



SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)  
REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND  
EDUCATION PERSONNEL (QITEP) IN LANGUAGE [SEAQIL]

# ANNUAL REPORT 2020/2021

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# Message from Director



**“Quality  
teachers  
create  
quality  
learners.”**

**Dr Luh Anik Mayani**  
Director

## Dear valued stakeholders,

As the world is still in a pandemic state, SEAMEO QITEP in Language conscientiously evolves its programmes to be resilient for current needs of language teachers and education personnel in Southeast Asia countries. This Annual Report presents the Centre’s accomplishments in Fiscal Year 2020/2021.

During the fiscal year, we were able to conduct various innovative programmes, i.e., SEAQIL Webinar Series on Language, Storytelling Competition, School Literacy Club (*Klub Literasi Sekolah/KLS*) and Mandarin Language Club, as well as producing valuable products of language learning models development and its first e-magazine. We also worked hand in hand with dedicated individuals and institutions to enlarge our linkages and reach greater beneficiaries.

The Centre would not accomplish much without the staff’s hard work and other parties support throughout the year. For this reason, I would like to express my sincere appreciation for the staff’s dedication and gratitude for the assistance given by Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia; SEAMEO Secretariat; our Governing Board Members; and all other parties.

May we all have more successful years ahead!

# List of Abbreviation

<b>AI</b>	: Artificial Intelligence
<b>AISOFOLL</b>	: Annual International Symposium for Language Learning
<b>APPBIPA</b>	: <i>Afiliasi Pengajar dan Pegiat Bahasa Indonesia bagi Penutur Asing</i> (Association of Teachers of Indonesian Language for Foreign Learners)
<b>ASEAN</b>	: Association of Southeast Asian Nations
<b>BNSP</b>	: <i>Badan Nasional Sertifikasi Profesi</i> (National Professional Certification Board)
<b>CAR</b>	: Classroom Action Research
<b>CDM</b>	: Centre Directors Meeting
<b>CECCEP</b>	: Centre for Early Childhood Care Education and Parenting
<b>CEFR</b>	: Common European Framework of Reference
<b>CELTA</b>	: Certificate of English Language Teaching to Adults
<b>CPD</b>	: Continuous Professional Development
<b>FGD</b>	: Focus Group Discussion
<b>FY</b>	: Fiscal Year
<b>GBM</b>	: Governing Board Meeting
<b>HOM</b>	: High Officials Meeting
<b>HOTS</b>	: Higher Order Thinking Skills
<b>ILFL</b>	: Indonesian Language for Foreign Learners
<b>IoT</b>	: Internet of Things
<b>IR</b>	: Industrial Revolution
<b>MBKM</b>	: <i>Merdeka Belajar—Kampus Merdeka</i> (Freedom to Learn—Independent Learning)
<b>MoA</b>	: Memorandum of Agreement
<b>MOE</b>	: Ministry of Education
<b>MoU</b>	: Memorandum of Understanding
<b>OECD</b>	: Organisation for Economic Co-operation and Development
<b>OER</b>	: Open Educational Resources
<b>PISA</b>	: Programme for International Student Assessment
<b>RSKKNI</b>	: <i>Rancangan Standar Kompetensi Kerja Nasional Indonesia</i> (Indonesian National Competency Standard Formulation of Work)
<b>SEAMEC</b>	: SEAMEO Council Conference
<b>SEAMEO</b>	: Southeast Asian Ministers of Education Organization
<b>SEAMOLEC</b>	: SEAMEO Regional Open Learning Centre
<b>SEAQIL</b>	: SEAMEO QITEP in Language
<b>SEAQIL REGRANTS</b>	: SEAMEO QITEP in Language Research Grants
<b>SEAQIS</b>	: SEAMEO QITEP in Science

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# Governing Board Members & Board of Directors

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## ◆ Governing Board Members



Ms Hajah Siti Salawati binti Haji Abu Hanifah  
Senior Education Officer  
Brunei Darussalam Teacher Academy  
Ministry of Education of Brunei Darussalam

**Brunei Darussalam**  
**Membership as of 2020**



Mr Tith Mab  
Head of English Division  
Institute of Foreign Languages  
The Royal University of Phnom Penh

**Cambodia**  
**(8 January 2019–7 January 2022)**



Dr Luizah F Saidi  
Head of Center for Development and  
Empowerment of Teachers and  
Education Personnel in Language

**Indonesia**  
**(25 June 2020–24 June 2023)**



Mr Ketkeo Phanthanivong  
Vice Dean of Faculty of Letters  
National University of Laos

**Lao PDR**  
**(18 August 2018–17 August 2021)**



Dr Rusmini binti Ku Ahmad  
Rector  
Institute of Teacher Education  
Ministry of Education

**Malaysia**  
**(1 July 2019–30 June 2022)**



Dr May San Yee  
Deputy Director General  
Department of Higher Education  
Ministry of Education

**Myanmar**  
**(16 February 2021–15 February 2024)**



Atty Tonisito MC Umali  
Undersecretary  
Department of Education

**The Philippines**  
**(20 September 2019–19 September 2022)**



Ms Elaine Yeo  
Master Teacher/English Language  
English Language Institute of Singapore

**Singapore**  
**(18 September 2019–17 September 2022)**



Asst Prof. Dr Nirada Chitrakara  
Assistant Dean, Faculty of Arts  
Chulalongkorn University

**Thailand**  
**(1 February 2021–31 January 2022)**



Mr Gemito de Jesus  
Advisor to the Minister of Education,  
Youth and Sport

**Timor-Leste**  
**(11 September 2019–10 September 2022)**



Ms Tran Thi Phuong  
Head of Division  
Vietnam International Education Cooperation  
Department  
Ministry of Education and Training

**Vietnam**  
**(21 September 2020–20 September 2023)**





◆ **Board of Directors**



Dr Luh Anik Mayani  
Director  
**(2020–2022)**



Dr Misbah Fikrianto  
Deputy Director for Administration  
**(2021–2023)**



Esra Nelvi M Siagian  
Deputy Director for Programme  
**(2021–2023)**



# Vision, Mission and Goals

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- **Vision**

A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region

- **Mission**

To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking

- **Goals**

- To improve the quality of language teachers through the learning resources development, capacity building as well as research and development
- To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development



# Executive Summary

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Fiscal Year 2020/2021 was enormously challenging for the livelihood of people and organisations, including for SEAMEO QITEP in Language (hereafter the Centre). Despite the multiple challenges impacted by the pandemic, the Centre has been able to continue fulfilling its mandates. It should be noted that the Centre continued to enhance the quality of language teachers and education personnel in the region through programmes and activities while ensuring duty of care to its staff. The Centre's adaptability and flexibility in the face of COVID-19 has achieved steady improvements in timeline of FY 2020/2021.

The Centre designed its programmes and activities in aligning with SEAMEO 7 Priority Areas and the policy of Ministry of Education, Culture, Research, and Technology (former MOEC, hereafter MOE Indonesia).

The Centre's performance and financial in FY 2020/2021 can be summarised under areas of focus as below.

## ◆ Research and Development

To improve the quality of the Centre's programmes and recommend important policy directions in the upcoming fiscal years, the Centre had conducted meta-analysis on

- 25 research results of SEAQIL REGRANTS 2020;
- results of webinar series on language related to three topics on ILFL (Competency Standard of ILFL Teachers, ILFL Learning Materials and Needs of ILFL Teachers); and
- the results of webinar series on language: Language Policy and Language Education.

FY 2020/2021 has been a year of positive development for the Centre. In terms of materials development, the Centre had accomplished two modules, i.e., training module of language research methodology and the 21<sup>st</sup> Century Skills-based Language Teaching Module.

In addition to the module development, the Centre had succeeded in accomplishing a book entitled Good Practices in Utilising Learning Media in the Context of Language Teaching. The Centre is currently in process of developing two books, namely Assessment Book Series in Language Teaching and Good Practices for Language Teaching during COVID-19 Pandemic. The books will continue to be accomplished and published in the next fiscal year.

To encourage language teachers to be self-directed learners and improve their professional development, the Centre produced 12 language learning animated videos and 10 videos podcast amidst COVID-19 pandemic.

### ◆ Innovation Field

Innovation continues to be a cornerstone for the future of the Centre. Therefore, the Centre had responded by launching various innovative programmes this year, i.e., School Literary Club (*Klub Literasi Sekolah/KLS*), Mandarin Language Club, SEAQIL Webinar Series on Language and a storytelling competition. The programmes were mainly designed to promote language and literacy skills. Moreover, the initiative programmes were also intended to create opportunities for the Centre to enlarge the scope of its activities leading to better outcomes.

### ◆ Continuous Professional Development

In FY 2020/2021, the Centre continued to concentrate on enhancing the quality of language teachers and education personnel. Many programmes and activities related to CPD were held such as training, workshop, seminar and symposium. This year, the CPD activities were mainly focused on language teachers' competence improvement in facing the Industrial Revolution 4.0, such as training on HOTS-based language teaching methodology, training on 21<sup>st</sup> century skills for language teachers and webinar on utilising technology during COVID-19 pandemic. Other activities of CPD related to ILFL and literacy skills enhancement were also highlighted in the Centre's programmes of FY 2020/2021.

### ◆ Strengthening Linkages

To build support for fulfilment of its mission, the Centre takes a comprehensive approach by establishing partnership with other institutions or organisation. Despite the challenges presented by the pandemic, throughout the FY 2020/2021, the Centre had signed MoU and MoA with 14 respected institutions.

The partnership with other institutions was the Centre's response to overcome complex challenges in providing programmes/activities for quality education and to raise the Centre's profile. The Centre will continue to build and strengthen linkage with other key national, regional and international institutions or organisations.

### ◆ Financial Summary

The Centre spent budget from Indonesian amounted to US\$620,289.53 for all of programmes, activities and operational expenditures in FY 2020/2021 which involved 10.465 individuals.

This years' annual report shows that the programmes and activities of the Centre focuses on consolidating the achievements of the preceding fiscal year, designing innovation programmes, assessing the progress made, establishing partnerships and starting to define priorities for the future.

# Highlights

## Fiscal Year 2020/2021

### 11 Capacity Building Activities

#### 5 Webinars

Utilizing Technology in Language Learning During COVID-19 Pandemic

- 378 participants
- 4 speakers

Improving Teachers' Foreign Language Competence in the Digital Era

- 600 participants
- 3 speakers

Preparing Document for Intellectual Property Rights

- 228 participants
- 3 speakers

Open Educational Resources in Improving National Literacy

- 2.331 participants
- 5 speakers

Literacy Improvement Strategy on Reading and Writing

- 222 participants
- 1 speaker

#### Online Training on 21<sup>st</sup> Century Learning for Language Teachers

- 100 language teachers of secondary school level in Indonesia and Indonesian Schools Abroad
- 6 languages covered (Arabic, English, French, German, Indonesian, Japanese and Mandarin)
- 8 resource persons
- 2 key themes (the paradigm of language teaching in the 21<sup>st</sup> century and how to design teaching and assessment that facilitate students to enhance their 21<sup>st</sup> century competences)



#### Training on HOTS-based Language Teaching Methodology

- 2.700 registrants
- 99 selected language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) of secondary school levels in Indonesia and Indonesian Schools Abroad
- 10 resource persons shared their expertise on HOTS-oriented language learning by using three models of discovery, project-based and text-based learning

#### The 11<sup>th</sup> AISOFOLL



- 4 keynote speakers from well-known institutions in Southeast Asia region
- 19 paper presenters and 6 non-lecturers
- 3 countries (Indonesia, Malaysia and Thailand)
- 201 language teachers in East Asia, Eurasia, North America, Southeast Asia and South Asia

#### Training on Teaching Methodology for ILFL

- 109 higher education institutions
- 14 ILFL experts from the Centre, ILFL associations and various higher education institutions

#### Online Training on Teachers' Competence Improvement

- 600 language teachers from Southeast Asia
- 3 foreign languages (English, German, French) (In collaboration with an online language learning platform provider)

#### Training on Teaching Methodology of Indonesian Language for Foreign Learners (ILFL) in Saudi Arabia

- 34 ILFL teachers
- 14 ILFL experts from various well-known institutions to be resource person

## 8 Innovation Programmes

### Virtual Mandarin Club

#### 1<sup>st</sup> Batch

- 40 Mandarin language teachers in the elementary, lower secondary as well as higher secondary schools
- 3 countries (Brunei Darussalam, Indonesia and Philippines)

#### 2<sup>nd</sup> Batch

- 40 higher education students
- 7 higher education institutions (Al Azhar University of Indonesia, Christian University of Indonesia, Gunadarma University, Padjajaran University, State University of Jakarta, State University of Malang and State University of Semarang)

### 4 SEAQIL Webinar Series on Language

ILFL Expert Talk Show on Competency Standard for ILFL Teachers

- 149 participants
- 11 speakers

Southeast Asia ILFL Teachers Talk Show on ILFL Learning Material

- 178 participants
- 11 speakers

Talk Show on the Needs of ILFL Teachers

- 169 participants
- 12 speakers

Sharing Good Practices in Language Teaching during Pandemic COVID-19

- 146 participants
- 13 speakers

### Listening to Asia: Storytelling Competition

- 175 teams
- 5 countries (Indonesia, Malaysia, Myanmar, Philippines and Thailand)
- 6 language categories (Arabic, Chinese, English, French, German and Japanese language students and teachers)
- 3 winners (per language category)

### School Literacy Club

Participated by

- 17 higher educational institutions
- 69 upper secondary schools in 12 provinces in Indonesia
- 205 assisting teachers
- 295 intern-students
- 1.970 secondary school students in Indonesia
- 3 capacity building activities on literacy, copyrights and foreign language learning

### Sharing Language Policy and Language Education in Southeast Asia

- 367 individuals (teachers, education personnel, officers, practitioners and policymakers)
- 13 education experts from Southeast Asia

## 9 Learning Models Development

### Published

- 10 Video Podcast (Vodcast)
- 12 Animation Videos
- HOTS-oriented Learning Model: Text-based, Project-based, Discovery (English Version)
- Good Practices on the Utilisation of Learning Media in the Context of Language Teaching
- Guidance on Thematic-Integrative Learning for Primary School Level
- Self-Learning Model on HOTS-based Language Teaching for Lower Secondary School Level

### Under Development

- Good Practices Book for Language Teaching during the COVID-19 Pandemic
- 21<sup>st</sup> Century Skills Module for Language Teachers
- Classroom Action Research Module



## Strengthening Linkages with 28 Institutions

### 10 Networking

- 2 Government Agencies
  - Agency for Language Development and Cultivation
  - Regional Agency for Language in Bali Province
- 4 Higher Education Institutions
  - HKBP Nommensen University of Pematangsiantar (UHKBPNP)
  - Pamulang University
  - UGM Vocational School
  - University of Indonesia
  - Sampoerna University
- 3 Office of Education
  - Office of Education DKI Jakarta
  - Office of Education West Java
  - Office of Education, Youth and Sport for Bali
- 1 Foundation
  - Tanoto Foundation

### 4 Collaboration Projects

- SEAMEO CED, Lao PDR
- SEAMEO INNOTECH, the Philippines
- SEAMEO RETRAC, Vietnam
- UNESCO Bangkok

### 14 New Partnership

- 3 Institutions
  - Global Cultural Adventurers (GCA)
  - Office of Education and Culture for East Nusa Tenggara
  - Office of Education for South Sulawesi
- 11 Higher Education Institutions
  - Al Azhar University of Indonesia
  - Faculty of Language and Arts, State University of Jakarta
  - Faculty of Language and Arts, State University of Yogyakarta
  - Faculty of Language and Literature Education, Indonesia University of Education
  - Ganesha University of Education
  - Indonesia University of Education
  - Library of Indonesia University of Education
  - Masjid Syuhada Islamic College of Yogyakarta
  - State Institut for Islamic Studies of Surakarta
  - State University of Jakarta
  - State University of Semarang



### 6 Capacity Building Activities for Staff

- Online Training on Foreign Language
- Training on How to Create Vlogs
- Training on Social Media Management
- Training on the Quality Improvement for Human Resources in Event Management, Publication, and Administration
- In-House Training on English Competency Improvement
- Training on Partnership and Public Relations

### 4 Publication

3 seaqilNews editions (July-Dec 2020, January-March 2021, April-May 2021)






LINGO (January-March 2021)

Annual Report 2019/2020

Proceeding of 11<sup>th</sup> AISOFOLL



### Website and Social Media

-  114.153 visitors
-  5.000 friends & 1.077 followers
-  4.336 followers
-  550 followers
-  1.629 subscribers & 30.300 viewers

\* as of 30 June 2021





# **KRA I Regional Leadership**

**PRIORITISING LANGUAGES,  
ADVANCING EDUCATION**



# Research and Development

## 1. Meta-analysis of SEAQIL REGRANTS 2020

SEAQIL REGRANTS is a biennial programme that provides research grants for researcher and language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) in Southeast Asia. There were 25 research proposals and good practices that received the SEAQIL REGRANTS 2020 with the theme "Mapping Reading Literacy to Face Industrial Era 4.0". The programme has been concluded on October 2020.

As a follow up, on 7 April 2021, the Centre conducted a Focus Group Discussion (FGD) to perform a meta-analysis on the 25 research results reported. The meta-analysis is fundamental and considered to be the foundation for the Centre to arrange the upcoming SEAQIL REGRANTS as well as to advance the running of its future CPD's programmes on teaching and researching.

The following is the results of meta-analysis for SEAQIL REGRANTS 2020.

1.	SEAQIL REGRANTS results can be mapped to be the basis of consideration for the Centre's future programmes or policy direction. For the coming year, the theme of SEAQIL REGRANTS 2022 will relate to CAR.
2.	The results of the meta-analysis reports that have been obtained will be the basis for the Centre to carry out a programme to improve teacher competence in conducting research.
3.	The SEAQIL REGRANTS scheme will be reviewed and preferably on the training on writing research proposals for teachers. SEAQIL REGRANTS will be awarded to teacher who manage to have well-prepared research proposal.
4.	The research proposal appraisal process will be in collaboration with the Centre's partner universities.
5.	The results of the SEAQIL REGRANTS research report will be published in the Centre's journals or proceedings.
6.	The Centre (internal) should conduct research that can be used as recommendations for making policies.
7.	The Centre needs to organize activities aimed at improving teachers' competence on reading, writing and teaching.

Onwards, the Centre expects to accept a well-prepared proposal for SEAQIL REGRANTS. The said expectation, the Centre will run training on CAR and the grant the research result to be presented on AISOFOLL.

## 2. Meta-analysis on SEAQIL Webinar Series on Language

The Centre continuously supports the MOE Indonesia to promote Indonesian language as lingua franca in Southeast Asian countries. This intention is in line with the Article 44, Law of the Republic of Indonesia Number 24 of 2009; and the Strategic Recommendation of the Indonesian Language Congress held in 2013 of which both have objectives on the Functional Improvement of Indonesian Language as International Language.

In 2020, the Centre conducted three webinar series on language through online meeting platform and discussed three key-topics on ILFL as follows.



The Centre Director and its Deputy Director for Programme lead the FGD

Competency Standard of ILFL Teachers	25–27 August 2020
ILFL Learning Materials	1–3 September 2020
The Needs of ILFL Teachers	13–15 October 2020

The webinars received a great interest from almost 1.600 applicants who were interested to participate in the webinars and only 600 participants were selected to join the webinar. The following are the demography of the participants.

ILFL learning material authors	observers
teachers/educators	researchers
learners	

### Participated Countries

Australia	Japan	Switzerland
Azerbaijan	Lao PDR	Taiwan
Bulgaria	Malaysia	Thailand
Cambodia	Myanmar	Timor-Leste
France	Netherlands	USA
French Polynesia	The Philippines	Uzbekistan
Germany	Saudi Arabia	
Indonesia	Spain	

Further, the Centre expects that the webinars, which generated great and innovative ideas/thought from the ILFL teachers and experts, will be the foundation for SEAQIL to establish comprehensive CPD programmes for ILFL teachers. To achieve these goals,

the Centre held a follow-up activity with an agenda to perform meta-analysis of the webinar outputs on 12, 13 and 19 November 2020.

The meta-analysis resulted an in-depth understanding towards the key points of recommendation for the Centre's fundamental framework to develop its ILFL programme in 2021. The meta-analysis has three key points as follows.

<b>Aspect</b>	<b>Scope</b>
Competency Standards for ILFL Teachers	The Centre needs to prepare standard documents (standard on ILFL teachers' competency, teaching training, curriculum and materials). The Centre's was recommended to put its priority on the preparation on ILFL teachers' competency and training standard (in the context of government agencies).
ILFL Learning Materials	<p>The Centre needs to</p> <ul style="list-style-type: none"> <li>a) establish online learning standards, ILFL teaching material standards, ILFL teaching material development standards;</li> <li>b) collaborate with all stakeholders to integrate the specifics of learning materials so that ILFL organizers can share learning resources;</li> <li>c) digitize ILFL teaching materials and learning media by paying attention to the latest development needs on ILFL learning.</li> </ul>
The Need for ILFL Teachers	<ul style="list-style-type: none"> <li>a) Related to the professional competence of ILFL teachers, the Cambridge version of a good language teacher formulation (CELTA Teacher Assessment Criteria, Cambridge University, 2000) worthy of consideration in formulating professional competence for ILFL teachers at the global level.</li> <li>b) The Centre can encourage the realization of ILFL's research that is directed and planned with synergy between stakeholders who intersect with ILFL.</li> <li>c) SEAQIL can encourage the formulation of training standards and forms of training whose certification has minimum recognition of the ASEAN Region for local ILFL teachers in friendly countries.</li> <li>d) The Centre can encourage the creation of a database for the development of digital-based listening and speaking teaching materials that can later be accessed by ILFL teachers outside Indonesia.</li> </ul>

### 3. Meta-analysis of SEAQIL Webinar Series on Language: Language Policy and Language Education



The Centre has an in-depth discussion regarding language policy and language education

After organizing SEAQIL Webinar Series on Language: “Language Policy and Language Education in Southeast Asia”, the Centre then conducted a meta-analysis to the aforementioned webinar. The Centre invited Christine Manara, PhD and Yanti, PhD from Atma Jaya Catholic University of Indonesia on 18 May 2021 as resource persons to impart their insight regarding the topic of the webinar.

The meta-analysis of SEAQIL Webinar Series on Language: Language Policy and Language Education results focused on several areas of language education in Southeast Asia countries, for instance, 1) Teachers’ capacity enhancement in schools; 2) Government, institutions and communities’ involvement on language education and; 3) Mother-tongue as language of instruction.

The input regarding focus group discussion on meta-analysis of SEAQIL Webinar Series on Language are as follows.

- Language education and language learning are adjustable to the needs of each region.
- Community development for foreign language teachers that focuses on improving teacher competency standards by involving universities around partner schools.
- Community-based language learning can be applied to foreign languages learning as well as mother tongue.

The Centre expects to benefit from the results of the meta-analysis as the basis for mapping the implementation of policies and language education in SEAMEO Member Countries as well as for the development of its programmes in the future.

#### 4. Good Practices in Utilizing Learning Media in the Context of Language Teaching



The Centre conducts FGD to discuss and obtain input or suggestions from resource persons and participants

The result of the survey conducted by the Centre in 2018 indicated that one of the obstacles experienced by teachers during the learning process is the lack of use of learning media during the teaching and learning process and the accuracy of teachers in choosing learning media in order to achieve learning objectives. Therefore, in response to the findings, a workshop on Writing Good Practices for Using Learning Media in Language Teaching was held in 2019. In the workshop, language teachers wrote their good practices in using both conventional and digital learning media. Their writings were compiled in a draft of book entitled "*Praktik Baik Pemanfaatan Media Pembelajaran dalam Konteks Pengajaran Bahasa*" (Good Practices in Utilising Learning Media in the Context of Language Teaching).

Aiming to get feedback for finalisation of the book, the Centre conducted an FGD on 15 July 2020. The FGD was aimed to obtain feedback from resource persons and participants on how to make the book readable, comprehensible and the content can be implemented by language teachers. Two language editors, Kity Karenisa and Sulastri from Agency for

Language Development and Cultivation were invited to share their suggestion and valuable input.

The FGD was useful in providing an insight from 12 participants and resource persons involved. It was also a good method for revision of the draft prior to publishing the book.

The book has been published and can be downloaded on the Centre's website. The Centre expects that the book can serve as a reference for Indonesian language teachers particularly in choosing the learning media used in language teaching.

To reach wider area of dissemination, the Centre plans to translate the book into English and official languages of countries in Southeast Asia so that language teachers in the region can apply the good practices to improve their language teaching.



## 5. Language Learning Model Video Production



The Centre Director opens the workshop on Language Learning Model Video Script Writing

The Centre has been developing and producing language learning model videos since 2018 to improve the quality of language teachers and education personnel in Southeast Asia. In 2020, the Centre expected to produce ten new titles of learning model videos. The video production was implemented as one of the Centre's commitments and realisation of '*Guru Penggerak*' by MOE Indonesia.

### a. Preparation for Language Learning Model Video Production

The Centre invited HJ Production to discuss possible video production mode during the current conditions of pandemic. After fruitful discussion, the alternative possible video formats for production are monologue, documentary dan podcast. The Centre then agreed to have a podcast format, interactive dialogue or question and answer session, for the forthcoming videos production. Both the Centre and HJ Production agreed to have further collaboration for the preparation of workshop on video scripting.

### b. Workshop on Language Learning Model Video Script Writing

As an initial step in developing the language learning model video, the Centre conducted the online workshop on 10–14 August 2020. The workshop was an initial step for the Centre in developing the visualisation of three language learning models, namely discovery, project-based and text-based within the form of videos.

The Centre invited 25 language teachers of Arabic, English, French, German, Indonesian, Japanese and Mandarin from DI Yogyakarta, DKI Jakarta, North Sumatra, West Kalimantan and West Sumatra as the participants of the workshop. Through their active participation, they were able to develop their skills as educators that also lead to education quality improvement in Indonesia.

By the end of the workshop, there were 24 drafts of video both the centre scripts for language learning models produced. The drafts consisting of nine video scripts for project-based learning models, eight video scripts for text-based learning models, and seven video scripts for discovery learning models. The drafts

were scrutinised and finalised into ten selected video scripts for further video production.

**c. Workshop on Finalisation of Language Learning Model Video Script**

On 6–10 September 2020, the Centre conducted another workshop with focus on the video script finalisation. The Centre selected 12 best video script drafts written by secondary school level language teachers from DKI Jakarta, West Java, Central Java and West Kalimantan provinces.

The language learning model videos is produced in the form of vodcast (video podcast). The latest video trend development and situations were taken into account for the Centre’s upcoming videos production. In the last few years, the use of podcast as digital recording

has seen a very high surge for both user and producer popularity. In regards to language education, podcast can be transferred into a video form for language teaching resource which is also relevant for current learning process during pandemic situation.

The selected video script drafts were finalised by using andragogy method which includes discussion and independent work under guidance and assistance of resource persons from the Centre and HJ Production. While the Centre provided guidance with focus on pedagogic materials of content, HJ Production assisted within a media point of view, for instance, variations for opening programme, treatment programme, audio and visual tone.



The Centre Director opens the workshop on Finalisation of Language Learning Model Video Script

## 6. Training Material Development for Language Teaching Research Methodology



The Centre Deputy Director for Programme welcomes the training participants

Training material is one of the Centre's crucial elements to conduct training activities including a training on language teaching research methodology or specifically is referred to CAR. Acknowledging the importance of the training material of language teaching methodology, in FY 2020/2021, the Centre conducted a series of activities to develop the aforementioned training material.

### a. Revision of Training Material of Language Teaching Research Methodology

The FGD was conducted on 15 July 2020 to obtain input, suggestions, and information related to the framework and content of the training material which had been revised by the Centre's writer team. A brainstorming activity in the FGD was directly led by Dr Ifan Iskandar from State University of Jakarta. In the FGD, 12 participants from the Centre shared their opinion, comments and ideas related to the topic of discussion. All input, suggestions or comments given by resources person and participants were taken note and evaluated as for revision of Training Material of Language Teaching Research Methodology.

### b. Validation of Training Material of Language Teaching Research Methodology

As a follow up activity, on 28 September –2 October 2020, a workshop to validate training material pertinent to the content and language aspects was held. Twenty language (Arabic, English, France, German, Indonesian, Japanese and Mandarin) teachers of upper secondary school level in Indonesia joined the workshop. Since the objective of workshop was to validate the training material, participants were selected based on their experience in conducting CAR. The workshop was held using blended mode (offline and online mode).

Each participant read the draft of the training material given and completed the validation instrument. During the online meeting, the participants and the writer team of the training material discussed on the results of the completed validation instrument. All participants were highly active during the workshop. Input and suggestions on the language and content aspects of the training material more specifically on the strengths and weaknesses of the training material were



needed for the refinement of the training material. Based on the inputs obtained and in-depth discussion with the CAR experts, the writer team made a refinement of the training material of language teaching research methodology.

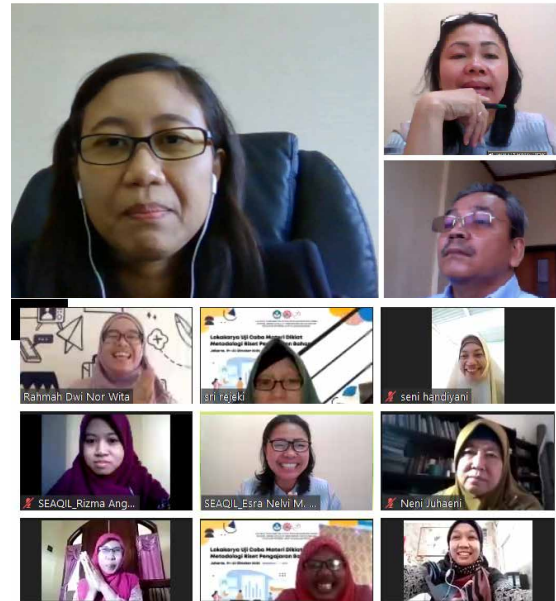
### c. Trial of Training Material of Language Teaching Research Methodology



The Centre's staff share their input upon the trial session

Having validated and been refined, a trial of training material of language teaching research methodology was held to follow-up the results of validation on training material of language teaching research methodology. The workshop on trial of training material was held on 19–23 October 2020 in a blended mode (online and offline). The aim of the workshop was to obtain information on the effectiveness of the training material written by the writer team and teachers' validation on the material in the previous stage.

The workshop invited 20 language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) in upper secondary/Islamic upper secondary/vo-



The resource persons and participants have very enriching and useful discussions on issues related to the trial of training materials

ational schools from Aceh, Central Java, DKI Jakarta, East Java, North Sulawesi, North Sumatra, West Java, West Kalimantan and West Nusa Tenggara provinces who have a plan to conduct CAR. Moreover, the workshop was also to enhance teachers' competence in doing CAR.

The participants learnt about techniques to write CAR proposal starting from introduction, literature review, research methodology, presentation of findings, discussion, conclusion and the interconnectedness of research elements. Furthermore, the participants practised on how to write CAR proposal based on problems found in their own class.

The participants presented their proposal and discussed the proposal with the resource persons at the end of the workshop. Moreover, the participants also filled out instruments prepared by the Centre to get their opinions in understanding and conducting CAR as provided in the module.

It was expected that from the results of the trial, a training module of language

teaching research methodology could be improved so that it would assist and enhance the competence of language teachers in conducting CAR.

**d. Finalisation of Module for Training on Language Teaching Research Methodology**

After validation and trial phases, the module entered the final phase. Responses from small group of trial were then evaluated by the writer team and two resource persons, Dr Ifan Iskandar from State University of Jakarta and Kity Karenisa from Agency for Language Development and Cultivation. The discussion on 2 December 2020 was held none other than to finalise the module before being implemented.


The module is planned to be used as material of training on language teaching research methodology in the upcoming fiscal year.



The Centre Director leads the opening ceremony of the workshop

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## Cara Menulis Rumusan Masalah



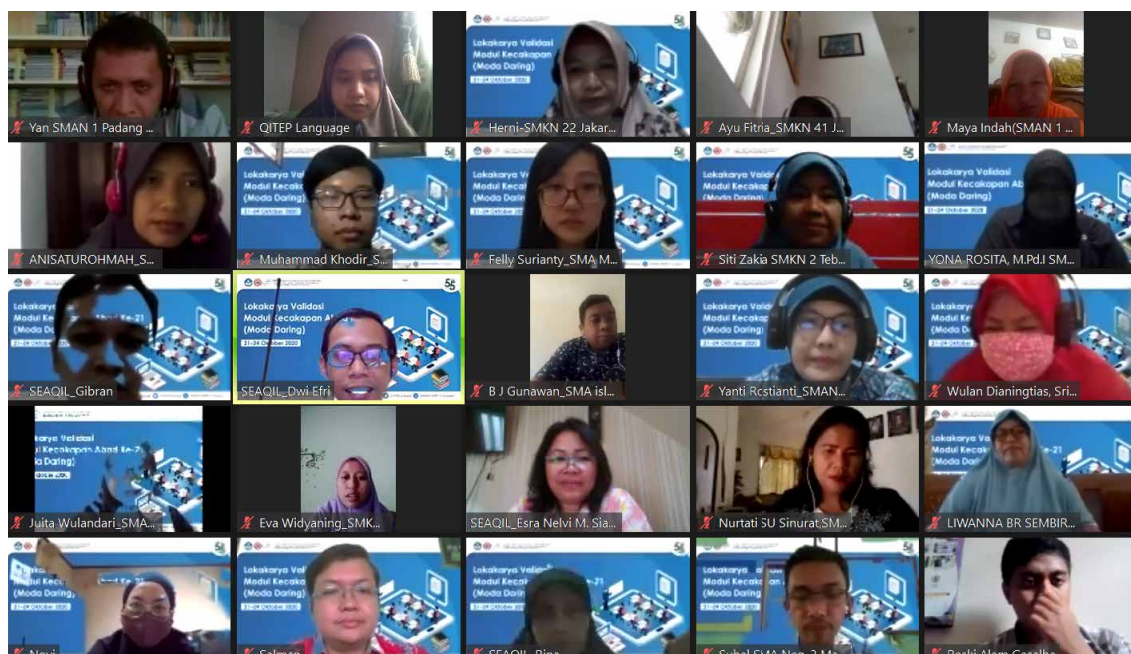
Pertanyaan penelitian dalam PTK:

1. Bagaimana tindakan dilakukan? (terkait deskripsi pelaksanaan tindakan)
2. Sejauh mana strategi A dapat meningkatkan kemampuan B? (terkait hasil belajar siswa)
3. Bagaimana respon siswa terhadap perlakuan? (terkait pendapat siswa)
4. Bagaimana partisipasi siswa selama mendapat tindakan? (terkait situasi partisipasi siswa selama pembelajaran)

Pada umumnya pertanyaan penelitian PTK cukup 3. Poin pertanyaan 1, 2, dan 3 atau 4. Mengapa?

The Centre trainer present the training material on Reasearch Question Writing

## 7. Module Development for 21<sup>st</sup> Century Curriculum-Oriented Language Teaching



Twenty language teachers join the workshop on module validation of the 21<sup>st</sup> Century Curriculum-oriented Language Teaching

The 21<sup>st</sup> century brings inevitably changes in the education sector. The 21<sup>st</sup> century skills such as 4Cs (Critical thinking, Creativity, Collaboration and Communication) and literacy skills need to be cultivated by students to be able to compete in the 21<sup>st</sup> century. Language teachers play an important role in developing these skills and need to adapt their teaching practice to enable students' 21<sup>st</sup> century skills. Thus, in 2020, the Centre developed a module on 21<sup>st</sup> Century Curriculum-oriented Language Teaching.

The module development was divided into four stages, namely module outline development, module development, module validation and module finalisation. The first two stages were already completed in early 2020.

The module validation was conducted on 21–24 October 2020. The Centre invited 20 language (Arabic, English,

French, German, Japanese and Mandarin) teachers from secondary school level. The teachers were selected to represent various parts in Indonesia, including Central Java, DI Yogyakarta, DKI Jakarta, East Java, North Sumatra, Riau, Riau Islands, South Sulawesi, South Sumatra, West Java, West Nusa Tenggara, West Sulawesi and West Sumatra. The teachers then provided some suggestions and input of the content and linguistic aspects for module improvement.

After revising the module based on the suggestions and input from the teachers, the Centre then finalised the module on 7 December 2020. The Centre invited three resource persons for this activity, namely M. Yusri Saad (Center for Curriculum and Book Affair), Dr E. Kosasih (Indonesia University of Education) and Sulastri (Agency for Language Development and Cultivation).

## 8. Language Learning Videos Development

In response to the COVID-19 pandemic and to support MBKM, the Centre developed various language learning video resources. As MBKM generates programme called “Guru Penggerak” which enabling teachers to be instigators, the Centre put the video development as an attempt to maximise teachers’ potentials to lead a better education ecosystem by creating student-centered learning.

The Centre expects teachers, as instigators, to be well-accommodated with learning materials to learn independently. Hence, the Centre developed animated learning videos and video podcast that can be accessed for free.

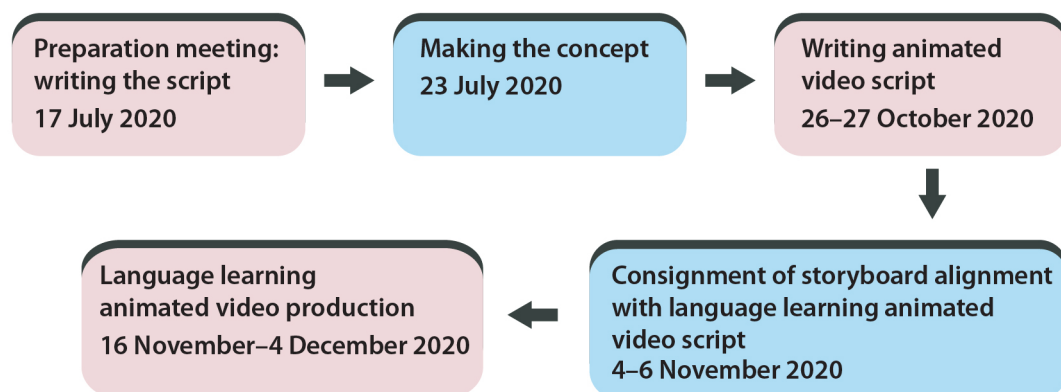
### Language Learning Animated Videos

The Centre developed 12 language learning animated videos. The videos have two types of content, i.e., good practices on the use of learning media and teaching materials and focuses on Arabic, English, German, Indonesian, ILFL, Japanese and Mandarin languages. The good practices video aim at inspiring and enriching teachers’ knowledge on



The participants have a feedback session with the resource person in regard to their video scripts development

the learning media to enhance teaching and learning activities. Meanwhile, the learning material videos targets both of teachers (for teaching materials) and students (for learning resources).



The video production involved the consignment of storyboard alignment with language learning animated video script and the video making. To produce the videos, the Centre involved two production houses. Prior to making the video, the Centre's team discuss the congruency of the script and the storyboard. The storyboard then finalised into animated learning video. The following are the details of the videos.

List of videos for teaching materials

No.	Language	Script Writer	Video Title
1.	Arabic	Hasanatul Hamidah	الأمر والتَّهْيُيْ عِنْدَ اسْتِخْدَامِ وَسَائِلِ النَّقْلِ <i>Al amr wa an nahy 'inda istikhdam wasail an naql</i>
2.		Nirwansyah	التَّحِيَّةُ وَالتَّعَارُفُ <i>Attahiyyah watta'aruf</i>
3.	English	Itra Safitri	Expressing your opinion
4.		Rina Dwiwana	Have you met my friend?
5.	German	Limala Ratni Sri Kharismawati	<i>Wie ist das Schulsystem in Deutschland?</i>
6.		Talitha Ardelia Syifa Rabbani	<i>Wo kaufen wir ein?</i>
7.	ILFL	Esra Nelvi M. Siagian	<i>Di mana...?</i>
8.	Indonesian	Rizma Angga Puspita	<i>Belajar Berpendapat melalui Teks Eskposisi</i>
9.	Japanese	Reski Alam Gassalba	朝ごはん <i>Asa Gohan</i>
10.	Mandarin	Triasuci Putri Ramadhanty	连动句 <i>Lián Dòng Jù</i>

List of videos for good practices

No.	Language	Script Writer	Video Title
1.	English	Reni Anggraeni	A Picture that Talks: Meaningful Captions using PowerPoint as the Learning Media
2.		Susi Fauziah	Speaking English confidently using ORAI, the smart application

## SEAQIL's Video Podcast

The video podcast is the Centre's innovation following the trends on using social media platform to share information in the format of talk show. The Centre explored more on the implementation of HOTS-based learning models (discovery, project-based and text-based).

The video development involved nine language (Arabic, English, French, German, Indonesian, Japanese and Mandarin) teachers from upper-secondary schools in Indonesia (Banten, Central Java, DKI Jakarta, West Java and West Kalimantan). In addition, the Centre also involved its staff to write a Monolog in English.

- **Development Process**

Prior to the development process, the Centre selected 30 best scripts then the teachers/script writers were guided to result a good script for learning video



The Centre starts the vodcast production on November 2020

podcast and only 10 best scripts to be produced into videos. The detail of the process is as follows.



The Centre invites language teachers to share their good practices on language learning models on SEAQIL Vodcast

- **Production Process**

Further, each video had a particular theme and setting that was creatively visualised with ornaments from the country of the targeted language. The Centre involved the language teachers who write the video scripts as the speaker. The following are the details of the videos.

No.	Language	Script Writer	Institution	Video Title
1.	Indonesian	Anne Andriani	SMA YPHB Bogor	<i>Menceritakan Kembali Isi Teks Biografi</i>
2.		Seni Handayani	SMA Terpadu Krida Nusantara, Bandung	<i>Aplikasi Metode Puzzle pada Teks Eksposisi</i>
3.		Tri Haryanto	MA Ibnu Abbas Assalafy, Sragen	<i>Menilai Karya Melalui Resensi</i>
4.	English	Fariah	SMKN 25 Jakarta	<i>Pembelajaran Obligation and Necessity dengan Media Padlet</i>
5.		Itra Safitri (Monolog)	SEAMEO QITEP in Language	<i>Do You Like to Visit Historical Buildings?</i>
6.	Japanese	Dina Ardianti	SMA Negeri 4 Cibinong, Kab. Bogor	はじめまして、あいこです！ <i>Hajimemashite, Aiko desu!</i> <i>Salam kenal, saya Aiko!</i>
7.		Sabar Dermawan Sibarani	SMAN 2, Kota Tangerang Selatan	暇なとき <i>Himana toki</i> <i>Kegiatan di waktu senggang</i>
8.	German	Zukruffurrahmah	SMAN 79 Jakarta	<i>Lass uns kennenlernen!</i> <i>(Kenalan, yuk!)</i>
9.	Mandarin	Juniarti	SMA Kristen Immanuel Pontianak	卖矛和盾的人 <i>(mài máo hé dùn de rén)</i> <i>Penjual Tombak dan Perisai</i>
10.	French	Kartika Sri Hardjanti	SMA Negeri 113 Jakarta	<i>Les Vacances Inoubliable</i> <i>Liburan yang berkesan</i>

## 9. Development of ILFL Competency Standard



The Centre's BoD meets the ILFL experts to discuss the development of ILFL Competency Standards

Prior to the Centre's activities of webinar series of Indonesian Language for Foreign Learners (ILFL) and meta-analysis of the webinar results in 2020, there is an urgency for comprehensive and measurable academic manuscript of competency standard of ILFL teachers. In accordance with this matter, the Centre seeks collaboration and assistance from ILFL experts and other significant parties to develop the competency standard.

On 9 February 2021, the Centre invited ILFL experts from various educational institutions to conduct FGD on preparation for the development of ILFL teachers' competency standard. The ILFL experts gave their suggestions concerning the phases for the Centre in developing the competency standard of ILFL teachers and the framework of academic manuscript. The completion of the academic manuscript is meant for ILFL teachers working in educational organisations or universities both in Indonesia and in Southeast Asia region.

Through comprehensive discussion, there are some recommendations for the Centre as follow up actions, namely

- 1) to compile academic reviews on competency standard of ILFL teachers prior to its writing,
- 2) to collaborate with other related institutions, i.e., Agency for Language Development and Cultivation, Directorate of Courses and Training of MOE Indonesia, Ministry of Religious Affairs, APPBIPA, BNSP and Ministry of Manpower, and
- 3) to construct competency standard of ILFL teachers to be used in Southeast Asia region and facilitate teachers in any type of ILFL institutions.

As a follow-up, on 14 June 2021, the Centre and ILFL experts discussed the development of competency standards for ILFL teacher as a measurement instrument for ILFL teachers' quality. The Centre initiated the competency standards of ILFL teachers due to the deficiency of competency standards that are applicable for all teachers at the institutes; either universities, government institutes or course institutes in Southeast Asia.





The ILFL experts share their input on the development of ILFL Competency Standards

The developed competency standards of ILFL teachers were referring to the competency standards of lecturers and teachers, namely pedagogic competence; professional competence; personality and social competence; and national and cross-cultural insight competence.

The Centre and the experts agreed that the Teaching Competency Standards as a measuring instrument for the quality guarantor of ILFL teachers is needed. However, the competency standards must set to be stimulating rather than demotivating the prospective ILFL

teachers. The main competencies that are potentially be trained comprise only for pedagogic and professional competencies. The other two competencies, national and cross-cultural insights and personality and social competency standard, can be fostered through modules or seminars.

The Centre sets its target to have three stages of focus group discussion and complete the manuscript by the end of 2021.

## 10. Development for Assessment Book Series in Language Teaching

The Centre is currently developing Assessment Book Series in Language Teaching as a response to the said issues on learning assessment. The initiation based on the survey's result on teacher needs analysis conducted in 2018, the Centre found that teachers have limited understanding of assessment. This survey succeeded in capturing 25% of teachers who had problems with a lack of understanding on the assessment and 24% of teachers experienced other obstacles in the implementation of the assessment, e.g., the absence of standardization of assessments, applications that facilitated the assessment, practical assessment format and so on.

Further, to have an in-depth finding, on 21–24 January 2021, the Centre re-conducted a teacher needs analysis survey on language teaching assessment books. The second survey was carried out to capture the needs of teachers for assessment books in language teaching. This survey has succeeded in capturing the difficulties faced by teachers in preparing, implementing and evaluating assessments; the aspects that teachers need to understand in designing assessments in language learning; and the types of assessment books meet teachers' expectation.

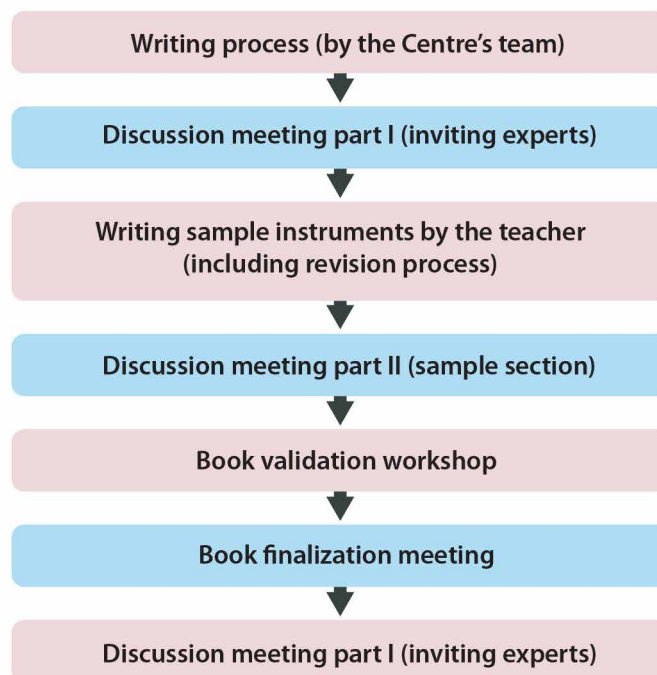


The Centre Director opens the FGD to design outline of the Assessment Book Series in Language Teaching

In developing the said book, as the initial steps, the Centre conducted a group discussion to design the outline of the book on 22 February 2021. The agenda was to provide information, suggestions and input related to the Centre's programme in compiling a series of assessment books in language teaching. The Centre invited Dr E. Kosasih (Indonesia University of Education) and M. Yursi Saad from Center (Curriculum and Book Affair, Agency for Research and Development and Book Affair) as experts to lead the discussion.

The discussion then resulted the following recommendation, especially on the framework of the book. It is including, but not limited to a) the books to be written are in 6 language series, i.e., Arabic, English, German, Indonesian, Japanese and Mandarin, designed for upper-secondary school level, b) the content section will be written by the Centre's team, c) the example section will involve language teachers. In particular, the book development process will employ the following steps and frameworks.

- **Development Stages**



- **Book Framework**

<b>Chapter I</b>	Introduction (what, why and the purpose of this book)
<b>Chapter II</b>	Concepts, Principles and Strategies
<b>Chapter III</b>	Reading Skills Assessment (technique and instruments for high and low level language skills)
<b>Chapter IV</b>	Listening Skills Assessment (technique and instruments)
<b>Chapter V</b>	Writing Skills Assessment (technique and instruments)
<b>Chapter VI</b>	Speaking Skills Assessment (technique and instruments)

The Centre hopes to publish the Assessment Book Series in Language Teaching this year. To realize this, the Centre will involve language teachers and experts to validate the book. All in all, the book development is also one of the Centre's attempts to support MBKM, a policy by MOE Indonesia.



## 11. Development of Good Practices for Language Teaching during COVID-19 Pandemic

In response to COVID-19 outbreak that heavily effect the education system in Indonesia, the Centre developed teaching resources entitled on Good Practices for Language Teaching during COVID-19 Pandemic. The Centre puts its concern on teachers' challenges toward the change of mode for

teaching and learning process from offline to online. The Centre also realises that the changes require teachers to quickly adapt and explore various learning strategies, materials, media as well as learning instruments and assessments.

To develop the book, the Centre employs some phases, as follows.

Step 1	<p>Webinar on Sharing Good Practices on Language Teaching (2020)</p> <ul style="list-style-type: none"> <li>• Invited 18 language teachers persons across Indonesia as speakers</li> <li>• Participated by 146 language teachers</li> <li>• Focused on 6 languages, i.e., Arabic, English, French, German, Japanese and Mandarin</li> </ul>
Step 2	<p>Collecting Good Practices on Language Teaching (2020)</p> <ul style="list-style-type: none"> <li>• Teachers (the speakers) who participated in the webinar were guided by the Centre to write their good practices.</li> </ul>
Step 3	<p>Consignment for Book Finalisation on Good Practices on Language Teaching (2021)</p> <ul style="list-style-type: none"> <li>• Participated by 28 language teachers</li> </ul>

Step 4	Book Production <ul style="list-style-type: none"> <li>Targeted to be published in 2021</li> </ul>
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Due to the COVID-19 pandemic, the consignment activity was run in a blended mode on 29–31 March 2021. The activity aimed at compiling papers that have been compiled and revised by teachers based on the inputs given by experts/reviewer team and then to finalize the papers into a book of Good Practices for Language Teaching during the COVID-19 Pandemic Period. The following were the teachers and graphic designers participated in the said activity.



Deputy Director Programme reports the consignment activity to the Centre's Director

No.	Name	Expertise	Institution
<b>Offline</b>			
1.	Maspalah	Arabic	SMA Negeri 1 Cicurug
2.	Supri Yadi		SMA Tunas Harapan
3.	Rohmatulloh	English	SMA Negeri 57 Jakarta
4.	Erma Yusnita		SMA Negeri 5 Jakarta
5.	Nilasari		SMK Negeri 15 Jakarta
6.	Fariah		SMK Negeri 25 Jakarta
7.	Nani Suratni	French	SMK Negeri 57 Jakarta
8.	Iwan Setiawan		SMA Negeri 4 Bogor
9.	Zukhruffurrahmah	German	SMA Negeri 79 Jakarta
10.	Wuri Elawati		SMA Negeri 6 Jakarta
11.	Endah Wijayanti	Japanese	SMA Negeri 77 Jakarta
12.	Siti Mariam Mumpuni		SMA Negeri 1 Depok
13.	Sabar Sibarani		SMA Negeri 2 Kota Tangerang Selatan

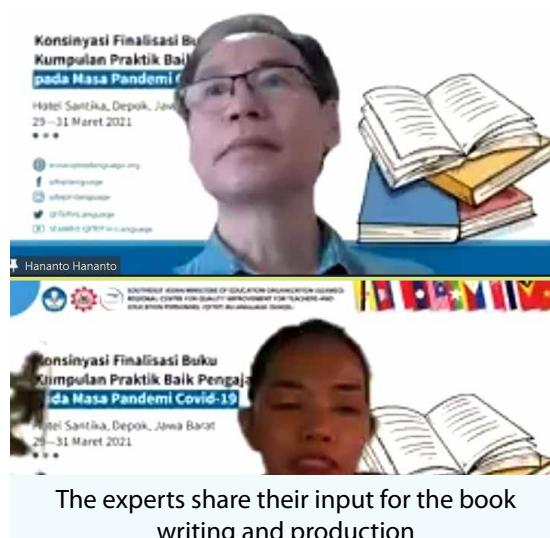


Participants revise compiled papers based on input given by the resource persons for a book of Good Practices for Language Teaching during the COVID-19 Pandemic

14.	Iriyanti	Mandarin	SMK Negeri 3 Bogor
15.	Muslimaini		SMA Negeri 30 Jakarta
16.	Itra Safitri	English	SEAMEO QITEP in Language
17.	Talitha Ardelia Syifa Rabbani	German	
18.	Limala Ratni Sri Kharismawati		
19.	Nirwansyah	Arabic	
20.	Rizma Angga Puspita	Indonesian	
21.	Riko Rachmat Setiawan	Graphic Designer	Agency for Language Development and Cultivation
22.	Ladislaus Laga Monang		Freelance
23.	Yul Chaidir		
<b>Online</b>			
1.	Ade Rahmat	Arabic	MAN Binjai Medan
2.	Fithrotus Subhaniyah		MAN Sidoarjo, Jawa Timur
3.	Karina Febri S.	English	SMK Muhammadiyah Bandongan
4.	Nanik Sri Rahmini		SMK Negeri 2 Wonosobo
5.	Mahiang	French	SMA Negeri 2 Palangkaraya
6.	Murni Sinaga		SMA Negeri Sumatra Selatan
7.	Purwati	German	SMA Negeri 7 Yogyakarta
8.	Herman Syahputra		SMA Negeri 2 Torgamba
9.	Rina Fitriani		SMA Negeri 75 Jakarta
10.	Lussy Novarida Ridwan	Japanese	SMA Negeri 1 Yogyakarta
11.	Yuni Susanto		SMA Negeri 1 Temanggung
12.	Siti Zakia	Mandarin	SMK Negeri 2 Tebing Tinggi
13.	Felly Surianty		SMA Maitreyawira Batam

Further, the consignment was organised in the form of a workshop and focused on topics related to book writing and production. Therefore, the activity was beneficial for teachers' improvement as well.

Onwards, the Centre expects to produce the book in 2021. The Centre expects language teachers involved in this project are able to be pioneer in providing resources for teaching language during COVID-19 crisis, at least they could share the content of the book to their colleagues.



# Capacity Building

## 1. The 11<sup>th</sup> AISOFOLL: “Facing Industrial Revolution 4.0 through Language Education”



It is an honor for the Centre to invite education experts and practitioners as the keynote speakers of 11<sup>th</sup> AISOFOLL

On 6–7 October 2020, the Centre convened the Eleventh Annual International Symposium of Foreign Language Learning (The 11<sup>th</sup> AISOFOLL) that was held fully virtual to address a theme “Facing Industrial Revolution 4.0 through Language Education”.

The 11<sup>th</sup> AISOFOLL theme is related to the rapid development of technology, namely the Industrial Revolution 4.0. Massive inventions of technological development that emerged from the Industrial Revolution 4.0 are the Internet of Things (IoT), Artificial Intelligence (AI) and Big Data. The development of technology in this digital era has an impact on the life of every individual. Industrial Revolution 4.0 has an impact to all aspects of human life including to the education system.

It was noted early in the symposium by the Centre Director, Dr Luh Anik Mayani, that the Industrial Revolution 4.0 would be best interpreted as a challenge to

benefit the better quality of education, more specifically in language learning and teaching. SEAMEO Secretariat Director, Dr Ethel Agnes Pascua-Valenzuela, added in her opening remarks that theme of the 11<sup>th</sup> AISOFOLL was relevant to current global situations.

The 11<sup>th</sup> AISOFOLL had invited practitioners and researchers in the field of language education to share ideas on various issues related to the theme which covering the following sub-themes.

1. The Concern in Language Learning
2. The Methods or Strategies Used to Make Students be Ready to be a Global Citizen and Workers of the Fourth Industrial Revolution
3. The Utilization of Artificial Intelligence (AI) in Language Classes
4. Teachers’ Role to Support Students’ Autonomous Learning

Four keynote speakers of the 11<sup>th</sup> AISOFOLL were Assoc. Prof. Choo Shen Li Suzanne (National Institute of Education, Singapore), Morita Mamoru (The Japan Foundation Jakarta, Indonesia), Prof. Dr H Didi Suherdi (Indonesian University of Education, Indonesia) and Dr Luh Anik Mayani (SEAMEO QITEP in Language, Indonesia). In addition to the aforementioned keynote speakers, there were 19 education practitioners as paper presenters. The symposium was attended by 201 participants from Azerbaijan, Colombia, Indonesia, Iran, the Philippines, Peru, Saudi Arabia, Sri Lanka, Taiwan and USA. All who attended were of the same



# 11<sup>th</sup> AISOFOLL

## Annual International Symposium of Foreign Language Learning

mindset, i.e., to have accurate information and in-depth professional insight related to the theme of symposium.

The two-day symposium was arranged in two sessions consisted of plenary and parallel sessions. On each day, two keynote speakers shared their insight to explore key questions that might offer solutions to face IR 4.0 through language education. The parallel sessions were arranged into three virtual breakout rooms.

The highlights of the symposium can be delineated as follows.

1. Industrial Revolution (IR) 4.0 is characterised on the development of digital technology with the help of interconnectivity through Internet of Things (IoT), access to real-time data and the introduction of cyber-physical systems. The IR 4.0 will make the movement of the industrial world and the type of work needed. It can be said that IR 4.0 has undoubtedly affected the roles of which today's students will be prepared and the roles of teachers in dealing the development of information and technology in educational context.
2. The rapid pace of technological development in this era resulted in the new trends in language education. The learning can be taken anytime, anywhere as the e-learning tools and application for self-paced learning. Students will learn not only the language knowledge itself but also develop practical skills in terms of using the technology they will encounter in the future jobs. Furthermore, students will be exposed to more project-based learning as a way to teach them the collaborative, creativity, critical thinking and communication skills. Ultimately, language education in IR 4.0 must provide the 11<sup>th</sup> AISOFOLL: Facing Industrial Revolution 4.0 through Language Education 32 opportunities for the students to develop their ability to understand and evaluate the issues interconnected with real life.
3. Teachers will play three roles to support the transition of the learning system to build autonomous students. First, as a designer, the teacher will design learning activities of the students including learning materials and media. Second, the teacher is a facilitator that guides the students through the learning process. Last, the teacher is an assessor, which implies offering feedback to the students' work and giving corrections to their task.
4. During the two-day symposium, keynote speakers and presenters shared their insight on how to face

IR 4.0 through language education which can be categorized into topic of discussion, they are concern in language learning (6 papers), methods and strategies to make students be ready to be a global citizen and workers of Fourth Industrial Revolution (4 papers), utilisation of Artificial Intelligence in Language Classes (5 papers) and teachers' role to support students' autonomous learning (8 papers).

5. In conclusion, teachers, schools, government and parents should "rethink" the education in IR 4.0. Today's teachers must adapt certain changes brought by the IR 4.0 and shift the role of teacher and the learning process which is suitable to prepare students with 21<sup>st</sup> century skills. Hopefully, in this way, we can take maximum advantage of the opportunities brought by the IR 4.0 for the future education and be ready

to prepare the next generation to be engaged in the world alongside smart technologies.

All papers, research findings and discussion in the symposium were compiled in the proceeding of the 11<sup>th</sup> AISOFOLL.



Dr Ethel Agnes P Valenzuela gives an opening remarks in the 11<sup>th</sup> AISOFOLL

## 2. Online Training on Teachers' Competence Improvement

To accommodate language teachers in Southeast Asia, a competency improvement on their language proficiency level, the Centre opened a scholarship programme in 2020. For this programme, the Centre received a great interest from almost 2.727 applicants from Southeast Asia.

In 2020, the Centre awarded scholarship to 600 English, German and French teachers/lecturers from eight countries in Southeast Asia, namely Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, the Philippines, Thailand and Vietnam. The training was conducted for three months from 3 August to 30 October 2020. In addition, the programme was conducted through a digital platform called Altissia.

The programme was to facilitate language

teachers to improve their language proficiency level based on CEFR. By having the programme, the Centre committed to ensure the sustainability of education services during the COVID-19 pandemic crises.

Further, the scholarship programme was the Centre's contribution, as part of the SEAMEO Regional Center, in the global education cooperation effort to overcome COVID-19, especially for the advancement of language education. Onwards, the Centre expected that the training's result (data) will be beneficial for further research, such as on the correlation of language proficiency and the success rate in the pedagogical process in a foreign language classroom.

The following are the details of the participants and language distributions.



Country	Language Speciality			Total
	English	French	German	
Brunei Darussalam	7	0	0	7
Cambodia	5	0	0	5
Indonesia	147	26	60	233
Lao PDR	0	0	0	0
Malaysia	24	2	0	26
Myanmar	137	21	9	167
Singapore	0	0	0	0
The Philippines	2	1	0	3
Thailand	134	1	4	139
Timor-Leste	0	0	0	0
Vietnam	20	0	0	20
<b>Total</b>	<b>476</b>	<b>51</b>	<b>73</b>	<b>600</b>

### 3. Training on Teaching Methodology of Indonesian Language for Foreign Learners (ILFL) in Saudi Arabia



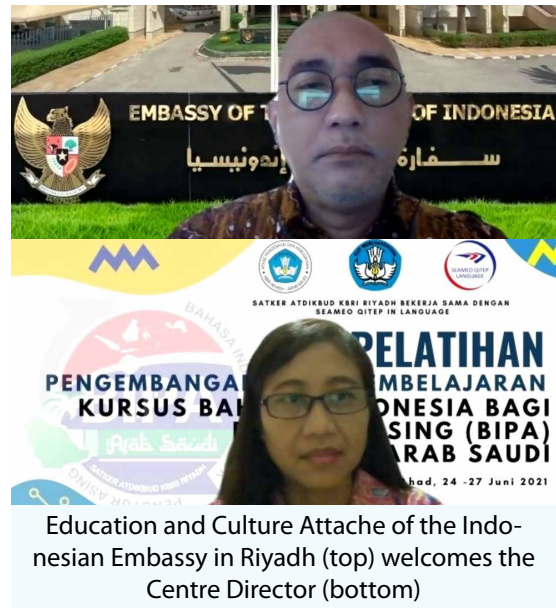
Consulate General of the Republic of Indonesia for Jeddah (left) and Centre Deputy Director for Programme (right) discuss possible future collaborative activities

The Centre in collaboration with Embassy of Republic of Indonesia in Riyadh, Saudi Arabia conducted an online Training on Teaching Methodology of Indonesian Language for Foreign Learners (ILFL) in Saudi Arabia from 24–27 June 2021. The training was attended by 34 ILFL teachers and invited 14 ILFL experts from various well-known institutions. The training aimed to enhance language teachers' professionalism and accountability for better quality of teaching and learning services.

During the four-day training, the participants had the opportunity to develop contextual plans and teaching materials according to ILFL curriculum and syllabus. In addition, one of the participants expressed the hope for sustainability or other similar activities to improve the competence of ILFL teachers in Saudi Arabia. In respond to this, the Centre, through its Deputy Director for Programme, affirmed to support the implementation of capacity development of ILFL teachers through various forms,

i.e., mentoring in teaching materials development, research or other joint activities.

The aforementioned intentions were also supported by Education and Culture Attache of the Indonesian Embassy in Riyadh as well with the Consulate General of the Republic of Indonesia for Jeddah. The promotion of Indonesian culture and language abroad can be achieved through ILFL learning. Hence, the provided training proved to be a means of developing and supporting the quality of ILFL teachers in Saudi Arabia both pedagogically and socio-culturally.



Education and Culture Attache of the Indonesian Embassy in Riyadh (top) welcomes the Centre Director (bottom)

#### 4. Online Training on HOTS-based Language Teaching

In response to the needs of language teachers and the attempts to adapt with 21<sup>st</sup> century learning, since 2019, the Centre has been conducted language teaching methodology training on HOTS as a follow-up activity after the module development project on the said topics accomplished in 2018. Based on the needs analysis in 2021, the Centre found that training on HOTS still has a high demand.

Hence, the Centre conducted the online training on HOTS-based Language Teaching on 8–19 March 2021. In particular, the training aimed at enhancing language teachers' competences to enable students' to think critically and analytically through language learning. The teachers comprehensively scale-up their teaching levels by mastering three learning models, i.e., discovery, project-based and text-based. As the output of the training, teachers also develop a lesson plan employed the said learning models.



The Centre's trainer and the participants of the training has a fruitful discussion

Further, the training involved the participation of 99 language teachers of Arabic, English, French, German, Indonesian, Japanese and Mandarin of upper and lower secondary school levels. The school participated are not only from Indonesia, but also from the Indonesian Schools Abroad (*Sekolah Indonesia Luar Negeri/SILN*) in Malaysia, Netherlands, Thailand and Saudi Arabia. The following are the details of the participants' area of distributions.

- Indonesia

Province	Participant	Province	Participant
Aceh	3	Bangka Belitung Islands	1
Bali	1	Riau Islands	2
Banten	4	Lampung	3
Bengkulu	2	North Maluku	1
DI Yogyakarta	6	West Nusa Tenggara	1
DKI Jakarta	4	East Nusa Tenggara	6
Gorontalo	2	West Papua	1
Jambi	2	West Sulawesi	1
West Java	5	South Sulawesi	6
Central Java	3	Central Sulawesi	1
East Java	4	North Sulawesi	1
West Kalimantan	6	West Sumatera	6
South Kalimantan	3	South Sumatera	4
Central Kalimantan	4	North Sumatera	5
East Kalimantan	2		

- The Indonesian Schools Abroad

Country	Participant
Malaysia	3
Netherlands	1
Thailand	2
Saudi Arabia	3

## 5. Training on Teaching Methodology for ILFL

As a support to MBKM policy of MOE Indonesia, the Centre conducted the training on 22–26 March 2021. The training aimed to enhance the pedagogical competence and cross-cultural understanding of the ILFL teachers.

The training was participated by 103 students from 29 higher education institutions in Indonesia and also by six Centre staff. During the training, the participants learned (1) the teaching methodology for the four language skills (reading, listening, writing, speaking); (2) the use of ILFL teaching media; (3) how

to developing ILFL teaching evaluation; and (4) cross-cultural understanding. The participants also had the chance to develop ILFL lesson plan and simulation video.

By the end of the training, the Centre hoped that the participants are ready to start their ILFL teaching journey.

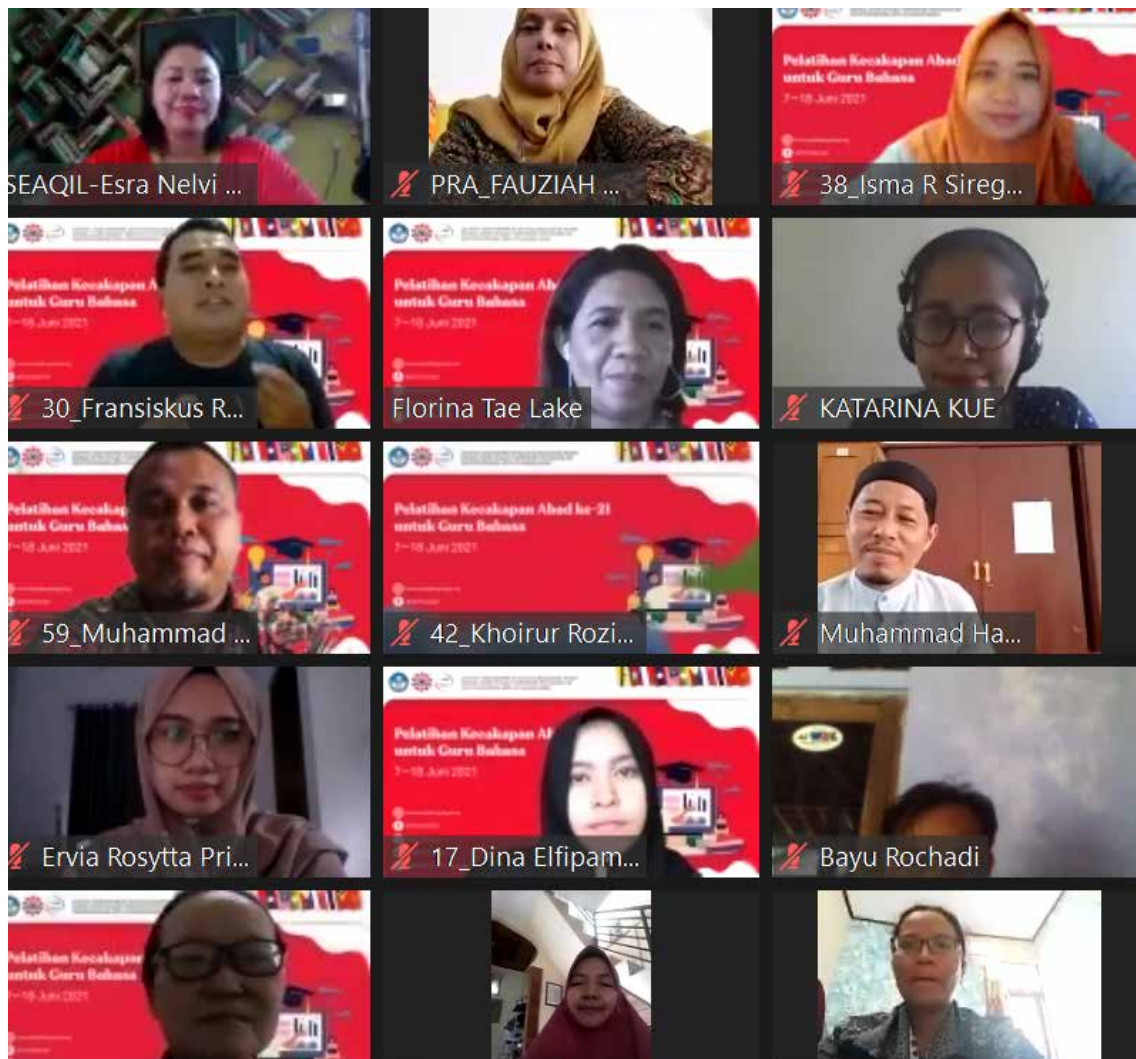


## 6. Online Training on 21<sup>st</sup> Century Skills for Language Teachers

The development of the 21<sup>st</sup> century has an impact on various sectors, including for language education sector. The conditions and challenges in the modern era demand mastery of skills that are in accordance with the 21<sup>st</sup> century, both academic and non-academic skills. The Centre always focuses on improving the quality of language teachers to assist them to be a capable individual in a competitive of current global economy and keep abreast with massive technological development.

To support the previously described situation, the Centre organised Online

Training on 21<sup>st</sup> Century Skills for Language Teachers on 7–18 June 2021. There were 100 selected participants of Arabic, English, French, German, Indonesian, Japanese and Mandarin language teachers of secondary school level from 22 provinces in Indonesia. In particular, the training was to encourage the teachers to understand and master the concepts as well as design the lessons that are enable students to foster 21<sup>st</sup> century skills. Further, the participants agreed and committed to disseminate their knowledge to their colleagues.



The Centre's Deputy Director for Programme and participants of the training take a group photo

## 7. Webinar

### 1) Utilizing Technology in Language Learning During COVID-19 Pandemic

As part of its 11<sup>th</sup> anniversary celebration, the Centre held the webinar in which its theme was taken due to the existing conditions of COVID-19 pandemic, where there was a change in the mode of learning, from face-to-face mode to online mode. Several topics were discussed in this webinar, namely

- 1) MOE Indonesia policies related to primary and secondary education during the COVID-19 pandemic;
- 2) MOE Indonesia policies related to distance learning;
- 3) the use of distance learning technology and the use of technology in language learning; and



The Centre Director delivers her remarks to open the webinar as part of the Centre's 11<sup>th</sup> anniversary celebration

- 4) good practice of language learning during the COVID-19 pandemic.



Board of Directors and staff take a group photo during the celebration of the Centre's 11<sup>th</sup> anniversary

There were 378 participants consisting of teachers, practitioners, and professionals who join the webinar through WebEx and YouTube. The Centre expected that all parties involved in the learning process can share not only their experiences and knowledge but also be able to find the best solutions so that problems in the learning process that arise due to COVID-19 can be resolved together

## 2) Improving Teachers Foreign Language Competence in the Digital Era

The webinar, held on 5 April 2021, was participated by 600 language teachers from Cambodia, Indonesia, Malaysia, Lao PDR, Myanmar, Thailand, the Philippines and Vietnam.

This activity aimed at providing information about various digital devices that can be used for language learning. Therefore, the Centre invited several speakers, i.e., Dr Ethel Agnes P Valenzuela (SEAMEO Secretariat), Daniel Ari Widhiatama (Mercuri Buana University Yogyakarta) and Patrick Logé (Altissia Indonesia). The speakers were respectively share the following topics.

- SEAMEO Strategic Roles to Address Education Challenges in the Digital Era
- Entering the Era of Digital Language Learning
- Improving Language Competence Using Digital Platforms

All in all, through the webinar, the teachers were expected to gain knowledge to maximize digital tools in improving foreign language competence and boosting their potential.

## 3) Preparing Document for Intellectual Property Rights

Since the launched of School Literacy Club (Klub Literasi Sekolah/KLS), the Centre conducted several webinars and workshops conducted several webinars and workshops to support the implementation of KLS. One of the webinars was on “Preparing Document for Intellectual Property Rights” held on 4 May 2021. The webinar involved 228 participants, including intern-students and teachers who participated in KLS.

The webinar promoted two key focuses, namely intellectual property right and creative commons license. To deliver both focuses, the Centre invited Agung Damarsasongko (Ministry of Law and Human Rights of the Republic of Indonesia) and Harsa Wahyu Ramadhan (Creative Commons Indonesia).

By providing KLS’s facilitators (intern-students and teachers) with the said knowledge, the Centre expected that the facilitators able to protect the intellectual property rights of the work/final project of KLS students. For information, KLS aims at encouraging students to think critically and creatively in the areas of literary work, journalism and storytelling/drama.



The resource persons elaborate the importance of intellectual property right to the webinar participants

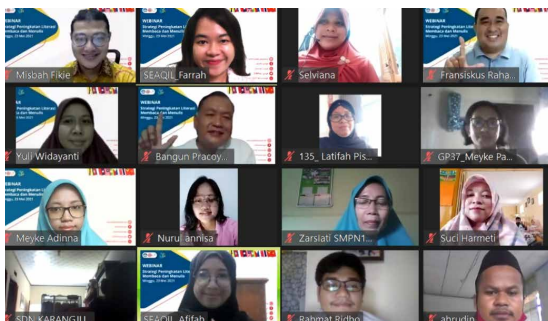
#### 4) Webinar on Literacy Improvement Strategy on Reading and Writing

Commemorating the Indonesia National Education Day, the Centre held a webinar on “Literacy Improvement Strategy on Reading and Writing” on 23 May 2021. The activity was held along with the virtual exhibition by MOE Indonesia. The topics on literacy was chosen based on the Indonesia PISA score result which ranked 72 out of 77 for skills in reading.

The Centre as represented by its Deputy Director for Administration, Dr Misbah Fikrianto, explained the following key points.

- The needs of national policy on literacy
- Partnership and contribution to support literacy improvement
- Promoting *Merdeka Literasi Indonesia*

By having the webinar, the Centre attempted to encourage the stakeholders who work in education to propose the national policy on literacy under an integrated system called *Merdeka Literasi Indonesia*. In addition, the activity was participated by 222 individuals from various educational stakeholders who also attended the virtual exhibition.



The Centre conducts a webinar on “Literacy Improvement Strategy on Reading and Writing” in commemorating the Indonesia National Education Day

#### 5) Webinar on Open Educational Resources in Improving National Literacy

The development of the internet and digital technology has changed the way people learn. Learning resources are no longer static and scarce, but adaptable and widely available to enable educational institutions, teachers, and students to actively participate in global knowledge exchange through Open Educational Resources (OER).

In collaboration with SEAMEO QITEP in Science (SEAQIS), SEAMEO CECCEP and Library of Indonesia University of Education, the Centre held a webinar on utilizing the OER to improve national literacy on 25 February 2021. The webinar was also supported by the Library of MOE Indonesia; and Creative Commons Indonesia.

The webinar, which has attracted the attention of more than 2.331 participants, both via Zoom and YouTube live broadcasts, involved stakeholders/experts from SEAQIL (Dr Luh Anik Mayani), SEAQIS (Dr Indrawati), SEAMEO CECCEP (Dr Dwi Priyono) as well as Library of Indonesia University of Education (Dr Riche Cynthia Johan) and Creative Commons Indonesia (Wahyu Setioko).



The Centre collaborates with SEAQIS, SEAMEO CECCEP and Indonesia University of Education for Open Educational Resources (OER)

# Innovation Programme

## 1. SEAQIL Webinar Series on Language

In 2020, the Centre had a series of webinar entitled SEAQIL Webinar Series on Language. The following are the details of the webinars.

### 1) ILFL Expert Talk Show on Competency Standard for ILFL Teachers

The Centre supports the Indonesian government in promoting and preparing ILFL as one of the official languages of ASEAN. One of the Centre's initiatives is to develop competency standards for ILFL teachers. As an initial step, the Centre collected information from experts through SEAQIL Webinar Series on Language: ILFL Expert Talk Show on Competency Standard for ILFL Teachers on 25–27 August 2020. There were three subseries in the webinar, namely (1) ILFL Teaching Competency Standards, (2) ILFL Training Material Standards, and (3) ILFL Teaching Certification/License.

The three-day webinar was participated by 149 students, experts and other professions related to ILFL. They came from 13 countries across the globe, i.e., Australia, Azerbaijan, China, France, Indonesia, Germany, Lao PDR, Malaysia, Netherland, Saudi Arabia, Switzerland, Timor-Leste and Uzbekistan.

The webinar concluded the following points as follow up actions for the Centre.

- Develop concepts/formulations on ILFL teaching competency standards that is useful not only in national level, but also in Southeast Asian level
- Develop competency standards for

ILFL teachers (minimum) covering social, personality, pedagogical, and professional competency standards; or adapting a new competency model introduced by MOE Indonesia

- Implement a training program for ILFL teachers (improvement of the quality of ILFL teachers) based on competency standards that have been prepared/agreed upon
- Activate a role in developing learning resources, developing ILFL research, and developing ILFL networks, especially in Southeast Asia (and if needed also outside Southeast Asia)
- Support the preparation of the RSKKNI for Teaching ILFL together with the Language Agency, APPBIPA, BNSP and other related parties



The representatives of SEAMEO Centres Indonesia attend the webinar as panelist



## 2) Southeast Asia ILFL Teachers Talk Show on ILFL Learning Material

On 1–3 September 2020, the Centre conducted the activity as a response to the urgency of preparing ILFL learning books that are in accordance with the demands of technological developments and innovations in the 21<sup>st</sup> century. There were three subseries in this webinar, namely (1) Distance Education Philosophy/Distance Learning and ILFL Learning Technology, (2) Development of ILFL Teaching Materials, and (3) Digitization of ILFL Teaching Materials.

There were 178 participants coming from Australia, Azerbaijan, Cambodia, Indonesia, Germany, Japan, Malaysia, Myanmar, Netherlands, the Philippines, Saudi Arabia, Switzerland, Taiwan, Timor-Leste, USA and Uzbekistan participated in the webinar.

The webinar concluded the following points.

- Design of technology utilization programmes in ILFL teacher training and/or ILFL learning (may include the use of technology in the development of learning media, learning resources and study rooms).
- ILFL teaching materials are adjusted to the levels in the ILFL SKL in Permendikbud 27/2017, namely ILFL levels 1-7. Thus, training materials for ILFL teachers, especially in the preparation of teaching materials, must refer to that level.
- Training on developing ILFL teaching materials takes into account the competencies/learning objectives and their application in various types of media, both online and offline.

- ILFL teacher training includes teaching materials and digitizing ILFL teaching materials.

## 3) Talk Show on the Needs of ILFL Teachers

The webinar was held on 13–15 October 2020. There were three subseries in the webinar, namely (1) The Needs of ILFL Teachers in Formal Educational Institutions, (2) The Needs of ILFL Teachers in Non-Formal Education Institutions, and (3) Need for ILFL Teachers in Government Institutions/Organizations. Through the webinar, the Centre expected to develop a training programme for ILFL teachers with various challenges of ILFL teachers at different ILFL organizing institutions.

The webinar was participated by 169 persons from Australia, Azerbaijan, Cambodia, Indonesia, Germany, Japan, Malaysia, Myanmar, Netherlands, the Philippines, Saudi Arabia, Switzerland, Taiwan, Timor-Leste, USA and Uzbekistan.

The three-day webinar provided information and input regarding the needs of ILFL teachers to support ILFL teaching as follows.



The Centre Director delivers remarks during the opening of the webinar

- Linguistic competence (phonology, morphology, syntax, semantics, socio-pragmatics), intercultural/acculturation competence (incorporation of positive Indonesian cultural elements in teaching), foreign language skills, and in-depth knowledge of the language of instruction so as to be able to explain unique things in Indonesian.
- Knowledge of national insight, cultural and artistic understanding and skills, as well as mastery of information and communication technology.
- Knowledge of teaching media and teaching materials to support learning, including paper-based or digital-based materials, bilingual (Indonesian-other foreign languages) dictionaries.

#### 4) Sharing Good Practices in Language Teaching during COVID-19 Pandemic

COVID-19 pandemic has brought significant change to education system. Learning and teaching process that was originally conducted face-to-face in the classroom has turned into online. Such situations and changes have affected on education including learning and teaching disruptions. There is a need for teachers and learners are expected to be able in adopting technology and improving their digital skills in line with the emerging global trends and realities in education.

To address the situation faced by teachers, the Centre held a fully virtual Webinar Series on Language: Sharing Good Practices in Language Teaching during the COVID-19 Pandemic on 14–16 September 2020. This activity aimed to collect good practices in language learning during the COVID-19 pandemic related. Under

the theme, there were three sub-themes, namely

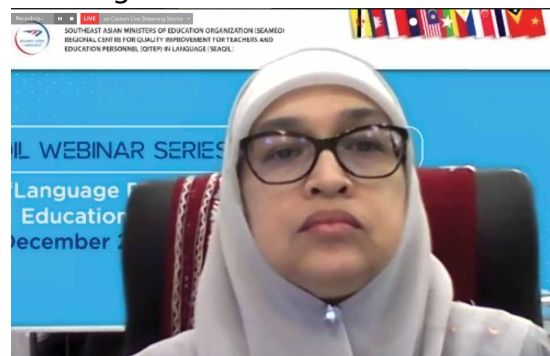
- use of media during the COVID-19 pandemic;
- alternative teaching materials during the COVID-19 pandemic; and
- assessments.

A total number of 146 language teachers attended the three-day virtual webinar as participants. There were 18 speakers consisting of teachers of Arabic, English, French, German, Japanese and Mandarin.

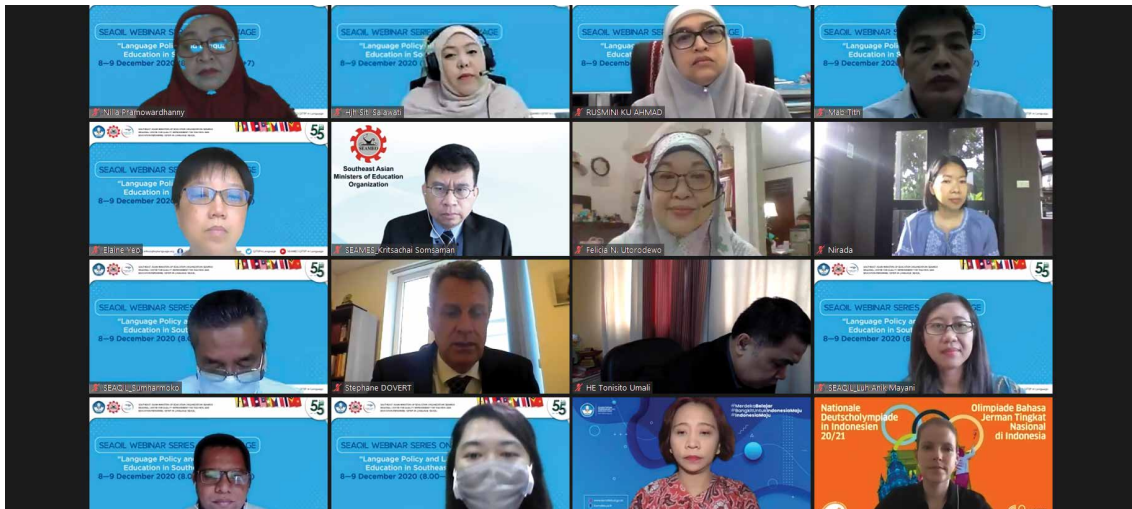
The good practices shared in the webinar will be compiled in the Book of Good Practices for Language Learning during the COVID-19 Pandemic published in FY 2021/2022.

#### 5) Sharing Language Policy and Language Education in Southeast Asia

Language as communication medium for students to gain comprehension, complete tasks given, solve problems in learning and interact with their teachers. Language policy is needed to ensure the accomplishment of language use and language learning for educational goals. In a broader scope, language policy also signifies political and cultural aspects in multilingual countries.



Dr Rusmini binti Ku Ahmad shares the language policy and education in her country, Malaysia



Invited resource persons and guests take a group photo session after the opening of the webinar

As a Centre with focus on language and language education, the Centre conducted SEAQIL Webinar Series on Language: Language Policy and Language Education in Southeast Asia on 8–9 December 2020. The Centre invited Head of Bureau of Cooperation and Public Relations of MOE Indonesia, Deputy Director for Administration and Communication for SEAMEO Secretariat and respected Governing Board Members for Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste and Vietnam as the resource persons for the webinar.

There were 367 participants consisting of language teachers, education personnel, practitioners, officers, policymakers, researchers and higher education students. The Centre expected that all parties involved in the webinar have a deeper insight and learnt more of the implementation of language policy and language education in each Southeast Asian country. The webinar concluded the following points as recommendations.

- Mother tongue is fundamental as a medium for teaching and learning.
- Mother Tongue Based-Multilingual Education policy is needed for overall

literacy, cognitive development and maintain diversity in Southeast Asia countries.

- Single focus on one language (i.e., national language) in education system could lead to endangerment of minority languages.
- Southeast Asia students are required to master mother tongue, official (national) language and foreign language to maintain language diversity as well as to correspond globalisation.
- Education system or policy should address the 21<sup>st</sup> century challenges.



SEAQIL'S Webinar Series on Language Policy and Language Education in Southeast Asia

Jakarta, 9 December 2020

The Centre Director shares the executive summary of the webinar

## 2. Building ASEAN Community Through Story Telling Competition: Listening to Asia

As a Centre aiming to improve the quality of language education in Southeast Asia region, the Centre has initiated a storytelling competition called "Listening to Asia". The competition was conducted from 2 November to 11 December 2020 with six language focus categories, namely Arabic, Chinese, English, French, German and Japanese.

The storytelling competition aimed to enable both teachers and students to build a better cultural understanding across the Southeast Asia through language and improve competencies required in adapting the 21<sup>st</sup> century, such as

- a. increase students' critical thinking as they have to select high value stories representing their own culture;
- b. enhance students' creativity and communicative competence as

they have to tell the selected story fluently and artfully;

- c. improve students' ability to collaborate as they have to work in group (with another student) to plan their performance while telling the story;
- d. challenge teachers to supervise their students to conduct the whole process of the competition.

During the given period, there were 175 teams consisted of one foreign language teacher and a pair of students at upper-secondary level from Indonesia, Malaysia, Myanmar, the Philippines and Thailand participated in the competition. The participants from each language category were then assessed by juries of native language speakers, language practitioners and experts. The details of the winners are presented in the following table.

Rank of Winner	Name of School	Country	Title of the Video
<b>ARABIC</b>			
1.	SILN Makkah	Indonesia	Kabayan
2.	SMAN 112 Jakarta	Indonesia	Malin Kundang
3.	MAN Insan Cendekia Tanah Laut	Indonesia	(الرواية في تسمية بنجرماسين) The Origin of Banjarmasin
<b>CHINESE</b>			
1.	SMAK Penabur Gading Serpong	Indonesia	《伟大的小指》 The Great Little Finger
2.	SMK Taman Pelangi Indah	Malaysia	Warmth Exists in Diversity

Rank of Winner	Name of School	Country	Title of the Video
3.	BPK Penabur Singgasana Christian High School	Indonesia	閃爍華的經驗
<b>ENGLISH</b>			
1.	Sekolah Indonesia Kuala Lumpur	Indonesia	The Origin of Lake Toba
2.	Looc National High School	The Philippines	<i>Talabukon Story</i>
3.	SMA Global Mandiri Jakarta	Indonesia	<i>Bhinneka Tunggal Ika (Unity in Diversity)</i>
<b>FRENCH</b>			
1.	SMAN 5 Malang	Indonesia	<i>On Aime Le Français, Mais D'une Manière Différente</i>
2.	Sekolah Berasrama Penuh Integrasi Jempol	Malaysia	<i>L'oiseau et la Baleine</i>
3.	SMAN 6 Yogyakarta	Indonesia	<i>Rara Jonggrang: L'histoire du Temple Prambanan</i>
<b>GERMAN</b>			
1.	SMA Kristen 1 Penabur Jakarta	Indonesia	<i>Bawang Merah dan Bawang Putih</i>
2.	SMAN 8 Jakarta	Indonesia	<i>Pagebluk Lampor</i>
3.	SMAN 5 Taruna Brawijaya Jawa Timur	Indonesia	<i>Bawang Merah und Bawang Putih</i>
<b>JAPANESE</b>			
1.	SMAN 1 Yogyakarta	Indonesia	タラサリと南海岸の女王様
2.	SMKN 1 Boyolangu	Indonesia	<i>Reog Kendang</i>

Rank of Winner	Name of School	Country	Title of the Video
3.	SMAN 4 Cibinong	Indonesia	サマンおどりのはいけい/ Behind <i>Saman</i>

### 3. School Literacy Club

School Literacy Club (*Klub Literasi Sekolah/KLS*) is the Centre's new programme to respond to the score of Indonesian students' PISA and MOE Indonesia to include literacy assessment in students' evaluation. In line with the said intention, the Centre brands the programme as an innovation in support of MBKM—a policy by MOE Indonesia to support independent learning and accelerate innovative research or project/immersive learning outside the core major for higher education students. In addition, KLS was launched by Secretary General of MOE Indonesia on 18 February 2021.

As the uniqueness of the programme, KLS involves bigger collaboration between the Centre and other institutions relevant to the programme (Office of Education, higher education institutions as well as literacy community and mass media.

The collaboration has revealed the eagerness of the programme to involve

295 intern-students from 17 higher education institutions to be facilitator students in executing KLS project from February to June 2021. From the data taken on May 2021, the students involved (categorise as students with active participation) in KLS were almost 2,000 students from 69 schools in 12 provinces in Indonesia with support from 205 teachers. Further, as a reward for the higher education students, the MBKM enables them to convert their project into particular course with equivalency for 6 to 12 credits. The following is KLS's collaborators.



Higher Education Institutions	
Al Azhar University of Indonesia	State University of Jakarta
Indonesia University of Education	State University of Semarang
Masjid Syuhada Islamic College of Yogyakarta	State University of Yogyakarta
State Institute for Islamic Studies of Surakarta	
and 10 non-partners higher education institutions	
Gunadarma University	State Institute for Islamic Studies of Tulungagung
Indonesia Institute of The Arts of Yogyakarta	State Polytechnic for Creative Media of Jakarta

Mulawarman University	State University of Makassar
Perjuangan University of Tasikmalaya	University of Bengkulu
Sebelas Maret University	University of Muhammadiyah Prof. Dr. Hamka
<b>Offices of Education</b>	
Office of Education and Culture for West Kalimantan	Office of Education for North Sumatera
Office of Education and Sport for DI Yogyakarta	Office of Education for South Sulawesi
Office of Education for East Nusa Tenggara	Office of Education for West Sumatera
<b>and 6 non-partners Offices of Education</b>	
Office of Education and Culture for Banten	Office of Education for Riau
Office of Education for Central Java	Office of Education for South Sumatera
Office of Education for East Java	Office of Education for West Java

Through KLS, the Centre is committed to not only provide an assistantship in literacy programme for schools, but also to enable teachers and higher education students to take part in literacy development. Therefore, the Centre run various activities embedded in the programme, i.e., Training of Trainers (as part of the selection process for facilitators) and webinar and/or stadium general on literacy and copyrights and creative commons in art, science and literary work. All activities generated support form academics, activists, journalists, policy makers and stakeholders who are expert in the said areas.

Comprehensively, KLS offers three favourable subjects for students, i.e., literary work, journalism and drama. At the end of the project, students will produce their masterpiece based on each subject, i.e., anthology (poem and short stories), school's bulletin, storytelling video, etc. All students' literacy routines are comprehensively managed under Literacy Action Plan created by the facilitators (teachers and higher education students). The following is the scheme of KLS pilot project.



The representatives of partner institutions give their "Salam Literasi" (salutation of literacy) to show their support to KLS programme

Stage I Preparations	Stage II Implementation	Stage III Monitoring and Evaluation	Stage IV Festival or Exhibitions
<ul style="list-style-type: none"> <li>Disseminating KLS programme to higher education institutions, offices of education, literacy communities and national media</li> <li>Signing MoU with higher education institutions</li> <li>Mapping the targeted schools for KLS</li> <li>Developing KLS guidance</li> <li>Opening internship programme for students</li> </ul>	<ul style="list-style-type: none"> <li>Training of Trainers for KLS' facilitators/ intern-students</li> <li>Opening application for KLS' facilitators</li> <li>Assigning national coordinators (facilitators)</li> <li>Launching KLS</li> <li>Implementing KLS in 69 schools in 12 provinces</li> <li>Conducting other relevant literacy activities:  Studium general on Foreign Language Learning for KLS' students</li> </ul>	<ul style="list-style-type: none"> <li>Making evaluation and report of the programme</li> <li>Issuing certificate for facilitators students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Conducting KLS Festival or Exhibitions</li> </ul>

Further, to support the promotion of KLS and capacity building for KLS' facilitators, the Centre also conducted several activities as follows.

#### a. Promoting KLS

The Centre promoted KLS to communities, schools and offices of education on 19 January 2021 and to public on 20 January 2021 via Radio Suara Edukasi of MOE Indonesia. The next KLS dissemination and coordination was to higher education institutions on 27 January 2021. As a result of the activities, the Centre gain interest from 150 upper-secondary schools and



The Centre Board of Directors take a group photo with invitees



signing MoU with seven higher education institutions.

**b. Selection Process and Capacity Building for KLS' Facilitators**

In the selection process, the Centre employed two stages, i.e., administrative screening and selection based on competence through Training of Trainers (ToT). Prior to the implementation of KLS in the schools, the Centre conducted Training of Trainers to enhance the capacity of the facilitator students (prospective intern-students) from 8 to 12 February 2021 and equal to 29-32 hours depends on the intern-students literacy comprehension levels. The training also functioned as part of selection process based on the literacy product and action plan made by the prospective intern-students. The result was then announced on 13 February 2021. The following is the result of the whole selection process.

Selection Process	Total
Application submitted	606
Shortlisted Candidates Stage I	390
Shortlisted Candidates Stage II	307

In addition, the Centre also held a studium general on Foreign Language Learning for KLS students. In this activity, the Centre enable the KLS' facilitators to be resource person to deliver material on Foreign Language Learning for KLS' students. The activity was held two days on 12–13 April 2021 and after school hours.

All in all, to maintain KLS sustainability, the Centre will run capacity building for teachers in promoting school literacy ecosystem involving various literacy resources and collaborators to support the projects.



Prospective intern-students attend Training of Trainers (ToT) as part of KLS' facilitators selection process

**4. Virtual Mandarin Club**

The Centre always encourages teachers and students to enhance their foreign language competence. One initiative the Centre took in 2021 was to establish Virtual Mandarin Club to provide teachers and students the opportunities to improve their Mandarin language skills. For this activity, the Centre collaborates with Global Cultural Adventurer (GCA) China who sent higher educational students from Capital Normal University as its trainers.

**1) Online Speaking Course for Mandarin Language Teachers**

The activity aimed to improve speaking skills of 40 Mandarin teachers from Brunei Darussalam, Indonesia, the Philippines and Thailand. The course was held for eight weeks on 1 February–25 March 2021 by using Zoom. During the course, the participants communicated and practiced their speaking skills by discussing various themes with a native speaker from China.

Through the activity, teachers were expected to increase their confidence

to communicate in Mandarin language, enrich their vocabulary, understand cultural differences as well as broaden their network with other Mandarin language teachers from other Southeast Asian countries.

## 2) Virtual Mandarin Club for Students

As a support in improving higher education students' foreign language competence, especially students studying in the Mandarin language education programme, the Centre held Virtual Mandarin Club for students on 13 April–13 June 2021 in which the students could communicate and practice their language speaking skills.

The activity was participated by 40 students from eight higher educational institutions in Indonesia. During the sessions, they discussed various themes with a native speaker fostered their confidence in communicating using Mandarin, enrich their vocabulary, enable them to understand cultural differences and expand their networks with other students from various regions in Indonesia.

The Centre expected that this programme can provide opportunities for students to improve their language skills, beneficial for their studies and also for their future careers as Mandarin language teachers.



The training participants have a joyful introductory and opening session with the Centre and resource person

# Recognition and Benchmarking

The Centre intends to always strengthen its linkages and display its best achievements throughout the running fiscal year. Amidst the COVID-19 pandemic, the Centre preserved to participate and directly communicate with groups of common interests.

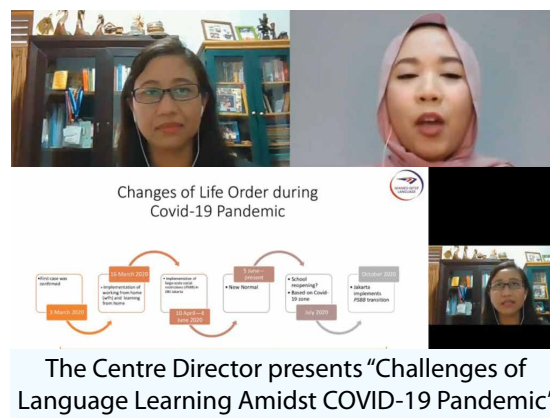
## 1. Exhibition on Global Educational Supplies and Solutions (GESS) Indonesia

The Centre took part in the exhibition as one of the exhibitors and resource person for the conference session on 4–5 November 2020. The Centre eagerly showed its various products and publications, such as modules, learning videos as well as annual report and newsletter as the promotional materials.

Dr Luh Anik Mayani, The Centre Director, participated as the resource person for mini seminar with the topic “Challenges of Language Learning Amidst the COVID-19 Pandemic”.

GESS Indonesia held the exhibition and seminar virtually due to the continuing uncertainty of safety and feasibility during the COVID-19 pandemic. As a substitute

for physical meeting, GESS Indonesia used digital platform for networking between participants. The event showcased global products, services and solutions for the education sector as well as to familiarised the cyberspace for education sector of professionals.



## 2. International Joint Conference on STEM Education (IJCSE) Exhibition



The Centre shows its products to the visitors

The IJCSE is a collaboration of three international conferences held by three Southeast Asian educational institutions and SEAMEO Centres, i.e., (1) International Symposium on Mathematics Education and Innovation (ISMEI), (2) International Conference on Science Education

(ICONS) and (3) The International Science, Mathematics and Technology Education Conference (ISMTEC).

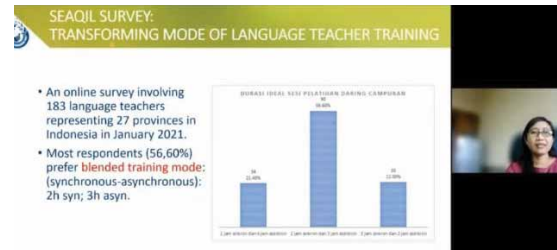
The Centre attended the IJCSE 2020 as one of the exhibitors on 18–19 November 2020 at The Alana Yogyakarta Hotel & Convention Center, Yogyakarta. The event used blended method of conference, online and face to face by following strict guidelines of health protocol. The Centre proudly showed its latest products, including an anthology of HOTS-based language teaching practices and HOTS-oriented learning modules as well as its merchandises.

### 3. SEAMEO Congress

SEAMEO Congress 2021 upheld “Transforming Southeast Asian Education, Science and Culture in the Digital Age” as its theme on 28–29 April 2021. The Congress featured conversations on innovations, breakthroughs and best practices in Education, Science and Culture. The Centre was honoured to be affiliated with other hundreds of professional speakers and exhibitors for SEAMEO Congress 2021.

Centre Director and Deputy Director for Programme shared their view regarding the selected theme on the parallel session of the Congress. The Centre declared to always cater language teachers’ need to be resilient in the digital era regardless of

the current situation. Other than parallel session, the Centre also showcased its products and publications, including the first e-magazine called LINGO. The two days congress had successfully brought the Centre to virtually communicate with hundreds of audiences on its booth and parallel session.



The Centre Director participates in the SEAMEO Congress 2021 as a key speaker

### 4. Virtual Exhibition in Commemorating the National Education Day



MOE Indonesia promotes *Pancasila* Student Profiles as one of the realisations for the education advancement in Indonesia

The Centre supported the changing movement prosecuted by MOE Indonesia by participating in Virtual Exhibition in Commemorating the National Education Day on 21–23 May 2021. The virtual exhibition also served as a forum for the transformation of the Centre’s accountability to the public. The exhibition accommodated the need of strategic tool to promote the Centre’s programmes, contributions and achievements in advancing education within Indonesia and other Southeast Asia countries.

The Centre and the six other SEAMEO Centres in Indonesia presented various information on their programmes and innovative activities. The Centre also shared several strategies to improve literacy skills with the webinar of Strategy to Improve Reading and Writing Literacy on 23 May 2021. With the easy access of virtual exhibition, the Centre was surely able to reach and collaborate with wider possible targeted audience.



# **KRA II** **Regional** **Visibility**

**PRIORITISING LANGUAGES,  
ADVANCING EDUCATION**

# Strengthening Linkages with Inter-Centre, National, Regional and International Institutions

It is important for an organisation to establish and manage its communication and networking with other organisations. Thus, the Centre conducted some activities to strengthen linkages that would help fulfill its mission.

## 1. New Partnership

During FY 2020/2021, the Centre has signed MoU and MoA with several respected institutions mentioned as follows.

### a. Global Cultural Adventurers (GCA)

GCA is an international education group, which aims to build a global platform of cultural exchange and international internship for youth. GCA and the Centre agreed to work together to organise Chinese university students to take part in the internship programme for the Centre.

The MoU between GCA and the Centre was on 31 August 2020. The main objective in the context of the MoU is focused on developing the individual student's knowledge and the practical skills he/she will need for students' future career. The period of the internship to be engaged in by the student is for three months.

Due to COVID-19 pandemic, the internship programme could not be implemented in 2020. Therefore, in 2021, both GCA and the Centre had decided to change the mode of internship programme from offline to online internship. In the online internship programme, the Chinese students, as a tutor, assisted language teachers in the Centre's Virtual Mandarin Club. Moreover, the Centre also gave the interns an opportunity to share their

knowledge or ideas related to certain topics for the Centre's social media. In 2021, they were two Chinese college students who had accomplished the internship programme. The Centre will accept more students for the next term of the internship programme.

### b. Office of Education and Culture for East Nusa Tenggara

An audience took place at the Office of Education and Culture for East Nusa Tenggara on 16 November 2020. The Centre's delegation, which was led by the Centre Director, Dr Luh Anik Mayani, met with the Acting Head of the Office of Education and Culture, Rr. Sulistyo Ambarsari who accompanied with her team.



The Centre Board of Directors present a thankful placard to the Office of Education's reception for future collaboration

The Centre presented all programmes and activities related to quality improvement of language teachers and education personnel followed by discussion between the two parties. Valuable information about education and language teachers in East Nusa Tenggara was gained during the discussion.

At the end of the meeting, the Centre offered cooperation between the two parties particularly in improving quality of language teachers. As a follow up action of the meeting, the Centre and the Office of Education and Culture signed MoU on 11 December 2020. The areas for cooperation are mainly on enhancing quality of language teachers and educational personnel through training, workshop, seminar, providing research grants and dissemination of publication.

#### **c. Office of Education for South Sulawesi**

On 23 November 2020, the Centre's team conducted a meeting with the Head of

Office of Education for South Sulawesi, Prof. Dr Muhammad Jufri and team in their office. The meeting was aimed to initiate a cooperation between the Centre and the Office of Education in improving quality of language teachers and educational personnel. Recognising the importance of cooperation to address issues of shared interest and reaffirming commitment in quality education, both the Centre and Office of Education for South Sulawesi agreed to bind commitment for cooperation by signing of MoU at the end of the meeting.

#### **d. Higher Education Institutions**

To support the policy of MOE Indonesia on MBKM as well as National Assessment which has literacy as one of its components, the Centre provided an internship programme opportunity for higher education students who are majoring in languages and other relevant majors. Thus, as an initial step for collaboration, the Centre had signed MoU and MoA with 11 higher education institutions as follow.

<b>No</b>	<b>Institution</b>	<b>Duration of Cooperation (MoU/MoA)</b>
1.	Faculty of Language and Arts, State University of Jakarta	2 November 2020–2 November 2025
2.	State University of Jakarta	27 January 2021–27 January 2026
3.	State University of Semarang	27 January 2021–27 January 2026
4.	Faculty of Language and Arts, State University of Yogyakarta	27 January 2021–27 January 2024
5.	Al Azhar University of Indonesia	27 January 2021–27 January 2026
6.	Faculty of Language and Literature Education, Indonesia University of Education	8 February 2021–8 February 2026
7.	Indonesia University of Education	25 February 2021–25 February 2026
8.	Library of Indonesia University of Education	25 February 2021–25 February 2024

9.	State Institut for Islamic Studies of Surakarta	19 February 2021–19 February 2026
10.	Masjid Syuhada Islamic College of Yogyakarta	18 June 2021–18 June 2026
11.	Ganesha University of Education	11 June 2021–11 June 2026

The main areas of cooperation between the Centre and higher education institutions were

- a. improvement and development of human resources in the field of education;
- b. implementation of the Tridharma (Three Pillars) of Higher Education comprising education, research and community services; and
- c. cooperation to support the implementation of the duties of each party in accordance with their respective functions and authorities and in compliance with the applicable laws and regulations.

Differ from the areas of cooperation with the faculty/university, the areas

of cooperation between the Centre and Library of Indonesia University of Education focused on

- a. management and development of information and communication technology (ICT) based library information systems;
- b. human resource development related to library through training, workshops, workshops, technical guidance, seminars, and other similar activities; and
- c. utilization of library resources to support the implementation of the duties of each party in accordance to their respective functions and authorities and in compliance with the applicable laws and regulations.

## 2. Networking

In FY 2020/2021, the Centre also initiated meetings with other institutions to identifying and exploring potential programmes or activities to be collaborated with the Centre in the future.

### a. Tanoto Foundation

The Centre's team lead by Deputy Director for Administration, Dr Misbah Fikrianto, visited Tanoto Foundation's office in Jakarta on 29 January 2021. Tanoto Foundation is an independent philanthropic organization founded in 1981. Tanoto Foundation focuses on making an impact in three areas, i.e., improving learning environments, future leader development, as well as medical research and sciences. Related to

improving learning environments, Tanoto Foundation invests in various education related programmes. Thus, the Centre initiated to explore potential programmes that can be collaborated in the future such as implementation of KLS programme for Tanoto Foundation's partner schools.

### b. Sampoerna University

On 10 February 2021, the Centre received a visit from Sampoerna University's team. The visit was aimed to obtain information about the Centre's programmes which could be collaborated with the University. At the end of the meeting, the Rector of Sampoerna University, Wahdi Yudhi, MDA, PhD who led the team of Sampoerna University expressed his willingness to



conduct another meeting for further discussion. As a follow-up to the first meeting, the second meeting between two parties had been conducted virtually on 2 March 2021. The Centre and Sampoerna University agreed to move forward with formal document to bind the commitment for cooperation.

**c. Office of Education for Three Provinces (Bali, DKI Jakarta and West Java)**

Recognising the importance of cooperation with the office of education for provinces in Indonesia, the Centre conducted a virtual meeting with Office of Education for DKI Jakarta and for West Java on 24 February 2021. The meeting aimed to explore the possibility of establishing cooperation and collaboration between the Centre and these Offices of Education with an emphasis on the quality improvement of language teachers and education personnel.

In addition, the Centre also visited the Office of Education, Sport and Youth of Bali on 10 June 2021 to disseminate products publications of the Centre and explore the potential collaboration between two parties. The exploration focused on competency development of foreign languages and mother tongue. Moreover, the Centre also disclosed possible customised competency development for language teachers in Bali as they also have an active forum of MGMP.

**d. Agency for Language Development and Cultivation**

The Centre Director, Dr Luh Anik Mayani, held a meeting with Head of Agency for Language Development and Cultivation Prof. Endang Aminudin Aziz, PhD on 23 March 2021. The meeting was the Centre's effort to involve the Agency in developing ILFL programme. Through the meeting,

the Centre expects that the Agency will assist the Centre in developing ILFL programmes and activities such as training for ILFL teachers, accomplishment of document of Competency Standards for ILFL Teachers and ILFL Learning Materials.

**e. Regional Agency for Language in Bali Province**

Bali is known as one of the regions in Indonesia who has active and productive native speakers of its mother tongue with varied range of ages. The Centre shared its one of the priorities' focuses, i.e., Mother Tongue Based-Multilingual Education (MTB-MLE), for the forthcoming programmes with Regional Agency for Language in Bali Province. Aside from that, the Centre also had a fruitful discussion over feasible activities related to Higher-Order Thinking Skills (HOTS).

**f. UGM Vocational School**

The Centre and the UGM Vocational School held an initiation of collaboration meeting on 2 June 2021. The meeting was chaired directly by high officials from each respective institution, namely the Centre Director (Dr Luh Anik Mayani) and the Dean of the UGM Vocational School (Dr Ing Ir Agus Maryono).

The Centre and the UGM Vocational School agreed to collaborate in terms of research, training and community services. In relation to this, the School has interest in involving teachers and lecturers (especially vocational lecturers) as a driving force towards change for better society. Further, it is also potential to open internship programme, not only for students, but lecturers, to meet the needs of expertise/resource of both parties.

#### g. **University of Indonesia**

The Centre continues to conduct the initiation of collaboration with higher education institutions. On 18 June 2021, the Centre conducted a virtual meeting with the Centre of Independent Learning (CIL) of University of Indonesia. The Centre Director, Dr Luh Anik Mayani led the Centre's team while the team of University of Indonesia was led by Director of CIL, F. Astha Ekadiyanto. The focus of discussion was on MBKM programme conducted by each institution and the possibility of collaboration between two parties in developing the MBKM programme and other collaborative activities.

#### h. **Pamulang University**

The Centre conducted a collaborative initiation meeting with the Dean of Faculty of Letters, Pamulang University, Dr Muhammad Ramdon and team on 21 June 2021. The discussion went well and the two institutions (the Centre and

Pamulang University) showed a positive response to the potential collaboration programmes. As a follow-up to the meeting, both institution interested in establishing MoU to have a more concrete collaboration programmes and activities.

#### i. **HKBP Nommensen University of Pematangsiantar (UHKBNP)**

The Centre is committed to always improve the quality of language teachers and education personnel as well as to support the MBKM programme which launched by the MOE Indonesia. With that commitment, the Centre again opens an opportunity to collaborate with the higher education institution. On 25 June 2021, the Centre and UHKBNP conducted a meeting for discussing potential collaborative activities. The discussion aimed to explore each of its potentials areas to be collaborated. At the end of the meeting, both the Centre and UHKBNP agreed to follow up the meeting with the signing of MoU.

### 3. **Strengthening Linkages with Regional/International Institutions**

To increase visibility of the Centre and strengthen linkages with inter-Centre and International institution, in FY 2020/2021, the Centre joined several collaboration projects as follow.

- The Centre assisted UNESCO Bangkok in translating the brochure 'UNESCO Green Academies: Guidelines for Climate-Resilient Buildings'.
- The Centre had collaboration with of SEAMEO INNOTECH (the Philippines) in review of translated materials, printing and dissemination of INNOTECH's knowledge products into Bahasa Indonesia.
- The Centre had collaboration with SEAMEO CED (Lao PDR) and

SEAMEO RETRAC (Vietnam) in translating the three modules of HOTS-based language learning model produced by the Centre into Lao and Vietnamese.



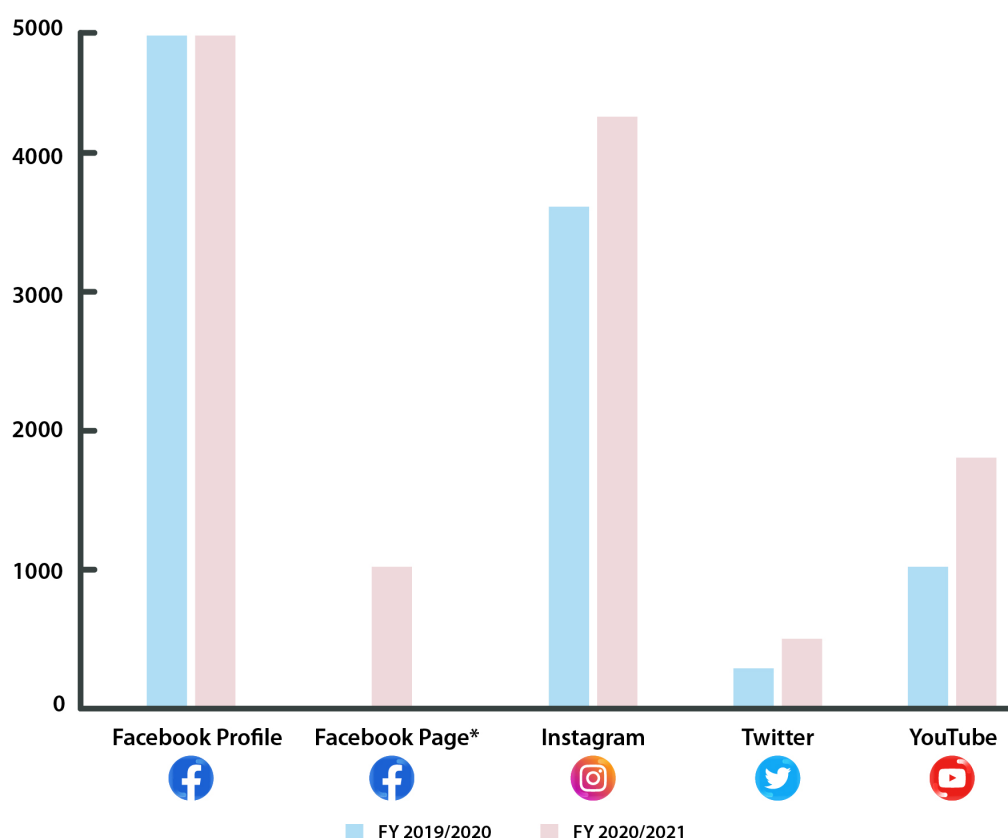
In the display is the co-publication products of the Centre and international institutions

# Increase Means for Stakeholders to Access SEAMEO Programmes

## 1. Social Media Analytics Fiscal Year 2020/2021

The Centre utilises social media as means of communication with its audiences and public. The Centre currently manages four social media platform, i.e., Facebook, Instagram, Twitter and YouTube. In November 2020, the Centre created Facebook Page as its Facebook Profile has already reached its limit of 5.000 followers. Further, in Fiscal Year 2020/2021, the Centre has added 2.514 followers and now is connected to 12.592 social media users. In addition, the Centre also gathered 30.300 viewers on its YouTube. The following is the growth of the Centre's social media followers.

### The Centre's Social Media Followers



\*Facebook Page was established in 2020

## 2. The Centre's Website Upgrade

In early 2021, the Centre upgraded its website. Aside from the new appearance, the current website is also bilingual with specific language chosen of English or Indonesian. The upgraded version of website is aimed to deliver more friendly accessibility and experience for the visitors. During the Fiscal Year, the Centre's website has been visited by 114,153 individuals.



## 2. Products and Publication

### ◆ Books on Language Teaching

#### Language Learning Model Toolkit



##### About the Toolkit

- Discuss the implementation of Revised Bloom Taxonomy (Anderson & Krathwohl, 2001) in language teaching
- Discuss the implementation of the three HOTS-oriented language learning models
- Discuss the implementation of questioning strategy in language teaching to develop students' thinking skills
- Include the illustration of language teaching scenario using the three models. The illustration is for Arabic, Indonesian, German and Japanese language classroom in upper secondary school levels

Available in English

#### Self-Learning Module on HOTS-based Language Teaching for Lower Secondary School Level



##### About the Module

- Discuss the concept and implementation of HOTS-oriented language teaching in lower secondary school level
- Discuss the concept of scientific approach, text-based approach, project-based learning model, discovery learning model in the language classroom context
- Include the samples of language teaching strategies and techniques
- In form of a self-learning module and completed with exercises and tests at the end of each chapter to assess user's understanding to material in the chapter

Available in Indonesian

#### Guidance on Thematic-Integrative Learning for Primary School Level



##### About the Book

- Reference for primary school teachers in lower grade (grade 1—3)
- Discuss the concept of integrative thematic learning in 2013 Curriculum
- Discuss the concept of literacy, strategies and its implementation in the class
- Discuss the concept of discovery and project-based learning as well as its implementation in lower grade in primary school level
- Discuss the concept of assessment in discovery and project-based learning and example of assessment that used in the class.

Available in Indonesian

### Good Practices on the Utilisation of Learning Media in the Context of Language Teaching



#### About the Book

- Contains 38 good practices articles about the utilisation of learning media in Indonesian, Indonesian language for foreign learners and foreign languages (Arabic, English, German and Japanese) learning.
- The writers of book are language teachers in upper secondary/vocational/islamic upper secondary school levels in Indonesia
- Covers the three types of learning media, namely traditional, digital and integration of traditional and digital media.
- Gives inspiration for language teachers in selecting and using appropriate learning media in accordance with language skills that will be achieved.

**Available in Indonesian**

## ◆ Videos on Language Teaching

### 12 Animated Learning Videos



#### About the Learning Video

- 12 animated videos for Arabic, English, German, Indonesian, Indonesian for Foreign Learners, Japanese and Mandarin language learning
- Potray specific learning materials taught in the upper secondary level, such as expressions, grammar or cultural information
- Can be used for the teachers in the classroom or to be used by the students as self-learning material

**Available in the target languages with Indonesian subtitle**

### 10 Video Podcast



#### About the Vodcast

- Show good practices on HOTS-oriented language learning using three models: text-based, project based and discovery learning
- Inform teaching experiences from 10 Arabic, Indonesian, English, Japanese, German, Mandarin and French language teachers
- Can be used by the teacher as self-learning material as well as to inspire them to innovate their teaching practice

**Available in Indonesian**

## ◆ Publication

### Annual Report



#### About the Annual Report

SEAQIL's Annual Report highlights SEAQIL's performance in a fiscal year.

### seaqilNews



#### About seaqilNews

seaqilNews is the Centre's newsletter to disseminate information on its latest programmes and activities. It is published once in three months.

### LINGO (The Centre's Magazine)



#### About LINGO

Lingo /'lɪŋɡəʊ/ is a media for teachers and stakeholders to get the latest updates on the Centre's innovative programmes and knowledge on education and languages.

### Proceedings of 11<sup>th</sup> AISOFOLL



#### About the Proceeding

- Proceeding displays abstract of four keynote speakers, articles of 19 invited presenters and six non-presenters under the theme "Facing Industrial Revolution 4.0 through Language Education". It also records the questions and answers occurred in the discussion.

Available in English

The Centre's publication are available for free to download at [www.qiteplanguage.org](http://www.qiteplanguage.org)

### 3. Participation in Education Fora

Participation in the national, regional and international forum as the speaker or resource person had supports the increase of the Centre's visibility. List of fora in which the Centre representatives shared the expertise is provided in the following table.

No	Forum/Event/ Training	Date	Delegate	Presentation/ Theme
1.	<i>Seminar Nasional Linguistik dan Sastra, UNS</i> National Seminar on Linguistic and Literature, University of Sebelas Maret (UNS)	15 August 2020	Dr Luh Anik Mayani	Discourse Development of the Spokesperson of COVID-19- Pandemic- Management: Keyword Analysis
2.	<i>Kuliah Umum Universitas Airlangga Surabaya</i> Studium Generale Airlangga University of Surabaya	8 and 17 October 2020	Dr Luh Anik Mayani	<ul style="list-style-type: none"> <li>• <i>Dokumentasi dan Pelestarian Bahasa Daerah di Indonesia</i> (Documentation and Preservation of Local Languages in Indonesia)</li> <li>• <i>Perencanaan dan Kebijakan Bahasa di Indonesia</i> (Planning and Language Policy in Indonesia)</li> </ul>
3.	<i>Seminar BIPA UNJ- APPBIPA</i> Seminar on ILFL Association of Teachers of Indonesian Language for Foreign Learners, State University of Jakarta	30 October 2020	Dr Luh Anik Mayani	<i>Peta dan Peluang Pengajaran BIPA di Asia Tenggara</i> (Map and Opportunities in Teaching ILFL in Southeast Asia)



No	Forum/Event/ Training	Date	Delegate	Presentation/ Theme
4.	GESS Indonesia Education Exhibition and Conference	4 November 2020	Dr Luh Anik Mayani	Challenges of Language Learning Amidst COVID-19 Pandemic
5.	<i>Kuliah Umum</i> <i>Universitas Brawijaya</i>  Studium Generale of Brawijaya University	13 November 2020	Dr Luh Anik Mayani	<i>Pengajaran BIPA di</i> <i>Indonesia</i>  (Teaching ILFL in Indonesia)
6.	<i>Seminar "Peran</i> <i>Perguruan Tinggi dalam</i> <i>peningkatan kapasitas</i> <i>SDM NTT melalui</i> <i>Program Unggulan</i> <i>SEAMEO Centre"</i>  (organised by LLDIKTI XV)	20-22 December 2020	Dr Luh Anik Mayani	<i>"Peran Perguruan</i> <i>Tinggi dalam</i> <i>Peningkatan</i> <i>Kapasitas SDM NTT</i> <i>Melalui Program</i> <i>Unggulan SEAMEO</i> <i>Centre"</i>  (The Roles of Higher Education Institution in Capacity Building Through SEAMEO Centres' Flagship Programme)
7.	<i>BIMTEK Balai Bahasa</i> <i>Kalimantan Tengah</i>  Technical Guidance Regional Agency for Language, Central Kalimantan	27 January 2021	Dr Luh Anik Mayani	<i>Peningkatan Mutu</i> <i>Kebahasaan Bagi</i> <i>Tenaga Teknis di</i> <i>Lingkungan Balai</i> <i>Bahasa Kalimantan</i> <i>Tengah</i>  (Improving the Quality of Language for Technical Staff of the Regional Agency for Language in Central Kalimantan)

No	Forum/Event/ Training	Date	Delegate	Presentation/ Theme
8.	The SEAMEO-University of Tsukuba Symposium IX (Virtual)	11 February 2021	Dr Luh Anik Mayani	Resilience of Global Citizenship: Adapting Programs to Assist Teachers and Students to a New Learning
9.	Conference TALK 2 T.A.L.K, the Philippines  Building Partnership Within the Realm of Educational Foundation: Training the Trainers to Train Trainers	26 February 2021	Dr Luh Anik Mayani	Landscaping the Emerging Teacher Training in Language Teaching
10.	The SEAMEO Congress (Virtual) "Transforming Southeast Asian Education, Science and Culture in the digital Age"	28-29 April 2021	Dr Luh Anik Mayani	Transforming Language Teachers Trainings in the Digital Era
			Esra Nelvi M. Siagian	21 <sup>st</sup> Century Skills for Language Teachers Towards Alpha Generation in the Digital Era
11.	International Webinar in Celebrating Indonesian National Education Day (MOE Indonesia)	3 May 2021	Dr Luh Anik Mayani	SEAQIL Contributions and Impact on Language Learning in Indonesia and Southeast Asia
12.	Goethe-University Frankfurt	22 June 2021	Dr Luh Anik Mayani	Language Planning in Indonesia: Current Development
13.	<i>Pelatihan Pengembangan Mutu Pembelajaran Kursus BIPA Arab Saudi, KBRI Riyadh</i>  Training on Quality Improvement of Learning, ILFL Courses Embassy of the Republic of Indonesia in Riyadh, Saudi Arabia	25 June 2021	Dr Luh Anik Mayani	<i>Kebijakan dan Program BIPA SEAMEO QITEP in Language</i>  (Policy and ILFL Programme of SEAMEO QITEP in Language)



# **KRA III**

# **Solid Resource**

# **Base**

**PRIORITISING LANGUAGES,  
ADVANCING EDUCATION**

# Financial Viability

All of the Centre's programmes and activities were fully funded by Government of Indonesia. In the Fiscal Year 2020/2021, the Centre received a budget amounted to US\$620,289.53. By the end of the year, the Centre was able to spend 95.10% of the budget, which was amounted to US\$589,884.57. The detail of the expenditure is shown in the following table.

Subsidiary Account	Budget	Realization
	USD	USD
<b>Capital Funds</b>		
Furniture and Equipment	\$12,532.38	\$12,447.87
Transportation Equipment	-	-
Library and Materials	-	-
Leasehold Improvements	-	-
<b>TOTAL CAPITAL FUNDS</b>	<b>\$12,532.38</b>	<b>\$12,447.87</b>
<b>Operating Funds</b>		
Salaries and Wages	\$250,676.91	\$235,381.92
Travel and Transportation	\$23,925.06	\$23,854.64
Operating Supplies	\$18,622.63	\$17,490.17
Communications	\$23,180.44	\$22,302.74
Utilities	\$8,770.08	\$7,449.85
Seminars and Conferences	\$91.55	\$87.40
Repairs and Maintenance	\$18,104.00	\$18,006.86
Fund-Raising and Public Relations	\$19,563.94	\$17,707.73
Representation and Entertainment	-	-
Professional Services	\$5,150.85	\$4,989.44
Clearinghouse and Professional Publications	-	-
Insurance	\$9,671.90	\$9,618.74
Miscellaneous	\$388.20	\$383.98
<b>TOTAL OPERATING FUNDS</b>	<b>\$378,145.58</b>	<b>\$357,273.45</b>
<b>Special Funds</b>		
Training and Research Scholarships	\$217,062.09	\$213,183.99
Governing Board Meeting	\$8,096.62	\$3,721.39
Seminars and Conferences	\$4,452.85	\$3,257.88
<b>TOTAL SPECIAL FUNDS</b>	<b>\$229,611.56</b>	<b>\$220,163.25</b>
<b>TOTAL</b>	<b>\$620,289.53</b>	<b>\$589,884.57</b>

# Management Efficiency

Every year, SEAMEO conducts several regular meetings to keep its Centres and Networks in line with the Organization's vision, mission and priority areas. The meetings, i.e., Centre Directors Meeting, High Officials Meeting and Council Conference, are conducted so that each Centre could coordinate and synergizes with SEAMEO Secretariat, other SEAMEO Centres and other related parties. Aside from the said meeting, each Centre should also coordinate its work and operational with its governing board through a meeting (GBM).

In Fiscal Year 2020/2021, the Centre participated in all of the abovementioned coordination meetings, including Centre Directors Meeting 2020, 11<sup>th</sup> Governing Board Meeting, 43<sup>rd</sup> High Officials Meeting and 51<sup>th</sup> SEAMEO Council Conference.

## 1. Centre Directors Meeting 2020

SEAMEO Centre Directors Meeting (CDM) 2020 was conducted virtually on 15–16 July 2020. The virtual CDM 2020 consisted of six main sections, namely Opening Formalities, Matters for Information, Inter-Centre Collaboration (ICC) Programme on SEAMEO Seven Priority Areas, Networking Session with partners, Review and Adoption of the Plenary Session, and Special session: Workshop on SEAMEO Strategic Plan 2021–2030.

A total of 23 working papers, 11 from

SEAMEO Secretariat and 12 from SEAMEO Centres/Network, were presented during Matter for Information section. Further, there were a total of 25 Multimedia Presentations during the Virtual Networking Session. During the session, the Centre proposed collaboration with prospective partners such as the Aflatoun International-the Netherlands, DAAD Regional Office Indonesia and UNESCO, Asia Pacific Regional Bureau for Education, Thailand. The details of proposed collaboration are as followed.

Institution/Organisation	Scope of Collaboration (Proposed)
The Aflatoun International-the Netherlands	language teacher's training/workshop (Online) on Active Learning, 21 <sup>st</sup> Century Skills and HOTS (Higher Order Thinking Skills)
DAAD Regional Office Indonesia	developing language teaching methodology for online/blended learning
UNESCO, Asia Pacific Regional Bureau for Education, Thailand	developing curriculum, materials, learning models and/or teacher training programme for mother tongue language education

All in all, the meeting reviewed and adopted the proceedings of CDM 2020 (Virtual) as well as acknowledged the other matters: Survey on Per diem allowance for Governing Board Meeting,

the formation of SEAMEO Charter Amendment Technical Working Group and SEAMEO Calendar 2020–2021 Highlights.

## 2. 11<sup>th</sup> Governing Board Meeting

The 11<sup>th</sup> Governing Board Meeting was held virtually on 21–22 September 2020. The purpose of the meeting is to report the Centre’s activities and get feedback on programmes and activities that have been carried out in the previous fiscal year. The following is the list of working papers presented at the 11<sup>th</sup> GBM.

WP 01	Acknowledgement on the New Centre Director, End of Term of Centre Deputies and Changes in Staff Positions at the Centre
WP 02	Significant Points, Agreements and Actions Taken on Key Agenda Items from SEAMEO Meetings in FY 2019/2020
WP 03	Report on the Tenth Annual International Symposium of Foreign Language Learning (the 10 <sup>th</sup> AISOFOLL)
WP 04	Annual Report Fiscal Year 2019/2020
WP 05	Finance Report Fiscal Year 2019/2020
WP 06	Proposed Programme Fiscal Year 2021/2022
WP 07	Nurturing Teachers in the Southeast Asian Countries With HOTS-Oriented Teaching Modules: A Lesson From Indonesia
WP 08	Proposed Three-Year Budget for Fiscal Year 2021/2022, 2022/2023 and 2023/2024
WP 09	Proposed Mode for the 12 <sup>th</sup> Governing Board Meeting in 2021

The following is the list of participants for the 11<sup>th</sup> GBM.

No	Name	Country/Designation
1.	Dayang Hajah Salawati binti Haji Abu Hanifah	Brunei Darussalam
2.	Mr Tith Mab	Cambodia
3.	Dr Luizah F Saidi	Indonesia
4.	Mr Ketkeo Phanthanivong	Lao PDR
5.	Dr Rusmini binti Ku Ahmad	Malaysia
6.	Dr Zaw Myint	Myanmar
7.	HE Tonisito M C Umali, Esq	The Philippines
8.	Ms Elaine Yeo	Singapore
9.	Asst. Prof. Nirada Chitrakara	Thailand
10.	Mr Gemito do Carmo Amaral de Jesus	Timor-Leste
11.	Ms Tran Thi Phuong	Vietnam
12.	Dr Kritsachai Somsaman	SEAMEO Secretariat
13.	Prof. Ainun Na’im, PhD	MOE Indonesia
14.	Mr Adi Nuryanto	
15.	Mr Brian Arieska Pranata	

\*Note: GB Member for Lao PDR sent response form, but did not join the meeting due to health reason.

### 3. 43<sup>rd</sup> High Officials Meeting



The Centre's Board of Directors attend the virtual 43<sup>rd</sup> High Officials Meeting

Dr Luh Anik Mayani (Director), Dr Sumharmoko (then Deputy Director for Administration) and Esra Nelvi M Siagian (Deputy Director for Programme) represented the Centre for the 43<sup>rd</sup> High Officials Meeting (HOM). The Meeting was conducted on 30 November 2020 with 173 participants from 19 countries including Vice Ministers and Permanent Secretariats of 11 Southeast Asian countries as well as SEAMEO Associate Member Countries, SEAMEO Affiliate Members, SEAMEO Regional Centres and SEAMEO Partners.

The 43<sup>rd</sup> HOM discussed 18 working papers in the in-camera session and 22 working papers in the plenary session. Some of the discussion in the Meeting includes SEAMEO Strategic Plan 2021-2030, SEAMEO Congress 2021, Southeast Asia Primary Learning Metrics (SEA-PLM) Programme, and UNESCO-SEAMEO Collaboration on the Bangkok Statement on Language and Inclusion. The Meeting also endorsed several reports of on-going regional project such as Digital Kids Asia-Pacific (DKAP), Developing Mathematics Regional Wide Assessment, School Fruit Garden for Education, Production, Genetic Conservation and Entrepreneurship in Agriculture Vocational Senior High Schools (SMARTS-BE), Universities' Social Responsibility (USR) and Sustainable

Development in SEAMEO RIHED's AIMS Programme.

During the Meeting, the High Officials of Southeast Asian countries shared the country report in supporting the SEAMEO 7 Priority Areas Implementation of SEAMEO Education Agenda during the COVID-19 Pandemic. Also, SEAMEO Associate Members (Australia, Spain, United Kingdom); and SEAMEO Affiliate Members (International Council for Open and Distance Education, University of Tsukuba, British Council, China Education Association for International Exchange, UNESCO Asia-Pacific Centre of Education for International Understanding and British Columbia Council for International Education), presented proposals of collaboration with SEAMEO Secretariat and SEAMEO Regional Centres.



The Centre Board of Directors engage on discussions of the meeting

#### 4. 51<sup>st</sup> SEAMEO Council Conference



The Deputy Directors of SEAMEO Secretariat moderate the 51<sup>st</sup> SEAMEO Council Conference

The 51<sup>st</sup> SEAMEO Council Conference (SEAMEC) was convened virtually by the Ministry of Education, Singapore in cooperation with SEAMEO Secretariat on 17 June 2021. The Centre was represented by Dr Luh Anik Mayani (Director), Dr Misbah Fikrianto (Deputy Director for Administration) and Esra Nelvi M Siagian (Deputy Director for Programme).

The biennial conference was attended by more than 200 participants comprising of the Ministers of Education, heads of delegation, and senior education officials from 11 SEAMEO Member Countries (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste and Vietnam); representatives from 8 SEAMEO Associate Member Countries; 5 Affiliate Members; and 26 SEAMEO Regional Centres/Network as well as SEAMEO partners such as the ASEAN Secretariat, UNESCO Bangkok, UNICEF Regional Office for Asia and Pacific, GIZ, Weidong Cloud Education, DVV International, Global Partnership for Education, Korea Educational Development Institute (KEDI).

The 51<sup>st</sup> SEAMEC highlighted working papers on SEAMEO Strategic Plan

2021–2030, and reports on the SEAMEO Regional Programmes such as SEAMEO Congress 2021, SEAMEO Inter-Centre Collaboration, Digital Kids Asia-Pacific (DKAP) and Southeast Asia Primary Learning Metrics.

Some highlighted discussions during the 51<sup>st</sup> SEAMEC were on the launch of the SEAMEO Strategic Plan 2021–2030, the presentation of SEAMEO Affiliate Membership to the British Columbia Council for International Education (BCCIE), Canada, and the approval of the new Associate Member of SEAMEO, the Kingdom of Morocco.



The newly-elected SEAMEO Council President, H E Mr Chan Chun Sing (Minister for Education of Singapore) delivers welcome remarks for the 51<sup>st</sup> SEAMEO Council Conference



# Human Resource Management

Competency development, which is an element of capacity building, is critical for improving the Centre's performance and enhancing its ability to function and continue to achieve its goal. In Fiscal Year 2020/2021, the Centre engaged in a variety of initiatives to improve its staff competency to better and to be more effectively carry out the Centre's programmes in accordance with its goals.

## 1. Online Training on Foreign Language

The Centre used Altissia, an online language training platform, to enhance and develop the staff language competency. The Centre provided online language training for its staff as it gives the freedom for the staff to choose the desired language and the flexibility in terms of time and place for the learning.

For three months, the staff enhanced their foreign language proficiency according to the CEFR level. As the platform promotes essential communication, the staff focused more on enhancing the ability to speak more effectively with others.

The staff were free to choose what foreign language they want to learn from various languages offered by Altissia, such as English, French, German, Italian, Spanish and Portuguese.



One of the representatives from Altissia elaborates the platform system for online training

## 2. Training on How to Create Vlogs

Each staff has its own role and contribution to the success or failure of an organisation. Thus, the staffs' skills need to be abreast with the latest developments to achieve the Centre's goals. In accordance to the rapid and massive development of promotional media, where it had significantly shifted into digital form, the Centre conducted a Training on Making Vlogs for the Centre's staff on 25–27 November 2020.

The training focused on increasing promotion and publication with digital media that can be uploaded on the Centre's website and social media. Audio-visual medium attracts more people's attention. Therefore, the presence of vlogs is increasingly popular and accepted by many people. Through this training,

it was expected that the Centre staff' competence in making quality videos could improve. Moreover, they could also support the Centre in promoting its programmes.



A resource person gives a book as a token of appreciation to one of training participants

### 3. Training on Social Media Management

As technology and information grow rapidly, the era allowed us to communicate faster through social media. Not surprisingly, as the user of social media in Southeast Asia has rocketed, the Centre is positive that social media is an effective platform to communicate and engaged with teachers and related stakeholders.

Therefore, to be represented in a good brand image and manner, the Centre then conducted Training on Sosial Media Management which was held from 1 to 3 December 2021. The Training had encouraged SEAMEO Centres in Indonesia (24 staff of administration, public relations and communications) to scale up their capacity on social media handling, especially on representing government.

To get a comprehensive key issues, the Centre conducted a need analysis on the needs of social media handling. Based on the analysis, the Centre found that SEAMEO Centres in Indonesia were in demands for capacity building on the following topics: a) the use of Indonesian language on social media; b) the mechanism of content creation

c) increasing engagement reach; and d) social media branding.

SEAMEO Centers in Indonesia also agreed that the material provided in the training could be in line with government social media management practices. Thus, to answer the key issues the Centre invited sosial media specialist from MOE Indonesia; Ministry of Public Works and Housing; Good News from Indonesia; Narabahasa; and Indonesia Baik by Ministry of Communication and Information Technology.



The Centre Director opens the Training on Social Media Management

### 4. Training on the Quality Improvement for Human Resources in Event Management, Publication and Administration

To improve its services on administration and management, the Centre held the training from 1 to 3 March 2021. The activity aimed at improving the capacity of its staff to use information and technology in virtual event management, strengthening publication, as well as institutional administration efficiency.

By having the training, the Centre was in respond to the new trends on managing virtual activity which is more common during COVID-19 pandemic. In particular,

the Centre was purposively upgrade the staff capacity to use vMix and Zoom. The trends also encouraged the Centre to manage its publication digitally. Indeed, following the trends and the needs are the way the Centre work more professionally.

Participated in the training were 19 Centre's staff, 4 teachers and 3 intern-students. Further, the activity involved the experts form Agency for Language Development and Cultivation and Library of MOE Indonesia as well as senior editor from Republika Online.

Onwards, the participants are expected to actively contribute to the Centre's digital publication (website and social media), creatively manage its virtual event and digitally handle its administration procedure.



A resource person from the Arjuna Event Organizer shares her expertise in using vMix and Zoom

## 5. Training on Partnership and Public Relations



One of the resource persons has a playful query session with the participants of the training

The Centre's success in achieving its objectives is not based solely on its capabilities. The public's understanding, acceptance and participation in the Centre's activities and products are necessary. Further, the existence of public relations and the expansion of a collaborative network within SEAMEO Centres in Indonesia and with related institutions is essential. To achieve the abovementioned objectives, the Centre conducted Training on Partnership and Public Relations on 31 March–1 April 2021 and 17–18 May 2021.

Within the last year, an increasing intensity of news and press releases from each Centre has improved in

public. It can be further optimised through equal, reciprocal, detailed, and periodic strategies of public relations and cooperation.

To achieve the goals, the Centre invited resource persons and experts within the area of 1) public relations development; 2) collaborative memorandums and 3) digital publication. With this training, the publications of the SEAMEO Centres in Indonesia can be supported through the respective of each Centre's website or social media. Other than that, the innovation in public relations and cooperation for all SEAMEO Centres in Indonesia is expected to also reach Southeast Asia region.

## 6. In-House Training on English Competency Improvement

As the Centre work regionally, even maintain its networking globally, the staff ability to use English as an international language needs to be improved continuously. To achieve the said intention and establish good networking, the Centre accommodates its staff to enhance their capacity on communication skills, especially in correspondence in English.

Twenty-five Centre staff were participated in the training which was held on 19 April–7 May 2021. In particular, this training focused on staff correspondence

skills improvement in English, especially on business writing, such as writing email and letters, notes as well as minutes of meeting, invitations and letters, reports and proposals.

The Centre hoped that this activity can foster new enthusiasm for staff to innovate and provide new ideas for the advancement of its corporate communication and networking. The Centre worked with The British Institute (TBI) in providing training materials and activities.

## 7. Staff Gathering



The Centre conducts a staff gathering to improve teamwork and create sense of togetherness

Amidst the COVID-19 pandemic situation, the Centre held a staff gathering on 24 May 2021. It was an activity carried out by the Centre after a Eid ul-Fitr holiday. Moreover, the event served not only for staff gathering, but also as a platform for communication between Board of Directors and staff.

The Centre Director, during the event, shared about an ideal leader and mutual relationship between leader and subordinate. A good leader is needed to inspire their subordinates, not only to execute their works well, but to also find purpose within their roles and

inspire them to do their best work. Great leader consistently possesses essential leadership skills such as integrity, ability to delegate, communication and any other leadership skills which affect to the organisation performance. As for the Centre's staff, they are expected to be enthusiastic and productive and continue to create innovations that lead to the good performance of the Centre. By conducting the staff gathering, it is expected to strengthen the internal relation, improve teamwork and create sense of togetherness.

# **SEAQIL's Team**

**PRIORITISING LANGUAGES,  
ADVANCING EDUCATION**

◆ **Board of Directors and Head of Divisions**



**Dr Luh Anik Mayani**  
Director



**Esra Nelvi M Siagian**  
Deputy Director for Programme



**Dr Misbah Fikrianto**  
Deputy Director for Administration



**Talitha Ardelia S R**  
Head of Division of Training and Development of  
Teachers and Education Personnel



**Auberta Farica**  
Head of Division of Partnership  
and Public Relations



**Itra Safitri**  
Head of Division of Research  
and Development Programme



**Rahadian Adetya**  
Head of Division of  
Human Resource and General Affairs



**Susi Fauziah**  
Head of Division of ICT  
and Networks



**Elfa Daniar**  
Head of Division of Finance

◆ Staff

**Division of Training and Development  
of Teachers and Education Personnel**



**Nirwansyah**



**Reski Alam G**



**Rizma Angga P**



**Trisuci Putri R**

**Division of Research and Development Programme**



**H Hamidah**



**Limala Ratni S K**



**Reni Anggraeni**



**Rina Dwiwana**

**Division of ICT and Networks**



**Bayu Andri S**



**Hana Alfianthi**



**Satrio Singgih W**



**Wendy Nur F**

## Division of Partnership and Public Relations



**Estiningsih S**

**Farrah H**

**M Masrur Ridwan**

**Riko Rachmat S**

**Wahyu Gian A**

## Division of Human Resource and General Affairs



**Annisa Nuria H**

**Dwi Efriadi**

**Eko Wahyu**

**Hasanapi**



**Iin Sodikin**

**Nia Kurniasih**

**Rizki Rachman**

## Division of Finance



**Gibran R**

**Jurianti Sri R**

**K Yulianto**

**Novita D**

**Yurisman M**



# List of Activities 2020/2021

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
<b>Research and Development</b>				
1.	<b>Meta-analysis of SEAQIL REGRANTS 2020</b> (7 April 2021)	Association of Systemic Functional Linguistics of Indonesia Sampoerna University	Prof. Emi Emilia, PhD Dr I Wayan Eka Budiarta	12
2.	<b>Meta-analysis on SEAQIL Webinar Series on Language</b>			
	<b>Competency Standards for ILFL Teachers</b> (12 November 2020)	APPBIPA Regional Agency for Language in North Sumatera Province	Dr Liliانا Muliastuti Dr Maryanto	16
	<b>ILFL Learning Materials</b> (13 November 2020)	Wisma Bahasa Yogyakarta International Language Institute (LBI), University of Indonesia	Agus Soehardjono Erni C. Westi	17
	<b>The Need for ILFL Teachers</b> (19 November 2020)	Indonesia University of Education Gadjah Mada University	Prof. Emi Emilia, PhD Suharsono	16
3.	<b>Meta-analysis of SEAQIL Webinar Series on Language: Language Policy and Language Education</b> (18 May 2021)	Atma Jaya Catholic University of Indonesia	1. Christine Manara, PhD 2. Yanti, PhD	10
4.	<b>FGD: Good Practices in Utilizing Learning Media in the Context of Language Teaching</b> (14 July 2021)	Agency for Language Development and Cultivation	1. Kity Karenisa 2. Sulastrri	11
5.	<b>Language Learning Model Video Production (Workshop on Language Learning Model Video Scripts Writing)</b> (10–14 August 2020)	SEAMEO QITEP in Language HJ Production	1. Dr Luh Anik Mayani 2. Esra Nelvi M Siagian 3. Talitha Ardelia S R 4. Limala Ratni Sri Kharismawati 5. Rizma Angga Puspita 6. Nirwansyah 7. Reski Alam Gasalba Firman Perdana	30
	<b>Language Learning Animated Videos (The Consignment of the Script and Storyboard)</b> (7–10 September 2020)	SEAMEO QITEP in Language HJ Production	1. Dr Luh Anik Mayani 2. Esra Nelvi M Siagian 3. Talitha Ardelia S R 4. Limala Ratni Sri Kharismawati 5. Rizma Angga Puspita 6. Nirwansyah 7. Reski Alam Gasalba Firman Perdana	12
6.	<b>Training Material Development for Language Teaching Research Methodology</b>			
	<b>FGD on Revision of Training Material for Language Teaching Research Methodology</b> (15 July 2020)	State University of Jakarta	Dr Ifan Iskandar	12
	<b>Workshop on Validation of Training Material of Language Teaching Research Methodology</b> (28 September–2 October 2020)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Esra Nelvi Manutur Siagian 3. Hasanatul Hamidah 4. Rizma Angga Puspita 5. Reni Anggraeni 6. Nirwansyah	20

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
	<b>Workshop on Trial of Training Material of Language Teaching Research Methodology</b> (19–23 October 2020)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Esra Nelvi Manutur Siagian 3. Itra Safitri 4. Hasanatul Hamidah 5. Reni Anggraeni 6. Nirwansyah 7. Rizma Angga Puspita	20
	<b>Finalisation of Module for Training on Language Teaching Research Methodology</b> (7 December 2020)	State University of Jakarta Agency for Language Development and Cultivation	Dr Ifan Iskandar Kity Karenisa	12
7.	<b>Module Development for 21<sup>st</sup> Century Curriculum-Oriented Language Teaching</b> (21–24 October 2020)	Center for Curriculum and Book Affair Indonesia University of Education Agency for Language Development and Cultivation	M. Yusri Saad Dr E. Kosasih Sulastri	20
8.	<b>Language Learning Videos Development</b>			
	<b>Language Learning Animated Videos (The Consignment of the Script and Storyboard)</b> (4–6 November 2020)	SEAMEO QITEP in Language Kimimedia Polybrushfilm	Dr Luh Anik Mayani 1. Raika Rizki Haditama 2. Noviriansyah 1. Aulia Bersinar Cemerlang 2. Oki Adrinputra 3. Teguh Gumilar	6
	<b>Video Podcast (Production)</b> (9–13 November 2020)	MA Ibnu Abbas Assalafy, Sragen SEAMEO QITEP in Language SMA Kristen Immanuel Pontianak SMA Negeri 2 Kota Tangerang Selatan SMA Negeri 4 Cibinong, Kab. Bogor SMK Negeri 25 Jakarta SMA Negeri 79 Jakarta SMA Negeri 113 Jakarta SMA Terpadu Krida Nusantara, Bandung SMA YPHB Bogor	Tri Haryanto Itra Safitri Juniarti Sabar Dermawan Sibarani Dina Ardianti Fariah Zukrufurrahmah Kartika Sri Hardjanti Seni Handayani Anne Andriani	10
9.	<b>Development of ILFL Competency Standard</b> (9 February 2021)	Agency for Language Development and Cultivation Directorate of Courses and Training, MOE Indonesia Indonesia University of Education Indonesian Culture and Language Learning Service (INCULS), Gadjah Mada University Regional Agency for Language in North Sumatera Province State University of Jakarta Wisma Bahasa Yogyakarta	Dony Setiawan Agus Enah Prof. Emi Emilia, PhD Suharsono Dr Maryanto Dr Liliana Muliastuti Agus Soehardjono	12

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
	<b>Development of ILFL Competency Standard</b> (14 June 2021)	APBIPA Atma Jaya Catholic University of Indonesia Bina Nusantara University Puri Bahasa Yogyakarta State Institute for Islamic Studies (IAIN) Surakarta Syarif Hidayatullah State Islamic University University of Indonesia Wisma Bahasa Yogyakarta	Nyoman Riasa Paulina Chandrasari Kusuma Rosida Erowati Sri Ningsih Dr Siti Isnaniah Rahmi Yulia Ningsih Dr Felicia N. Utorodewo Agus Soehardjono	20
10.	<b>Development for Assessment Book Series in Language Teaching</b> (22 February 2021)	Center for Curriculum and Book Affair Indonesia University of Education	M Yusri Saad Dr E Kosasih	13
11.	<b>Development of Good Practices for Language Teaching during COVID-19 Pandemic</b> (29–31 March 2021)	Freelance Sampoerna University SEAMEO QITEP in Language Pelita Harapan University	Ebah Suhaebah 1. Dr Vera Syamsi 2. Adesti Komalasari 3. Tombak Matahari 1. Dr Luh Anik Mayani 2. Esra Nelvi M. Siagian Dr Hananto	36
<b>Capacity Building</b>				
1.	<b>The 11<sup>th</sup> AISOFOLL: “Facing Industrial Revolution 4.0 through Language Education”</b> (6–7 October 2020)	<b>Keynote Speakers</b> Indonesia University of Education The Japan Foundation, Jakarta National Institute of Education, Singapore SEAMEO QITEP in Language <b>Presenter</b> Andalas University and Teacher and Educational Science Institution of Teachers Association of the Republic of Indonesia Universitas Indonesia University of Education Keningau Vocational College, Sabah, Malaysia MAN Insan Cendekia Gorontalo, Gorontalo MTs Al Mujahidin Samarinda, Kalimantan Timur MTs Negeri 1 Kota Subulussalam and State University of Medan	Prof. Dr H. Didi Suherdi Morita Mamoru Assoc. Prof. Choo Shen Li Suzanne Dr Luh Anik Mayani 1. Ria Febrina 2. Dian Noviani Syafar Arif Husein Lubis 1. Marklin Muilin 2. Sirhajwan Idek Trisnawati Muchlis 1. Candra Sihotang 2. Harun Sitompul 3. Sahat Siagian 4. Julaga Situmorang 5. Efendi Napitupulu	176

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
		MTs Negeri 6 Kediri, Kediri, Jawa Timur	Yunalia Anugraheny	
		Pakuan University	1. Abdul Rosyid 2. Poppy Sofia Hidayati	
		Raden Intan State Islamic University	Ani Novitasari	
		Sekolah Dalam Hospital HWKKS, Sabah, Malaysia	1. Nor Asikin binti Pudin 2. Johna J. Jinsin	
		SMA Negeri 1 Pangkalpinang	Erni Yulianti	
		SMK Negeri 2 Tebing Tinggi, Sumatera Utara	Siti Zakia	
		SMK Negeri 3 Kupang, NTT	Moch. Said Mardjuki	
		SMP Negeri 1 Martapura Kalimantan Selatan	Gusti Wildayani	
		SMP Negeri 1 Mauponggo Satap, Kabupaten Nagekeo, NTT	Muttahidah	
		SMP Negeri 3 Peterongan, Jombang Jawa Timur	Faiqotur Rosidah	
		SMP Negeri 8, Semarang	Dr Nur Zaida	
		State Institute for Islamic Studies (IAIN) Salatiga	1. Alif Karyawati 2. Taufik Amin Nur Wijaya	
		Tata-Kata, Indonesia	1. Editia Herningtias 2. Ellis Reni Artyana 3. Rikrik Muktyana 4. Sesko Satrio Wicaksono	
		<b>Paper Contributors</b>		
		Indraprasta University (2 Papers)	1. Anastasia Dewi Anggraeni 2. Helda Jolanda Pentury	
		Narinukun International Programme, Ubon Ratchathani, Thailand	1. Gagandeep Singh 2. Gaganjot Kaur 3. Laksamee Thaemphan	
		Sebelas Maret University	Septina Shinta Sari	
		SMA Maitreyawira Batam Kepulauan Riau	Mariati	
		SMP Negeri 2 Sidoarjo, Jawa Timur	Amaliah	
2.	<b>Online Training on Teachers' Competence Improvement</b> (3 August–30 October 2020)	Altissia Indonesia SEAMEO Secretariat	Patrick Logé Dr Ethel Agnes P. Valenzuela	600
3.	<b>Training on Teaching Methodology of Indonesian Language for Foreign Learners (ILFL) in Saudi Arabia</b> (24–27 June 2021)	Agency for Language Development and Cultivation APBIPA APPBIPA Atma Jaya Catholic University of Indonesia Keio University	1. Prof. E. Aminuddin Aziz 2. Syukron Ramadloni 3. Suardi Eka Cipta 4. Iyus Yusuf Nyoman Riasa 1. Dr Liliana Muliastuti 2. Santi Prahmanati Mardikarno Paulina Chandrasari Kusuma Petrus Ari Santoso	34

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
		Puri Bahasa Yogyakarta SEAMEO QITEP in Language Syarif Hidayatullah State Islamic University University of Indonesia	Sri Ningsih 1. Dr Luh Anik Mayani 2. Esra Nelvi M. Siagian Prof. Azyumardi Azra Dr Felicia N. Utorodewo	
4.	<b>Training on HOTS-based Language Teaching Methodology</b> (8–19 March 2021)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Esra Nelvi M. Siagian 3. Bayu Andri Subekti 4. Rina Dwiyan 5. Rizma Angga Puspita 6. Reni Anggraeni 7. Talitha Ardelia Syifa Rabbani 8. Reski Alam Gasalba 9. Limala Ratni Sri Kharismawati 10. Nirwansyah	99
5.	<b>Training on Teaching Methodology for ILFL</b> (22–26 March 2021)	Agency for Language Development and Cultivation APBIPA Atma Jaya Catholic University of Indonesia Gadjah Mada University Keio University, Jepang SEAMEO QITEP in Language State University of Jakarta State University of Yogyakarta University of Indonesia	Dony Setiawan Nyoman Riasa Paulina Chandrasari Kusuma Suharsono Petrus Ari Santoso 1. Dr Luh Anik Mayani 2. Esra Nelvi M. Siagian 3. Talitha Ardelia Syifa Rabbani 4. Limala Ratni Sri Kharismawati Dr Liliana Muliastuti Dr Ari Kusmiatun 1. Cynthia Vientiani 2. Editia Herningtias 3. Erni C. Westi	109
6.	<b>Webinar: Utilizing Technology in Language Learning During COVID-19 Pandemic</b> (13 July 2020)	Center for Data and Information Technology, MOE Indonesia Director General of Teachers and Education Personnel, MOE Indonesia SEAMEO SEAMOLEC SMK Negeri 25 Jakarta	Muhammad Hasan Chabibie Dr Praptono Prakaikan Schneitz Fariah	378
7.	<b>Webinar: Improving Teachers' Foreign Language Competence in the Digital Era</b> (5 April 2021)	Altissia Indonesia Mercu Buana University SEAMEO Secretariat	Patrick Logé Daniel Ari Widhiatama Dr Ethel Agnes P. Valenzuela	600
8.	<b>Webinar: Preparing Document for Intellectual Property Right</b> (4 May 2021)	Creative Commons Indonesia Ministry of Law and Human Rights SEAMEO QITEP in Language	Harsa Wahyu Ramadhan Agung Damarsasongko Farrah Halimatussadyah	228
9.	<b>Webinar: Literacy Improvement Strategy on Reading and Writing</b> (23 May 2021)	SEAMEO QITEP in Language	Dr Misbah Fikrianto	222

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
10.	<b>Webinar: Open Educational Resources in Improving National Literacy</b> (25 February 2021)	Creative Commons Indonesia Library of Indonesia University of Education SEAMEO CECCEP SEAMEO QITEP in Language SEAMEO QITEP in Science	Wahyu Setioko Dr Riche Cynthia Johan Dr Dwi Priyono Dr Luh Anik Mayani Dr Indrawati	2.331
11.	<b>Online Training on 21<sup>st</sup> Century Skills for Language Teachers</b> (7–18 June 2021)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Esra Nelvi M Siagian 3. Hana Alfianthi 4. Limala Ratni Sri Kharismawati 5. Rina Dwiyana 6. Reski Alam Gasalba 7. Talitha Ardelia S R 8. Triasuci Putri Ramadhanty	100
<b>Innovation Programme</b>				
1.	<b>SEAQIL Webinar Series on Language: ILFL Expert Talk Show on Competency Standard for ILFL Teachers</b> (25–27 August 2020)	Agency for Language Development and Cultivation APPBIPA Directorate General of Teacher and Education Personnel, MOE Indonesia Indonesia University of Education Indonesian Ministry of Labour Indonesian National Certification Agency International Language Institute (LBI), University of Indonesia Regional Agency for Language in North Sumatera Province SEAMEO QITEP in Language Wisma Bahasa Yogyakarta	1. Prof. E Aminudin Aziz, PhD 2. Dony Setiawan Dr Liliana Muliastuti Dr Praptono Prof. Emi Emilia, PhD Mulyanto Muchtaz Azis Erni C. Westi Dr Maryanto Dr Luh Anik Mayani Agus Soehardjono	149
2.	<b>SEAQIL Webinar Series on Language: Southeast Asia ILFL Teachers Talk Show on ILFL Learning Material</b> (1–3 September 2020)	Agency for Language Development and Cultivation APPBIPA Bandung Institute of Technology Directorate General of Higher Education, MOE Indonesia Indonesia University of Education International Language Institute (LBI), University of Indonesia University of Indonesia State University of Yogyakarta Wisma Bahasa Yogyakarta	Sri Nurasiawati Dr Liliana Muliastuti Dr Anuncius Gumawang Jati Prof. Dr Paulina Pannen 1. Dr Finita Dewi 2. Dr Nuny Sulistiany Idris 1. Erni C. Westi 2. Editia Herningtiyas Totok Suhardijanto, PhD Dr Ari Kusmiatun Agus Soehardjono	178

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
3.	<b>SEAQIL Webinar Series on Language: Talk Show on the Needs of ILFL Teachers</b> (13–15 October 2020)	Agency for Language Development and Cultivation APBIPA Bureau of Cooperation and Public Relations, MOE Indonesia Faculty of Liberal Arts Thammasat University, Thailand Gadjah Mada University ILFL Course for Overseas Corporate Indonesia Agency for Language and Culture in Victoria-Tasmania (BBBIVT)/ Huntingtower School Victoria Indonesia University of Education Indonesian Embassy in Thailand Language Training Center of the Ministry of Defence School of International Letters and Cultures, Arizona State University Training Center of the Ministry of Foreign Affairs	Dr Dora Amalia Nyoman Raisa Adi Nuryanto Hamam Supriyadi, PhD Suharsono Choirul Asari Tata Survi Dr Nuny Sulistiany Idris Sari P Suharyo Kolonel Laut (KH) Dr Bambang Nurakhim Prof. Peter Suwarno Dr Yayan G. H. Mulyana	169
4.	<b>SEAQIL Webinar Series on Language: Sharing Good Practices in Language Teaching during COVID-19 Pandemic</b> (14–16 September 2020)	MAN Binjai Medan SMA Negeri 1 Cicurug SMA Negeri 1 Depok SMA Negeri 2 Kota Tangerang Selatan SMA Negeri 2 Palangkaraya SMA Negeri 4 Bogor SMA Negeri 5 Jakarta SMA Negeri 6 Jakarta SMA Negeri 30 Jakarta SMA Negeri 57 Jakarta SMA Negeri 77 DKI Jakarta SMA Negeri 79 Jakarta SMA Negeri Sumatra Selatan SMA Tunas Harapan SMK Negeri 3 Bogor SMK Negeri 15 Jakarta SMK Negeri 25 Jakarta SMK Negeri 57 Jakarta	Ade Rahmat Maspalah Siti Mariam Mumpuni Sabar Sibarani Mahiang Iwan Setiawan Erma Yusnita Wuri Elsawati Muslimaini Rohmatulloh Endah Wijayanti Zukhruffurrahmah Murni Sinaga Supri Yadi Iriyanti Nani Suratni Nilasari Fariah	146

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
5.	<b>Sharing Language Policy and Language Education in Southeast Asia</b> (8–9 December 2020)	Brunei Darussalam Teacher Academy, Brunei Darussalam	Hajah Siti Salawati binti Haji Abu Hanifah	367
	The Royal University of Phnom Penh, Cambodia	Tith Mab		
	Centre for Development and Empowerment of Teachers and Education Personnel in Language, MOE Indonesia	Dr Luizah F. Saidi		
	Institute of Teacher Education, Ministry of Education of Malaysia, Malaysia	Dr Rusmini binti Ku Ahmad		
	Directorate General of Department Myanmar Nationalities Languages, Ministry of Education of Myanmar, Myanmar	Dr Zaw Myint		
	Department of Education, the Philippines	HE Atty Tonisito M. C. Umali		
	English Language Institute of Singapore, Singapore	Elaine Yeo		
	Chulalongkorn University, Thailand	Assist Prof. Dr Nirada Chitraka		
	Ministry of Education, Youth and Sports of Timor-Leste, Timor-Leste	Gemito de Jesus		
	Investment Division of International Cooperation Department, Ministry of Education and Training of Vietnam, Vietnam	Tran Thi Phuong		
	SEAMEO Secretariat	Dr Kritsachai Somsaman		
	SEAMEO QITEP in Language	Dr Luh Anik Mayani		
	Bureau of Cooperation and Public Relations, MOE Indonesia	Evy Mulyani, PhD		
6.	<b>Building ASEAN Community Through Story Telling Competition: Listening to Asia</b> (30 December 2020)	<b>Juries</b>		175
	Agency for Language Development and Cultivation	1. Ayu Dwi Nastiti 2. Abdul Rohim		
	Atma Jaya Catholic University of Indonesia	Katharina Endriati Sukamto		
	Association of German Language Teachers	Ekadewi Indrawidjaja		
	Centre for Development and Empowerment of Teachers and Education Personnel in Language	1. Dr Ahmad Ghazi 2. Indriyati 3. Endang Susilowati 4. Emy Widiarti 5. E. Nilla P 6. Dwi H Mulyaningsih		
	Indonesia University of Education	1. Prof. Emi Emilia, PhD 2. Dr Tri Indri Hardini 3. Finita Dewi		



No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
		LPK Gakushudo	Tjhin Thian Shiang	
		Pamulang University	Dr Indrani Dewi Anggraini	
		SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Sumharmoko 3. Esra Nelvi M Siagian	
		Secretariat of SEAMEO Centre Indonesia	Dr Gatot Hari Priowirjanto	
		State University of Jakarta	1. Dr Fatwa Arifah 2. Prof. Dr Ilza Mayuni 3. Dr Ifan Iskandar 4. Dr Frida Philiyanti 5. Uryadi 6. Yusi Asnidar 7. Hudiyekti Prasetyaningtyas	
		Taipei Economic and Trade Office in Indonesia	Josephine Hsiuyao Lee	
7.	<b>School Literacy Club</b>			
	<b>Training of Trainers</b> (8–12 February 2021)	Al Azhar university of Indonesia	Dhuha Hadiansyah	
		Association of Abang None	Amelia Efendi	
		Benny Institute	1. Benny Arnas 2. Inung Linggau	
		Indonesia University of Education	Yulianeta	
		Kompas	Yohanes Enggar Harususilo	311
		Republika	Feri Kisihandi	
		SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. M Masrur Ridwan 4. Farrah Halimatussadyah	
		SEAMEO SEAMOLEC	Puryanto	
		State University of Jakarta	1. Eva Leiliyanti 2. Ihsan Dwirahman	
		State University of Semarang	Mulyono	
		State University of Yogyakarta	Esti Swatika Sari	
	<b>School Literacy Club Implementation</b>		295 Intern-student 205 Teachers	1.970
	<b>Stadium General on Foreign Language Learning</b> (12–13 April 2021)	Gunadarma University	Annida Hanifah Elshanti	
		Indonesia University of Education	Fauziyya Nurussyfa	
		State University of Makassar	Khafifa Fuji Lestari	
		State University of Jakarta	1. Fadhiana Praba Ayodhea 2. Gading Putri Pramasatya	560
		State University of Semarang	1. Laras Trisnanti 2. Faisya Nurrierza 3. Nuringtyas Solihah	
		State University of Yogyakarta	1. Rafi Ferliadi 2. Assyiffa Tamara Hadyuna	

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
8.	<b>Virtual Mandarin Club</b>			
	<b>Online Speaking Course for Mandarin Language Teachers</b> (1 February–25 March 2021)	Capital Normal University	Shuling Gui	40
	<b>Mandarin Virtual Club for Students</b> (13 April–13 June 2021)	Capital Normal University	Shuyi Zhou	40
<b>Recognition and Benchmarking</b>				
1.	<b>Exhibition on Global Educational Supplies and Solutions (GESS) Indonesia</b> (4–5 November 2020)	-	-	-
2.	<b>International Joint Conference on STEM Education (IJCSE) Exhibition</b> (18–19 November 2020)	-	-	-
3.	<b>SEAMEO Congress Exhibition</b> (28–29 April 2021)	-	-	-
4.	<b>National Education Day Virtual Exhibition</b> (21–25 May 2021)	-	-	-
<b>Strengthening Linkages with Inter-Centre, National, Regional and International Institutions</b>				
1.	<b>UGM Vocational School</b> (2 June 2021)	SEAMEO QITEP in Language  UGM Vocational School	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian  1. Dr Ing Ir Agus Maryono 2. Dr Silvi Nur Oktalina	19
2.	<b>Indonesian Office of Education, Sport and Youth for Bali Province</b> (10 June 2021)	Indonesian Office of Education, Sport and Youth for Bali Province  SEAMEO QITEP in Language	Mariana  1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian	8
3.	<b>Regional Agency for Language in Bali Province</b> (11 June 2021)	Regional Agency for Language in Bali Province  SEAMEO QITEP in Language	Toha Machsum  1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian	4
4.	<b>Ganesha University of Education</b> (10 June 2021)	Ganesha University of Education  SEAMEO QITEP in Language	1. Dr Gede Rasben Dantes 2. Made Windu Antara Kesiman, PhD  1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian	16
<b>Management Efficiency</b>				
1.	<b>Centre Directors Meeting 2020</b> (15–16 July 2020)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Sumharmoko 3. Esra Nelvi M Siagian	-

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
2.	<b>11<sup>th</sup> Governing Board Meeting</b> (21–22 September 2020)	Brunei Darussalam Teacher Academy, Brunei Darussalam	1. Dayang Hajah Salawati binti 2. Haji Abu Hanifah	-
	The Royal University of Phnom Penh, Cambodia	Tith Mab		
	Centre for Development and Empowerment of Teachers and Education Personnel in Language, MOE Indonesia	Dr Luizah F Saidi		
	National University of Laos, Lao PDR	Ketkeo Phanthanivong		
	Institute of Teacher Education, Ministry of Education of Malaysia, Malaysia	Dr Rusmini binti Ku Ahmad		
	Directorate General of Department Myanmar Nationalities Languages, Ministry of Education of Myanmar, Myanmar	Dr Zaw Myint		
	Department of Education, the Philippines	HE Tonisito M C Umali		
	English Language Institute of Singapore, Singapore	Elaine Yeo		
	Chulalongkorn University, Thailand	Asst. Prof. Nirada Chitrakara		
	Ministry of Education, Youth and Sports of Timor-Leste, Timor-Leste	Gemito do Carmo Amaral de Jesus		
	Investment Division of International Cooperation Department, Ministry of Education and Training of Vietnam, Vietnam	Tran Thi Phuong		
	MOE Indonesia	1. Prof. Ainun Na'im, PhD 2. Adi Nuryanto 3. Brian Arieska Pranata		
	SEAMEO Secretariat	Dr Kritsachai Somsaman		
3.	<b>43<sup>rd</sup> High Officials Meeting</b> (30 November 2020)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Sumharmoko 3. Esra Nelvi M Siagian	-
4.	<b>51<sup>st</sup> SEAMEO Council Conference</b> (17 June 2021)	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian	-
<b>Human Resource Management</b>				
1.	<b>Online Training on Foreign Language</b> (2 September–1 December 2020)	-	-	37
2.	<b>Training on How to Create Vlogs</b> (25–27 November 2020)	GATRA Magazine Kelingking.id	Eva Agriana Ali Jefferly Helianthusonfri	36
3.	<b>Training on Social Media Management</b> (1–3 December 2020)	Bureau of Cooperation and Public Relations, MOE Indonesia  Good News From Indonesia (GNFI)/Good News From Southeast Asia (SEASIA)	1. Prani Dita 2. Shahwin Aji Purnomo  Angga Fauzan	24

No.	Activity	Resource Person/Trainer/Speaker		Participants
		Institution	Name	
		@indonesiabaik.id by Ministry of Communication and Information Technology	Moh Ali Ridho	
		Ministry of Public Works and Housing of the Republic of Indonesia	Nanda Amalia	
		Narabahasa	Ivan Lanin	
		SEAMEO QITEP in Language	1. Esra Nelvi M Siagian 2. Dr Sumharmoko	
4.	<b>Training on the Quality Improvement for Human Resources in Event Management, Publication and Administration</b> (1–3 March 2021)	Agency for Language Development Cultivation	Wisnu Sasangka	26
		Arjuna EO	1. Ilyas 2. Bayu 3. Naufal	
		Print Media	Usman Batubara	
		Public Library of MOE Indonesia	Chaidir Amir	
		Republika Online	Irwan Kelana	
		SEAMEO QITEP in Language	Dr Luh Anik Mayani	
5.	<b>In-House Training on English Competency Improvement</b> 19 April–7 May 2021	The British Institute	1. Desty Arya Kuntarti 2. Firdiyanti 3. Linda Roestiyanto	25
6.	<b>Training on Partnership and Public Relations</b>			
	<b>Phase 1</b> 31 March–1 April 2021	Bureau of Cooperation and Public Relations, MOE Indonesia	Ir Hendarman PhD	64
		Kompas.com	Wisnu Nugroho	
		Legal Bureau, MOE Indonesia	Rika Irdyanti	
		Ministry of Communication and Information Technology	Prof. Dr Widodo Muktiyo	
		SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto	
	<b>Phase 2</b> 17–18 May	BNI	Adeh	
		Kompas.com	Wisnu Nugroho	
		Legal Bureau, MOE Indonesia	Rika Irdyanti	
		Mandiri	Anggie Lollita	
		SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto	
7.	<b>Staff Gathering</b>	SEAMEO QITEP in Language	1. Dr Luh Anik Mayani 2. Dr Misbah Fikrianto 3. Esra Nelvi M Siagian	38

# PRIORITISING LANGUAGES, ADVANCING EDUCATION

