

Revitalization of Indonesian Navy Language School to Improve the Foreign Language Competence Supporting the Naval Defense Diplomacy

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Abstract – To result the foreign language competence for Indonesian Navy personnel, the education system in the Language School should be revitalized. The researcher found several problems causing the education process in the Language School not optimal in resulting the qualified graduates. They are lack of education programs, human resources management, education facilities, and cooperation with the other institutions. The research used qualitative method showing the phenomenon in the Language School, then compared to The Language Training and Education Center of Indonesian Defense Ministry and Australian Defence International Training Centre. To result the qualified graduates' competence as expected, it can revitalize the education system of the Language School by using strategies to increase the human resources management of foreign languages instructors by increasing numbers of lecturers, enhancing the instructors' ability and providing more welfare, upgrading the supporting education facilities by improving the quality of language laboratories, enhancing the library and procuring the guidebooks, improving the intensity of education programs by adding more foreign languages programs, and conducting more cooperations with the other language schools or education institutions. By revitalizing the education system, the Language School will be able to result the qualified graduates' competence for foreign languages, so the fulfillment of highly-skilled Navy personnel can be manifested in order to support the diplomacy mission

Keywords – Education Programs, Human Resources, Facilities, Cooperation, Personne.

I. BACKGROUND

Facing the challenging duty in the diplomacy mission of the Naval Defense, the personnel of Indonesian Navy should be demanded to master the foreign languages to increase their communicative competence. Sebasa (*Sekolah Bahasa*/Language School) as the only language school in Indonesian Navy has the main duty to increase the foreign languages competences for Indonesian Navy personnel. As an organization under Indonesian Navy Training, Education and Doctrine Development Command. The Language School has initiated the foreign languages courses since 2013. However, until now, the Language School has not coped the level of foreign languages competence that should be mastered by the personnel of Indonesian Navy.

There are some cases showing the importance of mastering foreign languages for communication in diplomacy. The first one was when the Vietnam flag ship crashed the Indonesian Navy Warship 341 on purpose, an Indonesian Navy Warship 's crew tried to repel the Vietnam ship with the swearing words in local language (Javanese). It should not be done if the crew can master the language understood by the foreign ship. He could use English as international language or it's better if he used the Vietnamese spoken by the ship's crew.

The other event was the effort of Indonesian Navy personnel to repel the China Coast Guard Ships around 130 miles northern Natuna. Indonesian Navy Warship Tjiptadi 381 and Teuku Umar 385 tried to dispel two China Coast Guard ships and a fishing boat on Indonesia's Exclusive Economic Zone. The interesting thing was when the communication officer of Indonesian Navy Warship 381 communicated with the China Coast Guard ship's crews and asked them to leave Indonesian waters, one of the crew used Indonesian language to answer. It shows that Chinese personnel has already learned Indonesia first used for diplomacy, so Indonesian Navy personnel need to master foreign languages.

The third case was the lack of foreign language competence for Peacekeeping Task Force, not only English but also French, Arabic, Mandarin and so on. The international languages, particularly English, must be understood since all kinds of communication and tasking orders in United Nations Mission uses English. However, in the real situation the foreign language competence is ignored for some interests that must be accommodated during the selection. It certainly makes the wide cliff barrier that will hinder the manifestation of United Nations mandate. It often causes some critics when the personnel that are posted in the important and strategic positions cannot communicate in English fluently and clearly.

Knowing several facts happened, the Language School is expected to develop the working unit by creating the required condition to increase the foreign languages competences for Indonesian Navy personnel, it will be able to support the diplomacy mission of Naval Defense in the future. As one of the factors supporting the diplomacy of the Naval Defense, the capability of using foreign language is an absolute need for the personnel of Indonesian Navy, since without communicative competence cannot create the effective and efficient diplomacy.

Currently the Language School is facing several problems related the existing conditions, in correlation directly with the education programs intensity, the human resources or instructors and the education staff, the education facilities, and the structured education cooperation with the other institutions, among services, nationally and internationally. Therefore, the writer attempts to formulate some efforts that can be used to develop the Language School, so it is expected to be able to optimize its significant role to upgrade the language foreign competence for Indonesia Navy personnel in order to support the strategic diplomacy mission of the Naval Defense; as well, it creates the diplomatic understanding among countries in the world.

II. MATERIAL AND METHOD

In this research, the writer used the type of qualitative research that the data can be taken directly from the Language School related to the management of the development strategy. Meghan Cope (2016) defines that:

“qualitative data are taking more diverse forms, well beyond the classical text-based transcribed interviews, oral histories, archives, or diaries (though these are all still very important sources), into visual data (photos, video, maps, sketches); sources resulting from participatory engagement with community partners (collaborative maps, exhibits, activism); and varied creative techniques such as walk-along interviews, artwork, theatrical productions, photo-voice, self-directed video, vernacular mapping, material culture analysis, and other methods that foster less hierarchical interaction with participants..”

The researcher tried to explain and analyze the data related to the Language School by collecting the archives, pictures, photographs, videos, charts, organizational structures, conducted activities, interactions and interviews with the teachers and staff of the Language School.

This research uses descriptive approach: the researcher tries to describe the attitude of a current phenomenon, event or occurrence. By using descriptive research, the researcher focuses on the actual problems when the research takes place. The researcher attempts to describe the phenomenon and occurrence that become the focus without giving special treatment towards the phenomenon.

Susan Stainback (in Sugiyono, 2018) states that:

“data analysis is critical to the qualitative research process. It is for ecognition, study, and inderstanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated”.

The data analysis is the effort to find and arrange the data that have been obtained systematically to improve the understanding of the researcher about the research problem and presents it as an invention for the other people. The first step is data reduction.

There are a lot of data obtained from the Language School, so they need to be written accurately and thoroughly. Since they are complex and complicated, the data analysis is required by reducing the data.

The second step is data display. The data that have been gained in the Language School are displayed in detailed explanation. It also displays data readiness using descriptive texts, so it can be understood easily.

The last step is taking conclusion from the data that have been processed, in order to get the answers from concernment that have been presented in the background.

The process of data collection is initiated by the problem identification and formulation as well as the research objectives that have been presented before. This data collection is done by document and literature review (secondary data) as well as observation on the field and interview. The instruments used in the research are interview, observation, references or recordings as device to record the data from the archives or library books related to the research object in the Language School.

To obtain and accumulate the objective data, this research uses the data collecting technique as follows:

2.1. Interview

Mears (2017) defines an interview as follows:

‘learn what another person knows about a topic, to discover and record what that person has experienced, what he or she thinks or feels about it, and what significance or meaning it might have’.

The data collection uses question-answer method while discussing between the questioner and the respondents about impression, ideas, concept, sense and insight. The interviews are conducted with the instructors and the education staff in The Language School

Meanwhile about the interview according to Esterberg (in Sugiyono, 2018), he states that: adalah “a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic”.

So, the interview is produced together by the researcher and the members. The members consist of participants having good knowledge and social sense as important part of discussion process expressing the meanings that are subjective. The interviewer joins in hearing, presenting, motivating, objecting, deviating, starting, responding and concluding as an integrated part of respondents in the Language School

2.2. Observation

Pitts, Anderson, & Haney (2018) states that “ classroom observation research across two decades illustrates how most school environments remain deprived of conditions that foster opportunities for creative growth.”

The observations are conducted as sighting and record systematically the overview of liveliness, conducts, doings, dialogues, interaction among individuals, organization or society. The recording and observations are conducted in the effort of finding the data in the Language School.

2.3 Documentation

According to Sugiyono (2015), documentation is “a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research.

Documentation includes written materials from organizational, clinical and program records, social media postings off all kinds; memoranda and correspondence; official publications and reports; personal diaries, letter, artistic works, photographs and memorabilia; and written responses to open-ended surveys”. It is in notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meeting, and some photos in the Language School.

III. RESULTS AND DISCUSSION

From the explanation in the Introduction above, there are two research questions as follows:

- How is the development of the education system in the Language School viewed from education program intensity, human resources, education facilities and cooperation with the other institutions in order to improve the foreign language competence for Indonesian Navy personnel?
- What are the efforts of developing the education system in the Language School in improving the foreign language competence for Indonesian Navy personnel in order to support Naval Diplomacy?

In this research, it is found that the development of education system in the Language School has not been supported by the ideal education program intensity, human resources, education facilities and cooperation with the other institutions in order to result the Indonesian Navy personnel having foreign language competence in supporting the task of Naval Defense Diplomacy, as a part of Military Operation Other Than War (MOOTW). However, the development of education system in the Language School influences on the foreign language competence for Indonesian Navy personnel in order to support the Naval Defense Diplomacy.

The results of the research are as follows:

3.1. Education Program Intensity

Compared with the Indonesian Navy Education Planning 2014 that the Language School has four education programs per fiscal year but it currently conducts only two education programs, i.e. Intensive English Course and Intensive Foreign Language Course other than English, such as Arabic and Mandarin. The intensive English Course conducted by the Language School is only in the elementary level with requirements as follows: participants consisting officers, non-commissioned officers, privates and state civilian officials,; three-month length of course, thirty students seats, good health and work performance, no pregnant for women and messing.

The Intensive Foreign Language Course other than English conducted by the Language School, such as Arabic and Mandarin, is also in the elementary level with the same requirements as follows: participants consisting officers, non-commissioned officers, privates and state civilian officials, three-month- length of course, twenty-student-seats, good health and work performance, no pregnant for women, and messing available.

With the condition that the Language School only conducts two courses per year, it isn't academically able to increase the foreign language competence for Indonesian Navy personnel, except for those who have the ability and talent above the average. The Language School needs to implement the precise situation and need analysis to improve the foreign language competence for Indonesian Navy personnel, so it can result the outcomes with the satisfactory standard and fulfill the organization needs.

To result the outcome competence, it requires the condition that can encourage the Indonesian Navy personnel to master the foreign languages. It can be adding more education programs or courses to upgrade the foreign language competence.

The Language Training and Education Center of Indonesian Defense Ministry (*Pusat Pendidikan dan Latihan Bahasa Kementerian Pertahanan/Pusdiklat Bahasa Kemhan*) itself is a top institution teaching foreign languages in Ministry of Defense and Indonesian Defense Force that can be considered as comparison study. It got accreditation A with eight Intensive Foreign Language Courses: English, Japanese, Germany, Russian, Mandarin, Korean, Arabic and French from National Accreditation Agency for Non Formal Education, Ministry of Education and Culture. There are seventeen education programs with the duration three to six months per education program.

As the other comparison study, Defence International Training Centre (DITC) in Australia is a role model for the language schools in Southeast Asia. It conducts twenty-two education programs with the duration about three to five months per education program.

By comparing the education programs in The Language Training and Education Center of Indonesian Defense Ministry and Australian Defence International Training Centre, it requires the efforts related to the Language School's needs by adding the Intensive English Course for Intermediate Level, the Intensive English Course for Preparing Indonesian Navy Command and Staff College, Intensive English Course for Requirement of General Development Education. In real condition, it needs to be synchronized between the Language School executing language education programs and Indonesian Navy Education Service supervising the education programs.

The courses that are supposed to conduct as follows:

3.1.1 Intensive English Course for Intermediate Level

Intensive English Course for Level Elementary has been conducted routinely and annually, as a step for familiarizing daily English for Indonesian Navy personnel. Habituating English can be done by using the total immersion method that makes the learning environment into the actual situation. In elementary level, all students use English to communicate with the other students and instructors.

To be a language school in the national or international level, it is not just Intensive English Course for elementary level, but also adding an education program for intermediate level. By adding the course, it is expected to create a situation enabling the improvement of foreign language competence for Indonesian Navy personnel that can be beneficial for their duties in the future.

Indonesian Navy should pay highly attention to foreign languages for improving the personnel capability by conducting Intensive English Course for three months annually. Besides motivating the Indonesian Navy personnel to improve the English communication, it can be a medium to support Sebasa on the road to World Class Language School.

3.1.2. Intensive English Course for Preparing Indonesian Navy Command and Staff College

In conducting selection for Regular Education Program of Command and Staff College, there are several tests including English conducted in the language laboratory and attended by Middle Rank Officer (Lieutenant Commander/Major). English test is one of the requirements that aims to relate the English capability and knowledge of students in the curriculum program with the situation and needs in Indonesian Navy environment. The Intensive English Course is currently attended by the personnel who are just interested and have no sufficient basic knowledge or still in the elementary level. For the students attending the course, it is expected to improve their English and accustomed to join the English test, particularly American English Language Course Placement Test (ALCPT) that becomes the main material for the test.

The course is expected to be attended by most middle-rank officers (lieutenant commander/major) during the length of course three months and held in the Language School. The course aims to support the improvement of English capability for the major rank officers, since there is no special training for them in preparing the English test as a part of the selection.

The course materials emphasize the listening and reading skills supported by speaking and writing skills by still paying attention to grammar and enriching vocabulary. The course is guided by instructors from the Language School as well as can invite the teachers from other units or institutions to provide the enlightenment and different situation from the other perspectives. The course participants are prepared to be ready for joining the selection that is tough and competitive. The students will get the positive impact in improving their English capability. They are expected to pass the test and get high score to improve their English capability.

3.1.3. Intensive English Course for Requirement of General Development Education

The General Development Education is a routine program in Indonesian Navy conducted annually. It is expected that the students must join the Intensive English Course first before joining the General Development Education program and able to pass the English test easily. By conducting the course, it will attract the Indonesian Navy personnel to join the Intensive English Course, so the Language School can function optimally.

3.2. Human Resources

Based on the personnel list, the number of the total personnel in the Language School should be twenty one personnel, but, in fact there are only eight personnel occupying the jobs, consisting of four officers and four non-commissioned officers. From eight personnel, there are seven personnel that can be the English instructors and only one person is as just an education staff.

For teaching Intensive English Course, it can not be handled only by the internal English instructors in the Language School, but also the other teachers from the other units, such as Indonesian Naval Academy, Indonesian Navy Second Fleet Training Command, and Indonesian Navy Technology College. As well, there are no foreign languages instructors other than English in the Language School, such as Arabic and Mandarin, so they need some other guest instructors from the other service or other institutions.

To achieve the ideal condition of human resources in the Language School, it should conduct several steps as follows:

3.2.1. Occupying the Job Vacancy for Instructors

The only seven permanent teachers or instructors in the Language School are not ideal quantities, since some instructors got retired. It gives more difficulty to occupy the job vacancy for instructors.

In the Language Training and Education Center of Indonesian Defense Ministry, it has twenty English permanent instructors and eight other foreign language permanent instructors. The vacancy of instructor job is rarely happened, since tour of duty or area is not so intensive. A language officer with the Ensign or Second Lieutenant rank can work until Captain or Colonel rank in the unit since the first time posted. There is no other unit more suitable for the education background of the officer except in the unit. With the military education and training that must be done by the military instructors, the unit has no problem with the instructor vacancy, since the number of personnel can overcome it.

Defence International Training Centre (DITC) always fills the job, if there is job vacancy for instructors. DITC under Joint Training – Department of Defence Australia pays more attention to filling the instructors position that has a significant role in succeeding the work in the unit. There are fifteen instructors and occupied by language officers or civilian staff contracted during a certain periods of time. The philosophy of “Friendship through Mutual Understanding” attached to the school becomes a guidance for Commandant and Staff of DITC. If the school doesn’t fill the job vacancy for teachers, the curriculum that has been made cannot run properly. Evaluation or quality control is done by the students and staff a week before an education program closed. The gained suggestion input can be a reference to conduct the next education program.

The Language School should have the proportional permanent teachers in order to achieve the education objectives established by the Headquarters. It requires at least twenty-two permanent instructors consisting thirteen English teachers and nine other foreign language teachers for the next period of time. The instructors of foreign languages other than English can be French, Mandarin, Japan and Arabic. It is based on the number of Intensive English Course that will be programmed about four courses as well as Intensive Foreign Language Course other than English with the time duration for three to four months.

3.2.2. Professional Development

Professional development is required by the instructors since language is a science that changes from time to time, so it needs adjustment with the current methods and materials. With the professional development, the instructor’s capability can be maintained and even upgraded.

The Language Training and Education Center of Indonesian Defense Ministry itself is benefited with the priority of professional development for the instructors. The instructors are given a lot of opportunity to join the general development education more freely. It is considered fair, since there are many intensive courses for the qualified instructors who are able to keep up with the language development.

Australian Defence International Training Centre applies the professional programs in annual agenda periodically. The instructors is supposed to take short courses, seminars, workshops or general education, such as Master and Doctorate in order to upgrade their teaching capability. Many scholarships are offered and prioritized to the officers and staff, so they have more opportunities to implement the professional development based on their specialization. There are fifteen instructors, all of them have Master Degree and some of them titled Doctor. The instructors take turn to join seminars of Teaching English as a Foreign Language (TEFL). It conducts peer review monthly to support the professional development internally. Peer review is a medium for the instructors to share knowledge among the fellow colleagues by discussing many topics as planned before.

Based on the final data, the Language School has never conducted peer review. The instructors join the professional development program because of being invited, not as part of the work program. The unit is expected to be able to arrange the professional development program for the instructors to maintain its quality and level itself. It can assign the instructors to take the scholarship overseas programs, courses or seminars regularly. With all jobs filled, vacancy for one or two instructors are not matter.

3.2.3. Appreciation

In the globalization era, professionalism is a requirement for carrying out a job. Without professionalism, all kinds of jobs can not be done effectively and efficiently. Therefore, as a mutual consequence, the instructors are given rewards or appreciation for

professionalism shown in their work. It has further discussion about the instructor's well-being: honorarium, official houses, official cars or transportation and rank promotion.

In the Language Training and Education Center of Indonesian Defense Ministry, rewards provided besides the teaching honorarium with the index above the standard for regular education center, as well given more priority for overseas education or task force in peacekeeping operation than the instructors in the other units. The slots for interpreter in peacekeeping and Indonesian Seconded Officer (ISO) in DITC Australia are prioritized for the instructors in the Language Training and Education Center. Advanced instructor courses are also prioritized for them. Besides the certification level of the language unit has national scale, they are also rewards for the instructors to be able to improve their professionalism.

Australian Defence International Training Centre pays costly to recruit the instructors fulfilling the requirements to be eligible for teaching in the institution. If the instructors are military personnel, the gained salary can be used to support their family's life in the middle level above, and a month leave in the year with the time of leave determined by the related person. It is also for civilian staff who gain the salary based on the contract and chance of going overseas for duty or holiday. All of them are given to the instructors for their dedication of transferring their knowledge.

The Language School should provide compensation for English and other foreign language instructors that are same as obtained in Language Training and Education Center. Furthermore, all instructors get opportunity assigned in overseas, such as peacekeeping operation and military staff. By having a lot of instructors, they can take turn joining overseas education, such as basic instructor courses: Methodology of English Language Teaching (MELT) in Australia as well as Basic American English Language Course (BALIC) in United States of America (USA). After that, they can join the advanced instructor courses, such as American English Language Instructor Course (AELIC) in USA and English Teaching Development Course (ETDC) in Australia.

3.3. Education Facility

Currently, the Language School has only four classes in conducting the Intensive English Course and the Intensive Foreign Language Course other than English. Intensive English Course has a class with capacity of fifteen seats equipped with personal computer, projector and screen as instructional tools. Meanwhile, there are two classes of Arabic Course and Mandarin Course equipped with the same things as Intensive English Course does. There is a unit of cassette tape language laboratory changed into an integrated class. In addition, there are two multimedia language laboratories, consisting of fourty units and twenty units still in good condition. There is also a special room for break-time activities in good condition.

The Language School has rooms for Commandant and staff, as well as a small room for staff of language laboratory combined with a small library for students reading books and magazines but they are not allowed to borrow them. All books and materials are kept in a bookcase sized 1.5 m x 1.5 m. For learning and teaching process, Wireless Fidelity (Wi-Fi) is available but weak and slow signal. Besides, there is Local Area Network (LAN) for computers and laptops. In searching the data using the Internet for completing the assignment as well as daily activities, students and staff use their own gadgets, such as modems and mobile phones that can be used for browsing the Internet in their own laptops. If there is an instructor requiring the Internet network during teaching, he/she can use data cable (LAN).

The other facility, such as messing, is also available, even though it is combined with the other education programs with one room for two students. There is a small room with steep upper section of roof (Javanese: joglo) that can be used as outdoor class for teaching the students, if they are bored studying inside the class. The integrated class is also facilitated with Smart TV or Smart Board, but there are no newspapers and magazines. There are no supporting tools, such as computers and printers, to help the students finish their homework and assignments.

However, the Language School still needs to upgrade three aspects: class, library and accommodation, that are explained as follows:

3.3.1. Classes

In the current condition, the Language School only conducts Intensive English Course and Intensive Foreign Language Course other than English, Arabic/Mandarin. It means that the Language School just requires two classes. Nevertheless, with the higher intensity related to the establishment of the Language School as the center of gravity for the foreign language development agency

in Indonesian Navy, it is a demand for the Language School to add more classes and complete them with the adequate instructional tools.

The Language Training and Education Center of Indonesian Defense Ministry can be used as a parameter by observing the education facilities owned until now. Slightly different with DITC, The Language Training and Education Center opens Intensive Foreign Language Courses for eight languages: English, Japanese, Germany, Russian, Mandarin, Korean, Arabic and French. The number of classes are twenty-two units, ten classes for Intensive English Course, eight classes for Intensive Foreign Language Course other than English and four classes for Intensive Indonesian Course.

If compared with the other language schools that are more modern, such as the Defense International Training Center under Vice Chief of Joint Staff-Joint Training, Australia or the Language Training and Education Center under Ministry of Defense, Indonesia, there are some comparisons that can be found. DITC can be used as a standard of comparison in the discussion. DITC is a language education center conducting a lot of short courses or training for English learners to improve their capability. DITC has ten classes with capacity twenty seats per class. Every class is provided with whiteboard, smart-board, Personal Computer (PC), Digital Video Disc (DVD) player, visual projector, portable chairs and tables.

The Language School should add more classes for the professionalism demands and urgent needs. Ideally, the number of classes that are required and ready to operate are four classes for Intensive English Course and two classes for Intensive Foreign Language Course other than English. The instructional tools such as whiteboard, personal computer and projector should be available in each class and ready to operate in every program conducted. It demands the readiness of the staff, particularly during the courses. The readiness for laboratory should be maintained.

3.3.2. Library

The library owned by the Language School needs to be optimized. The libraries in many language schools or other education centers are supporting facilities for the student learning. The current existing facilities should be optimized in order to achieve the established education objectives.

As a domestic comparison, the Language Training and Education Center of Indonesian Defense Ministry has Learning Center (LC) functioned as a library. LC provides tens of books as well as video and audio materials for students to support the teaching-learning process and fill the free time to explore more knowledge.

Referred to the Australian Defense International Training Center, the library or known as Information Resources Center (IRC) has hundreds of books, course books, materials, Compact Disc (CD)s and Digital Video Disc (DVD)s to help the students explore their knowledge. There are some librarians who make the borrowing and monitoring system much easier.

The Language School requires a librarian, tens of materials (books related to the foreign language learning) placed in two big-sized bookcases and ten units of Personal Computers connected to the Internet to support the assignment given by the instructors.

3.3.3. Accommodation

Accommodation or messing or is one of education facilities that is important for students' learning. It can be said as an alternative class for students to study intensively.

As the first parameter, the Language Training and Education Center of Indonesian Defense Ministry has the adequate messing facilities, It is proven with the existing completeness in the mess. Each room is completed with television, refrigerator, air conditioner and bathroom. Each room is placed by one or two students. There is also free cleaning service by the employees or staff in charge of cleaning the rooms every day.

As the second parameter, the Australian Defense International Training Center has good messing or blocks with each room facilitated with Personal Computer connected to Internet, single-bed, wardrobe and whiteboard. Each block is facilitated with a wireless printer, so the students can print the products directly from their rooms or even from their classes. In addition, each block is provided with unlimited paper based on students' need. Television and Digital Video Disc player are available in each block. There is also free cleaning service for rooms and blocks by DITC's staff under the supervision of general affairs in the structural organization.

Referred to the data above, The Language School should have messing with each room capacity for one or two students. Each room is facilitated with television, refrigerator, air conditioner and Personal Computer (PC). Wireless printer can be placed in the mess lobby with the ideal number two or three units. The messing itself is completed with furniture to support the students' learning with the availability of sofa and tables in the lobby as well as big-sized television connected to the TV cable facilities providing the news channel in foreign languages, such as British Broadcasting Corporation (BBC), Cable News Network (CNN), France News or Australia Today. It is also important to have newspaper subscription, such as Jakarta Post or Rider's Digest three copies per day.

3.4. Education Cooperation

The Language School has established some cooperations with Arab and Islam Science Knowledge Institution (LIPIA/Lembaga Ilmu Pengetahuan Islam dan Arab), Education Cente Al Falah, State Islam University (UIN/Universitas Islam Indonesia), and Language House (Rumah Bahasa). The Language School only proposes the letters to the agencies or institutions. Sebas also cooperates with Pusdiklat Bahasa Kemhan and Seskoal by assigning Australian Language Advisors to teach in The Language School, eventhough only by video conference. The cooperations have been conducted for several years, but they are not actuated in the legal documents or Memorandum of Understanding (MOU).

In the globalization era, there is no organization that can stand alone and run the business core of the organization independently or without the others' aids. All organizations in the world needs the others' help to achieve their goals or interests. The Language School can conduct such cooperation as follows:

3.4.1. Bilateral Cooperation

The Australian Defense International Training Center has already established bilateral and multilateral cooperation with the counterparts or the other language schools, domestically and internationally, with the civilian and military institutions. For instance, *International Policy Division* of DITC cooperates with Melbourne University to assign nonlocal staff to study master programs in *Applied Linguistics*. The non-local instructors (Seconded Officer) posted as staff of DITC study Master Degree in Melbourne University under the Defense Cooperation Scholarship Program (DCSP).

Meanwhile, DITC has the bilateral cooperation with the fellow military language school, such as The Language Training and Education Center, Indonesian Ministry of Defense. By cooperating bilaterally, DITC assign a language officer ranked Captain or major once in two years in The Language Training and Education Center to be Defense Cooperation Education Officer (DCEO) as the facilitator between the two institutions. As further information, the representative of DITC or The Language Training and Education Center is assigned in both institutions once in two years. DCEO assigned in The Language Training and Education Center as well as Indonesian Seconded Officer (ISO) assigned in DITC are programmed to work in each institution with the changeover of personnel every two years. The sequence of officer appointed as ISO is Air Force, Army and Navy with rank of Captain or Major. Meanwhile from DITC, Australian Army officer is always assigned to The Language Training and Education Center as DCEO with the time period of two to three years.

The Language Training and Education Center has bilateral cooperation Halim Language School of Indonesian Air-Force. One factor supporting the cooperation is the reachable distance to Halim Language School only an hour. By having easy access, there is no problem for The Language Training and Education Center or the other institutions to support their main duties each other. Indonesian Navy Language School had already conducted the Intensive English Course of Ministry for Eastern Region of Defense Ministry before, but it was not in the format of bilateral cooperation. It only used the Language School's place to conduct the Intensive English Course without the exchange of instructors or the lesson materials.

As the ideal achievement, the Language School should have cooperation with The Language Training and Education Center for domestic relationship and the other foreign institutions, such as DITC Australia or DLIELC (Defense Language Institute - English Language Center) United States of America. It aims to achieve Transfer of Knowledge and Transfer of Technology, so it can improve the instructor's language level and teaching skill. the Language School can also conduct the cooperation with the other domestic universities, such as State University of Surabaya (Unesa), University of Airlangga (Unair) or Institute of Technology Surabaya (ITS). The three universities have the Language Center to help students increase their English capability based on their needs in the level of university.

3.4.2. Updated Materials

The Australian Defense International Training Center has good bilateral and multilateral cooperation to renew the language materials. The dynamic change is one of the factors that makes language always changeable, such as methods, curricula or pedagogies, so it requires updating to the existing materials. By cooperating with some universities in Australia having the research-based education system, DITC is able to upgrade the methods, curricula or pedagogies of learning English, so it is able to be a role model for the language schools in Asia Pacific regions,

The Language Training and Education Center of Indonesian Defense Ministry has already done the same thing by cooperating with DITC, so the materials can be updated and transfer of knowledge can run well by being supported by Defense Cooperation Education Officer (DCEO).

the Language School is expected to have cooperation with the colleges majoring in foreign language literature and education to adopt the methods, curricula and pedagogies. The colleges, such as Unesa and Unair can be good choices, because they have major in foreign language literature and education as well as the distance factor that is still in the same city makes the time and budget effectiveness. By establishing the cooperation with the foreign counterparts, such as DITC and DLIELC, so the support of materials and personnel can be realized, so the education system can be upgraded and The Language School can be a center of gravity for foreign language learning in Indonesian Navy.

IV. CONCLUSION

After discussing the revitalization of the Language School to improve the foreign language competence supporting the naval defense diplomacy, it is found the problems of the intensity of education programs, human resources, education facilities as well as education cooperation. Knowing the Language School only conducts two courses annually: Intensive English Courses in elementary level and Intensive Foreign Language Course other than English (Arabic and Mandarin takes turn annually), it is supposed to carry out more courses: Intensive English Courses for intermediate level, preparing the Indonesian Navy Command and Staff college and requirement for general development education. As well, the human resources' quality and quantity can be optimized by occupying the job vacancy for instructors, professional development and appreciation. The lack of education facilities can also be upgraded by adding more classes, completing the library as well as facilitating good accommodation. In addition, the Language School needs to establish more bilateral cooperation in education with the other foreign and domestic counterparts, and update the lesson materials.

By revitalizing the Language School, as the only language school in Indonesian Navy, it will improve the foreign language competence for its personnel. The competence of Indonesian Navy personnel in using foreign languages will support the naval defense diplomacy, as one of the main duty of Indonesian Navy. The Language School plays a significant role to result Indonesian Navy personnel who are competent in applying the required foreign language skill that is beneficial for succeeding the diplomacy in national or international level. In realizing the *World Class Navy*, Indonesian Navy should achieve the *Minimum Essential Force* (MEF), to manifest the professional personnel facilitated with the main equipment of weaponry system. By establishing the Language School as the world class language school, it has been the need for Indonesian Navy to be more advanced and has the professional personnel, including the foreign language competence. The Language School realizes that the foreign language education, including English should have the prioritized scale to increase the quality of Indonesian Navy personnel.

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