. Key informants are active participants whose feelings, insights, and cooperation are essential part of a discussion process that reveals subjective meanings. The interviewer's presence and from of involvement how he or she attends, listens, interrupts, encourages, digresses, initiates topics, and terminates responses-is integral to the key informant's account. The interviews of the research are conducted with the educators and educational staff in Indonesian Navy language education units.

b. Observation

Morris in Hasyim Hasanah (2016) mentioned that "Observation is an activity to watch the phenomenon and record it with the aid of instruments for the scientific or other purposes. Meanwhile, the theory of Matthews and Ross in Sidiq and 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." The researcher observes activities description, actions, behaviors, interaction among individuals, organizations and society." The observation is carried our in Indonesian Navy language education units.

c. Documentation

Sugiyono in Nuning Indah Pratiwi (2017) said that "records of events that have passed in the form of writing, pictures, or monumental works of a person." Meanwhile Arikunto in Suci Arischa (2019) mentioned that: "Documentation can be, records, transcripts, books, news, journals, magazines, inscriptions, minutes of meetings, etc." In this research, the documentation can be written materials and other documents; program records, memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, memorabilia and photographs; and written responses to open-ended surveys found in Indonesian Navy language education units.

RESULTS AND DISCUSSION

There are two questions of the research (a) How is the existing Indonesian Navy Language Education System in promoting the Human Resources Resilience and (b) How is the revitalization strategy in advancing Indonesian Navy Language Education System. Several problems were found in the Language Education System in the Indonesian Navy, namely the old and provisional education program curriculum, unqualified educators and education staff, incomplete educational facilities, and the lack of intensity of collaboration with other language education units. Nevertheless, the education system is very much required to produce strong, highly skilled Indonesian Navy personnel who support the Human Resource Resilience.

Indonesian Navy Language Education Institutions still have problems regarding the Education Program Curriculum made separately and not yet integrated properly, and the content of the subject matter in the Language Education Curriculum is still too general and has not focused on subject matter that can be useful in service or assignment of personnel, especially in improving the ability to speak English or other foreign languages related to operational needs. The determination of subject matter in the Language Education Curriculum should be sufficiently determined by the Indonesian Navy Education Service (Disdikal) based on proposals from technical implementation units for language education, such as the Language School in Indonesian Navy Training, Education and Doctrins Development Command (Sebasa Kodiklatal), the Training Command in the Indonesian Navy First Fleet Command (Kolat Koarmada I) and the Training Command in the Indonesian Navy Second Fleet Command (Kolat Koarmada II). Furthermore, these

language education units can use the Indonesian Navy Language Education Curriculum that has been legalized. The ability to compose the Language Education Curriculum must be owned by educational staff competent in the field of foreign languages.

In conducting the annual language education program, Sebasa Kodiklatal has three (3) standard classrooms. One (1) KIBI class is used with a capacity of 15 seats with a Personal Computer (PC), projector and screen as instructional aids. KIBA Arabic and KIBA Mandarin classes are each equipped with a Personal Computer (PC), projector and screen. There is also one (1) combined class equipped with a Smart TV/Smart Board, so that it can easily display videos in foreign languages. The combined class is also equipped with an Electronic Visual Evidence Presenter /Electricity Light Machine Organization (ELMO) Projector, which is a type of projector used for presentations in class. There are also supporting tools such as personal computers, Air Conditioners (AC) and whiteboards. In the staff room there is a printer used to help students work on assignments outside of class. In addition, a multimedia language laboratory granted from the Australian government with a capacity of twenty (20) boots is still actively used; one (1) unit of multimedia labsa with a capacity of forty (40) boots is still actively used. There is also a special room for break-time (Coffee Drinking Room) during breaks in ready-to-operate condition.

SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is used to identify the strategy to be formulated. Through the factors below, the calculation of weights, ratings and scores can be described as follows:

- Strengths :
    a. Language Education Institutions as centers of learning (Center of Gravity) of foreign languages in the Indonesian Navy.
    b. The mission of the Indonesian Navy is to be a World Class Navy.
    c. The TNI AL has the slogan "Join the Navy to See the World".
    d. The importance of using a foreign language (English) to support the official/diplomatic assignment of the Indonesian Navy.

-   Weaknesses:
    a. The curriculum for foreign language courses/education programs is not optimal yet.
    b. The human resources of educators are not ideal yet.
    c. The education facilities (classes, language laboratories, libraries, dormitories, and coursebooks) are not sufficient.
    d. Collaboration with other institutions (counterparts) has not been maximized.

-   Opportunities:
    a. The rapid development of science and technology.
    b. English is the official international language for communication.
    c. English Competency Test for domestic or abroad education.
    d. Certification/accreditation of national and international educational institutions

- Threats:
    a. The enthusiasm of Indonesian Navy personnel to learn foreign languages is still low.
    b. High English test scores as an educational requirement.
    c. The teaching and learning process system is still paper-based
    d. Limited defense budget for language education.

Table 1. Calculation of Quadrants

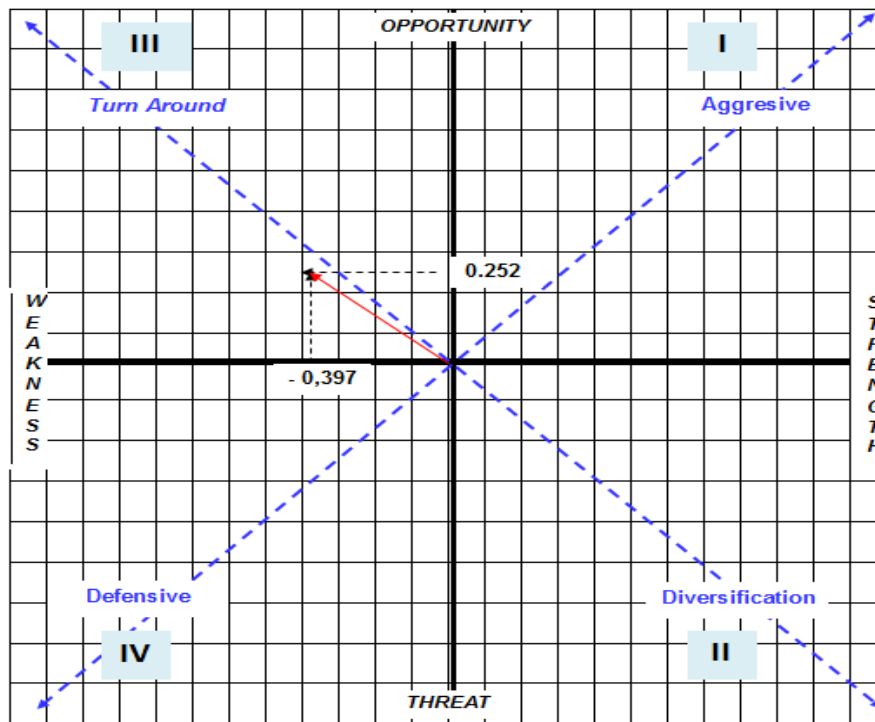| Internal (X)	Value	External (Y)	Value
Strengths	1.534	Opportunity	1.820
Weakness	1.931	Threats	1.568
Difference	**- 0.397**	Difference	**0.252**

Figure 1. SWOT Quadrant Graph

Table 2. SWOT Combination Strategy

I *(Internal Factors Analysis Summary)* IFAS EFAS *(External Factors Analysis Summary)*	**Strengths (S)** 1. Language Education Units as Center of Gravity of foreign languages in Indonesian Navy. 2. The mission of the Indonesian Navy is to be a World Class Navy. 3. Indonesian Navy's slogan: "Join Navy to See the World". 4. The importance of using a foreign language to support official/diplomatic assignment.		**Weaknesses (W)** 1. The curriculum for foreign language courses/education programs is not optimal yet. 2. The human resources of educators are not ideal. 3. The education facilities are not sufficient. 4. Collaboration with other institutions (counterparts) has not been maximized.	
Opportunities (O) 1. The rapid development of science and technology. 2. English is the official international language for communication. 3. English Competency Test for domestic or abroad education. 4. Certification/accreditation of national/international educational institutions.	**STRATEGY SO** S1O1 S1O2 S1O3 S1O4 S2O1 S2O2 S2O3 S2O4 S3O1 S3O2 S3O3 S3O4 S4O1 S4O2 S4O3 S4O4	0.201 0.201 0.160 0.160 0.188 0.188 0.150 0.150 0.201 0.201 0.160 0.160 0.188 0.188 0.150 0.150 **2.529**	**STRATEGY WO** W1O1 W1O2 W1O3 W1O4 W2O1 W2O2 W2O3 W2O4 W3O1 W3O2 W3O3 W3O4 W4O1 W4O2 W4O3 W4O4	0.266 0.266 0.211 0.211 0.251 0.251 0.200 0.200 0.251 0.251 0.200 0.200 0.210 0.210 0.167 0.167 **3.359**
Threats (T) 1. Low-motivated personnel to learn foreign languages. 2. High English test scores as an educational requirement. 3. The teaching and learning process system is still paper-based. 4. Limited defense budget for language education.	**STRATEGY ST** S1T1 S1T2 S1T3 S1T4 S2T1 S2T2 S2T3 S2T4 S3T1 S3T2 S3T3 S3T4 S4T1 S4T2 S4T3 S4T4	0.160 0.151 0.151 0.160 0.150 0.141 0.141 0.150 0.160 0.151 0.151 0.160 0.150 0.141 0.141 0.150 **2.112**	**STRATEGY WT** W1T1 W1T2 W1T3 W1T4 W2T1 W2T2 W2T3 W2T4 W3T1 W3T2 W3T3 W3T4 W4T1 W4T2 W4T3 W4T4	0.211 0.200 0.200 0.211 0.200 0.194 0.194 0.200 0.200 0.194 0.194 0.200 0.167 0.158 0.158 0.167 **2.803**

Based on the SWOT strategy formulation above, the author uses four (4) selected strategies as follows:

Strategy 1: Revitalizing the curricula of foreign language education programs/courses through updating the curricula of foreign language education programs/courses to make them more effective, determining the curricula of foreign language education programs/courses that are still temporarily fixed, implementing the preparation of curricula of foreign language education programs/courses which do not

yet exist by utilizing the development of science and technology, the use of foreign languages (English) as the language of international communication, foreign language competency tests (English) for domestic and foreign education, accreditation/assessment of foreign language educational institutions in order to support Resilience of Indonesian Navy Personnel.

Strategy 2: Revitalizing Human Resources for foreign language education staff to achieve their main tasks through filling positions proportionally, optimizing professional development and providing appropriate welfare/rewards by utilizing developments in science and technology , the use of a foreign language (English) as the language of international communication, a foreign language competency test (English) for domestic and foreign education, accreditation/assessment of language education institutions in order to support the Resilience of the Navy's Human Resources.

Strategy 3: Revitalizing foreign language education facilities through providing more facilities in classrooms and language laboratories, improving standardized library, adding accommodation (messing) and using teaching materials (coursebooks) by utilizing developments in science and technology, using language foreign language (English) as the language of international communication, foreign language competency tests (English) for domestic and foreign education, accreditation/assessment of language education institutions in order to support the Resilience of Indonesian Navy Personnel.

Strategy 4: Revitalizing cooperation with foreign language educational institutions (counterparts) both domestic and abroad to achieve basic tasks through bilateral cooperation in mutualism and implementing material updates by utilizing scientific and technological developments, the use of a foreign language (English) as a language international communication, foreign language competency tests for domestic and foreign education, accreditation/assessment of language education institutions in order to support the Resilience of Indonesian Navy Personnel.

CONCLUSIONS

After discussing the revitalization of the Indonesian Navy's language education units to increase foreign language competence that supports naval diplomacy, there are problems in the curricula of educational programs, human resources, educational facilities and also educational cooperation. As it is known that Sebasa Kodiklatal only conducts two courses each year, namely KIBI (English Language Intensive Course) and KIBA (Foreign Language Intensive Course) Arabic/Mandarin, they should carry out more courses including KIBI Intermediate level, KIBI Preparation for Command and Staff Schools (KIBI Siap Sesko) and KIBI for General Development Education Requirements). Likewise, the quality and quantity of Human Resources can be optimized by filling in vacant positions, developing capabilities and providing rewards or welfare for educators. The lack of educational facilities can be overcome by increasing the number of classes, equipping the libraries and accommodation properly. In addition, the Indonesian Navy's language education units need to establish educational cooperation with other institutions both domestically and abroad, in the exchange of teaching staff and also in the development of materials. By revitalizing the Indonesian Navy's language education units, it will be able to increase foreign language competence for its personnel. The competency of TNI AL personnel in using foreign languages will support naval diplomacy, as one of the main tasks of the Indonesian Navy. It is an interesting phenomenon to observe, analyze and research, because the Indonesian Navy's language education units has an important role in producing TNI-AL personnel who are competent in practicing foreign language skills which are very useful in the success of diplomacy at the national and international levels.

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