

**MANDARIN LANGUAGE TEACHING AND
LEARNING IN TWO INDONESIAN PUBLIC
UNIVERSITIES**

DUYU

**FACULTY OF ARTS AND SOCIAL SCIENCES
UNIVERSITI MALAYA
KUALA LUMPUR**

2024

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INDONESIAN PUBLIC UNIVERSITIES

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MANDARIN LANGUAGE TEACHING AND LEARNING IN TWO INDONESIAN PUBLIC UNIVERSITIES

ABSTRACT

Indonesia is a country in Southeast Asia with a large Chinese community that includes many native Chinese language speakers. In Indonesia, Chinese language education has undergone a tumultuous development process. The purpose of this study is to examine how two public universities in Indonesia, i.e. Universitas Negeri Jakarta (UNJ) and Universitas Negeri Surabaya (UNESA), have developed their Chinese language programs. Drawing upon the SWOT analysis theory, this research delves deeper into the strengths, weaknesses, opportunities, and challenges of Chinese language courses in these two public universities in Indonesia. The primary data for this study was collected through survey questionnaires administered to a sample of current and graduated students from Chinese language departments in two public universities in Indonesia. Qualitative data was gathered through interviews conducted with department heads and Chinese language instructors. Secondary data was obtained from books, journal articles, and dissertations related to the study of Chinese education. The research findings reveal the strengths, weaknesses, opportunities, and challenges faced by the Chinese language departments in these two public universities during their development process, and provide strategies for further improvement in these areas. Finally, considering the context of the "Belt and Road Initiative" (BRI), this study offers insights and recommendations for the future development of the Chinese language in Indonesia. The data and conclusions of this research can serve as a resource for future researcher.

Keywords: Universitas Negeri Jakarta (UNJ), Universitas Negeri Surabaya (UNESA), Confucius Institute, Chinese language education, SWOT analysis

**PENGAJARAN BAHASA MANDARIN DI BEBERAPA UNIVERSITAS
NEGERI INDONESIA**

ABSTRAK

Indonesia adalah sebuah negara di Asia Tenggara dengan komunitas kaum Cina yang besar yang meliputi ramai penutur asli bahasa Cina. Di Indonesia, pendidikan bahasa Cina mengalami perkembangan yang berkejolak. Tujuan kajian ini adalah untuk mengkaji bagaimana dua buah universiti awam di Indonesia iaitu Universitas Negeri Jakarta (UNJ) dan Universitas Negeri Surabaya (UNESA) memperkembangkan program bahasa Cina masing-masing. Dengan menggunakan kaedah analisis SWOT, kajian ini mengkaji dengan lebih lanjut terhadap kelebihan, kelemahan, peluang, dan cabaran program bahasa Cina di dua buah universiti awam yang dipilih untuk kajian ini. Data primer untuk kajian ini dikumpulkan melalui soal selidik yang diberikan kepada pelajar dan graduan dari jabatan bahasa Cina di kedua-dua buah universiti awam terpilih. Data kualitatif dikumpulkan melalui temu bual dengan ketua jabatan dan pengajar bahasa Cina. Data sekunder diperoleh daripada buku, artikel jurnal, dan disertasi yang berkaitan dengan kajian pendidikan bahasa Cina. Hasil kajian mengungkapkan kelebihan, kelemahan, peluang, dan cabaran yang dihadapi oleh jabatan bahasa Cina di dua buah universiti awam berkenaan dalam proses perkembangan program mereka, dan menyarankan strategi untuk peningkatan lanjut dalam bidang ini. Akhirnya, dengan mempertimbangkan konteks ‘Belt and Road Initiative’ (BRI), kajian ini menyarankan cadangan untuk perkembangan bahasa Cina di Indonesia. Hasil kajian ini dapat menjadi sumber bagi para pengkaji pada masa depan.

Kata kunci: Universitas Negeri Jakarta (UNJ), Universitas Negeri Surabaya (UNESA), Institut Konfusius, pendidikan bahasa Cina, analisis SWOT

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TABLE OF CONTENTS

Abstract	iii
Abstrak	iv
Acknowledgements	v
Table of Contents	vi
List of Figures	xi
List of Tables	xii
List of Appendices	xiii
List of Abbreviations	xiv

CHAPTER 1: INTRODUCTION 1

1.1 Problem Statement	4
1.2 Research Aim	7
1.3 Research Questions	7
1.4 Research Objectives	8
1.5 Research Scope	8
1.6 Research Methodology.....	9
1.7 Research Significance	13
1.8 Limitations of Research.....	14
1.9 Chapterisation.....	15

CHAPTER 2: LITERATURE REVIEW, CONCEPTUAL AND

THEORETICALFRAMEWORK..... 16

2.1 Literature Review	16
2.1.1 Overall Development of Chinese Language Education in Southeast Asia.....	16

2.1.2	Development and Issues Related to Chinese language education in Indonesia.....	22
2.1.3	SWOT Analysis of the Teaching of Chinese Language	31
2.2	Conceptual and Theoretical Framework.....	32
2.3	Conclusion.....	33
CHAPTER 3: HISTORICAL BACKGROUND OF THE SELECTED UNIVERSITIES		36
3.1	Historical Background of the Chinese Department at the State University of Jakarta	36
3.1.1	Development History	36
3.1.2	Faculty (Source of Teachers/Teacher Qualifications / Curriculum / Teaching Management)	37
3.1.3	Cooperation Platforms (Cultural Activities / Summer and Winter Camps / Participation)	41
3.2	Historical Background of the Chinese Department at the State University of Surabaya	42
3.2.1	Development History	42
3.2.2	Faculty (Source of Teachers/Teacher Qualifications / Curriculum / Teaching Management)	43
3.2.3	Cooperation Platforms (Cultural Activities / Summer and Winter Camps / Participation)	45
3.3	Conclusion.....	47
CHAPTER 4: SWOT ANALYSIS OF SELECTED UNIVERSITIES.....		48
4.1	Development of Survey and Interview Plan	48
4.1.1	Design of Interview Guide and Questionnaire	50

4.1.2	Distribution and Recovery of Interview Guide and Questionnaire	51
4.1.3	Analysis of Interview Data	52
4.1.4	Analysis of Survey Data	58
4.2	Teaching and Development of Chinese Department in Two Universities Based on SWOT Analysis	78
4.2.1	Strengths	79
4.2.1.1	Favourable Academic Conditions	80
4.2.1.2	High-Quality Teaching Resources	83
4.2.1.3	National and Government Policy Support	86
4.2.2	Weaknesses	89
4.2.2.1	Inadequate Curriculum Design	90
4.2.2.2	The Size of Class	90
4.2.2.3	Imbalanced Teacher Allocation	92
4.2.2.4	Imbalance in Teaching Materials and Curriculum	93
4.2.2.5	Insufficient Teaching Proficiency	94
4.2.2.6	Insufficient Student Motivation	95
4.2.2.7	Insufficient Activities	96
4.2.3	Opportunities	98
4.2.3.1	Strong Public Brand Trust	98
4.2.3.2	Frequent Institutional Interactions	99
4.2.3.3	Chinese FDI in Indonesia.....	100
4.2.4	Threats	101
4.2.4.1	Issues with Management Models	101

4.2.4.2	Impact of the COVID-19 Pandemic on Chinese Language Education in the Classroom	102
4.3	Optimisation Strategies for the Development of Chinese Departments in / Two Universities Based on SWOT Analysis	104
4.3.1	S-O Growth Strategy: Maximising Development by Leveraging Strengths and Opportunities	105
4.3.1.1	Building School and CI Brand Advantages	105
4.3.1.2	Broadening the Indonesian Education Market through Indonesian Civil Society Organisations	108
4.3.2	WO Strategy - Turnaround Strategy: Adjusting Strategies to Overcome Weaknesses through Opportunity	110
4.3.2.1	Optimising Curriculum Design	110
4.3.2.2	Optimise the Composition of Local Teachers, Chinese Language Teacher Volunteers, and Dispatched Teachers from China	112
4.3.2.3	Research on Locally Applicable Teaching Material	114
4.3.2.4	Conduct Regular Teachers' Training Activities to Improve Teaching Abilities	115
4.3.3	ST Strategy - Multiple Operational Strategies, Utilising Advantages, and Adjusting Strategies to Avoid Threats	117
4.3.3.1	Establishing Regulations and Expanding Enrollment by Utilising Academic Advantages	117
4.3.3.2	Establishing a Clearly Defined Management System	119
4.3.3.3	Exploring Online Teaching in Confucius Institutes	121

4.3.4	WT Strategy - Defensive Strategy: Utilising Disadvantages to Mitigate Threats	122
4.3.4.1	Enhancing Students' Motivation for Learning Chinese and Creating a Favourable Learning Environment	122
4.3.4.2	Improving Chinese Activity Organisation	126
4.4	Conclusion.....	126
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS		128
5.1	Summary	128
5.2	Thinking and Strategy of Based on "One Belt, One Road" Background in Indonesia's Chinese Language Education Development in the Post-Pandemic Era	130
5.3	“One Belt, One Road” Strategy for Promoting Sustainable Development of Chinese Education in Southeast Asia	131
References		133
List of Appendices		138

LIST OF FIGURES

Figures 3.1: Nationality of teachers in PSPBM UNESA.....	37
Figures 3.2: Age of teachers in PSPBM UNESA.....	38
Figures 3.3: Gender of teachers in PSPBM UNESA.....	38
Figures 3.4: Education level of teachers in PSPBM UNESA.....	38
Figure 3.5: Winter Camp 2019 Pusat Bahasa Mandarin CI UNESA	42
Figures 3.6: Nationality of teachers in PSPBM UNESA	43
Figures 3.7: Age of teachers in PSPBM UNESA	43
Figures 3.8: Gender of teachers in PSPBM UNESA	44
Figures 3.9: Education level of teachers in PSPBM UNESA	44
Figures 4.1: Duration of learning Chinese language among students according to their academic programmes.....	60
Figures 4.2: Duration of learning Chinese language among students according to their year of study	60
Figures 4.3: Correlation between students' length of Chinese language learning and Chinese language proficiency	61
Figures 4.4: Interest in Chinese language	62
Figures 4.5: Students' attitude towards Chinese language programme.....	63
Figures 4.6: Preference for teaching method for Chinese language	69
Figures 4.7: The most difficult aspects of learning Chinese	71
Figures 4.8: Selection of types of teacher	73
Figure 4.9: CI UNESA's library	84
Figure 4.10: CI UNESA's lobby	123
Figure 4.11: CI UNESA's director Xiao	124

LIST OF TABLES

Table 1.1: SWOT analysis	32
Table 3.1: Selected course schedules of PSPBM UNJ	38
Table 3.2: Selected course schedules of PSPBM UNESA	45
Table 4.1: Background of Respondents from PSPBM UNJ	58
Table 4.2: Background of Respondents from PSPBM UNESA Table	59
Table 4.3: The degree of impact of the Covid-19 on Chinese language learning patterns	64
Table 4.4: Mobility of Chinese language teachers	64
Table 4.5: Satisfaction with online courses to learn Chinese	65
Table 4.6: Duration of online courses	65
Table 4.7: Reasons for studying Chinese language	67
Table 4.8: Preference for teaching method for Chinese language	68
Table 4.9: The most difficult aspects of learning Chinese	70
Table 4.10: Preference of the most difficult aspects of learning Chines	69
Table 4.11: Selection of teacher types	72
Table 4.12: Participation in summer and winter camps	74
Table 4.13: Future career plan	75
Table 4.14: SWOT Analysis of the Chinese Department at The UNJ and The UNESA	78
Table 4.15: SWOT Analysis of the Chinese Department at The UNJ.....	78
Table 4.16: SWOT Analysis of the Chinese Department at The UNESA.....	79
Table 4.17: Optimisation Strategies	104

LIST OF APPENDICES

List of interviewees.....	138
Questionnaire for Survey.....	138

Universiti Malaya

LIST OF ABBREVIATIONS

- UNJ : State University of Jakarta
- UNESA : State University of Surabaya
- PSPBM : Program Studi Pendidikan Bahasa Mandarin
- CI : Confucius Institute
- BRI : Belt and Road Initiative

Universiti Malaya

CHAPTER 1: INTRODUCTION

Indonesia is a country in Southeast Asia with a large Chinese community that includes many native Chinese language speakers. The Chinese language is well integrated into the education system. During the Suharto regime in the mid to late 20th century, a policy of forced assimilation was implemented, resulting in the banning of Chinese schools and the imposition of Indonesian language, history, and geography education to suppress Chinese culture among Chinese Indonesians. Chinese language education was severely affected under the Indonesian authorities, leading to a decline in its usage. In fact, many individuals of Chinese origin in Indonesia could not even speak the Chinese language (Dawis, 2008). It was not until the 21st century, with the onset of democratisation and reforms in Indonesia, that the Chinese language slowly regained prominence in public consciousness (Clark, 1965). Over the past decade, various cultural activities and competitions have been organised by major trilingual schools, Christian schools, and Confucius Institutes. Additionally, several Chinese enterprises and cooperation projects have entered Indonesia, providing a strong foundation for the learning and development of the Chinese language.

Modern Chinese encompasses both regional dialects within China and a common language shared by the ethnic groups. The common language of the modern Han ethnicity is based on the Beijing pronunciation as the standard phonology, Northern dialects (official dialects) as the foundational dialect, and exemplary modern vernacular literature as the grammatical norm. In 1955, during the Academic Conference on Modern Chinese Standardization held in Beijing, the common language of the Han ethnicity was officially termed "Putonghua (Mandarin) " (literally "common speech"). Since then, mandarin has become the legally recognised national language for universal use throughout the country (Huang, 2017). Currently, the researcher has not identified any study indicating a specific distinction between "Chinese teaching" and "Mandarin teaching." Scholars in the

field of Chinese international education and language learners widely believe that they refer to the same language instruction, unless referring to specialized studies of regional dialects such as Cantonese or Shanghaiese, which have distinct terms. Therefore, in this dissertation, the terms "Chinese" and "Mandarin" are used interchangeably by the researcher.

Universitas Negeri Jakarta (State University of Jakarta, abbreviated as UNJ) is a public university in Jakarta, Indonesia. It was established in 1964 by the name of Jakarta Institute of Teaching and Education. However, in 1999, the Indonesian government converted it into National University. The Mandarin Language Education Programme (PSPBM-Program Studi Pendidikan Bahasa Mandarin) was offered as a new programme in the Faculty of Languages and Arts at UNJ. However, it was not until 2013 that the Mandarin Department of UNJ was established in the university and began accepting students for the academic year of 2014-2015. In the first batch, PSPBM accepted 23 students. In the second year, it accepted 28 students. In 2015, PSPBM collaborated with the Mandarin Language Center of Al Azhar University to organise martial arts activities for students. Only in 2016, the scope of the collaboration was expanded and students' activities in the cultural field. (Setiawan & Yulianto, 2020). So far, the programme has nine permanent lecturers with educational backgrounds in language education, educational technology, linguistics Mandarin, international Mandarin education, and Mandarin as a foreign language. As of December 2022, the Mandarin Language Education Department of UNJ had more than 60 students.

Universitas Negeri Surabaya (State University of Surabaya, abbreviated as UNESA), founded in 1964 as a comprehensive educational university, established the Mandarin Language Education Department (Pendidikan Bahasa Mandarin) in 2010. It is the first national university in Surabaya to offer a Mandarin language department. The Mandarin Language Education Department at UNESA did not have any Chinese teachers but only a few local Indonesian teachers. On 19 May 2011, UNESA and Central China Normal University established the Confucius Institute at UNESA, with the approval of Confucius Institute Headquarters,

or also known as Hanban (Shang, 2019). Since then, the Mandarin Language Education Department of UNESA has grown and developed through the Confucius Institute in Surabaya. Hanban sends at least five volunteer Chinese language teachers to teach at the Confucius Institute in Surabaya every year. These volunteer teachers are also responsible for the teaching and cultural activities of the Mandarin Language Education Department of UNESA. Since 2011, the Mandarin Language Education Department of UNESA has gradually developed various Chinese cultural activities and organised Chinese language competitions also suited for learning with the help of the Confucius Institute at UNESA. Its influence has gradually expanded (Guo, 2018). As of December 2020, the Mandarin Language Education Department of UNESA has grown from a dozen students to more than 250 students (Luli, 2020).

Universitas Negeri Jakarta (State University of Jakarta, abbreviated as UNJ) is a public university in Jakarta, Indonesia. It was established in 1964 under the name Jakarta Institute of Teaching and Education. However, in 1999, the Indonesian government converted it into a national university. The Mandarin Language Education Programme (PSPBM-Program Studi Pendidikan Bahasa Mandarin) was introduced as a new program in the Faculty of Languages and Arts at UNJ. However, it was not until 2013 that the Mandarin Department of UNJ was established in the university and began accepting students for the academic year 2014-2015. In the first batch, PSPBM admitted 23 students. In the second year, it accepted 28 students. In 2015, PSPBM collaborated with the Mandarin Language Center of Al Azhar University to organise martial arts activities for students. Only in 2016, the scope of the collaboration was expanded to include student activities in the cultural field (Setiawan & Yulianto, 2020). Currently, the program has nine permanent lecturers with educational backgrounds in language education, educational technology, Mandarin linguistics, international Mandarin education, and Mandarin as

a foreign language. As of December 2022, the Mandarin Language Education Department of UNJ had more than 60 students.

Universitas Negeri Surabaya (State University of Surabaya, abbreviated as UNESA), founded in 1964 as a comprehensive educational university, established the Mandarin Language Education Department (Pendidikan Bahasa Mandarin) in 2010. It is the first national university in Surabaya to offer a Mandarin language department. The Mandarin Language Education Department at UNESA initially had only a few local Indonesian teachers and did not have any Chinese teachers. On May 19, 2011, UNESA and Central China Normal University established the Confucius Institute at UNESA, with the approval of the Confucius Institute Headquarters, also known as Hanban (Shang, 2019). Since then, the Mandarin Language Education Department of UNESA has grown and developed through the Confucius Institute in Surabaya. Hanban sends at least five volunteer Chinese language teachers to teach at the Confucius Institute in Surabaya every year. These volunteer teachers are also responsible for teaching and organising cultural activities for the Mandarin Language Education Department of UNESA. Since 2011, the Mandarin Language Education Department of UNESA has gradually developed various Chinese cultural activities and organised Chinese language competitions to enhance the learning experience with the support of the Confucius Institute at UNESA. Its influence has gradually expanded (Guo, 2018). As of December 2020, the Mandarin Language Education Department of UNESA has grown from a dozen students to more than 250 students (Lu,2020).

1.1 Problem Statement

The language and education policy of Indonesia differs from its neighboring countries, such as Malaysia and Singapore.

Malaysia is a multi-ethnic and multilingual country. In 1995, 92,523 indigenous Malaysians spoke around 35 different languages. From 1976 to 1980, the Third Malaysia Plan began emphasising the importance of Malay as the language for national integration. English, on the other hand, was considered a strong second language. However, even after 50 years of independence in 2003, little has changed in the system. English for mathematics and science was reintroduced in 2012 but later withdrawn (David & Mclellan, 2014). Foreign students in universities were allowed to study and teach in English. Nevertheless, the competition between English and Malay continues.

As a super-diverse country, language medium of education is a political issue in Malaysia. The government has introduced the slogan 'One Malaysia,' which aims to unify all population groups. Language education is a federal issue driven by the central government. The core values of Malaysian society include respect for Islam, respect for the King of Malaysia, respect for the Malay rulers of the western states of Malaysia, respect for Malay as the national language, and respect for the special rights of the Malays. The community is shifting towards the dominant languages of Malay and English, which they use for socio-economic and economic development, but not in their homes. The language medium in education and the language used professionally are catalysing the language shift. Language shift is a gradual process and varies among ethnic communities, some of which have a strong sense of belonging and motivation to preserve their national language.

The language and education policies in Singapore are distinct from its neighboring countries like Malaysia and Indonesia. Singapore, being a complex multiethnic society, has a

unique approach to language approach to language diversity in its education system. Firstly, the government promotes bilingualism among Singaporeans, with an emphasis on both their mother tongue and English. Since the 1980s, all vernacular schools in Singapore have transitioned into English-medium schools. The government mandates that students learn their respective mother tongue subjects—Chinese for Chinese students, Malay for Malay students, and Tamil or other Indian languages for Indian students. Secondly, no single language is deemed superior, and all languages hold equal status. Thirdly, English serves as a lingua franca, facilitating communication among Singaporeans of different ethnic backgrounds and promoting inter-racial understanding, collaboration, and appreciation (Wee, 2014).

In comparison to Malaysia and Singapore, the language and education policies in Indonesia have had a more complex development. The growth of Chinese language education in Indonesia has been slow and only began to show new growth and vitality in the 21st century, particularly after the rapid influence of the Belt and Road Initiative (BRI) in 2013. Chinese enterprises and the Chinese government have strengthened their ties with Indonesia through projects like the Jakarta-Bandung high-speed railway and Chinese bridge competitions. Additionally, as mentioned by Teacher Chen from Surabaya Mandarin Language School, "With the advancement of the Belt and Road Initiative, there has been a wave of Chinese language learning across various regions" (4th World Chinese Language Education Forum, 2017). The Belt and Road Initiative involves over 60 countries along its route, with 53 official languages. Most of these countries place importance on language issues and language planning at the national level, often having language-related provisions in their constitutions. Language planning at the macro level is a significant concern for most Belt and Road countries, managing the relationship and usage of major ethnic languages, minority languages, and foreign languages through explicit language policies (Wang, 2016). Surprisingly, in countries like Indonesia, the enthusiasm and

number of local residents learning Chinese have gradually increased, indicating a growing acceptance of the Chinese language among Indonesian residents and a more open attitude from the government (Suryadinata, 2008). For instance, the Mandarin Language Education Department at Universitas Negeri Jakarta (UNJ) was established in 2013, started admitting students in 2014, initially with 23 students, which grew to 28 students in the second year, and has been gradually expanding since then. A similar trend is observed at Universitas Negeri Surabaya (UNESA). The majority of students in both universities were initially Muslim locals who had little or no prior knowledge of Chinese. Efforts are being made to improve the quality of teaching staff, learning materials, and student exchange programs. Furthermore, the Mandarin Language Education Departments at UNJ and UNESA serve as bridges in student exchange initiatives.

UNJ and UNESA are the main universities for Muslim students in Indonesia's first and second largest cities, there are several considerations for selecting these two universities as the research subjects. Firstly, these two universities are Islamic state universities. Compared to systematic trilingual schools and supplementary schools, the evolution of their Chinese language departments can better illustrate the prevalence of Mandarin in Indonesia and the changing attitudes of Indonesian natives towards Mandarin. Secondly, being among Indonesia's top twenty universities in the education category, studying the Chinese language departments of these two universities can indirectly showcase the development of Chinese language education within Indonesia. Thirdly, language is a fundamental and primary factor in cultural identity. The rise and decline of overseas Chinese language education is closely tied to the political factors of the country. This can be observed through the development of Chinese language departments at these two highly representative universities, reflecting the country's degree of openness in cultural education policies and cultural exchange. The researcher have chosen this topic to investigate how the Mandarin education departments of UNJ and

UNESA attract an increasing number of Indonesian local students to learn Mandarin through a series of recruitment measures. By gradually improving the quality of teaching staff and educational conditions, recommendations can also be proposed for the future development of these two universities.

1.2 Research Aim

The aim of this study is to examine the strengths, weaknesses, opportunities, and challenges of the Mandarin language education programmes in Universitas Negeri Jakarta (UNJ) and Universitas Negeri Surabaya (UNESA).

1.3 Research Questions

The research questions of this study are as follows:

1. What are the strengths and weaknesses of the Mandarin language education programmes in Universitas Negeri Jakarta (UNJ) and Universitas Negeri Surabaya (UNESA)?
2. What are the opportunities and threats encountered by Mandarin language education programmes in both universities?
3. How to improve the quality of Mandarin language education programmes in both universities?

1.4 Research Objectives

The objectives of this study are as follows:

1. To identify the strengths and weaknesses of the Mandarin language education programmes in Universitas Negeri Jakarta (UNJ) and Universitas Negeri Surabaya (UNESA).
2. To examine the opportunities and threats of the excellent development of Mandarin language education programmes in both universities.
3. To propose suggestions to improve the quality of Mandarin language education programmes in both universities.

1.5 Research Scope

The research focuses on two main groups of subjects: the current students and graduates of the Mandarin Language Education Department at Universitas Negeri Jakarta (UNJ) from the academic years 2018-2021, as well as the current students and graduates of the Mandarin Language Education Department at Universitas Negeri Surabaya (UNESA) from the academic years 2015-2021.

UNJ and UNESA are both standard public universities located in the first and second largest cities in Indonesia, respectively. Several considerations led to the selection of these two universities as the research scope. Firstly, as public universities, their Chinese language departments can better reflect the popularity of Chinese language and the evolution of attitudes towards Chinese among Indonesian local residents, compared to the structured trilingual schools and tutoring centers. Secondly, studying the Chinese language departments at these two universities can provide insights into the development of Chinese language education in Indonesia. Thirdly, language is the

fundamental and primary factor of cultural identity, and the rise and fall of overseas Chinese language education are closely related to political factors in the country. By examining the development of the Chinese language departments at these two representative universities, we can gain an understanding of the cultural and educational policies as well as the level of cultural exchange openness in the country.

1.6 Research Methodology

The researcher employed a mixed-methods approach, combining quantitative and qualitative research methods. The data collection involved surveys and interviews. Surveys questionnaire was distributed to the current students and graduates (2018-2021) of the Mandarin Language Education Department at UNJ, as well as the current students and graduates (2015-2021) of the Mandarin Language Education Department at UNESA. The aim was to obtain at least 50 valid survey responses to understand the reasons for students choosing to study Chinese, their career prospects after graduation, and the factors influencing their decision to learn Chinese. Interviews were conducted with the heads of the Chinese language departments at both universities to gather information on student enrollment over the years, experiences of studying in China, and notable cultural activities organised by the departments. Additionally, some lecturers and students from the Chinese language departments at both universities were interviewed regarding challenges in Indonesia's Chinese language education, the decline and development of Chinese language education, and the evolving attitudes of indigenous Indonesians towards Chinese language.

Library research was conducted to gather historical background information on Indonesian Chinese language departments and Chinese language education. The development and current status of Chinese language education in Indonesia were analysed, along with an examination of the impact of Chinese language learning on the mindset and learning behaviour of local Indonesians.

SWOT analysis was adopted to analyse the current situation and prospects of the two universities, considering strengths, weaknesses, opportunities, and threats. SWOT analysis is a technique used in situational analysis. It was initially proposed in the early 1980s by Heinz Wehrich, a management professor at the University of San Francisco (Wehrich, 1982). The acronym SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. This method involves investigating and listing the major internal strengths and weaknesses, as well as external opportunities and threats, closely related to the research subject. These factors are then arranged in a matrix format (as shown in Table 1). Subsequently, employing the principles of systems analysis, the various factors are matched, leading to a series of corresponding conclusions that often have decision-making implications. By utilising the SWOT method, a comprehensive, systematic, and accurate analysis of the research subject's situation can be conducted. Based on the research findings, corresponding strategies, plans, and countermeasures can be formulated. Currently, due to its practicality, the SWOT method has been applied in various contexts. For example, it has provided a new theoretical basis for career planning and personal situation analysis for university students. The researcher will employ the SWOT analysis method to analyse the internal factors (strengths and weaknesses) and external factors (opportunities and challenges) in the international promotion of Chinese language education in these two universities. They will then propose constructive strategies for the future development of Chinese language education courses at UNJ and UNESA.

The researcher had also interviewed the following individuals to gather relevant information for this study:

1. The head of the Chinese Language Department at UNJ, a female Indonesian national, a local Chinese language teacher, a civil servant, and a master's degree graduate

from the Chinese Language Department at Beijing Language and Culture University in China, with 15 years of teaching experience.

2. A teacher from the Chinese Language Department at UNJ, a male Indonesian national, a civil servant, and a master's degree graduate from the Chinese Language Department at Chongqing Normal University in China, with eight years of teaching experience.

3. The head of the Chinese Language Department at UNESA, a male Indonesian national, a civil servant, and a master's degree graduate from the Foreign Language Department at UNESA in Indonesia, with 12 years of teaching experience.

4. A teacher from the Chinese Language Department at UNESA, a male Indonesian national, a civil servant, and a master's degree graduate from the Chinese Language Department at China Central Normal University in China, with five years of teaching experience.

The interviews covered four main aspects: the Chinese Language Department, teacher education, curriculum and examinations, and the last one is development activities.

Table 1.1: SWOT analysis

		Internal	
		Strengths	Weaknesses
External	Opportunities	S-O	W-O
	Threats	S-T	W-T

In Table 1.1, drawing from the analysis in this thesis, strengths and weaknesses are internal factors of educational institutions. Opportunities and threats are external factors of educational institutions. The S-O strategy is a strategy that leverages internal strengths while capitalising on external opportunities. The W-O strategy is a strategy that aims to compensate for internal weaknesses by utilising external opportunities. The S-T strategy is a strategy that utilises internal strengths to avoid or mitigate the impact of external challenges, while the W-T strategy is a defensive strategy that seeks to mitigate internal weaknesses while avoiding external environmental challenges. The overall objective is to leverage internal strengths and seize opportunities arising from the external environment. Typically, the focus is initially on the latter three strategies, ultimately leading to conditions where the S-O strategy can be adopted. All four strategies are necessary. When investigating and analysing these factors, it is important to consider not only the historical and current context but also future development issues. The strengths of the SWOT method lie in its comprehensive problem consideration, systematic thinking, and its ability to closely integrate problem diagnosis and prescription, providing clarity and ease of examination. Chinese language education presents challenges and opportunities for Indonesian higher education institutions and teaching professions. Therefore, this study will

conduct a SWOT analysis from various perspectives on the prospects of Chinese language teaching in the Chinese Language Departments of UNJ and UNESA through investigation.

1.7 Research Significance

This study will provide reference and guidance for the Chinese language education at UNJ and UNESA universities, helping them improve their Chinese language teaching. The research findings will also offer valuable information for educators who are interested in the state of Chinese language education in Indonesia.

Secondly, this study is of significant importance to volunteer teachers and Indonesian students interested in learning Chinese. Understanding the perspectives and expectations of volunteer teachers regarding Chinese language education at the two universities will contribute to enhancing teaching quality and providing a better learning experience. Moreover, the research results will provide Indonesian students with a path for developing their Chinese language skills and serve as inspiration for those who intend to pursue professional studies or further education in China.

Thirdly, the study presents insights into the trends of localising Chinese language education in Indonesia, offering valuable reference materials for individuals and universities. This will facilitate the development of Indonesian Chinese language education and contribute to the localisation process of the Chinese language in Indonesia.

In conclusion, the outcomes of this study will have a positive impact on the improvement of Chinese language education at both universities, educators, volunteer teachers, Indonesian students, and the development of Chinese language education in Indonesia. It provides significant reference and guidance for future Chinese language teaching endeavors.

1.8 Limitations of Research

Due to the outbreak of COVID-19, conducting on-site investigations may face difficulties. Therefore, face-to-face interviews will not be possible and will be conducted online instead.

The second point is the potential language barrier during the surveys and interviews. To overcome this issue, the researcher will prepare the questionnaires and interview questions in Mandarin Chinese, Indonesian, and English. Additionally, when interviewing individuals who do not speak Mandarin Chinese, the researcher will require an interpreter.

Thirdly, the collected data may not accurately reflect the market value of Chinese language graduates in the past two years due to the COVID-19 pandemic, which may have resulted in some Chinese language students being unable to find suitable employment in their relevant fields. This situation also hinders Indonesian students who studied in China from integrating into better career environments.

The final point concerns the racial composition of students admitted to these two universities over the years. The researcher have consulted relevant materials and sought input from internal sources, but both universities have declined to disclose statistical data regarding the racial composition of their student body.

1.9 Chapterisation

This dissertation comprises five chapters. The first chapter is an introduction. It introduces research methodology, the research background, which includes the development history of the Mandarin language education departments of UNJ and UNESA in the language environment of Indonesia as well as the situation of studying in China.

Chapter 2 covers literature review, conceptual and theoretical framework of this study. It covers the status quo, problems, and trends of Indonesian Chinese education, collating and analysing the research literature on UNJ and UNESA over the years.

Chapter 3 explains the background of the Chinese language programmes in both universities.

Chapter 4 discusses the findings of this study from the SWOT analysis and individual interviews conducted.

The last chapter is a concluding chapter. It covers the summary of research findings, research implications, and recommendations for future research.

CHAPTER 2: LITERATURE REVIEW, CONCEPTUAL AND THEORETICAL FRAMEWORK

This chapter covers the literature review as well as conceptual and theoretical framework for this study. The research gap that this study can fill will also be explained in the conclusion.

2.1 Literature Review

The literature review of this study covers three themes related to the focus of this study, i.e. the overall development of Chinese language education in Southeast Asia; the development and issues related to Chinese language education in Indonesia; and SWOT analysis of the teaching of Chinese language.

2.1.1 Overall Development of Chinese Language Education in Southeast Asia

The history of Chinese language education in Southeast Asian countries is generally quite long, with significant changes in Chinese education policies, which have undergone a process from leniency to strictness and then to leniency again. Prior to the 20th century, the Chinese language education policies in most countries were relatively relaxed, allowing Chinese communities to establish independent schools. In the early 20th century, many countries began to restrict the development of Chinese education. By the mid-20th century, most countries further limited or even directly prohibited the development of Chinese education. In the late 20th century, restrictions on Chinese education gradually relaxed, and some countries explicitly included support for Chinese education in their national development plans. The main reasons for these changes were the promotion of government or official languages and the reshaping of the Chinese national image. Another factor was the rise of nationalism in Southeast Asian countries, leading to a deterioration in relations with China and the implementation of restrictions on Chinese education. However, with the normalisation of bilateral relations between

Southeast Asian countries and China, the growing economic value of the Chinese language, and the emergence of new circumstances to balance the influence of Chinese and Western cultures on citizens, these countries have started to support the development of Chinese education (Liu & Yan,2020) .

In Southeast Asia, with a large number of ethnic Chinese and overseas Chinese, the spread of "Huawen" (Chinese language and culture) is facilitated both within the region and from the region to other parts of the world.

Vietnam is a country with 54 ethnic groups, and the ethnic Chinese community is one of them. According to statistics from 2015, the ethnic Chinese population accounted for 2.0% of the total population in Vietnam (1.89 million out of 84 million) ("Saigon Liberation Newspaper," 2010). Chinese language education is primarily conducted in District 11 and District 6 of Ho Chi Minh City, where there is a significant population of ethnic Chinese, Chinese education is also conducted in District 5 (Cho Lon area). Vietnam and China share a long history of strong cultural and economic exchanges. Chinese people began migrating to Vietnam from the Qing Dynasty to the end of the Ming Dynasty in the 17th century. They settled there and became an integral part of the society. During the late 19th and early 20th centuries, in the period of French colonial rule, Saigon (now Ho Chi Minh City) received many Chinese immigrants as it was one of the largest trading hubs in Southeast Asia. Since the separation of North and South Vietnam for 20 years from 1954, Chinese people established a strong presence in the business sector and rooted themselves in the local Vietnamese society. The reunification of North and South Vietnam occurred in 1975, but after the reunification, many Chinese people left the country due to concerns of persecution under communist rule. The two communist parties of China and Vietnam faced conflicts, leading to the war between China and Vietnam in 1979. As a result, the influence of the Chinese community in Vietnamese society declined significantly, which also led to the decline of Chinese language education in Vietnam. The Vietnamese government implemented new policies known as "Doymoi," which aimed to replace a

planned economy with a market economy while actively engaging in cultural and economic exchanges with other countries. Improved international relations attracted foreign investment, introducing foreign technologies and capital. Chinese-speaking individuals became investors and brought capital from various regions of China, including Hong Kong, Taiwan, and Singapore, which became major contributors to foreign investment capital. This deepened and strengthened the relationship between China and Vietnam starting from the late 1990s. Subsequently, various educational activities were organised and developed to promote Chinese language education (Otsuka, 2008).

Southeast Asian countries are more enthusiastic about learning Chinese, among which Thailand is the most typical example. As one of the important countries along "the Belt and Road Initiative", Thailand has experienced close cultural exchanges and cooperation with China in recent years, showing strong momentum in development. The ethnic Chinese community not only constitutes the largest minority group in Thailand but also the largest overseas Chinese community in the world. Data from the United Nations Development Programme (UNDP) 2014 Thailand Human Development Report clearly indicates that ethnic Chinese in Thailand are the largest minority group, accounting for approximately 11-14% of the population. The majority of Chinese immigrants in Thailand are labor migrants, with statistics showing that most of them come from the Chaozhou region, hence their native languages being Teochew and Hokkien. After the establishment of the Republic of China in the 1920s, the Chinese language spread among ethnic Chinese minorities as a common language. Due to the rapid rise of nationalism on the Chinese mainland and a shared sense of identity spreading nationwide, even transcending borders, Thai Chinese have also been influenced by this wave of nationalism that encompasses being Chinese. On the other hand, the constitutional revolution in Thailand in 1932 proved to be challenging for the Chinese community. King Rama VI enacted the Private School Act in 1918 and passed compulsory education

regulations in 1921. Unfortunately, these regulations were not strictly enforced initially. The year 1932 marked the transition to a constitutional monarchy, which brought about changes, including limiting Chinese language classes to no more than six hours per week. Approximately 300 Chinese schools were estimated to have been closed between 1933 and 1935. Despite the difficult period from 1932 to 1939, Chinese language learning continued to develop.

On the one hand, due to dissatisfaction with government policies among a large number of overseas Chinese, they had the ability to negatively impact the economy, prompting the government to reverse and modify its policies. On the other hand, the Chinese government also supported the development of Mandarin schools. In 1938, during the reign of Luang Pibulsonggram and under the influence of Japan, all 294 Chinese schools in Thailand were closed, representing the worst phase for Chinese language education (Murata, 2007). After World War II (1945-1948), Chinese schools were restored, but in 1949, with the establishment of the Republic of China, Thailand aligned itself against communism, leading to restrictions and control on Chinese language learning. It was not until 1992, under Prime Minister Anand Panyarachun and his cabinet, that the longest restrictions on Chinese language learning hours were finally lifted (Suzuki.K, 1995). It can be said that the development of Chinese education in Thailand has been full of twists and turns over the past century. After a long period of gestation, germination, and decline, it has finally entered a vibrant phase. Zhao(2019) points out that the development trajectory of Chinese education in Thailand can be divided into four stages: the pre-20th century period of non-standard Chinese language policy, the early 20th century to the 1930s period of language assimilation policy, the period of strict control over Chinese education from political reforms to the establishment of diplomatic relations between China and Thailand, and finally, the stage of open and inclusive policies after the establishment of diplomatic relations. In general, in the 21st century, the Thai people consider Chinese as the second most widely spoken foreign language, and Chinese

language education has been implemented at various levels of education, including primary schools, secondary schools, universities, and language schools throughout Thailand. In other words, Thailand is one of the Southeast Asian countries with rapid and well-established Chinese language education and learning. In order to improve and provide a suitable environment for Chinese language teaching, dialogues have taken place between the Deputy Minister of Education of China and the Minister of Education of Thailand. It can be said that the history of cultural exchanges between China and Thailand is the history of the development of Chinese education in Thailand.

Similarly, Singapore is also a prosperous Southeast Asian country. According to Tang (2020), the origins of Chinese language education in Singapore can be traced back to the mid-19th century, and its development has undergone three main stages. Prior to 1942, Singapore was a British colony. Politically, the ruling system of British Peninsular Malaysia is divided into three parts: one is the Straits Settlements, consisting of Singapore, Malacca and Penang (Penang); Negeri Sembilan consists of four Malay states; the third is the Malay state, which has been gradually formed since 1909 by the five Malay states of Johor, Kedah, Terengganu, Kelantan and Perlis (Cui, 1989). The colonial government mainly adopted a semi-autonomous ruling policy. At that time, overseas Chinese language education in Singapore primarily reflected an extension of the language education system in China, and Chinese language education made initial progress. In February 1942, the Japanese occupied Singapore and began a three-year military occupation of the region, bringing severe hardships to the local population. From 1945 to 1965, Singapore gained independence from British colonial rule and achieved its goal of nation-building. During this period, Chinese language education gradually evolved into Chinese language instruction. In the 1980s, with the deepening of China's reform and opening-up, the Singapore government gradually recognised the enormous potential of the Chinese market and deepened economic and trade cooperation with

China. Against this backdrop, the Singapore government once again realised the importance of Chinese language education in overseas foreign trade and implemented a series of Chinese language revitalisation plans to improve the Chinese language proficiency of its citizens. Currently, although preschool education is not formally integrated into the national education system in Singapore, the Ministry of Education stipulates that preschool education must implement "bilingual education" with a focus on English and mother tongue languages (Chinese, Tamil, and Malay), with English as the first language. From primary school to university, schools in Singapore, according to their respective educational objectives, have established different Chinese language curricula. For example, the National University of Singapore offers a Bachelor of Arts in Chinese Studies, a General Degree and Honours Degree in Chinese, and a Master's and Doctoral degree in Chinese Studies. In other words, Chinese language education in Singapore has become relatively comprehensive and widespread. However, it is worth noting that reports indicate variations in the textbooks used by different schools, with some adopting materials from mainland China, Taiwan, Malaysia, and Singapore. (Huang, 2017)

Regarding Chinese education in Malaysia, the development of Malaysia's Chinese education movement shares parallels with the country's domestic political evolution in the post-British colonial era. Similar to the shifting power dynamics during the process of decolonisation in the Malayan Peninsula after World War II, a significant transformation took place, particularly among the English-educated Chinese elites. Although these elites wielded influence over official decision-making mechanisms, early Malaya (which later merged with Singapore, Sabah, and Sarawak in 1963 to form Malaysia) remained fragile, leaving room for negotiations with influential elites from other ethnic communities, particularly those representing dialect groups.

Chinese elites engaged in raising political awareness within the Malayan Chinese community and played a role in establishing a range of social movements through three primary platforms: Chinese political parties, Chinese guilds and associations, as well as

Chinese schoolteachers and Chinese school committees associations. While previous research has primarily focused on political and societal transformations in Malaysia, there has been relatively less exploration of the Chinese education movement. "Nation Building and Formation of Social Movement" seeks to address this research gap, examining the role and impact of Chinese elites in Malaysian social movements (Ang,2014) . By delving into this historical context and the process of social movement formation, a better understanding of Malaysia's nation-building and societal change can be gained, highlighting the interconnection between political landscapes and the promotion of Chinese language education.

2.1.2 Development and Issues Related to Chinese language education in Indonesia

The lack of uniform teaching materials and a systematic educational system makes it difficult to establish continuity in Chinese language education. In contrast, the development of Chinese language education in Indonesia has been a tumultuous journey. Chinese Indonesians have inherited the fine traditions of the Chinese nation and are renowned for their passion for learning. During the several centuries they have settled in Indonesia, most Chinese immigrants were farmers and traders, facing challenges in their daily lives and lacking cultural knowledge. However, they always cherished their ancestral heritage and aspired for their descendants to become scholars. With the increasing population of Chinese Indonesians and the arrival of new immigrants, the Chinese community in Indonesia has grown, and there is great emphasis on improving the cultural and technological proficiency of Chinese descendants. Looking back at the history of Chinese Indonesians, their progress, development, and proliferation have been uneven. The ability of Chinese Indonesians to prosper and develop in Indonesia can be attributed to various factors. Before the 20th century, Chinese Indonesians were primarily engaged in agricultural activities, and the improvement of their cultural proficiency was mainly reflected in morality, ethics, and humanities. The descendants of Chinese Indonesians

were born and raised in Indonesian society, where knowledge became their primary necessity and a matter of survival. Thus, during the few centuries when Chinese language education among Chinese Indonesians was underdeveloped, the knowledge and experiences of their parents became the means of transmission from one generation to the next. Knowledge and learning were created within their own families, derived from personal experiences, and guided by others. The achievements and developments of Chinese Indonesians, as well as the improvement in their population's proficiency, were the results of previous generations passing down their knowledge and teachings. Through the conscious practices and creations of subsequent generations, regional cultures were formed. From the late Qing Dynasty to the 34th year of the Guangxu Emperor's reign, which was known as the "germination" stage of Chinese language education among Chinese Indonesians, the Chinese diaspora witnessed the increasing infiltration of their ancestral culture from overseas and the growing influence of the Dutch colonial government's culture in the host country. Chinese diaspora faced discrimination and maltreatment. At that time, there were no Chinese schools, only rudimentary private academies. The Chinese community mobilised and urged all Chinese children living in Indonesia to enroll in these private academies to learn Chinese. They also organised collective "lectures" in the academies, where business knowledge was gathered, mutual learning took place, and Chinese language education among Chinese Indonesian children was promoted. Many enthusiastic leaders of Chinese language education often traveled long distances from various parts of Indonesia to gather in Jakarta. The purpose was to discuss and debate the benefits and drawbacks of Chinese language education, expand the influence of promoting Chinese language education, and facilitate its popularisation and development. In the late 19th century and 20th century, as the crisis within the home country deepened, the Chinese people launched a series of struggles to resist foreign aggression and save the nation from peril. Particularly, the reform movement led by Kang Youwei and Liang Qichao, as well as the armed uprisings and overseas activities led by Sun Yat-sen,

contributed to the widespread dissemination of nationalism among Chinese Indonesians. A group of enlightened individuals felt deeply troubled by the internal divisions, factions, and cultural backwardness within Chinese society. They decided to organise, unite, and educate the Chinese people, reform the unhealthy practices prevalent in Chinese society, and improve the living environment of the Chinese people. In pursuit of these goals, Chinese diaspora leaders such as Li Xinglian, Pan Jinghe, Li Quanfu, Chen Jinshan, Xu Nanchang, and Xu Jinan transcended regional and factional boundaries and established the "Bacheng Chinese Association" in Indonesia. The aim of the association was to promote and propagate Chinese traditional culture within the framework of complying with local colonial government regulations, rectify bad habits such as opium smoking and gambling prevalent in the Chinese community, and address outdated customs related to marriage and funeral practices. Additionally, the association aimed to provide new Chinese language education system and elevate the cultural knowledge of Chinese people. At the same time, the association opposed the travel permits and residential restrictions imposed by the Dutch colonial government on the Chinese people, as well as the government's monopolistic contract system. While the government agreed to the establishment of schools by other ethnic groups in Indonesia, it placed restrictions on the establishment of Chinese schools due to the discriminatory and restrictive policies against the Chinese people. Dissatisfied with these circumstances, they decided to establish their own Chinese language schools to educate Chinese Indonesian children. In 1902, a joint examination was held between students from the Chinese schools and students from the private academies affiliated with the Bacheng Association. The results showed that the students from Chinese schools had an absolute advantage in terms of understanding the meaning of Chinese texts and their ability to apply the knowledge, far surpassing the students from the private academies. Faced with this reality, the Bacheng Association recognised the development prospects of Chinese schools and agreed to merge the private schools with the Chinese schools. The monthly funds originally allocated to

the private academies, amounting to 300 rupees (Indonesian currency), were partially reserved for the regional cultural activities of the " 印尼金德园 (Kong Tik Cun) (A Chinese community or association in Indonesia) " with the remainder being allocated to the Chinese schools as a fund, apart from the expenses.

According to Yan (2013), in 2005 the ethnic Chinese minority population in Indonesia accounted for approximately 3.5% of the total population, making them the largest minority group in the country. The history of Chinese education in Indonesia can be traced back to 1690 when Chinese individuals established the Ming Cheng Academy in Batavia (now Jakarta). These private institutions operated with Chinese as the medium of instruction and were set up by businessmen from Guangdong and Fujian in different cities. Teachers from these two provinces were recruited to teach either Fujianese (Hokkien) or Cantonese in these academies. The initiative for these academies was spearheaded by Chinese leaders such as Dan and Lei Zhenlan. Approved by the Dutch-Indies colonial authorities and tuition-free, the academies operated as semi-official and semi-private institutions. The establishment of Ming Cheng Academy paved the way for the provision of Chinese education to the Indonesian Chinese community, promoting the culture of free education. In the following one to two centuries, Chinese private schools in Indonesia experienced significant growth. By 1899, there were 217 Chinese private schools with 4,452 students on Java and Madura alone, while other regions also had Chinese private schools. There were 152 free schools with 2,170 Chinese students. Many prominent Chinese leaders of the Peranakan Chinese community born between 1880 and 1890 received their education in Chinese private schools, which became a significant feature of Chinese education in Indonesia. With the emergence of modern Chinese schools, conflicts arose between the advocates of free schools, private schools, and new schools, a phenomenon not found in other countries or regions. However, starting from 1906, private

academies were either closed or modified to include the teaching of modern subjects such as geography, English, physical education, and arithmetic, alongside Chinese history and language. Cantonese and Hokkien dialects were replaced by Beijing dialect, which became the national language (Mandarin). Due to Dutch colonial rule and the suppression of the Chinese community during the Japanese occupation in World War II, Chinese culture and language faced suppression. With the end of the war and the tolerant policies towards the Chinese language implemented by the newly established government, there were signs of growth and prosperity for the Chinese language. In 1957, there were approximately 200 schools in Indonesia that taught Chinese language, with a total student population of 425,000 (Yan, 2013).

From 1945 to 1966, Chinese education in Indonesia went through a trajectory of destruction, revival, development, and decline. The Japanese invasion and occupation of the Dutch East Indies brought profound disasters to the people of Asia. Ethnic Chinese in Southeast Asia and the Dutch East Indies suffered from persecution and mistreatment, with Chinese people being the primary targets of Japanese aggression. In 1942, after the Japanese army occupied Indonesia, all Dutch and English schools, as well as Chinese and Indonesian language schools, were closed in an effort to replace the Dutch colonial rulers' concept of "Greater East Asia Co-Prosperity." Chinese education entered its darkest period. Following the closure of Chinese schools, many Chinese students dropped out, and the schools suffered significant property losses. After Japan's surrender in 1945, Chinese education in Indonesia gradually recovered. According to statistics, in 1948, there were 621 Chinese schools in Indonesia with 141,600 students, an increase of 119 schools and more than double the number of students compared to the pre-war period in 1941. By 1949, Indonesia had 908 Chinese schools, including 43 secondary schools, indicating the rapid recovery and development of Chinese education within just three to four years. The period from 1950 to 1957 was the peak period of Chinese education in Indonesia. With the continuous efforts of Chinese educators overseas, Chinese education entered a

prosperous phase on the basis of post-war recovery. According to the Indonesian Ministry of Education, in 1952 and 1953, there were a total of 1,371 registered Chinese schools with 254,730 students. By 1957, the number of schools reached 1,800, with a total of 420,000 students. Despite some measures of racial exclusion, restrictions, and repression in the Chinese economic and educational sectors, as the Indonesian government focused primarily on taking over power from the Dutch colonisers and eradicating colonial remnants, in July 1950, the Indonesian Ministry of Education abolished the funding regulations for Chinese schools in the former federal territories. Chinese schools established by Indonesian Chinese still received 80% government subsidy, while those established by ethnic Chinese did not receive any subsidies. After Indonesian independence, especially after the transfer of power, "Dutch schools" established for overseas Chinese children by the Dutch were closed. In the 1960s, Chinese education in Indonesia entered a new phase of development.

During the period of President Suharto's New Order regime, from 1966 to 1998, lasting for 32 years, an assimilation policy was implemented in the field of education, imposing various restrictions and constraints on overseas Chinese education. This policy, to some extent, weakened the development of overseas Chinese education. According to Jiang(2014), during Suharto's rule, the comprehensive implementation of forced assimilation policies led to the banning of most Chinese schools, confiscation of school buildings, unemployment of Chinese teachers, deprivation of Chinese children's right to learn Chinese, and oppression and discrimination against the Chinese community. Chinese education, which was completely prohibited under the forced assimilation policy, faced numerous survival crises. Even the display of Chinese characters and various forms of Chinese cultural expressions were prohibited in the name of national unity during that period. This had a significant impact on the majority of modern Indonesian Chinese who were unable to learn and speak Chinese. At that time, the situation underwent changes due to various factors, such as months of political instability, student-led

protests demanding the resignation of the president, and an economic crisis. This chaos resulted in property damage, and in major cities including Solo and Jakarta, ethnic minority groups, especially the Chinese, experienced looting and rape (Lin, 2012).

With the end of the Suharto regime, a new era began. Under the transitional government of Habibie, the assimilation policy in education gradually phased out. Under a diversified education policy, Chinese education started to recover and was incorporated into the Indonesian national education system. However, the situation for the Indonesian Chinese took a positive turn due to improving economic exchanges and international relations between China and Indonesia. The policies that had previously restricted the Chinese language were reviewed and revised during the presidencies of Megawati, Yudhoyono, and Jokowi. The government provided favourable conditions and policies that deepened the local population's understanding of the Chinese language, making it one of the foreign languages taught in schools. From 2000 to 2001, China and Indonesia strengthened their cooperation in Chinese language education. The Chinese Ministry of Education, the Chinese Embassy in Jakarta, and the Indonesian Ministry of education played important roles in this regard. Measures taken included sending Chinese language teachers, unifying teaching materials, and facilitating the administration of Chinese proficiency exams HSK (Hanyu Shuiping Kaoshi).

After 30 years of Suharto's rule, Indonesian Chinese parents who could not speak Chinese themselves desired their next generation to learn and speak the language to rebuild the lost connection to their Chinese identity. They associated their children's future with China's rapid prosperity, dominant trade position, and advancements in all fields. Indonesian Chinese youth started learning Chinese because of their interest in popular culture, TV programs, Cantonese, and Mandarin movies. However, the shadow of assimilation policies couldn't be completely eliminated in a short period, and Chinese education continued to face restrictions due to political and other factors.

For instance, Maria (2018) explained in her article titled "Problematicaka program study, Pendidikan Bahasa Mandarin di Universitas Negeri di Indonesia" that China's influence in various aspects of life is increasing. Countries around the world, including Indonesia, are engaging in cooperation with China. Therefore, Maria believes that Indonesian universities must learn the language and culture of China. Maria introduced a Mandarin language education program at UNJ (Universitas Negeri Jakarta). The program was launched in 2009. Throughout its development, it faced various challenges such as faculty recruitment, curriculum development, quality of graduate students, accreditation and collaboration, inter-university cooperation, and cooperation with domestic and international universities. In 2015, the Indonesian Association of Mandarin Language Study Programs (Asosiasi Program Studi Bahasa Mandarin Indonesia, APSMI) was established to address these challenges.

Liu (2014) points out that for over thirty years, Chinese language education in Indonesia has been in a blank state. Compared to other Southeast Asian countries such as Thailand, Singapore, Malaysia, and the Philippines, Chinese language education in Indonesia is currently lagging behind both in terms of Chinese language teaching and the influence of Chinese culture. Therefore, the development of Chinese language education in Indonesia should draw lessons from the achievements and successful experiences of neighboring countries and strengthen the connection and cooperation between the education departments and universities of both countries. Furthermore, it is necessary to promote education and cultural agreements between the two governments to provide legal protection for the development of Chinese language education and cultural exchange between China and Indonesia at the national policy level.

Li (2018) expounds on the current situation of Chinese language teaching in Indonesia and analyses the reasons behind the "Chinese language fever," including its

historical origins, advantages, and difficulties. Additionally, Li suggests promoting and improving Chinese language teaching among the local population. The report also provides teaching method recommendations to promote and enhance Chinese language teaching in Indonesia. The steady development of seven Confucius Institutes in Indonesia has provided strong support for Chinese language teaching across the country. The author also points out that due to the significant number of ethnic Chinese in Indonesia, Indonesian society holds a supportive attitude toward Confucius Institutes. The establishment of Chinese language institutions has received strong support in terms of policies and funding. However, their influence remains confined to the Indonesian Chinese community, and many non-Chinese Indonesians hold an indifferent attitude toward their role and impact. Therefore, it is necessary to fully utilise existing resources and employ multi-channel and comprehensive approaches to familiarise the local Indonesian population with Confucius Institutes in order to promote international Chinese language education.

Fan (2006) provides a detailed introduction to the historical background of Mandarin education in Surabaya and identifies six main forms of school education. The researcher also conducts a detailed investigation and analysis of Chinese language teachers, students, and teaching materials in Surabaya. Based on the favourable conditions and challenges faced in the development of Chinese language education in Surabaya, Fan offers prospects for the future of Chinese language education in the city.

Chen (2017) points out that the shortage of qualified teachers, insufficient funding, and lack of standardised teaching materials remain the three major issues constraining current Chinese language education. The researcher suggests improving the treatment of Chinese language teachers to ensure their job satisfaction. Training programs should be organised to enhance the professional competence of frontline Chinese language teachers and encourage them to develop teaching materials.

Ma and Wen (2003) further reveal the current situation and issues of Chinese language teachers in Indonesia through their survey. These issues include teacher shortages, low quality of local teachers, narrow scope of teacher training, and limited teaching approaches. These problems significantly affect the development of Chinese language education in Indonesia. To address these issues, substantial efforts should be invested by the Confucius Institutes in Indonesia. Additionally, the Indonesian government should increase financial support and cultivate more high-quality local teachers.

2.1.3 SWOT Analysis of the Teaching of Chinese Language

Shi (2018) comprehensively evaluates the strengths, weaknesses, opportunities and threats of the teaching of Chinese as a foreign language from the perspective of broadcasting and hosting art through SWOT analysis. This is a brand-new perspective to analyze the problem, through this analysis, the researcher can better understand the current situation of teaching as a foreign language in China. At the same time, the article proposes corresponding improvement measures to deal with teaching challenges in the context of the “One Belt, One Road” initiative. According to the SWOT analysis, it is necessary to seize the advantages of strict and standard phonetics in broadcasting arts and avoid the disadvantages of insufficient teachers in bilingual education. At the same time, it is necessary to find opportunities amid challenges, strengthen the quality of broadcasting and hosting teachers, and enrich and expand the path of teaching Chinese as a foreign language by improving the simple model of teaching Chinese as a foreign language and multi-professional and interdisciplinary teaching concepts and methods.

2.2 Conceptual and Theoretical Framework

"Motivation" is an important concept in the field of education and also a crucial factor in language learning. "Motivation" refers to the attitude and emotional state that influences the level of effort learners put into learning a second language. According to Ellis's (2000) second language acquisition theory, the motivation of learning a second language can be categorised into "instrumental motivation" and "integrative motivation". Instrumental motivation refers to learners' practical goals, such as learning a second language to pass exams or find a good job. Integrative motivation refers to learners' positive attitudes towards the target language culture, as they strive to engage in cultural exchange and become part of the community. In fact, there are many other theories of motivation. Based on the source of motivation, learning motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from individuals' interest in learning itself, without the need for external incentives to direct behaviour towards a goal. It is driven by personal curiosity and enthusiasm for learning. Extrinsic motivation, on the other hand, is motivated by external factors such as rewards, incentives, avoiding punishment, or pleasing the teacher. Based on the duration of motivation, learning motivation can be classified as distant motivation and proximal motivation. Distant motivation refers to the ability to stimulate long-term behaviour and set long-term goals for individuals. For example, some students consider future career prospects when choosing courses and opt for knowledge and skills that align with their future job positions. This falls under distant motivation. Proximal motivation, on the other hand, refers to the stimulation of immediate behaviour and is often linked to short-term goals. For instance, some students consider the level of strictness in class requirements or the ease of course exams when selecting courses. This belongs to proximal motivation.

2.3 Conclusion

In recent years, considerable attention has been directed towards exploring the status quo of Chinese language education in Indonesia, with the researcher conducting various studies to illuminate different facets of this complex landscape. While these endeavours have undoubtedly shed light on the overall trajectory of Chinese language education in the country, there remains a conspicuous dearth of in-depth analysis pertaining to specific locales, particularly within the bustling urban center of Jakarta. The absence of studies focused on Jakarta is particularly striking, given its status as the capital city and a hub of cultural and economic activity within Indonesia.

Moreover, existing research has primarily concentrated on quantifiable metrics such as enrollment figures and proficiency levels, overlooking qualitative aspects such as teaching methodologies, curriculum design, and pedagogical innovations. These qualitative dimensions are crucial for gaining a nuanced understanding of the challenges and opportunities facing Chinese language education in Indonesia.

Furthermore, the emergence of China as a global economic powerhouse and the concomitant rise in demand for Chinese language skills worldwide have underscored the strategic importance of fostering robust Chinese language education programs. Within this context, the role of universities in spearheading Chinese language education initiatives has become increasingly pivotal. As such, an in-depth exploration of the Chinese language teaching practices within the Chinese departments of key universities in Indonesia not only fills a crucial gap in the existing literature but also offers valuable insights into the broader trends shaping Chinese language education in the region.

Regarding the current state of research on Chinese language education in Indonesia, some studies have already been conducted and have yielded certain achievements. However, previous literature and research have their limitations. Firstly, certain studies regarding Chinese language education in Indonesia may have solely relied on a single research method, such as surveys or interviews, without integrating different methods to obtain more

comprehensive data. Therefore, the researcher using both quantitative and qualitative research methods can complement each other, providing a better understanding of the issues at hand. Additionally, there is a lack of longitudinal studies, resulting in relatively few investigations into the long-term impact and evolving trends of Chinese language education in Indonesia. Longitudinal studies can help us understand the long-term effects of educational policies and practices, as well as the impact of societal changes on education. Therefore, the researcher have been continuously tracking the long-term development of students and graduates to inform more effective policies and practices. Thirdly, Chinese language education in Indonesia not only involves language inheritance but also encompasses issues of cultural identity and cross-cultural communication. Some literature may focus solely on the language aspect, overlooking the influence of cultural factors on education. To gain a more comprehensive understanding of this field, the researcher has chosen to integrate language and cultural factors for analysis to obtain deeper insights. Furthermore, there is a lack of in-depth analysis of teacher training and teaching resources. Teacher training and teaching resources are crucial factors influencing the quality of Chinese language education, yet there are relatively few studies on these aspects. Hence, the researcher has opted for a more thorough analysis of teacher training programs and teaching resources to determine their actual impact on educational quality and provide improvement recommendations. Fifthly, some studies may have been conducted by external the researcher, lacking a deep understanding of local culture and context. Consequently, research results may not fully consider the local characteristics of Chinese language education in Indonesia. To gain a better understanding of this field, the researcher has chosen to collaborate with local Chinese language department teachers to obtain a more comprehensive perspective. This study primarily explores the current state of Chinese language teaching in the Chinese language departments of the University of Indonesia and the University of Surabaya. By addressing these shortcomings and taking appropriate measures to improve, we aim to fill the gaps in

research on Chinese language education in Indonesia, thereby facilitating a better understanding and promotion of its development.

Universiti Malaya

CHAPTER 3: HISTORICAL BACKGROUND OF THE SELECTED UNIVERSITIES

This chapter explains the background of the Chinese language departments and programmes in both UNESA and UNJ. The source of teachers, the general demographic background and qualifications of the teachers, core courses offered, as well as activities organised in both departments are also covered.

3.1 Historical background of the Chinese department at the State University of Surabaya

3.1.1 Development history

In July 2010, the Directorate General of Higher Education approved the establishment of the Chinese Studies programme within the Chinese Studies Department at UNESA. The operational permit for the programme was later issued in January 2011 (“Profil Akademik S1”, n.d.). In 2017, the department underwent a reaccreditation of its Chinese language teaching program and was given a B-level rate by the Ministry of Education and Culture (“Keputusan Badan Akreditasi”, 2017).

On May 19, 2011, with the approval of the Confucius Institute Headquarters (also known as Hanban), UNESA established a Confucius Institute (CI) in collaboration with Central China Normal University (Shang, 2019). Over the past decade, the Confucius Institute at UNESA has been supplying Chinese language teachers and other teaching staff to PSPBM UNESA, along with a significant of Chinese language books and teaching materials. It has also established a collaborative platform to actively promote Chinese language students' enrollment in Chinese universities and assist them in securing scholarships from the Confucius Institute. The Chinese Department at the United Nations Department of Economic and Social Affairs closely collaborates with CI UNESA to consistently broaden the scope of instruction and enhance teaching quality.

Compared to the Chinese Studies departments at two other universities in Surabaya, namely Zhixing University and Petra Christian University, PSPBM UNESA had a later start, however, as a relatively new initiative, it has developed and improved its resources at a rapid pace.

3.1.2 Faculty (Source of Teachers/Teacher Qualifications/Curriculum/Teaching Management)

Due to the impact of the pandemic, the number of Chinese language teachers dispatched by the Confucius Institute in the Chinese Studies Department has significantly decreased. Currently, there are 13 Chinese language teachers. The researcher has conducted a statistical analysis and prepared Figures 3.1, 3.2, 3.3, and 3.4, which provide statistics on nationality, age, gender, and education level background.



Figure 3.1: Nationality of teachers in PSPBM UNESA

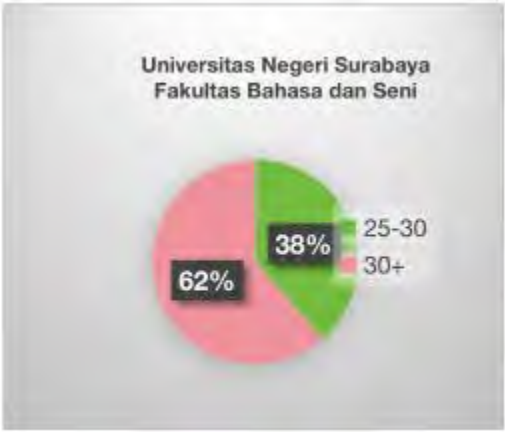


Figure 3.2: Age of teachers in PSPBM UNESA

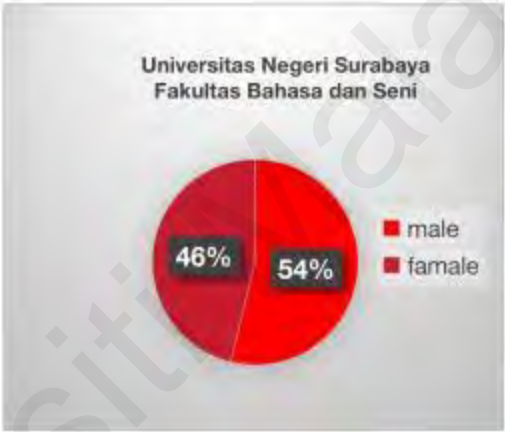


Figure 3.3: Gender of teachers in PSPBM UNESA



Figure 3.4: Education level of teachers in PSPBM UNESA

As of January 2021, PSPBM UNESA currently has 13 Chinese language teachers, including 11 local Indonesian teachers and 2 volunteer teachers dispatched by Hanban. Among them, 7 are male and 6 are female, indicating a good gender balance. The majority of the teachers, 10 in total, are above the age of 30, indicating an experienced teaching team with a long history of instruction. The Chinese language teaching team all hold postgraduate degrees, with the majority having obtained their master's or doctoral degrees in Chinese language from prestigious Chinese universities. Two Indonesian Chinese language teachers graduated from our cooperative university, Central China Normal University, while the other two Chinese language teachers are postgraduates. The only drawback is the high mobility of Chinese volunteer teachers. Due to the impact of Covid-19 pandemic and the time limitations set by Hanban for Chinese language volunteer teachers in Indonesia, most of them only teach for half a semester to a maximum of three semesters (10-12 months). Students often have to adapt to new volunteer teachers once they have become accustomed to the teaching rhythm of their previous teacher. The leadership of the Chinese Studies Department is aware of this issue and has actively recruited Indonesian graduates from China in the past two years. In 2018, two Chinese teachers returned from China, becoming the first batch of graduates from the Chinese Studies Department at Surabaya National University. While the Chinese Studies Department initially faced a shortage of teaching staff, it has grown and developed significantly in recent years. The current composition of Chinese language teachers in terms of gender and age is reasonable, and their teaching abilities meet the students' needs. This demonstrates that the Chinese Studies Department has relatively sufficient teaching resources.

Table 3.1: Selected course schedules of PSPBM UNESA

Native 1	1. BM Membaca Mahir (阅读高级)	2	2019 A	Rabu / 08.40 – 10.20 / Hans Yosaf
	2. BM Membaca Mahir (阅读高级)	2	2019 B	Rabu / 08.40 – 10.20 / Hans Yosaf
	3. BM Menulis Dasar II (写作中级)	2	2019 A	Rabu / 10.20 – 12.00 / Hans Yosaf
	4. BM Menulis Dasar II (写作中级)	2	2019 B	Rabu / 10.20 – 12.00 / Muhammad Farhan
	5. BM Berbicara Dasar (初级口语)	2	2021 A	Kamis / 07.00 – 08.40 / Hans Yosaf ¹
	6. BM Berbicara Dasar (初级口语)	3	2021 B	Rabu / 10.20 – 12.00 / Hans Yosaf
Native 2	1. BM Kompre Lanjut (中级综合)	6	2020 A	Selasa / 07.00 – 08.40 / Muhammad Farhan
	2. BM Kompre Lanjut (中级综合)	6	2020 B	Rabu / 07.00 – 09.30 / Galih Wibisono
Native 3	1. BM Komprehensif Dasar (初级综合)	6	2021 A	Senin / 07.00 – 08.40 / Muhammad Farhan
	2. BM Komprehensif Dasar (初级综合)	6	2021 B	Senin / 08.40 – 10.20 / Muhammad Farhan
	3. BM Membaca Dasar	2	2017 B	Senin / 10.20 – 12.00 / Muhammad Farhan

(Source: Interview with Hans [王汉], via email in Mandarin, May 16, 2022.)

In terms of curriculum design, taking Table 3.1 as an example, the Chinese Studies Department offers core courses for developing listening, speaking, reading, and writing skills, with a total of 8-10 hours of class time. Additionally, students are required to study general courses such as Indonesian language and English. In the advanced stages of their studies, students not only focus on Chinese language skills but also have opportunities to gain practical experience by joining companies or tutorial classes. The Chinese Studies Department aims to cultivate students into excellent Chinese language teachers.¹ Therefore, students are also required to study foundational courses in education and psychology, which are essential for the field of education.

In terms of daily teaching management, the Chinese Studies Department has its own management system. The Confucius Institute at Surabaya National University collaborates with the Chinese Studies Department to conduct various teaching activities and innovative events. These include cultural activities during the Spring Festival, "Confucius Institute Day," the China-India Friendship Chorus Competition, the "Chinese Day" Chinese language competition, and the "Happy Chinese" Chinese language competition. It has become a norm for Chinese language teachers at UNESA to teach on weekdays and engage in cultural exchange activities on weekends and holidays. These efforts are the result of the hard work of the Confucius Institute teachers and the collaboration between Chinese and Indonesian partners. PSSPNBM UNESA and CI

¹ It should be pointed out that special training in teaching methods are not required in Indonesia for Chinese language teachers.

UNESA have become places for Indonesian students and the public to learn the Chinese language and culture. They serve as platforms for cultural exchange and bridges for friendly cooperation between China and Indonesia, receiving recognition from the Indonesian government and welcoming support from the public.

3.1.3 Cooperation Platforms (Cultural Activities / Summer and Winter Camps / Participation)

Starting from 2015, the first batch of 20 students from the Chinese Studies Department participated in a winter camp at Central China Normal University. Since then, the Confucius Institute at UNESA has been organising these camps continuously every year. From 2018 onwards, the CI UNESA introduced a group of Chinese teachers to lead the camps, primarily aiming to provide summer and winter camp experiences for PSPBM UNESA students. The purpose is to enable Chinese students to have a better understanding of China. The camps are usually held in Wuhan, the location of Central China Normal University, and last for approximately two weeks. The program combines cultural experiences and curriculum studies, including language learning, calligraphy, Chinese dance, and more. There is also a sightseeing component that allows students to have a firsthand experience of China's transformation by visiting culturally significant places such as the Hubei Provincial Museum, Yangtze River Bridge, and Yellow Crane Tower. However, due to the impact of the recent pandemic, the program has been adapted to online visits in the past two years. In the post-pandemic era, the program is expected to resume with physical visits.



Figure 3.5: Winter Camp 2019 Pusat Bahasa Mandarin CI UNESA

(Source: “Yinni Kongyuan” [2019].)

3.2 Historical background of the Chinese department at the State University of Jakarta

3.2.1 Development history

The Chinese Language Education Programme (Program Studi Pendidikan Bahasa Mandarin, PSPBM) is the youngest academic programme in the Faculty of Languages and Arts at the State University of Jakarta (UNJ). PSPBM obtained its curriculum implementation license in October 2013 and started accepting students in the 2014/2015 academic year. PSPBM UNJ has obtained a B-level certification from the Ministry of Education and Culture in 2019 (“Universitas Negeri Jakarta”, n.d.). The objective of PSPBM UNJ is to establish a reputable Chinese language education programme and to cultivate graduates who are competent and competitive both domestically and internationally. PSPBM UNJ aims to provide high-quality higher education that benefits a

wider audience in the development of Chinese language education and teaching. It also seeks to collaborate with institutions both domestically and internationally to realise the vision of the Chinese language education programme.

3.2.2 Faculty (Source of Teachers/ Teacher Qualifications/ Curriculum/ Teaching Management)



Figure 3.6: Nationality of teachers in PSPBM UNJ



Figure 3.7: Age of teachers in PSPBM UNJ



Figure 3.8: Gender of teachers in PSPBM UNJ



Figure 3.9: Education level of teachers in PSPBM UNJ

As of December 2022, the Chinese Language Department currently has a total of 11 teachers at PSPBM, including 2 male teachers and 7 female teachers. As the teaching site of the Confucius Institute, the Chinese Language Department at the University of Jakarta is affiliated with the Confucius Institute at Al Azhar University (Persmian Pusat Mandarin Universitas Al Azhar Undonesia). As a result, two volunteer teachers from China were dispatched to PSPBM. This data indicates that the proportion of male teachers is

significantly lower than that of female teachers. The teaching team of Chinese language teachers at PSPBM all hold master's degrees or higher, with most of them graduating from renowned Chinese universities such as Beijing Language and Culture University, Guangdong University of Foreign Studies, Guangxi Normal University, and others. Additionally, PSPBM has seven teachers who are above the age of 30, indicating that the teaching team possesses extensive teaching experience. One issue that PSPBM faces is the lack of an independent Confucius Institute and its reliance on the Confucius Institute at Al Azhar University (Persmian Pusat Mandarin Universitas Al Azhar Indonesia). This cooperative relationship limits the development of Chinese language teaching and cultural activities at PSPBM.

3.2.3 Cooperation platforms (cultural activities / summer and winter camps / participation)

Table 3.2 Selected course schedules of PSPBM UNJ

JADWAL KULIAH PRODI PENDIDIKAN BAHASA MANDARIN SEMESTER GANJIL 117 TAHUN AKADEMIK 2022/2023																					
		RENN (RV, HW, SZ)				SELASA (RAPRO)				RABU (AT)				KAMIS (RW, SA)				JUMAT (SA, HW, AT, ARW)			
JAM	2022	2021	2020	2019	2018	2022	2021	2020	2019	2018	2022	2021	2020	2019	2018	2022	2021	2020	2019	2018	
08:00 - 08:40	TB 1A (AT)	Dasar Bahasa & Persepsi (3A)				PLU (AT) 4000	3A (HW) 2000					TB 1A (AT)									
	TB 1B (SA)						3B (SA)					TB 1B (SA)	ESTETIKA BAB (RW)					Programa Camp & Big Class (MD)			
																				Programa (17-18) (18/19) 407	
10:00 - 11:40	M 204	TB 3AB (HP)				3B (AT)	TRHU (VZ)				3A (HP)	Tesit Bahasa dan Persepsi	3B (SA)								
						3A (RW)	ODS 313													3B (RW) 407	
																				3A (RW) 407	
12:40 - 14:20	D1A (RA)	TB 3AB (HP)	3B (RW)			3A (ARW)	3A (HP)	3B (HW)													

(Source: Interview with Aditya [苏仁梯], via DingTalk in Mandarin, June 8, 2022.)

The graduation requirements for PSPBM students majoring in Chinese Studies include the mastery of language skills and supportive abilities. Specifically, Chinese Studies students are expected to possess a solid understanding of the educational theories, principles, and techniques of Chinese linguistics and teaching Chinese as a foreign language. They should be capable of creatively designing Chinese language learning materials and implementing innovative teaching methods to adapt to various learning environments. Additionally, PSPBM's Chinese Studies graduates are also expected to apply their Chinese language knowledge beyond the field of education. To fulfill these requirements, Table 3.2 illustrates that Chinese Studies provides core courses in listening, speaking, reading, and writing skills in Chinese language, as well as courses in Chinese language teaching theory. The curriculum also covers diverse subjects such as religion, culture, economics, and health. Furthermore, considering the different career paths of students, the department offers diverse subjects including tour guide courses and Indonesian language teaching courses.

In terms of daily teaching management, the Chinese Studies department follows its own set of regulations. After the completion of the first semester, students who fail the exams do not have the opportunity for a makeup exam but can choose to retake the course or transfer to another major. Senior students are required to complete all courses and participate in an internship in their final year. PSPBM adopts a "small yet excellent" approach to classroom teaching, with each class consisting of no more than 20 students, ensuring that teachers can attend to the individual learning needs of each student. PSPBM frequently participates in various teaching and cultural activities organised by the Confucius Institute at Al-Azhar University, such as the Indonesian selection competition for the "Chinese Bridge" language proficiency contest, cross-cultural exchange forums, and Chinese New Year cultural events. However, to date, PSPBM has not participated in summer or winter camp programs.

3.3 Conclusion

The researcher's conclusion indicates that in terms of the background of establishment, the quality of faculty and students, as well as the variety of activities conducted, these two universities each have their own strengths, making them difficult to distinguish. While their founding histories may differ slightly, they have both flourished within similar societal contexts, contributing to a shared foundation of educational principles and values. Faculty members exhibit outstanding expertise in their respective fields, while students bring vitality and potential to campus life, fostering an atmosphere of vibrancy and innovation. Furthermore, the diverse range of activities offered by both universities attracts participation from a wide spectrum of students, providing them with opportunities for comprehensive development. Therefore, despite some minor differences, in overall performance, these two universities each have their own strengths.

CHAPTER 4: SWOT ANALYSIS OF SELECTED UNIVERSITIES

This chapter deals with the findings of this study from the SWOT analysis and individual interviews conducted. Before discussing the findings in detail, the development of the survey and interview guide will be explained.

4.1 Development of Survey and Interview Plan

In order to accurately grasp the current status of Chinese education at the UNJ and UNESA in Indonesia, this study objectively analysed the state of Chinese education at these schools through online personal interviews and questionnaires.

After conducting thorough background research, the researcher designed an open-ended interview outline to collect data. The online interviews were conducted with the heads of the Chinese departments and active Chinese language teachers from both universities. It is worth mentioning that the heads of the Chinese departments at both universities have extensive management experience, and the active Chinese language teachers have also studied in China. Therefore, they possess professional knowledge and experience in Chinese language teaching. Through these four personal interviews, qualitative analysis was conducted, and the results were combined with the research hypotheses to draw conclusions and reflections. Finally, based on the "International Chinese Language Promotion Curriculum" as the textual foundation and the researcher's own experience in teaching Chinese as a foreign language, this research proposes some improvement suggestions and prospects. Furthermore, to make the research more persuasive, the researcher specifically designed a survey questionnaire for the students and graduates of the Chinese departments at both universities. The survey aims to understand their attitudes and opinions towards Chinese language education, as well as indirectly assess the development of the Chinese departments at the two universities. Based

on the research and survey results, corresponding strategies and recommendations are proposed.

Universiti Malaya

4.1.1 Design of interview guide and questionnaire

Based on interviews with the school principals and active Chinese language teachers, the content of the online interviews was finalised, covering the development of the Chinese department, teacher development, curriculum and examinations, as well as various cultural activities. The specific design outline is as follows: each section consists of 4-6 questions, and the interview content progresses from shallow to deep, with a coherent top-down approach. In the section about the Chinese department itself, the main topics include the department's functions, its role, its relationship with Confucius Institutes, and the department's future development prospects. In terms of teacher development, the focus is on teacher recruitment, teacher training, collaborative work, improving teaching proficiency, curriculum management by teachers, and educational qualifications. Regarding classroom examinations, the topics include examination requirements, course syllabi, collaboration with Confucius Institutes in promoting courses, and existing issues in examinations. The section on expanding activities covers types of activities, content, outcomes, problems, and challenges. The researcher finally summarised all the interview content and formed a relatively complete framework for teaching Chinese as a foreign language. The main points and shortcomings of the paper were discussed and summarised, and future work for the development and prospects of the two universities was proposed.

As for the student questionnaire survey, the specific design outline is as follows: The questionnaire consists of four parts, with a total of 24 questions. The first part is about basic information, including eight questions about students' personal information such as school, grade, class, gender, Chinese language proficiency, high school graduation school and major, duration of Chinese language study (in years), and self-assessment of proficiency in listening, speaking, reading, and writing skills.

The second and third parts are about the Chinese language learning process of the respondents. A 5-point Likert scale was adopted in the second part. It offered the following five different options for the respondents to choose from:

1- Strongly disagree

2 - Disagree

3 - Not sure

4 - Agree

5 -Strongly agree

In the third part, multiple-choice questions were included. They covered students' interest in Chinese language learning, the influence of trends on Chinese language learning, and arrangements for online courses, among others. The multiple-choice questions mainly include students' reasons for learning Chinese, difficulties encountered in learning Chinese, Chinese language activities, types and methods of preferred Chinese language teachers, and suggestions for improving Chinese language teaching. The final section is about students' post-graduation plans. By investigating students' employment situations, we can understand the impact of learning Chinese on their personal development.

4.1.2 Distribution and recovery of individual guide and questionnaire

After finalising the content of the individual interviews and questionnaires, the researcher translated them into a bilingual format in Chinese and English. Due to time constraints, the researcher contacted and obtained consent from the heads of the Chinese departments at both universities via email for the interviews. The current Chinese language teachers from both universities were interviewed through video interviews and follow-up interviews. A total of four interviews were conducted. Two of them were interviewed via email and the other two were interviewed via DingTalk, a Chinese video

communication software similar to Microsoft Teams and Zoom. The details of the interviewees and interviews conducted are included in Appendix I.

The survey questionnaires were distributed after getting confirmation from the heads of the Chinese departments at both schools. The research planned to distribute 60 questionnaires (30 per school), but fortunately, a total of 65 questionnaires were received, resulting in a true effective response rate of approximately 108%. To obtain first-hand information, this research adopted the interview method and supplemented the questionnaire content to seek the interviewees' responses, thereby enhancing the objectivity and authenticity of the relevant data.

4.1.3 Analysis of interview data

The followings are some important findings from the interview data:

1. Teachers from both universities agreed that the Chinese Language Departments have been experiencing rapid development in the past decade. Particularly, the years between 2015 and 2019, before the COVID-19, were a period of significant growth. Although the COVID-19 had an impact on the development of Chinese language education, the good news is that we are now in the post-pandemic era, and things are gradually recovering. Teachers from PSPBM UNJ believe that the department benefits from high-quality student intake and strict teaching standards (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022). The head of the department, in particular, graduated from Beijing Language and Culture University in China, which greatly contributes to the development of the department and serves as one of its strengths (Interview with Hudiyekti Prasetyaningtyas, via email in Mandarin, May 18, 2022). On the other hand, teachers from PSPBM UNESA expressed dissatisfaction with current teaching activities, specifically highlighting the significant impact and limitations of online teaching on students'

Chinese language learning. They suggested that to promote the development of the Chinese Language Department in the future, volunteer teachers should be brought back to Indonesia to improve educational activities (Interview with Hudiyekti Prasetyaningtyas, via email in Mandarin, May 18, 2022; interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022).

2. Both universities have a consistent understanding of the roles and functions of the Chinese Language Department and its head. They consider the development of the Chinese Language Department to be of utmost importance, and the department heads maintain a highly responsible and discerning attitude. They provide guidance to teachers when they encounter obstacles or issues. The department's function is to become a top-notch institution for Chinese language and cultural education, fostering professional, dignified Chinese graduates who contribute to the national interest (Interview with Hudiyekti Prasetyaningtyas, via email in Mandarin, May 18, 2022; interview with Anas Ahmadi, via DingTalk in Mandarin, May 12, 2022).

3. In regard to the relationship between the Chinese Language Department and Confucius Institutes, there is limited cooperation and insufficient contact between UNJ and CI. However, the relationship between UNESA and CI is becoming increasingly close. Despite reduced exchanges due to the COVID-19, both parties are strengthening their ties through joint activities in Chinese language education (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022; interview with Hans [王汉], via email in Mandarin, May 16, 2022).

4. In terms of the development system of the Chinese Language Departments, there are specific issues identified by teachers from UNJ and UNESA. Teachers from UNJ are more

concerned about daily communication and interaction. They believe that students mostly speak in Indonesian, which creates a language environment that influences their Chinese language learning. Currently, the department has not reached a satisfactory solution to this issue with the Confucius Institute or the university. On the other hand, teachers from UNESA focus on the issue of teaching materials. They feel that the current materials used are too basic and need to be upgraded (Interview with Hudiyekti Prasetyaningtyas, via email in Mandarin, May 18, 2022; interview with Anas Ahmadi, via DingTalk in Mandarin, May 12, 2022). To address this problem, the researcher suggests that the university, Chinese Language Department, and Confucius Institute jointly organise a Chinese language proficiency test. Based on the test results, students can be grouped according to their proficiency levels, and suitable textbooks can be discussed and selected for each level. Both universities recognise the importance of resolving these development system issues to enhance the quality of Chinese language education (Interview with Hudiyekti Prasetyaningtyas, via email in Mandarin, May 18, 2022; interview with Anas Ahmadi, via DingTalk in Mandarin, May 12, 2022). However, their perspectives differ in terms of the specific challenges faced and the proposed solutions. Cooperation between the Chinese Language Department, the Confucius Institute, and the university is seen as crucial in finding effective resolutions.

5. In terms of faculty sources, both universities have their advantages. All teachers in the PSPBM UNJ come from volunteer teachers from various prestigious Chinese universities, including Guangxi Normal University, Chongqing Normal University, Beijing Language and Culture University, and Jinan University, etc. These volunteer teachers are currently pursuing their master's degrees, indicating the superior quality of faculty (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022). Similarly, teachers at UNESA are also graduates of renowned Chinese universities such as Central China Normal

University, Jilin University, and Overseas Chinese University. The volunteer teachers from China are also master's degree students, ensuring a high-quality faculty. A master's degree is a basic requirement for recruiting teachers in the department (Interview with Hans [王汉], via email in Mandarin, May 16, 2022). Additionally, teachers from both universities believe that there is a need for more training in Chinese language teaching and hope to strengthen activities in this aspect (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022; interview with Hans [王汉], via email in Mandarin, May 16, 2022).

6. In terms of teachers' collaboration and division of work, both universities' Chinese Language Departments operate similarly. Teachers support each other, maintain good cooperation and communication, and collectively discuss and formulate teaching syllabi while allocating teaching tasks (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022; interview with Hans [王汉], via email in Mandarin, May 16, 2022).

7. In terms of examinations, both universities have similar assessment standards, but their emphasis on retake standards differs. Teachers will judge the students based on their performance throughout the course and their final grades. At UNJ, students who score below 60 (out of 100) are required to retake the course. One issue faced by students at this university is that the pass rates for online exams are higher compared to offline exams. Teachers believe that this is not a positive outcome for Chinese language learning (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022). On the other hand, UNESA has a slightly more lenient policy. Students who score below 65 (out of 100) are given an opportunity for a retake. If they fail the retake, they must retake the course. One issue faced by students at this university is inadequate preparation before exams and a lack of diligence, which leads to various challenges in Chinese language learning (Interview with Hans [王汉], via email in Mandarin, May 16, 2022). Both universities aim to ensure a fair assessment

process and encourage students to perform well in their studies. However, each university has its own approach to retake standards, reflecting their respective concerns and priorities. It is important for students to adequately prepare for exams and demonstrate diligence in their language learning to overcome these challenges.

8. One advantage of UNESA over UNJ is that UNESA has a closer relationship with the Confucius Institute (CI). As a result, the CI UNESA provides additional review materials for students and assists them in reviewing the content they have learned. This collaboration has contributed to an improved pass rate in exams for the PSPBM UNESA. The close cooperation between UNESA and the Confucius Institute allows for the exchange of resources and expertise, benefiting the students in their exam preparation. The Confucius Institute's provision of supplementary materials and support plays a significant role in enhancing the students' understanding and performance in examinations.

9. Both PSPBM tend to prioritise large-scale and influential activities such as the "Chinese Bridge" and "Mandarin Festival," which attract student participation. They also organise annual Chinese language seminars regularly. Before the COVID-19 pandemic, PSPBM UNESA used to organise winter and summer camps for students every year. However, due to the pandemic, these activities have now shifted online (Interview with Aditya [苏仁悌], via DingTalk in Mandarin, June 8, 2022; interview with Hans [王汉], via email in Mandarin, May 16, 2022).

In summary, the Chinese departments at both universities are continually evolving, with the most critical factors being teaching qualifications, instructional materials, and institutional systems that influence their development. In terms of autonomy over their respective Chinese departments, UNJ enjoys greater independence in its development, having complete authority, through PSPBM UNJ, over curriculum and faculty

arrangements. Due to its collaboration with CI UNESA, PSPBM UNESA relinquishes a portion of curriculum control to CI, which, to some extent, imposes certain limitations on its own growth. However, from the students' perspective, the partnership with the CI indeed represents a deeper embrace of Chinese culture, contributing to a richer experience and understanding of Chinese culture, thereby fostering an enhancement in students' proficiency in the Chinese language.

Universiti Malaya

4.1.4 Analysis of survey data

The purpose of the first section of the survey is to gather basic information about the respondents, including their grade level, duration of Chinese language study, gender, ethnicity (whether of Chinese descent or not), and the major studied in high school. The results are as follows:

Table 4.1: Background of Respondents from PSPBM UNJ

Background of respondents from The State University of Jakarta			
		Frequency	Percentage (%)
Grade/Years of study	First year	3	10
	Second year	8	26.7
	Third year	5	16.7
	Fourth year	7	23.3
	Graduates with a Bachelor degree	4	13.3
	Master's degree student	3	10
	Total	30	100
Gender	Male	9	30
	Female	21	70
	Total	30	100
Chinese	Yes	9	30
	No	21	70
	Total	30	100
	Accounting	2	6.7

High School's Major	Arts	1	3.3
	Computer and Network engineering	1	3.3
	Language	16	53.3
	Marketing	3	10
	Physics or Chemistry	1	3.3
	Social science	6	20
	Total	30	100

Table 4.2: Background of Respondents from PSPBM UNESA

Background of respondents from The State University of Surabaya			
		Frequency	Percentage (%)
Grade/Years of study	First year	6	17.1
	Second year	9	25.7
	Third year	9	25.7
	Fourth year	7	20
	Graduates with a Bachelor degree	4	11.4
	Total	35	100
Gender	Male	10	28.6
	Female	25	71.4
	Total	35	100
Chinese	Yes	2	5.7
	No	33	94.3
	Total	35	100
High School's Major	Graphic design	1	2.9

	Science	4	11.3
	Language	21	60
	Physics or Chemistry	1	2.9
	Social science	8	22.9
	Total	35	100

Figure 4.1: Duration of learning Chinese language among students according to their academic programmes

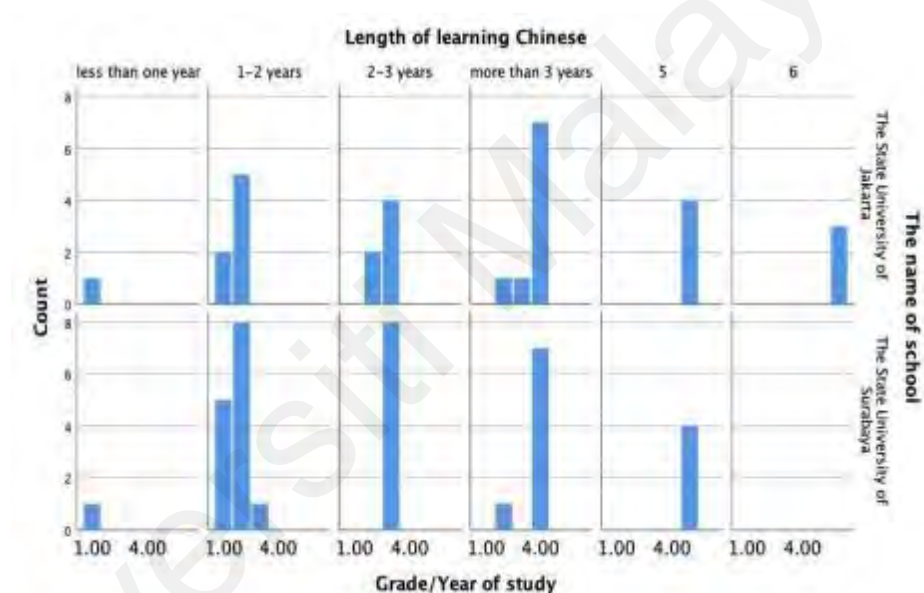


Figure 4.2: Duration of learning Chinese language among students according to their year of study

These two sets of data show that the Chinese language departments in these two universities have a wide range of student sources, with the majority coming from disciplines such as humanities and social sciences, economics, and English. The proportion of Chinese descent students is not high, as most of the students are local students. Additionally, both Chinese language departments in these two universities are gradually developing, as most students have studied the target language for more than a year, indicating a certain level of proficiency in Chinese language communication.

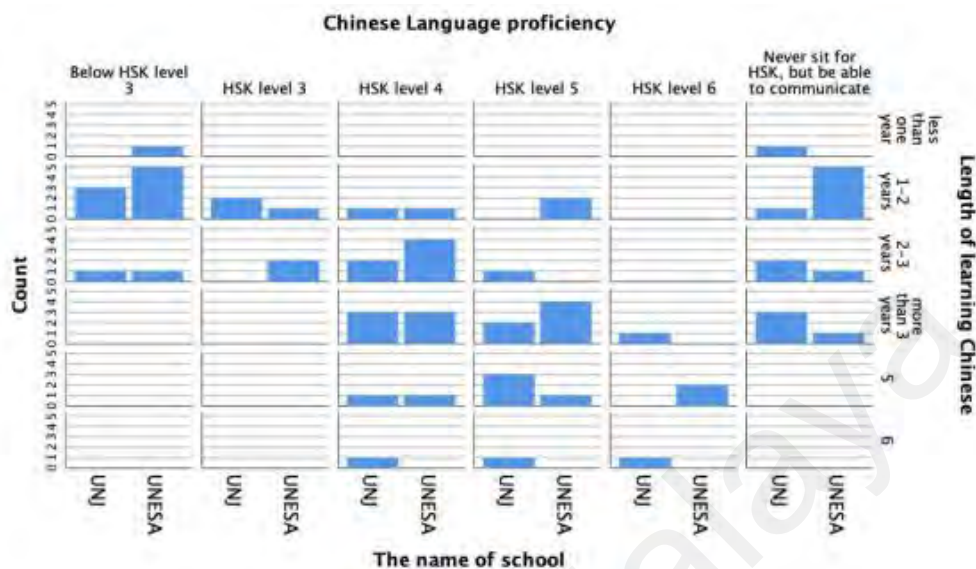


Figure 4.3: Correlation between students' length of Chinese language learning and Chinese language proficiency

According to Figure 4.3, it can be observed that there is a certain correlation between the duration of Chinese language learning and the proficiency level of students in both universities. Most students have studied Chinese for 1-3 years, and their proficiency levels are concentrated in the intermediate range (HSK3-HSK4). Furthermore, the overall Chinese language proficiency of UNESA students is higher than that of UNJ students. Both universities also have a certain percentage of students who have not taken the HSK examination but are still able to communicate in Chinese. The second part of the survey to understand learners' attitudes towards Chinese language learning and the challenges they encounter during the learning process. Learners' attitudes towards the target language directly impact the effectiveness of their learning. Generally, there are three main factors that influence learners' attitudes: their level of interest in the target language, their attitudes towards teachers and classroom modes, and their attitudes towards the cultural content of the target language. Based on learners'

attitudes towards Chinese language learning, they can be classified into three categories: general, positive, and negative. The survey results provide insights into students' attitudes towards learning Chinese.



Figure 4.4: Interest in Chinese language

According to Figure 4.4, which measures students' level of interest in learning Chinese, it can be observed that among the survey respondents, the students from the Chinese Department of PSPBM UNESA show a higher level of interest in learning Chinese compared to the students from PSPBM UNJ. This positive interest in Chinese language learning plays a significant role in motivating students to engage in the study of Chinese. The students from UNESA demonstrate a higher level of psychological identification with Chinese language learning, which is beneficial for the development of Chinese language education at the university.

10.我非常喜欢我的专业。 I like the Chinese language program very much.

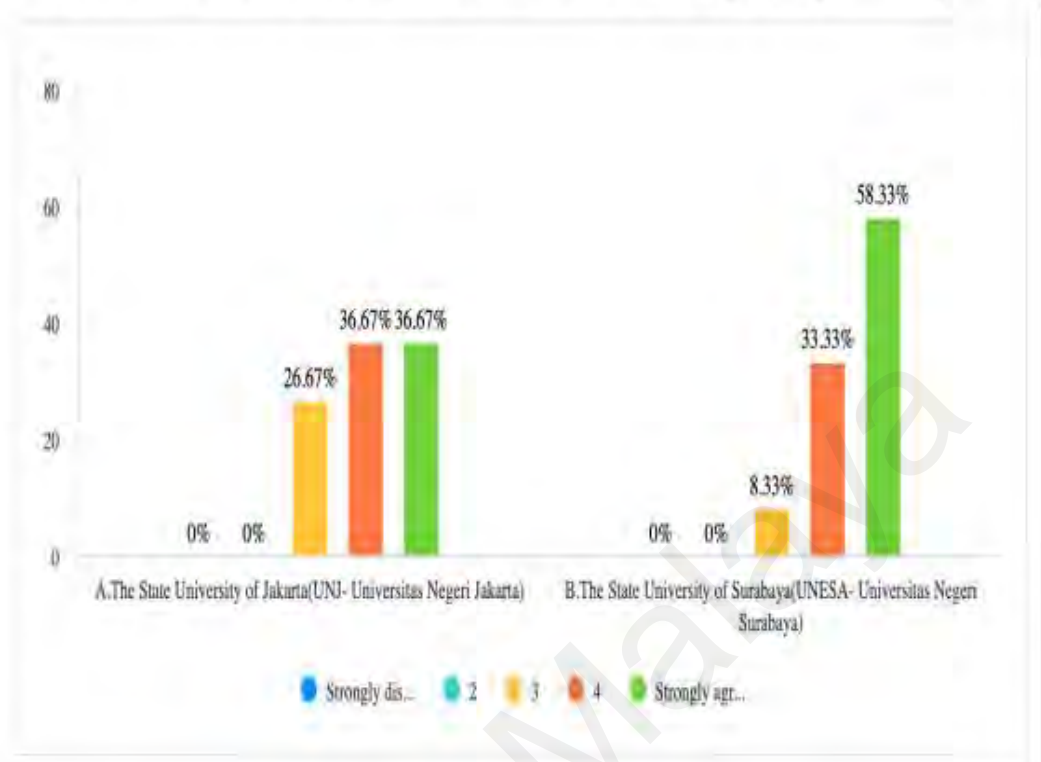


Figure 4.5: Students' attitude towards Chinese language programme

The researcher believes that students' perception of the importance of the Chinese major is directly proportional to their attitude or emotional identification with learning Chinese. Figure 4.5 shows that students from PSPBM UNJ have a lower sense of identification with Chinese language learning compared to the students from PSPBM UNESA, which indirectly reflects a slightly more negative learning attitude among the students from PSPBM UNJ. The students from the Chinese Department of PSPBM UNESA generally have an attitude towards Chinese language learning that leans more towards the "neutral" category.

Regarding the attitude towards teachers and classroom modes, the main issues identified are the "Impact of the COVID-19 pandemic on Chinese language learning modes," "Mobility of Chinese language department teachers," "Preference for online Chinese language courses," and "Ideal duration for online Chinese language courses."

Table 4.3: The degree of impact of the Covid-19 on Chinese language learning patterns

The name of school * The Covid-19 pandemic has brought a significant impact on the mode of Chinese language learning Crosstabulation

Count

Q12.The Covid-19 pandemic has brought a significant impact on the mode of Chinese language learning

		strongly disagree	disagree	neutral	agree	strongly agree	Total
The name of school	UNJ	0	1	7	12	10	30
	UNESA	1	0	7	8	19	35
Total		1	1	14	20	29	65

According to Table 4.3, both schools' students share a consistent attitude towards the impact of the COVID-19 on Chinese language learning modes. They believe that the pandemic has significantly affected the Chinese language learning modes.

Table 4.4: Mobility of Chinese language teachers

The name of school * There is a high turnover of teachers in the Chinese language department, with teachers changing every year

Count

Q13.There is a high turnover of teachers in the Chinese language department, with teachers changing every year

		strongly disagree	disagree	neutral	agree	strongly agree	Total
The name of school	UNJ	0	0	14	11	5	30
	UNESA	1	1	7	19	7	35
Total		1	1	21	30	12	65

According to Table 4.4, both schools' students hold consistent views on the "Mobility of Chinese Language Teachers" issue, and the mobility of PSPBM UNESA may be higher than at PSPBM UNJ.

Table 4.5: Satisfaction with online courses to learn Chinese

The name of school * I am willing to learn Chinese language by attending online courses conducted by the university.

Count

Q14. I am willing to learn Chinese language by attending online courses conducted by the university.

		strongly disagree	disagree	neutral	agree	strongly agree	Total
The name of school	UNJ	4	0	10	10	6	30
	UNESA	0	3	14	12	6	35
Total		4	3	24	22	12	65

According to Table 4.5, the level of controversy regarding the "Preference for Online Chinese Courses" issue is higher compared to other issues. This indicates that students' dissatisfaction with online courses has surpassed their willingness to switch teachers. A small portion of PSPBM UNJ students express a strong dislike for online Chinese courses. In contrast, students at PSPBM UNESA do not strongly disagree. Instead, students from both schools predominantly maintain a neutral and unified stance, indicating a certain level of acceptance towards online Chinese courses.

Table 4.6: Duration of online courses

The name of school * If you learn Chinese language online, how long are you willing to spend?

Count

Q15. If you learn Chinese language online, how long are you willing to spend?

		one class (45 minutes)	Two classes (45*2 minutes)	Three classes and above (45*3 minutes)	Total
The name of school	UNJ	12	15	3	30
	UNESA	13	20	2	35
Total		25	35	5	65

According to Table 4.6, students from both schools maintain a similar attitude towards the "Duration of Online Chinese Courses" issue. They believe that the duration of online Chinese learning should not be excessively long. As a result, very few students wish to have more than three lessons, while two lessons are considered a suitable duration for study. Additionally, many students feel that one lesson is already sufficient.

Based on the results of these questions, students demonstrate a favourable recognition of the value of learning Chinese. This positive attitude towards Chinese language learning will have a beneficial impact. The survey on students' attitudes towards learning Chinese shows a clear inclination and behavioural orientation towards Chinese language learning.

The third part of the survey consists of multiple-choice questions, including Question 20, which is a single-choice question. This section delves deeper into the challenges faced by learners in the process of learning Chinese and their expectations for improvements from the Chinese department and teachers. It investigates learners' self-assessment of their learning abilities, satisfaction with cultural activities organised by the Chinese department, and preferences for different types of teachers.

Table 4.7: Reasons for studying Chinese language
Q16.Why did you choose to study Chinese language?

The name of school		I am interested in the Chinese culture and it is interesting to learn the Chinese language	Chinese is very useful and I can become a Chinese language teacher, translator or get other jobs related to the Chinese language in the future	Idol worship, I like Chinese celebrities	It is not my own choice, I just followed the advice of my parents or friends	Other reason (Please mention)
UNJ	Mean	.6000	.5667	.1333	.0667	.0333
	N	30	30	30	30	30
	Sum	18.00	17.00	4.00	2.00	1.00
UNESA	Mean	.6571	.5429	.1429	.0857	.1143
	N	35	35	35	35	35
	Sum	23.00	19.00	5.00	3.00	4.00
Total	Mean	.6308	.5538	.1385	.0769	.0769
	N	65	65	65	65	65
	Sum	41.00	36.00	9.00	5.00	5.00

According to Table 4.7, students from both schools show a relatively consistent trend in their reasons for choosing a Chinese language major. The majority of students choose this major because they are interested in Chinese culture and find Chinese language practical. There is also a few students who choose the major because they admire Chinese celebrities. These findings are in line with Ellis's (2000) concept of instrumental and integrative motivation in learning a second language. Additionally, some students make the decision to pursue a Chinese language major based on the advice of others. The researcher also observed that among the other specified reasons, "School requirement to choose a Chinese language major" is also a significant factor. This indicates that the schools have a certain level of influence and enforceability in the selection of majors for students during the admission process.

Table 4.8: Preference for teaching method for Chinese language

Q17.How would you like your teacher to teach the Chinese language?

The name of school		The traditional mode of teaching: The teacher explains and the students listen	Play video or documentaries and the teacher provides explanation	Flipped classroom model: Students learn online courses independently and post questions, the teacher will answer the questions or organize discussions in live interactive classes.	Other reason (Please mention)
UNJ	Mean	.6333	.5333	.3667	.1000
	N	30	30	30	30
	Sum	19.00	16.00	11.00	3.00
UNESA	Mean	.4857	.5714	.3714	.0571
	N	35	35	35	35
	Sum	17.00	20.00	13.00	2.00
Total	Mean	.5538	.5538	.3692	.0769
	N	65	65	65	65
	Sum	36.00	36.00	24.00	5.00

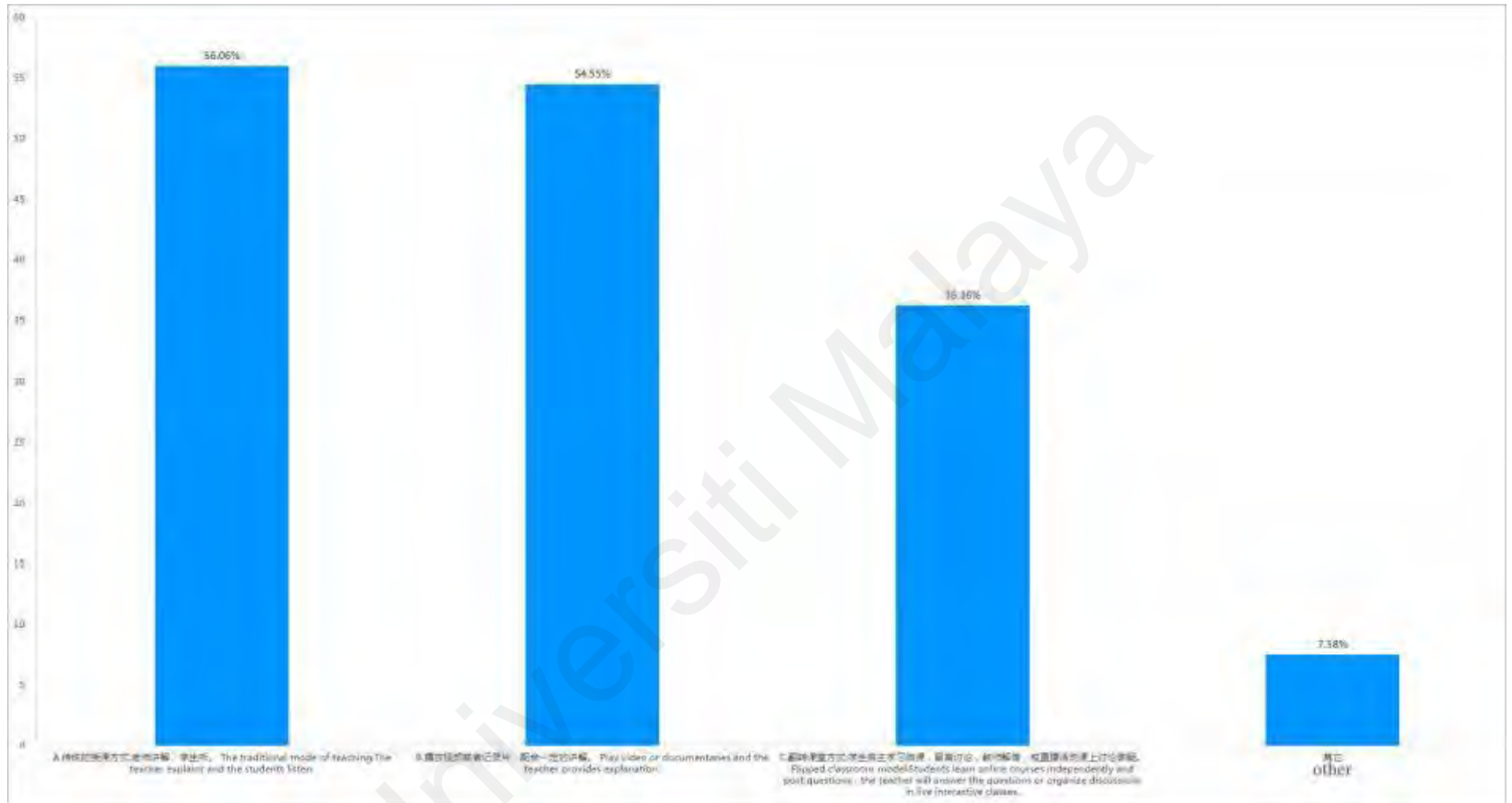


Figure 4.6: Preference for teaching method for Chinese language

According to Table 4.8 and Figure 4.6, when it comes to the "Ideal Teaching Methodology" for teachers, students from both schools exhibit a similar attitude. They prefer traditional teaching methods or the inclusion of videos for enhanced explanations. This indicates that both schools' Chinese departments have been consistently employing traditional teaching approaches, and students have become accustomed to this mode of instruction. Regarding the newer flipped classroom model, students have limited knowledge about it. However, 7.58% of students express a desire for increased interaction with teachers. For instance, they wish for more interactive discussions, opportunities to practice with local Chinese speakers, or greater communication in Chinese language during classes.

Table 4.9: The most difficult aspects of learning Chinese

Q18.What do you think is the most difficult aspect of learning the Chinese language?

The name of school		Listening	Speaking	Reading	Writing
UNJ	Mean	.4000	.4333	.2000	.6000
	N	30	30	30	30
	Sum	12.00	13.00	6.00	18.00
UNESA	Mean	.4857	.6000	.1429	.6000
	N	35	35	35	35
	Sum	17.00	21.00	5.00	21.00
Total	Mean	.4462	.5231	.1692	.6000
	N	65	65	65	65
	Sum	29.00	34.00	11.00	39.00



Figure 4.7: The most difficult aspects of learning Chinese

According to Table 4.9 and Figure 4.7, when it comes to the "Difficulty of Daily Chinese Language Skills" question, students from both schools believe that "writing" is the most challenging aspect, followed by "speaking." In comparison, "reading" is considered relatively easier. This indicates a common trend among students in both Chinese departments, where there is a tendency for "knowledge output" to outweigh "knowledge input." Teachers should focus on addressing this issue and help students achieve a better balance in their listening, speaking, reading, and writing skills.

Table 4.10: Preference of the most difficult aspects of learning Chinese

Q19. What activities do you like in the Chinese language department of your school?

The name of school		The Chinese Bridge events	Speech competitions	Evening events	Orientation activities	Other reason (please mention)
UNJ	Mean	.2667	.2333	.3667	.4667	.2000
	N	30	30	30	30	30
	Sum	8.00	7.00	11.00	14.00	6.00
UNESA	Mean	.5429	.2000	.3714	.2857	.0857
	N	35	35	35	35	35
	Sum	19.00	7.00	13.00	10.00	3.00
Total	Mean	.4154	.2154	.3692	.3692	.1385
	N	65	65	65	65	65
	Sum	27.00	14.00	24.00	24.00	9.00

According to Table 4.10, students from both schools show a similar inclination when it comes to the question of "Preferred Types of Activities organised by the Chinese Department". The majority of students enjoy cultural activities and programs. They also have a keen interest in participating in competitive events, with the "Chinese Bridge" activity being the most influential and popular. However, there is less enthusiasm for speech competitions and similar activities among students.

Table 4.11: Selection of teacher types

The name of school * What kind of Chinese language teacher do you hope to have

Count

Q20. What kind of Chinese language teacher do you hope to have

B Local Indonesian teachers whose mother tongue is Indonesian but at the same time know the Chinese language.

A Native Chinese speakers

I can accept both A and B.

Total

The name of school		A Native Chinese speakers	B Local Indonesian teachers whose mother tongue is Indonesian but at the same time know the Chinese language.	I can accept both A and B.	Total
UNJ		11	4	15	30
UNESA		8	4	23	35
Total		19	8	38	65

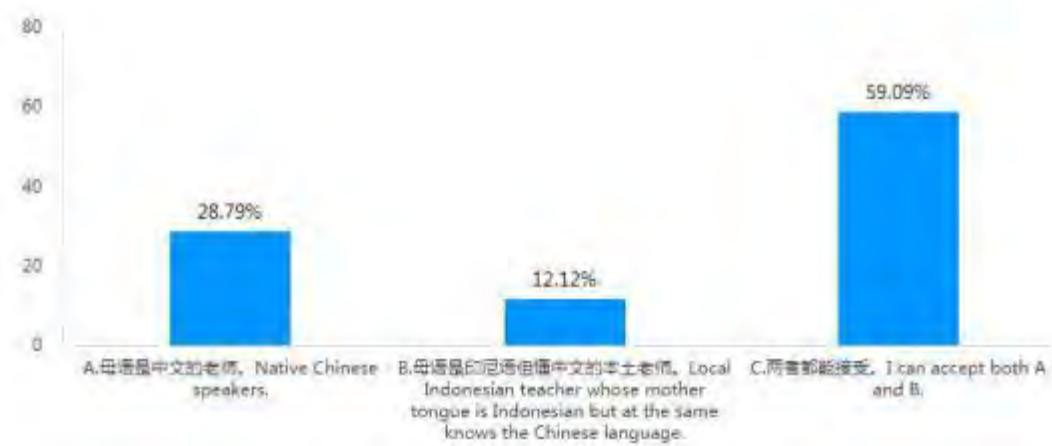


Figure 4.8: Selection of types of teacher

As shown in Table 4.11 and Figure 4.8, Question 20 was set as a single-choice question because the researcher believed it might have a certain bias, with students more likely to choose option A or B. By introducing an additional option C, students were encouraged to consider a more comprehensive range of choices when completing the survey. In fact, based on the analysis of the survey results in Table 4.11 and Figure 4.8, it can be observed that when it comes to the "Preference for Teacher Types" question, students are open to both "Native Chinese speakers" and "Local Indonesian teachers whose mother tongue is Indonesian but also proficient in Chinese." However, when choosing between "Native Chinese-speaking teachers" and "Local Indonesian Chinese teachers," students tend to selected "Native Chinese-speaking teachers".

Table 4.12: Participation in summer and winter camps

Q21. Have you ever participated in the summer and winter camps organized by the Chinese language department?

The name of school		Participated in summer camps	Participated in winter camps	Never participate in any activities	Participated in other activities (please mention)
UNJ	Mean	.3333	.2333	.4667	.1667
	N	30	30	30	30
	Sum	10.00	7.00	14.00	5.00
UNESA	Mean	.4571	.1714	.3143	.1429
	N	35	35	35	35
	Sum	16.00	6.00	11.00	5.00
Total	Mean	.4000	.2000	.3846	.1538
	N	65	65	65	65
	Sum	26.00	13.00	25.00	10.00

According to Table 4.12, when it comes to the question of "Summer and Winter Camp Activities organised by the Chinese Department," there is a significantly higher number of students who have participated in summer camps compared to winter camps. However, it is also notable that many students have not participated in any of these activities, indicating that the department's activities have not reached all students. In addition to summer and winter camps, some students have participated in the "Chinese Corner" activities organised by the Chinese department.

Regarding areas for improvement in the Chinese departments of both schools, this was addressed in question 22, which allowed for free-text responses. Students provided a wide range of suggestions for improvement, including textbooks, teachers, their own language needs, cultural input and dissemination, and more. This indicates that students believe there is room for improvement and progress in various aspects of the Chinese departments, allowing students to be exposed to a broader range of Chinese language knowledge and culture.

The final section of the survey focuses on students' post-graduation plans. This section is guided, with question 23 asking students if they have already graduated. If students have graduated, they are redirected to answer questions regarding their current occupation. If students have not yet graduated or are still in the process of career exploration, they are directed to answer questions about their ideal occupation.

Table 4.13: Future career plan

Have you graduated * The name of school * What career do you want to pursue in the future					
Count					
What career do you want to pursue in the future/What is your current occupation			The name of school		Total
			UNJ	UNESA	
Chinese language teacher	Have you graduated	Graduated	5	1	6
		Not yet graduated	3	6	9
		About to graduate, in the process of finding a job.	0	2	2
	Total		8	9	17
Chinese language translator	Have you graduated	Graduated	1	2	3
		Not yet graduated	0	8	8
		About to graduate, in the process of finding a job.	1	1	2
	Total		10	11	21
Chinese language tour guide	Have you graduated	Graduated	0	1	1
		Not yet graduated	2	5	7
		Total		2	6
No plan yet	Have you graduated	Not yet graduated	6	7	13
		About to graduate, in the process of finding a job.	0	2	2
		Total		6	9
Other professions not related to the Chinese language (please mention)	Have you graduated	Graduated	1	1	2
		Not yet graduated	2	0	2
		Total		3	1
Total	Have you graduated	Graduated	9	4	13
		Not yet graduated	21	26	47
		About to graduate, in the process of finding a job.	1	3	4
	Total		30	35	65

The survey results indicate that a few students may choose careers that are not necessarily related to Chinese language such as business or corporate jobs. From Table 4.13, it can be analysed that currently, students from both Chinese departments, regardless of graduation status, tend to lean towards choosing jobs related to their field of study. This suggests that the major studied in university has a significant influence on employment choices.

Based on the findings from the interview and survey, it is evident that Chinese language education in the two Indonesian universities has made advancements in recent years. However, in order to further enhance the quality and standard, it is crucial to have a team of teachers who possess strong overall competence, excellent research abilities, and high levels of education.

This team of teachers should have extensive teaching experience and a deep understanding of Chinese culture. Additionally, they should be well-versed in local education policies and the language environment. Furthermore, they should be able to adapt and employ various teaching strategies and techniques in diverse teaching scenarios, creating an optimal learning and growth environment for students.

By assembling such a team of teachers, the Chinese language education in the two universities can be further improved, ensuring that students receive high-quality education and fostering their language proficiency and cultural understanding.

It is not only crucial to engage in practical activities in Chinese language education but also imperative to conduct relevant theoretical research. Through theoretical exploration and research, we can gain a profound understanding of the characteristics and challenges of Chinese language education in Indonesia, thereby improving the effectiveness and quality of teaching. To accomplish this, it is essential to introduce experienced teachers who possess rich theoretical research backgrounds to conduct scientific research and organise the findings in Chinese language education. This will provide robust theoretical support for education and teaching practices.

Additionally, the development of Chinese language education relies on the support of the government, schools, and all sectors of society. The government should increase investment in and management of Chinese language education, encourage schools to conduct more Chinese language teaching activities, and provide students with enhanced educational resources. Schools should strive to have improved teaching equipment and create a conducive environment to ensure better Chinese language education. Furthermore, all sectors of society should actively promote and support Chinese language education, raising awareness about its importance and value. By garnering broader social support, we can foster the development and growth of Chinese language education in Indonesia.

Universiti Malaysia

4.2 Teaching and development of Chinese departments in two universities based on SWOT analysis

Table 4.14: SWOT Analysis of the Chinese Department at The UNJ and The UNESA

Internal	Strengths	<ol style="list-style-type: none"> 1. Favourable academic conditions; 2. High-quality teaching resources; 3. Support from the nation and government;
	Weaknesses	<ol style="list-style-type: none"> 1. Inadequate curriculum design; 2. Impact of student quantity 3. Imbalanced distribution of teachers; 4. Imbalance between teaching materials and curriculum; 5. Insufficient teaching quality; 6. Lack of student motivation; 7. Insufficient activities
External	Opportunities	<ol style="list-style-type: none"> 1. Public brand trust; 2. Institutional exchange. 3. Chinese FDI in Indonesia.
	Threats	<ol style="list-style-type: none"> 1. The problem of module management; 2. Impact of the COVID-19 pandemic on Chinese language education.

Table 4.15: SWOT Analysis of the Chinese Department at The UNJ

Internal	Strengths	<ol style="list-style-type: none"> 1. Favourable academic conditions.
	Weaknesses	<ol style="list-style-type: none"> 1. Impact of student quantity. 2. Imbalance between teaching materials and curriculum. 3. Insufficient teaching quality. 4. Lack of student's motivation. 5. Insufficient activities related to the teaching and learning of Mandarin.

External	Opportunities	1.Chinese FDI in Indonesia.
	Threats	1. Impact of the COVID- 19 pandemic on Chinese language education.

Table 4.16: SWOT Analysis of the Chinese Department at UNESA

Internal	Strengths	<ol style="list-style-type: none"> 1. Favourable academic conditions. 2. High-quality teaching resources. 3. Support from the government.
	Weaknesses	<ol style="list-style-type: none"> 1. Inadequate curriculum design. 2. Imbalanced distribution of teachers. 3. Imbalance between teaching materials and curriculum. 4. Insufficient teaching quality. 5. Lack of student’s motivation. 6. Insufficient activities related to the teaching and learning of Mandarin.
External	Opportunities	<ol style="list-style-type: none"> 1. Public brand trust. 2. Institutional exchange. 3.Chinese FDI in Indonesia.
	Threats	<ol style="list-style-type: none"> 1. The problem of module management. 2. Impact of the COVID- 19 pandemic on Chinese language education.

4.2.1 Strengths

The Chinese departments and Confucius Institutes at two Indonesian national universities have three main advantages, including favourable academic conditions, high-quality teaching resources, and support from the nation and government. Here, the researcher will primarily analyse the development advantages of the two universities and their respective Confucius institutes.

4.2.1.1 Favourable academic conditions

The favourable academic conditions mentioned here refer to the office environment of the PSPBM and CI at the two universities, encompassing both the natural and cultural aspects. UNJ is located in Jakarta, the capital city of Indonesia, while UNESA is situated in Surabaya, the country's second-largest city. Both universities are located in the equatorial region, enjoying pleasant climates throughout the year that are suitable for human habitation. The campuses of both universities boast beautiful surroundings, with palm trees, gardens, and natural landscapes that remain picturesque throughout the seasons. The schools have excellent natural environments and comprehensive infrastructure, including teaching buildings, laboratories, computer rooms, libraries, auditoriums, athletic fields, various sports courts, Muslim mosques, and recreational facilities, making them conducive for student learning.

UNJ has four campuses in the eastern and southern parts of Jakarta, with the main campus located in Rawamangun. It consists of eight faculties and one graduate school. In early 2021, UNJ received an excellent certification, meeting the requirements for excellent certification rating according to local Indonesian regulations, and thus achieving the advanced certification rating. Its educational programs have even an A-rate from the Indonesian government (Central China Normal University, 2023). UNJ maintains cultural cooperation and exchanges with schools in the surrounding Jakarta area, exerting influence among regional schools. Most importantly, UNJ has been providing excellent teachers for Indonesia and has made significant contributions to the country's educational practices, research, and community services. The educational philosophy of UNJ emphasises multicultural education and entrepreneurship. Moreover, UNJ is one of the oldest higher education institutions in Indonesia and a comprehensive university encompassing almost all teacher training programs. UNESA has international collaborations with numerous countries in Africa, Asia, Australia, Europe, the Middle

East, and North America. PSPBM UNJ is located in the Rawamangun area of Jakarta, Indonesia. This campus encompasses multiple faculties and enjoys a favourable geographical location and academic atmosphere. The PSPBM collaborates with various faculties to organise academic and social activities, providing students with a rich platform for their lives.

UNESA is one of the top public universities in Indonesia. Currently, UNESA has seven faculties offering degree programs from undergraduate to doctoral levels. With a commitment to providing higher education and research, UNESA aims to develop intelligent, excellent, and professionally skilled graduates. Through the use of effective teaching methods and optimised educational technologies, UNESA adopts a student-centered approach in the fields of education science, natural sciences, social and cultural sciences, arts, and sports. The university implements autonomous, responsible, and transparent higher education management to achieve sustainable teaching quality and educational mechanisms.

Furthermore, UNESA has established international partnerships globally, including collaborations with Central China Normal University, China University of Mining and Technology, Guizhou University, Zhejiang Normal University in China, University of Dundee in the United Kingdom, University of Newcastle in Australia, University of Malaya, and Universiti Teknologi MARA in Malaysia, among others. The university values comprehensive development and provides students with a favourable learning environment and abundant learning resources, laying a solid foundation for cultivating well-rounded talents. The main headquarters of the Confucius Institute in collaboration with PSPBM UNESA is located in the city center of Surabaya. Its strategic location places it in the commercial and cultural hub of Surabaya, surrounded by numerous business streets and shopping areas, offering diverse shopping options and entertainment activities. Additionally, the vicinity of the Confucius Institute features important cultural

landmarks, including historical buildings, museums, and art centers. The superior geographical location and cultural background contribute to the development of the Confucius Institute while fostering cultural exchanges and cooperation with surrounding communities, cultural organisations, and educational institutions.

Therefore, the PSPBM and CI at these two Indonesian national universities play an irreplaceable role in education, providing students with a favourable learning environment and high-quality educational resources. The success of the Confucius Institutes and Chinese language classes largely stems from the superior natural environment, geographical conditions, robust infrastructure, and social influence of the respective regions and universities.

Universiti Malaysia

4.2.1.2 High-Quality Teaching Resources

The abundance of teaching resources refers to the availability of a wide range of teaching materials, and in this aspect, CI UNESA holds a significant advantage.

As an overseas Confucius Institute, it serves as a gateway for promoting the Chinese language and receives substantial support not only in terms of policies but also in funding and educational resources. Regarding teaching resources, during the initial establishment of the Confucius Institute, the headquarters provides startup capital. Consequently, within the well-equipped school infrastructure, the Confucius Institute boasts excellent hardware facilities such as projectors, computers, air conditioning, and Chinese-themed decorations. Throughout their teaching tenure, instructors have access to and observe the extensive resources available at UNESA's library, which includes everything required for daily teaching and promotion activities of the Confucius Institute. These resources encompass textbooks, teaching aids, audiovisual materials, images, courseware, costumes, reference materials, props for performances, and more, in large quantities and varieties. Taking textbooks as an example, the CI UNESA possesses popular Chinese language textbooks such as "Experiencing Chinese (《体验汉语》)", "Basic Spoken Chinese (《基础口语》)", "Elementary Standard Chinese (《初级标准华语》)", "Happy Chinese (《快乐汉语》)", "Developing Chinese (《发展汉语》)", "Travel Chinese (《旅游汉语》)", "Follow Me in Chinese (《跟我学汉语》)", "HSK Standard Course (《HSK 标准教程》)", "Basic Chinese" (with Indonesian annotations) (《基础华语-印尼语注释》), as well as cultural knowledge materials like "Chinese Cultural Facts" (with Indonesian annotations) (《中国文化常识 - 印尼语注释》)

) , "Chinese Geographic Facts" (with Indonesian annotations) (《中国 地理常识- 印尼语 注释》) , "Chinese Historical Facts" (with Indonesian annotations) (《中国历史常识- 印尼语 注释》) , and various collections of Chinese classic stories. Additionally, dictionaries, audiovisual materials, and other resources are also available for student borrowing. In terms of activity supplies, a wide range of items are provided, including traditional Chinese clothing such as Tang suits, cheongsams, Hanfu, facial masks, and costumes from the Republican era. Traditional games like Five-in-a-Row, Chinese Chess, shuttlecock, and brushes are readily accessible for both organising events and student use. Furthermore, the CI UNESA has opportunities each year to apply to the Chinese Language Council International (Hanban) for teaching materials or funding, which allows for the acquisition of a large number of books, traditional Chinese costumes for lion and dragon dances, and puzzle sets for activities.



Figure 4.9 CI UNESA's library

(Source: The researcher.)

In terms of teaching resources, both universities have a well-qualified faculty. The Chinese language teachers at PSPBM UNJ hold master's degrees or higher, and the teaching team is relatively stable. The collaborative partner, Persmian Pusat Mandarin Universitas Al Azhar Indonesia, sends only a small number of volunteer teachers each year to assist with teaching and cultural activities. As for PSPBM UNESA, some of their Chinese language teachers are local, while others collaborate with CI UNESA, resulting in a more diverse pool of teaching resources.

Universiti Malaya

4.2.1.3 National and Government's Support

The establishment of CI UNESA relies on the government's support from the Confucius Institute Headquarters (formerly known as Hanban) under the Chinese Ministry of Education and the Ministry of Education in Indonesia. This support is primarily reflected in the following aspects: Firstly, the support from the Confucius Institute Headquarters under the Chinese Ministry of Education. Relevant regulations have been formulated, including the "Confucius Institute Figureer (《孔子学院章程》)," "Interim Measures for the Management of Chinese-Funded Confucius Institutes (《孔子学院中方资金管理办法-暂行》)," "Procedures for Applying for Confucius Institutes (《孔子学院申办流程》)," and the Ministry of Education's notice on promoting educational actions related to the "Belt and Road" initiative (教育部关于印发《推进共建“一带一路”教育行动》的通知). These documents not only provide provisions regarding the nature of Confucius Institute, application conditions, review processes, executing institutions, and agreements, but also specify the scope of responsibilities, obligations, and functions of the Chinese directors. The Chinese funding for Confucius Institutes must be deposited in dedicated accounts and used exclusively for the designated purposes. The Confucius Institute Headquarters is responsible for reviewing the project budgets and final accounts prepared by each Confucius Institute, while the Confucius Institute Council is responsible for preparing and managing the project budgets and final accounts and is accountable to the headquarters. This establishes a government-supported national platform for cultural exchange. The Confucius Institutes established by the Confucius Institute Headquarters use the funds for the following purposes: 1. Establishing new Confucius Institutes, including building renovation and equipment purchase; 2. Conducting Chinese language teaching; 3. Training Chinese language teachers and providing teaching resources; 4. Organising Chinese language

examinations and teacher qualification certification; 5. Providing information and consultation on Chinese education and culture; 6. Conducting language and cultural exchange activities; 7. Other projects specified in individual agreements with Confucius Institutes. The educational institution hosting the Confucius Classroom must meet the Indonesian government's accreditation requirements, demonstrate local demand for Chinese language learning, provide facilities, personnel, and financial support to the Confucius Institute, and sign an "Execution Agreement for Collaborative Construction of Confucius Institute" (《关于合作建设孔子学院的执行协议》) after assessment by the headquarters. The Confucius Institute Headquarters authorises the use of the Confucius Institute name and logo, provides startup funds, books, multimedia teaching materials, Chinese language teachers, volunteers, and other support, while the executing institution provides classrooms, equipment, management, administrative staff, and living conditions for Chinese language teachers and volunteers, as well as assistance with visa applications. Secondly, the support from the Ministry of Education in Indonesia. Initially, in 1999, the Indonesian Ministry of Education established the Coordinating Office for Chinese Language Education in collaboration with the Youth Department. In 2001, the Indonesian government revoked the decision to ban the import of Chinese language books and periodicals, and the Ministry of Education began collaborating with China to establish Chinese language teacher training programs and conduct Chinese proficiency exams in Indonesia. In the same year, the Indonesian Ministry of Education decided to include Chinese language in the national education system as a major elective course in primary and secondary schools. In August, the Minister of Education issued a decision allowing the establishment of private Chinese language schools with independently designed curricula (Huang, 2007). In 2003, the government established a semi-official coordination body for Chinese language education, and a national seminar on Chinese language education determined the establishment of Indonesian, Chinese and English trilingual schools. After Yudhoyono came into power in 2004, similar Chinese language policies were continued, recognising Indonesia's multiculturalism and allowing the development of Chinese culture and Chinese language education. In 2006, the new "Nationality Law" (新

《国籍法》) was enacted, legally eliminating discriminatory provisions against Chinese Indonesians, making them legitimate members of the Indonesian multiethnic family. Chinese language education received protection and recognition under the Indonesian constitution and international conventions, providing guarantees for the cultural activities and education of Chinese Indonesians (Ma and Wen, 2008). In April 2012, according to the "Agreement on Cooperation in Chinese Language Teacher Training between China and Indonesia (关于印度尼西亚汉语教师培训合作协议)," Indonesia dispatched the first batch of 30 teachers to China for training, who would later contribute to enriching the local Chinese language teaching workforce in Indonesia. At the same time, the Ministry of Education in Indonesia actively collaborated with the headquarters to publish Chinese language textbooks suitable for Indonesian learners, such as "Indonesians Learning Chinese (《印尼人学汉语》)" and "Experiencing Chinese (Indonesian Edition) (《体验汉语-印尼语版》)," while making efforts to promote Confucius Institutes and expand their influence. Furthermore, from the interviews with the two teachers from UNESA, it can be understood that the Confucius Institute received strong support from the leadership of the host institution. The school provided significant support to CI UNESA in terms of educational policies, funding, activities, and volunteer care. This attracted cooperation from other institutions such as Universitas Ciputra Surabaya and Little Sun Trilingual School, leading to the establishment of Confucius Classrooms through further collaboration. In summary, the series of policies and practical support from the Chinese Ministry of Education's Confucius Institute Headquarters, the Ministry of Education in Indonesia, the host institution, and cooperative partners not only promote the development of Confucius Institute but also regulate their work, exerting a very positive influence on Confucius Institute.

Therefore, from both the natural and social environment perspectives, the PSPBM UNJ and PSPBM UNESA demonstrates remarkable advantages in its educational endeavors. Firstly, these two institutions have excellent conditions for education, which means that the teaching, facilities, and resources of both universities are adequately ensured, providing the

best teaching conditions and environment to ensure students achieve optimal learning outcomes. Secondly, there is an abundance of teaching staff resources, indicating that both institutions possess a professional faculty team capable of delivering high-quality education. Additionally, they can provide personalised guidance and support to students. Lastly, there is support from higher-level policies, indicating that the government attaches great importance to these universities, supporting their work and education, and assisting in their development and growth, which significantly guarantees the learning and educational resources available to students.

4.2.2 Weaknesses

In terms of disadvantages, it has been observed that both the Chinese departments of the two Indonesian national universities and the Confucius Institutes have their respective strengths and weaknesses. They share similar issues in areas such as curriculum, teachers, teaching materials, and students. The main concerns can be summarised as follows: 1. Inadequate curriculum design; 2. Imbalanced distribution of teachers; 3. Imbalance between teaching materials and curriculum ; 4. Insufficient teaching quality; 5. Lack of student motivation.

4.2.2.1 Inadequate Curriculum Design

The curriculum design at PSPBM UNJ has its advantages in emphasising the development of students' Chinese language skills. The basic language skills are subdivided into listening, speaking, reading, and writing, with clear course objectives and explicit teaching and learning goals for both teachers and students. However, a drawback is that the division of knowledge and skills might be overly detailed, leading to unnecessary repetition of certain topics in the teaching materials and process, which could consume or waste instructional time.

On the other hand, PSPBM UNESA primarily focuses on comprehensive skills courses, with specific courses such as writing and reading introduced at the intermediate level. Its strength lies in prioritising students' foundational knowledge learning and providing teachers with autonomy in instructional design and time allocation. However, a weakness is the lack of clear course objectives regarding students' skill development, which results in unclear learning and teaching goals, with skill training overly reliant on the teacher's proficiency.

Additionally, students also have various elective courses such as pedagogy, psychology, cultural studies, and tour guiding. However, these courses may not offer in-depth content, only providing a superficial understanding of the subjects. In conclusion, the type of curriculum design impacts the knowledge and skill goals of both teachers and students, while the content of the curriculum affects the depth, breadth, and emotional objectives of student learning. Therefore, improvements are needed in the curriculum design of the Chinese departments in both universities.

4.2.2.2 The Size of Class

Currently, the number of students learning Chinese in Indonesia is increasing year by year. However, according to surveys, there is room for improvement in the quality of student intake. During the researcher's tenure at CI UNESA, it was observed that students exhibited significant disparities in their Chinese language proficiency, with some classes experiencing severe polarisation. Teaching both Class A and Class B of the same grade, using the same textbooks, syllabus, and exams, it was evident that there were notable differences in the Chinese language proficiency between the two classes. Firstly, students in Class A were generally able to understand teacher instructions, keep up with the pace of the class, and engage in simple conversations with the teacher. A few students were even comfortable communicating with the teacher. In contrast, Class B struggled to keep up with the teacher's pace, with most students only able to use basic phrases such as "hello" and "goodbye." They had difficulty comprehending and producing phrases and sentences, making it challenging for them to communicate with the teacher. In some cases, students couldn't even understand class instructions, resulting in slower progress. Secondly, the majority of students in Class A were able to complete assigned tasks and understand the content of the textbook. However, the same tasks posed greater difficulty for Class B students due to their lower foundational language skills and the relatively challenging nature of the teaching materials. Although some students made diligent efforts to study, there was still a noticeable disparity in the pass rates of the exams. In comparison, the situation at PSPBM UNJ was much better. In this classroom, there was no division into Class A and Class B. The classes were small, with no more than 15 students per class. Teachers were able to pay individual attention to each student, and students could actively participate in class. As a result, the disparities in student performance were not as pronounced.

4.2.2.3 Imbalanced Teacher Allocation

The issue of imbalanced teacher allocation has been a longstanding concern for the Chinese departments in both universities.

At PSPBM UNJ, they follow a small-class teaching system with the requirement of recruiting a limited number of students each year to ensure high quality. The advantage is that teachers can pay individual attention to each student's development in the classroom. However, the problem arises from the fact that only local Indonesian teachers teach Chinese, leading to a preference for using the native language to communicate with students. Moreover, there is a scarcity of Chinese language teachers from China, and their availability is inconsistent. This imbalance in teacher allocation hinders the progress of students' Chinese language learning.

PSPBM UNESA predominantly employs large-class teaching, with some classes having more than 35 students. In such a setting, teachers are unable to focus on the individual Chinese language development of each student and can only fulfill their teaching duties. Additionally, Chinese language volunteer teachers recruited from China have different qualifications, specialties, and backgrounds, and there is a high turnover rate among them. Most volunteers are students who come for internships and can only work for one year. Consequently, there is a significant turnover of Chinese teachers every year, leading to varying levels of teaching quality among different groups of volunteers, which impacts student learning.

In summary, the issues of the teacher ratio between Chinese and Indonesian teachers, allocation of volunteer teachers, and teacher turnover are all challenges that need to be addressed in the Chinese departments and Confucius Institutes of both universities.

4.2.2.4 Imbalance in Teaching Materials and Curriculum

Mr. Liu, in his book "Introduction to Teaching Chinese as a Foreign Language (《对外汉语教育学引论》)," points out that the selection of teaching materials should be targeted based on students' starting points and learning time, and in terms of language skills, it should be balanced and coordinated with a certain structure. Therefore, considering the above viewpoint, let's take the example of Class A and Class B of the Chinese program in PSPBM UNESA for the year 2020. The Chinese proficiency levels of these two classes are actually imbalanced, with Class A having an overall higher level compared to Class B. As a result, when using the same set of textbooks and workbooks like "Developing Chinese Intermediate Course (《发展汉语- 中级教程》)," the absorption of Chinese language content differs between the two classes. This leads to a growing gap in the progress and learning scope between the two classes. Within the same class, some students may find the textbook content, including texts and grammar points, too simple. These students have already reached a level where they can effectively use all the grammar taught in the textbook in their daily lives. They can understand the text without the need for teacher explanations, only referring to the new vocabulary after class. The teacher needs to supplement additional knowledge and extra-curricular content to meet their needs. On the other hand, some students require detailed and slow teaching processes from the teacher, often resulting in the inability to cover all the content within the available class hours during one semester.

In summary, the imbalance in teaching materials and allocation of class hours can easily lead to insufficient systematic learning, fragmented knowledge points, and a mismatch between the time spent and the knowledge acquired. The inadequacy of teaching materials is not only due to the materials themselves but also attributed to the uneven student proficiency levels and inadequate curriculum design. When allocating teaching materials in class, these specific factors also need to be taken into consideration.

4.2.2.5 Insufficient Teaching Proficiency

The insufficient teaching proficiency is mainly reflected in the following three aspects. Firstly, the inadequate Chinese language proficiency of local Chinese teachers. In PSPBM UNJ, some local Chinese teachers are experienced, but the younger teachers are assigned after passing the civil service exam, which may result in some teachers being stronger in other subjects while having an average proficiency in Chinese. Interviewees believe that there might be a gap in the Chinese language proficiency between public and private schools. Private schools have the privilege to select their own local Chinese teachers and mainly focus on their Chinese proficiency. However, in public schools, there is no choice in the selection process, and teachers' Chinese proficiency can only be assessed after they start teaching. This leads to unstable Chinese language proficiency among local teachers in the classroom. Secondly, volunteer teachers have insufficient teaching abilities. Most volunteer teachers are undergraduate or graduate students, lacking teaching experience and practical skills. They often struggle with teaching practice and cannot speak the local Indonesian language. It takes time for them to adapt and integrate into the Thai classroom, but by the time they become accustomed, it's often time for them to leave. Therefore, their teaching quality is not high. Thirdly, according to surveys, it is found that the main teaching approach employed by the teachers in both institutions is language-oriented, with the most commonly used methods being grammar-translation and situational approach. Considering Mr. Liu's viewpoint that "teaching Chinese as a foreign language should primarily focus on training to develop skills and abilities, while combining appropriate teaching methods to master basic knowledge and rules," and the modern educational requirement of not simply imparting theories or knowledge, it is important to emphasise on teaching skills and methods and create a conducive classroom atmosphere that reflects the charm of the Chinese language. Therefore, the educational and teaching concepts in the Chinese departments of both universities need to be improved.

In conclusion, the Chinese language proficiency, teaching abilities, teaching concepts, and methods of the teachers all have an impact on the teaching proficiency in the Confucius classrooms and the development of students' Chinese language skills. Therefore, the issue of insufficient teaching proficiency should be given attention and addressed.

4.2.2.6 Insufficient Student Motivation

In Chinese, these learning motivations have interrelated and integrated relationships rather than being singular. According to survey questionnaires, some students in the Chinese departments of two universities exhibit weak learning motivations, displaying a lack of goals, passivity, and a "Buddhist" attitude (a term used to describe a carefree or indifferent attitude). This is mainly reflected in the following points: First, instrumental motivation outweighs integrative motivation. One-sixth of the students learn Chinese to meet societal needs, aiming to acquire an additional language and improve their job prospects, rather than having a genuine interest in the Chinese language or Chinese culture. Some students learn Chinese because of parental demands, lacking personal opinions and adopting an indifferent attitude towards what they learn. Second, there is a lack of intrinsic motivation for learning. More than half of the students believe that learning Chinese is primarily for finding a job related to the Chinese language. Third, some students lack distant motivation. They exhibit a weak motivation to continue learning Chinese or pursue further studies abroad. They hold an indifferent attitude towards whether they will continue learning Chinese in the future or have the desire to study in China.

In private interviews, the interviewees also informed the researcher that some students, after learning Chinese in class, do not use it to communicate with others. They do not actively engage in conversations with Chinese teachers and tend to use their native language when communicating with teachers. There is minimal communication in Chinese between students and teachers.

In the field of education, there is an increasing emphasis on how to teach students to learn. Factors such as learning motivation and interests, which are non-intellectual, have gained widespread attention in the education community. Teachers encounter various issues in their daily teaching, such as students with adequate intellectual abilities but lacking initiative and enthusiasm in their learning, or students experiencing anxiety, disinterest, and lack of concentration due to being pushed by their families to study. These issues can be attributed to problems related to learning motivation.

In conclusion, learning motivation has a significant impact on students' learning and can also pose challenges for teachers, affecting teaching quality, classroom outcomes, the cultivation of Chinese language talent needed by society, and the establishment of a positive classroom reputation. It also, to some extent, hinders the development of the classroom.

4.2.2.7 Insufficient Activities

After analysing the issues with the activities organised by the Chinese departments in these two universities, the main problems can be summarised as follows: First, there is low participation in activities. Many students are unaware of the winter and summer camps organised by the Chinese departments. The most direct result is that more than one-third of the students have not participated in any activities. Each year, only a small number of outstanding students are selected to participate in the winter/summer camps.

Second, the types of activities lack diversity. Students tend to participate more in influential competitions and events such as the "Chinese Bridge" and New Year's celebrations, but they show less interest in smaller-scale activities organised by the Chinese departments. Third, there is a lack of autonomy in training students. Volunteer teachers, who train students for specific projects, have a higher level of autonomy. They can have close communication with students and develop training plans. However, when cooperating with local teachers for student training, there is less autonomy. Sometimes students are unable to express their opinions, relying heavily on local teachers, and having minimal communication with volunteer teachers.

In general, Chinese language promotion activities play a significant role in the daily work of the classrooms. They are an essential part of the classroom development process and reflect the appeal and educational standards of the Chinese departments and Confucius Institutes. Therefore, the issues highlighted in the organisation of activities should be given due attention.

4.2.3 Opportunities

There are several opportunities: 1. Public brand trust, 2. Institutional exchange, 3. Chinese FDI in Indonesia.

4.2.3.1 Strong Public Brand Trust

In He's research, He stated, "Brands with high visibility and good reputation have an initial advantage, as brand reputation can enhance consumer appeal (He,2006) ." This study refers to the brand "Confucius Institute," which is a newly established global non-profit educational service brand. Over time, it has become increasingly known and recognised, establishing itself as a prominent brand worldwide. In Indonesia, there has been a significant demand for learning Chinese since the early 2000s. Before the establishment of Confucius Institutes, Indonesian schools could only offer Chinese interest classes, and the public had to rely on Chinese schools and interest groups, making it challenging for many individuals to learn Chinese systematically. The construction of Confucius Institutes in Indonesia addressed this issue, solving the problem of Chinese language learning for many people and nurturing a large number of Chinese language talents. Various Chinese language promotion and publicity efforts have helped the brand "Confucius Institute" gain a solid foundation among the Indonesian population, gradually becoming well-known. With the growing trend of younger Indonesian learners of Chinese, Confucius Classrooms have emerged, expanding Chinese language education from universities to primary and secondary schools. Leveraging the brand effect of Confucius Institutes, they have gained a high level of brand trust since their inception. The CI UNESA in East Java, Indonesia, has already established a certain level of brand trust and engaged in collaborative learning with government departments, communities, public universities, and evening schools. This indicates that the Confucius Institute enjoys a positive reputation, with most

Indonesian people considering Confucius Institute to provide superior Chinese education compared to regular schools. If someone wishes to learn Chinese, they will prioritise schools with Confucius Institutes.

In conclusion, the "Confucius Institutes" as an educational brand have established a certain foundation of trust in Indonesia, particularly through collaborations with local public universities, which further highlights their credibility among the local populace. This positive reputation has contributed to their influence in areas such as reputation and student recruitment. As mentioned earlier, the partnership between UNESA and CI is notably close. CI is well-known in local universities and communities and has established connections with relevant institutions. Consequently, it plays a significant role in the Chinese language instruction and cultural dissemination in local universities. Furthermore, CI regularly organize competitions and teacher training programs. For instance, the annual global "Chinese Bridge" competition and regular teacher training sessions held across different regions and continents enhance the overall capacity of universities. However, in the case of UNJ, it is not directly affiliated with a CI but operates as an attached Confucius Classroom. As a result, the connection between UNJ and the CI is not as closely intertwined as the relationship between PAPBM UNESA and CI UNESA.

4.2.3.2 Frequent Institutional Interactions

During the researcher's tenure, it was observed that major institutions and schools frequently interacted and engaged in Chinese language exchanges. This included Universitas Bunda Mulia Alam Sutera, Universitas Kristen Petra, Universitas Indonesia, Universitas Sebelas Maret, Confucius Institute Universitas Negeri Malang, and others. There were collaborations and exchanges in activities, teaching, and projects, often leading to competitive relationships among students participating in Chinese language competitions. This presents a great opportunity for mutual universities visits, learning

exchanges, and cooperation in various aspects such as curriculum design, teacher training, event organisation, textbook development and selection, admissions, and teaching methodologies. However, PSPBM UNJ has not yet established strong connections with surrounding universities and Confucius Institutes. In the future reform and development process, the researcher believes that this is a valuable opportunity that can be fully utilised.

4.2.3.3 Chinese FDI in Indonesia

Investments by Chinese companies in Indonesia serve not only as economic collaborations but also as crucial avenues for cultural exchange. These investments have brought unprecedented opportunities for the advancement and promotion of Chinese language education in Indonesia. With the increasing economic and cultural exchanges between China and Indonesia, Chinese investments in Indonesia are witnessing a thriving trend.

These investments not only infuse fresh vitality into Indonesia's economy but also provide significant support for local Chinese language education. With sponsorship from Chinese companies, Indonesian schools are able to establish more Mandarin courses, recruit additional Mandarin teachers, and acquire a greater abundance of Mandarin teaching materials and equipment. These initiatives notably enhance the quality and standards of Mandarin education, providing students with better learning environments and opportunities.

Moreover, Chinese investments also offer local students more opportunities to immerse themselves in Chinese culture. Through participation in cultural activities and exchange programs organised by Chinese companies, students can gain a deeper understanding of Chinese history, traditions, and contemporary society, thereby fostering their interest and motivation in learning Mandarin. This cultural exchange not only enriches students' learning experiences but also promotes friendly exchanges between China and Indonesia.

4.2.4 Threats

There are several threats to consider: 1. Difficulty in maintaining the quality of student intake; 2. the problem of management module; 3. Impact of the COVID- 19 pandemic on overseas Chinese language education.

4.2.4.1 Issues with Management Models

PSPBM UNJ operates under an independent management model, which allows for greater flexibility in choosing collaborative institutions and recruiting more local teachers. However, the challenge lies in the fact that they are unable to select Chinese volunteer teachers and can only accept random assignments from Hanban or recruit teachers at their own expense. On the other hand, PSPBM UNESA and CI UNESA follow a cooperative management model, where the Chinese director at CI holds a prominent position in terms of teaching, activities, and the allocation of Chinese teachers. At the same time, PSPBM UNESA appoints a foreign director who retains management authority over CI UNESA and PSPBM UNESA. Consequently, PSPBM UNESA can apply to the Confucius Institute for volunteers and gain prior knowledge of their expertise, specialisation, qualifications, gender, etc. They can also communicate with the Confucius Institute to request suitable volunteers to teach in their classrooms.

UNJ lacks the resources that UNESA possesses. Without the support of a Confucius Institute, UNJ lacks the connections and market presence associated with the institute. It becomes difficult to conduct activities under the name of the Confucius Classroom and reach universities in domestic and international markets. Students also face greater difficulty in using PSPBM as a pathway to continue their studies in China. In contrast, the collaboration between UNESA and CCNU allows students to apply

through CI UNESA to pursue master's and doctoral degrees in China, to some extent ensuring the quality of student intake.

4.2.4.2 Impact of the COVID-19 Pandemic on Chinese Language Education in the Classroom

In 2020, the global outbreak of the COVID-19 resulted in significant challenges for the field of overseas Chinese language education, and the development of Confucius Institutes abroad faced bilateral threats. The global COVID-19 has the potential to impact resource investment, personnel mobility, student enrollment, and psychological identification in overseas Confucius Institutes. Firstly, the COVID-19 may lead to insufficient funding and resource allocation for Chinese language education both domestically and internationally. The global economic recession has caused a decrease in income for individuals and national finances in China and Indonesia, which could result in a reduction in personal, societal, and national investment in Chinese language teaching. As a consequence, the resources previously enjoyed by overseas Confucius Institutes may not be adequately guaranteed. Secondly, the pandemic has caused short-term difficulties in the mobility of talent. To prevent the spread of the pandemic, many airports in Indonesia and China were closed, making it difficult for Chinese language teachers to travel abroad and for Indonesian language learners to enter China. For example, the surveyed Chinese language departments at the two universities currently experience a shortage of Chinese volunteer teachers, and students who have applied to study in China are unable to leave their home countries. Furthermore, the pandemic may result in a decline in students' motivation to learn Chinese. Director Wang Yong of the Policy Research Office of Hanban once stated that "Chinese education will be entangled in the ideological struggle, as well as the whirlpool of nationalism and populism for a long time." The pandemic may contribute to prolonged international conflicts, as well as the rise of nationalism and populism, which could have a detrimental effect on China's international image. Consequently, students'

sense of identification with China may decrease over time, and the international environment for learning Chinese may deteriorate. This will directly lead to a decrease in the number of students enrolling in Confucius Institutes and a reduction in the overall number of Chinese language learners.

Universiti Malaya

4.3 Optimisation Strategies for the Development of Chinese Departments in Two Universities Based on SWOT Analysis

Table 4.17 Optimisation Strategies

		Internal	
		Strengths	Weaknesses
External	Opportunities	S-O Growth Strategy: Maximising Development by Leveraging Strengths and Opportunities	WO Strategy - Turnaround Strategy: Adjusting Strategies to Overcome Weaknesses through Opportunity
	Threats	ST Strategy - Multiple Operational Strategies, Utilising Advantages, and Adjusting Strategies to Avoid Threats	WT Strategy - Defensive Strategy: Utilising Disadvantages to Mitigate Threats

4.3.1 S-O Growth Strategy: Maximising Development by Leveraging Strengths and Opportunities

4.3.1.1 Building School and CI Brand Advantages

Based on previous research, these two universities are well-established public universities in Indonesia, with a majority of local students. Therefore, it is crucial to continue promoting the PSPBM to ensure the quantity and quality of both teachers and students. Additionally, the CI and Confucius Classroom have gained certain brand recognition in Indonesia. Thus, to optimise teaching and promote development, the Chinese departments of the two universities should strengthen cooperation with the CI, utilising existing achievements and resources to enhance brand promotion within Indonesia

The Chinese departments of these universities have been developing for decades, but they may have limited influence on their own. By collaborating with the CI, engaging in brand synergy and joint promotion, the brand construction of both the Confucius Institute and the Chinese departments can be strengthened. Surveys have shown that when these national universities collaborate with the CI to organise Chinese language activities or competitions, it often attracts university students, their friends and relatives, as well as parents of secondary school students. These events serve as platforms for communication, facilitating information exchange and cross-promotion of the "CI" and the "PSPBM" brands. For example, PSPBM UNESA frequently hosts Chinese activities and competitions under the sponsorship of CI UNESA, providing opportunities for university students, secondary school students, and even primary school students to interact and communicate.

Firstly, these types of CI should continue to leverage their strengths and external opportunities, seeking project exchanges and brand synergy with other CI. They should make full use of the Confucius Institute's brand reputation. Additionally, the Confucius Classroom

under CI UNESA—Universitas Ciputra Surabaya and the Little Sun Trilingual School should actively participate in various activities organised by PSPBM UNESA, thereby encouraging the establishment of exchange programs and joint participation in activities with surrounding trilingual schools and private schools. For example, CI UNESA and Xin Zhong School can strengthen their cooperation, with CI UNESA providing more support in sending volunteer teachers abroad. Furthermore, when Xin Zhong School learned that the CI intended to organise visits to provinces and cities in China with a significant Hui Muslim population, such as Ningxia and Gansu, but faced financial constraints in covering the international travel expenses, the school expressed willingness to sponsor half of the students' international economy class airfare. Each year, a group of outstanding high school students and university students selected by CI UNESA and Gloria High School participate in the Winter Camp. Organising high school students to visit Central China Normal University, experience university classrooms, and engage in Chinese cultural activities enhances the Indonesian students' sense of cultural identity with China. Many high school graduates from Gloria High School develop a strong interest in Chinese culture and choose to continue their studies in PSPBM UNESA. As for independent classrooms like the PSPBM UNJ Confucius Classroom, the classroom leaders should actively facilitate cooperation projects with the CI, although advancing such projects may currently pose some challenges. However, even without collaborative projects with the CI, the classroom can encourage students to actively participate in Chinese language activities and competitions organised by the CI, providing them with opportunities to engage with the CI. In conclusion, joint activities launched under the name of the CI, organising student visits and exchanges with the CI, not only create opportunities for primary and secondary school students to interact with university students but also address the issue of articulation between secondary and higher education.

Secondly, after successful collaborative projects and brand synergy, it is essential to have compelling materials for promotion and publicity, including creating useful and attractive

information and emphasising information editing. "Creating information" refers to generating information that can be used for brand promotion. "Useful" means that the information is genuine and effective in promoting the Confucius Classroom. "Attractive" means that the information is targeted, eye-catching, and meets the demands of the Confucius Classroom's target audience. Information may include achievements and awards students have obtained in Chinese competitions, successful Chinese language events organised by the classroom, collaboration with social organisations for Chinese language promotion, HSK exams, study abroad programs, scholarship applications, and study abroad rates. All of this content should be promptly compiled, written, and promoted. Moreover, according to surveys, parents of students are particularly concerned about the reputation of the CI and its teaching achievements, as well as the educational and further study opportunities it can provide for their children. The CI can appropriately expand projects, collect information, and edit visual and written materials to cater to parents' interests, thereby enhancing promotion and publicity efforts.

Thirdly, with valuable information in hand, it is essential to leverage modern online media and promotional techniques to reach a wider audience and ultimately expand brand awareness. In today's information-driven society, modern promotional techniques have become necessary means to expand a brand. Therefore, in addition to offline activities such as community promotion and communication between children, parents, and teachers, it is crucial to enhance media promotion using platforms such as Indonesian newspapers, magazines, websites, Facebook, LINE, Instagram, and popular Chinese platforms like WeChat Official Accounts for both print and online promotion. Additionally, staying updated with current trends is important, such as leveraging the popularity of platforms like TikTok in recent years. These platforms facilitate the dissemination of information, increase the visibility of the CI, and expand its brand. Although the Confucius Classroom is not a for-profit institution, as an educational

organisation, it is necessary to enhance its visibility. This will attract more students, garner more attention, promote the Chinese language, and facilitate overall development. In summary, using major platforms, multimedia, high-quality content, extensive exposure, and diverse channels are effective promotional strategies. Brand synergy between the Confucius Classroom and the Confucius Institute, creating valuable information, and utilising modern promotional methods will ultimately increase the visibility of the Confucius Classroom, build public trust, and expand its brand. The development of the Confucius Classroom is intricately connected to the brand of the Confucius Institute. Both should mutually reinforce each other, cooperate in Chinese language programs, and develop together. This concept not only optimises the brand effect for the Confucius Classroom but also benefits the brand of the Confucius Institute, making it a mutually beneficial promotional approach.

4.3.1.2 Broadening the Indonesian Education Market through Indonesian Civil Society Organisations

The sustainable development of CI relies on expanding social influence, organising more activities, and completing additional teaching projects. This requires establishing appropriate social partnerships and maintaining good social relationships, actively assuming social responsibilities, and acquiring social resources. An expedient way to expand the Chinese language market in Indonesia for Confucius Classrooms is to seek project collaborations with Indonesian Chinese civil society organisations. CI UNESA can establish close relationships with the following civil society organisations: 1. Surabaya Chinese Association: This association aims to promote Chinese culture, language, and education. As a CI located in East Java, CI UNESA can establish close connections with local Chinese associations and civil society organisations to collaborate on cultural activities, Chinese language classes, and other related projects. 2. Surabaya Cultural Exchange Association: This association is dedicated to promoting cultural exchange and

cooperation between the two countries. CI UNESA and the Cultural Exchange Association can jointly organise cultural activities, artistic performances, academic seminars, and other events to foster cultural exchange and understanding between China and Indonesia. These activities can include celebrating traditional Chinese festivals, art exhibitions, cultural lectures, and promoting Chinese culture and language.

3. Indonesian Chinese Chamber of Commerce: Collaboration with CI UNESA can provide Chinese language training or cultural exchange opportunities for entrepreneurs and business people to enhance business connections with China. Simultaneously, the Chamber of Commerce can provide business cooperation and resource support for the Confucius Institute. Collaborative initiatives such as business forums and seminars can strengthen cooperation and trade between Indonesian Chinese businesses and the Chinese market.

4. Independent Chinese Overseas organisations: Typically, such organisations enjoy a high reputation and social standing. Many elderly Chinese individuals who came to Indonesia still possess a strong passion for the Chinese language and culture. CI can seek cooperation with these organisations to establish community-based Chinese language training classes and offer Chinese language instruction to individuals in society who are interested in learning Chinese.

In the future development process, in addition to the institutional support provided by Hanban, CI also need the support of numerous local civil organisations to refine the operational methods of overseas Chinese language education, making them more market-oriented and community-oriented. It is recommended that Confucius Classrooms, like PSPBM UNJ, seek market collaborations and expand social relationships while benefiting from the partial support of the Confucius Institute. UNJ Confucius Classroom can collaborate with local civil organisations to facilitate Chinese language instruction or engage in charitable initiatives, thereby expanding its presence in Jakarta's market and ultimately achieving its development goals (Luo, 2008).

4.3.2 WO Strategy - Turnaround Strategy: Adjusting Strategies to Overcome Weaknesses through Opportunity

4.3.2.1 Optimising Curriculum Design

The first step is to establish comprehensive teaching objectives. This includes developing students' listening, speaking, reading, and writing abilities, and promoting their language proficiency in practical communication. Additionally, teaching objectives should focus on cultivating students' understanding and appreciation of Chinese culture, enabling them to better integrate into Chinese society. Secondly, the curriculum design should be flexible and diverse, catering to students' interests and needs. In addition to fostering foundational language skills, thematic topics related to students' interests, such as literature, history, and art, can be introduced. This can stimulate students' enthusiasm for learning, enhancing their initiative and engagement. Furthermore, utilising modern technological tools to support Chinese language instruction is essential. Online resources, multimedia materials, and online learning platforms can provide a more vivid and interactive learning experience, aiding students' comprehension and mastery of the Chinese language. Additionally, teachers can utilise online teaching platforms to engage in real-time interaction and communication with students, enhancing their learning outcomes. Lastly, an assessment and feedback mechanism is crucial for optimising the Chinese language curriculum. Teachers should provide timely feedback to students, helping them identify problems and improve learning methods, while conducting comprehensive assessments of students' learning achievements. This allows for continuous adjustment and improvement of the curriculum, ultimately enhancing teaching effectiveness. In conclusion, optimising the Chinese language curriculum requires comprehensive consideration of learning objectives, student needs, teaching methods, and assessment mechanisms, among other factors. Both Chinese language departments have their own strengths and can learn from each other, drawing on the advantages of the other

institution and striving to make improvements based on practical situations. Continuous reflection, innovation, and adaptation are essential for optimising curriculum design.

Universiti Malaya

4.3.2.2 Optimise the Composition of Local Teachers, Chinese Language Teacher Volunteers, and Dispatched Teachers from China

Based on the previous investigation, the current arrangement of combining teachers from PSPBM UNESA and CI UNESA is considered favourable. Firstly, this arrangement ensures that the CI has Chinese teachers while the volunteer program guarantees a stable source of teaching staff, avoiding a shortage of Chinese teachers at CI UNESA. Secondly, although it has been noted that Chinese teachers have a higher turnover rate based on personal interviews and questionnaire, this issue can be addressed by controlling the proportion of volunteer teachers and optimising the structure of local and volunteer teachers. Thirdly, according to the questionnaire findings, students hold different opinions regarding different types of teachers. Therefore, it is recommended to adjust the proportion of teaching staff while maintaining the presence of volunteers, expand the local teacher workforce, reduce the number of volunteer teachers, decrease turnover rates, and optimise the teacher structure. Specific implementation measures include: 1. Enhancing salary and benefits to attract talent. Both Chinese language department teachers mentioned in personal interviews that the quality of teaching staff is an important factor affecting classroom development. If local teachers also have a high turnover rate, it will undoubtedly have a negative impact on Chinese language teaching and development. 2. Encouraging the retention of Chinese language teacher volunteers and increasing the proportion of dispatched teachers. Although the CI Headquarters stipulates that Chinese language teacher volunteers cannot serve for more than three years, in reality, 90% of volunteers are only willing to work for one year, and some volunteers serve for a maximum of two years. Dispatched teachers are contracted for a minimum of two years, but most of them are dispatched from primary and secondary schools or universities in China, with work commitments in China, and are expected to return to China after their term ends. During interviews with representatives from PSPBM UNESA, they

expressed that having Chinese language teacher volunteers work for only one year is detrimental to students' learning. They believe that each teacher has different pronunciation, speaking speed, and teaching habits, and students need to adapt to a new teacher every year, which hinders their Chinese language development. Therefore, they suggest that the Chinese Department and CI provide a conducive working and living environment for Chinese language teacher volunteers, encourage them to continue their service, and reduce the turnover of volunteer teachers (Interview with Anas Ahmadi, via DingTalk in Mandarin, May 12, 2022; interview with Hans [王汉], via email in Mandarin, May 16, 2022).

Universiti Malaysia

4.3.2.3 Research on Locally Applicable Teaching Materials

According to survey analysis, Chinese language classrooms face certain issues with student proficiency disparities, which pose a challenge in textbook distribution. The current textbook allocation has room for reconsideration. Firstly, before allocating textbooks in the classroom, it is necessary not only to analyse the lesson type and knowledge framework but also to understand the students' proficiency levels. For the same grade's Class A and Class B, the current practice is to use the same set of textbooks and the same exam papers. It is recommended to provide students with different textbooks. The main textbooks for both classes would remain the same, but additional supplementary materials would be given to students who prefer a more challenging curriculum. This approach not only solves the problem of textbook compatibility and the need for teachers to supplement a significant number of knowledge points but also maximises the use of class time, allowing students to systematically learn more knowledge. As for cultural courses, specific textbooks may not be mandatory. However, if multiple teachers rotate in teaching the subject, it is advisable to establish weekly themes to ensure that the content students learn follows a logical structure, preventing knowledge repetition and fragmentation.

4.3.2.4 Conduct Regular Teachers' Training Activities to Improve Teaching Abilities

Cultivating teachers' instructional abilities has been a long-standing emphasis in the field of Chinese education. Therefore, the Chinese Language Education Center of the Ministry of Education of China conducts intensive training programs lasting from one week to eight weeks for Chinese language teacher volunteers, dispatched teachers from CI, and directors before their assignments and during their tenure. Prior to their assignments, the focus is on developing the identity and transformation of new Chinese language teachers, basic language proficiency, classroom observation, and personal safety courses, among others. During their tenure, various countries and regions also organise teacher training programs to facilitate mutual exchange among mid-term Chinese language teachers and further enhance their teaching skills. This approach allows for the optimal utilisation of teacher resources, facilitates information exchange, improves teacher cohesion in the classroom, enhances teaching and management abilities, and keeps teaching concepts up-to-date. In addition to these efforts, researcher suggest regularly organising joint training sessions for local teachers and volunteer teachers, specifically focusing on teaching methods and updating teaching concepts These training sessions should not be limited to a single school or a specific region, as different Confucius Institutes and classrooms within the same region can participate together. Additionally, organising teaching observations is essential. Observing classes taught by other teachers can help educators expand their instructional thinking, refine classroom procedures, foster teaching innovation, and facilitate mutual learning. This includes Indonesian teachers observing Chinese teachers' classes and Chinese teachers observing Indonesian teachers' classes, enabling them to learn from one another and collaboratively explore targeted teaching methods that cater to students' needs. It is recommended that the Chinese departments of both universities organise cross-observation sessions for teachers every semester, allowing educators to learn from each other, jointly study effective teaching approaches, adjust

their instructional methods, exchange and assimilate diverse teaching concepts, and enhance overall teaching proficiency and quality.

Universiti Malaya

4.3.3 ST Strategy - Multiple Operational Strategies, Utilising Advantages, and Adjusting Strategies to Avoid Threats

4.3.3.1 Establishing Regulations and Expanding Enrollment by Utilising Academic Advantages

Based on the previous survey, it is evident that the Chinese departments of these two universities have a long-standing reputation as public institutions. However, there is still room for improvement in terms of enrollment resources. Therefore, enhancing the regulations and policies of the Chinese departments, optimising student recruitment, and narrowing the gap among incoming students are fundamental measures to improve the quality of classroom teaching. The following two aspects can be implemented: First, improving admission policies. Currently, there is a certain proportion of high school majors that do not align well with the Chinese departments. Some students may transfer from social sciences or business management majors to Chinese language programs. It is recommended that prospective Chinese language students undergo an entrance examination, covering basic content. For students with a solid foundation, some flexibility can be allowed, while for those without a foundation, a questionnaire or interview can be conducted to gain insight into their learning motivations and genuine interests. This will help identify students who lack a good foundation or genuine desire to learn Chinese and eliminate them from the selection process. Second, setting HSK proficiency level requirements. Depending solely on students' self-motivation makes it challenging to quickly improve the pass rates for in-class HSK examinations. It is suggested that the curriculum be linked to the HSK proficiency levels by grade. For example, in the first year, students should aim to pass HSK2, in the second year, HSK3, and so on. Although HSK scores should not be a graduation requirement, the proficiency level expectations should be clearly defined and established as regulations for Confucius Chinese language learning. With the HSK examination framework in place, the teaching syllabus can be adjusted accordingly, incorporating HSK preparation courses to

systematically cultivate students' proficiency in HSK exams. Additionally, this approach will lay a solid foundation for Chinese department students who plan to pursue postgraduate degrees. In conclusion, the level of incoming students will impact the future quality of classroom teaching. Therefore, starting from the source, establishing relevant rules and regulations, and providing students with psychological and practical indications of their HSK examination goals will optimise student recruitment and improve their proficiency levels.

Universiti Malaya

4.3.3.2 Establishing a Clearly Defined Management System

To address the issues regarding the management system of the Chinese departments, it is recommended to approach it from both external coordination and internal management perspectives. For external coordination, it is advisable to start from the top level, specifically from the current Chinese Ministry of Education's Center for Language Exchange and Cooperation in Foreign Languages (CLECF). Clearer delineation of responsibilities is necessary as it is an important factor influencing the specific implementation and effectiveness of Confucius Institutes' management. Therefore, it is essential to improve guiding policies. Although the teaching situations of Confucius Classrooms under different independent models vary significantly across different countries, the CI model, as a well-established educational model, actually shares many commonalities internationally. The CLECF can formulate common guidelines, clarify the responsibilities of intermediary organisations, define their relationships with higher and lower-level institutions, and provide directional and instructive operational guidelines. By playing a role in standard guidance, it can ensure the development of independent classrooms and provide support to overcome challenges. Furthermore, it is suggested to focus on internal management within the CI. Strategic plans should be developed, and each CI should issue its own strategy and planning document for the development of the Confucius Classrooms under its jurisdiction. Based on the characteristics of their respective Confucius Classrooms, detailed guidance, recommendations, and requirements for development should be provided. Additionally, more financial incentives and prestigious support should be given to stimulate innovation and development within the affiliated classrooms. A dedicated project fund should be established to encourage Chinese language teachers to plan projects and organise activities, thus fostering a cycle of tradition and positive development, ultimately achieving autonomous growth of the Confucius Classrooms. Although the model of establishing Confucius Classrooms within

independent institutions may not have as long a history as the independent model, its advantages over the independent model are increasingly evident, making it the mainstream model for the construction of Confucius Classrooms abroad. While teaching situations may vary significantly among different CI, there are many commonalities in their educational aspects. Through individual studies, problems related to autonomous development and innovation deficiencies can be timely identified, and the recommendations for internal and external management have general reference value for CI on an international scale.

Universiti Malaya

4.3.3.3 Exploring Online Teaching in Confucius Institutes

In the face of the global social isolation and travel restrictions caused by the pandemic, it is recommended that the Chinese departments of two universities explore new models of online Chinese language teaching and promote the digitalisation of classroom Chinese language instruction. Online teaching models are not new in Chinese language education institutions in China, as many local organisations (51talk, LingoAce, Lingo bus) have long adopted online teaching methods to attract Chinese learners overseas. The current pandemic has accelerated the rapid development of online teaching models, advancing the global education industry. Previously, online teaching was not prevalent in Indonesia. However, due to the COVID-19 pandemic, the two schools surveyed by the researcher also started implementing online teaching in March 2020. This model is very new for the Chinese departments of the two universities and the CI UNESA. It is suggested that the CI begin promoting the development of online Chinese language teaching resources, specifically by establishing a repository of teaching resources that can directly provide various types of resources to schools and learners. (Zhou,2010)

The researcher believed that the online teaching opportunities presented by the COVID-19 pandemic can be utilised to initiate the development of an online resource repository for Confucius Classrooms, thereby filling the gap in classroom resource construction. The construction of a Chinese language resource repository is a long-term process. In the initial stage, materials can be collected and recorded based on the textbooks used in the classrooms, teachers' experiences, and the actual implementation of teaching methods. In the later stage, the repository can be gradually expanded. Even after the COVID-19 pandemic is over and schools resume offline teaching, the online resource repository can still continue to provide references for future students' learning in CI, local

teacher training, integration of Chinese language teacher volunteers, and classroom teaching improvement. Currently, CI UNESA has applied for and completed a project for the construction of an online course sponsored by Hanban, the National Office for Teaching Chinese as a Foreign Language.

4.3.4 WT Strategy - Defensive Strategy: Utilising Disadvantages to Mitigate Threats

4.3.4.1 Enhancing Students' Motivation for Learning Chinese and Creating a Favourable Learning Environment

Students' motivation for learning directly affects their learning outcomes, which, in turn, impact classroom educational achievements. Therefore, to address the issues of students having unclear goals, weak desires, passive attitudes, and insufficient initiative, here are several strengthening recommendations:

Firstly, creating a favourable learning environment and enhance students' intrinsic motivation. The learning environment encompasses the campus environment and the CI teaching environment. The campus environment can be improved through initiatives such as campus broadcasts, library resources, and Chinese language corners. For example, designating a specific day of the week as Chinese Language Broadcast Day, where students from the CI take turns preparing content for the broadcast, and playing Chinese songs throughout the day. Additionally, the school library can have a dedicated section for Chinese language books. Chinese language corner activities should be encouraged, where students engage in themed conversations, songs, and performances to promote interaction. By allowing students to constantly experience the presence of the Chinese language beyond the CI, not only can the visibility of the Chinese department within the school be expanded, but it can also enhance the sense of pride among Chinese language learners. Concerning the classroom environment, attention

should be given to the learning atmosphere and classroom layout. The teacher plays a key role in creating a pleasant and relaxed learning environment during class, reducing stress, and fostering students' cultural and emotional development. Regarding classroom layout, CI UNESA has done well in this aspect. In 2018, CI UNESA underwent internal renovations, adopting an overall Chinese-style decoration with a Chinese cultural wall. These efforts aim to provide students with more immersive experiences of Chinese culture when they come to the CI.



Figure 4.10 CI UNESA's lobby

(Source: UNESA's official WeChat public account.)



Figure 4.11 CI UNESA's director Xiao

(Source: UNESA's official WeChat public account.)

Secondly, fostering students' interest in learning. As Piaget said, "Intellectual work depends on interest; only under the dominion of needs and interest can the effectiveness of learning be maximised (Pi, 1981). "Cultivating students' interest in learning can be seen as a crucial method to strengthen their intrinsic motivation. Teachers can understand the learning atmosphere and class dynamics, observe students' learning and personality traits, and engage in heart-to-heart conversations with students to grasp the class situation. By understanding the recent hot topics that students are interested in, teachers can relate those hot topics to the classroom, thus igniting students' interest in learning. For example, paying attention to popular variety shows, TV dramas, Indonesian social news, trendy foods, games, latest songs, celebrities, and other elements that students are currently interested in. Teachers can also explore and compare cultural differences and interesting aspects between China and Indonesia, linking familiar Indonesian culture with Chinese culture in teaching. This approach can stimulate students' interest in learning, enhance their sense of national pride and engagement, and effectively improve their learning retention.

Thirdly, foster achievement motivation and set achievement goals. According to the questionnaire results, it is found that students prefer teaching methods that focus on lecturing. Therefore, it is recommended that teachers design various teaching activities during class to stimulate students' achievement motivation. On the one hand, assigning tasks that require whole-class cooperation and collective completion can enhance students' self-efficacy and cohesion within the class. By incorporating interesting activities and striving for goals, students will engage more earnestly in learning Chinese. On the other hand, there are students who enjoy participating in activity-based competitions. They often show increased dedication and a desire to participate in every activity after experiencing success once, as they strive to achieve more accomplishments and recognition. Therefore, it is advised for the Chinese department and the Confucius Institute to plan and organise more activities, providing opportunities for students to showcase their abilities and skills. It is essential to acknowledge and affirm their achievements, thereby stimulating their motivation to excel.

4.3.4.2 Improving Chinese Activity Organisation

Regarding activity organisation, several recommendations should be followed. Firstly, it is important to avoid having only local Indonesian teachers handle the activities. Ensuring the participation of Chinese teachers, especially in terms of Chinese language skill training, can greatly enhance training efficiency and correct students' pronunciation and writing errors. Secondly, it is crucial to control the duration of activities and allocate time based on the size and difficulty of each project. Proper time management is essential to ensure smooth execution and avoid any time constraints or rushed preparations. Thirdly, clear division of tasks should be established to prevent duplication of work, ensure comprehensive resource coverage, and facilitate effective communication among team members. Considering the tendency of Indonesian students to be somewhat lackadaisical and potentially exhibiting behaviours such as not rehearsing or not completing assigned tasks, both the classroom and teachers should give sufficient attention to address these issues. To begin with, when selecting students, the focus should not only be on their Chinese language proficiency but also on their attitude towards participating, their learning approach, and their sense of responsibility. Furthermore, prior to training, responsible teachers should have discussions with selected students, providing an introduction to the competition details, specific rules, and establishing training methods and schedules. Clear guidelines should be established in advance. Lastly, it is important not to put too much pressure on students. They should be encouraged to learn in a relaxed atmosphere, emphasising that the effort put for this what matters most, with the focus being on the learning process rather than solely the outcome.

4.4 Conclusion

This study is based on the SWOT analysis and applies the SWOT model to investigate and research two representative national universities and CI in Indonesia,

considering the international situation. By conducting surveys and interviews with PSPBM UNJ and PSPBM UNESA, two different types of higher education institutions, the study analyses and summarises the strengths, weaknesses, opportunities, and threats in their teaching and development, and finally proposes optimisation strategies.

Universiti Malaya

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The research analysis yields the following conclusions: First, the internal development strengths of PSPBM UNJ and PSPBM UNESA include: 1. Excellent educational conditions, 2. High-quality teaching staff resources, 3. Support from higher authorities. The internal weaknesses are: 1. Insufficient curriculum offerings, 2. Inadequate teacher allocation, 3. Incomplete selection of teaching materials, 4. Insufficient teaching proficiency, 5. Lack of student motivation, 6. Insufficient extracurricular activities. External opportunities include: 1. Public brand trust, 2. Interactions between institutions. External threats include: 1. Difficulties in controlling the quality of students, 2. Issues with management models, 3. Impact of the pandemic on Chinese education.

Second, the development of the Chinese departments in Indonesian national universities and CI can be improved in four aspects: S-O growth strategy, W-O turnaround strategy, S-T multiple operation strategies, and W-T defensive strategy. This includes the following 11 aspects: 1. Building school and Confucius Institute brand advantages, 2. Expanding the Indonesian education market through civil organisations, 3. optimising curriculum offerings, 4. optimising the teacher structure, 5. Researching localised teaching materials, 6. Conducting regular teacher training, 7. Utilising institutional advantages to improve enrollment systems, 8. Establishing well-defined management systems, 9. Exploring online teaching models for Confucius Institutes, 10. Enhancing student motivation for learning, 11. Improving the organisation of Chinese language activities.

The above is a comparative study of the development strategies of PSPBM UNJ and PSPBM UNESA based on the SWOT analysis method. Due to the limited

theoretical knowledge and internship experience, the research scope is also limited to the CI UNESA. The conclusions drawn may have shortcomings, especially considering the changes in the development of Chinese departments in Indonesian national universities since the establishment of the China International Chinese Language Education Foundation and the renaming of Hanban Confucius Institute Headquarters in June 2020. Further investigation and research are needed. The survey was conducted among students of the two national universities' Chinese departments and CI, and the data may not fully reflect the views and attitudes in Chinese language learning nationwide, which is a limitation of this study. Constructive criticism is welcome. In the future, the researcher will continue to learn theoretical knowledge and engage in more Chinese language teaching practices. While incorporating theoretical knowledge, practical experience, and attention to the international situation of Chinese education, efforts will be made to improve this paper. It is hoped that more Chinese language professional organisations can pay attention to the reform and development of PSPBM and CI. Lastly, it is hoped that this research can provide reference and assistance for the teaching work of Chinese departments in national universities and Confucius Institutes, and contribute to the discussion on the development models of these, offering ideas for the construction and development of CI worldwide.

5.2 Thinking and Strategy of Based on "One Belt, One Road" Background in Indonesia's Chinese Language Education Development in the Post-Pandemic Era

The global COVID-19 pandemic is severely impacting human life and safety, global economic integration, as well as normal interactions and exchanges between countries. It has also created numerous obstacles for overseas Chinese language education. The pandemic poses significant challenges to overseas Chinese language education, such as how to effectively expand online international Chinese language education, especially in developing suitable remote online teaching models under the COVID-19 situation, how to develop scientifically sound and appropriate Chinese language teaching materials, and how to conduct teaching work for foreign Chinese language teachers. These issues require further exploration and resolution.

The researcher suggests developing remote online international Chinese language education models suitable for the COVID-19 situation. The COVID-19 pandemic has compelled a shift to online Chinese language education. This "forced behaviour" will continue for a considerable period of time with the normalisation of COVID-19 epidemic prevention and control measures and the development of information technology. Online Chinese language education with an integration of teaching and administrative aspects is the development direction. First, it is essential to enhance the effectiveness of online teaching. This includes updating educational concepts, improving internet infrastructure, developing dedicated software and hardware suitable for teaching purposes, consolidating and integrating educational resources, improving teachers' online teaching skills, and giving importance to the analysis and utilisation of students' learning data to achieve personalised instruction. In Indonesia, there is a time difference between Chinese language learners and China, so it is important to manage the timing of online courses. The advantage of online Chinese language education lies in its ability to

create flipped classrooms more conveniently, utilise multimedia technology, and reduce certain educational costs. The weakness of online Chinese language education lies in the interactive nature of language learning, requiring physical participation and situational engagement. Therefore, it is crucial to develop remote online international Chinese language education models suitable for the COVID-19 situation, enhance the advantages of online teaching, and ensure smooth network courses and interactions.

5.3 “One Belt, One Road” Strategy for Promoting Sustainable Development of Chinese Education in Southeast Asia

With the rise of China's economy and its leading role in the world economy, countries along the Belt and Road Initiative (BRI) have shown unprecedented attention to Chinese language education and Chinese cultural education. Examples include Chinese language education targeting Chinese diaspora integrated into mainstream education systems in countries like Malaysia, Singapore, Indonesia, and the Philippines, as well as Chinese language teaching primarily for non-Chinese learners. From the perspective of different views on ethnic cultural heritage and national development strategies, this paper considers the Chinese language courses offered in the national education systems of Southeast Asian countries or the establishment of Chinese language departments as teaching Chinese as a foreign language. Therefore, this type of education is referred to as "Chinese language teaching."

In addition, as of the end of 2018, China had established 37 Confucius Institutes and 35 Confucius Classrooms in Southeast Asia. These developments have facilitated new intersections and integration between overseas Chinese language education, Chinese language teaching, and Chinese international education. Overall, China's promotion of

Chinese international education and the "Chinese language teaching" conducted by Southeast Asian countries are important components of the Belt and Road Initiative. The essence of overseas Chinese language education lies in the conscious transmission of ethnic cultural heritage and the strengthening of ethnic identity among overseas Chinese communities. Today, overseas Chinese language education remains a complex entity that is intertwined with international relations, ethnic issues, and the political landscape of host countries (Wang, 2017). The BRI promotes the sustainable development of Chinese language education in Southeast Asia, while overseas Chinese language education under the BRI will contribute to global and regional economic integration.

Universiti Malaysia

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