

Section: Management and Economics

Indonesian Language Learning and Teacher Innovation for Foreigners and Instructors for Foreign Language for Employees in Bali

Ni Putu Nita Anggraini, Ni Luh Gede Yogi Arthani, I Putu Yuria Mendra

Corresponding Author: Ni Putu Nita Anggraini

Received: 2018-09-10; Accepted 2018-10-20,

Abstract:

The group of foreign language instructors and Indonesian language instructors for foreigners initially had problems in the fields of HR, legality, marketing and management. The implementation of the community partnership program (PKM) funded by the Ministry of Research and Technology's Research and Development Program aims to solve partner problems through entrepreneurship building. The method applied is in the form of knowledge transfer in the form of counseling, training, simulation and diffusion of science and technology about teaching methods, mentoring financial management and marketing and managing agency permits. The teaching method quality improvement program is carried out through workshops and workshops with the theme of teaching Indonesian and multimedia-based foreign languages. The resulting output is in the form of certificates and the quality of teaching increases. The problem of business management and enlargement has been solved through mentoring by management experts so that partners know the tips of building a small business. To build a language teaching business, the team helped partners manage the Business Course and Training (LKP) business license in a notary and operational permits in the Badung District Education Office. From the marketing aspect, the team has helped partner market course service products through the creation of signboards, business cards and websites with the domain www.gepbali.com. The implementation of all these activities has been running 70% while the draft article and seminar papers are still in draft form. This activity has had a positive impact on providing employment for language teachers and improving language skills for the community.

Keywords: instructor, legality, skills, association, empowerment

1. Preliminary:

The opportunity to develop a career as a foreign language instructor for company employees and Indonesian language teachers for foreigners is very large and potential to be cultivated because Bali is a tourism area. However, two partner groups, namely

a group of English instructors for company employees initiated by Ketut Wardana and an Indonesian language teaching group for foreigners led by still having difficulty developing their business. There are three basic aspects that are the

problem of the two partners, namely: 1) human resources (HR), 2) legality (association permit), 3) business management and 4) business partnerships. Human resources in this profession concern linguistic knowledge, method knowledge and language teaching techniques (Pedagogic), and communication skills. Legality in this case includes the permission of foreign teachers, namely the BIPA certificate, and the permission of business associations from the labor agency so that the services provided to consumers can be legally accountable. Management aspects concerning the ability to manage business and marketing and business partnerships are cooperation or work contracts with *stick holders* in establishing business continuity and dissemination.

Based on observations in the HR field, both partners in mastering linguistics in English and Indonesian, especially the formation of direct communication, still need improvement. Teaching English grammar for employees so far seems very scary and boring because most of them are old so memorizing separate sentence patterns with context is very difficult for them. The problems of employees are the use of English as a communication tool so that the practice of role playing and the conversation with the work context should be emphasized more. Guests or customers at the hotel, at the company or in the restaurant where they work have difficulty understanding their spoken and written language so that guests often compile. Because of this, the management wants to improve the foreign language skills of its employees through short courses in English communication. The better the English of their employees, the more professional the services provided to guests.

While for Indonesian language teachers for foreigners, the problem is in both languages, namely English as the language of instruction and Indonesian as the subject of teaching. Linguistic patterns of Indonesian are very difficult to explain to foreign guests whose language has a different language structure than Indonesian. Teaching partners have experienced problems in explaining the syntactic patterns, morphology and phonology of

Indonesian to foreign guests so that mastery of the material and methods and techniques of learning foreign languages is needed. Besides mastering the material in both languages, partners do not understand the culture tucked in both languages because language reflects the culture of the speaker. With this condition, partners must master *Cross Culture Understanding* so that in using Indonesian, these foreign guests do not offend native speakers because of their indecent attitude and culture. Thus misunderstanding in communication can be avoided by foreign guests. The following is a picture that shows the situation of teaching by partners with technical constraints in explaining linguistic patterns of Indonesian language and culture to foreigners.

Furthermore, the cause of the underdevelopment of the business of these two partners is the status of the business involved. Individual businesses tend to be ignored by companies that require legal services. This of course must be an organization, institution or association that has a clear organizational structure and should have permission from the Manpower Office which regulates the standardization of services. Companies that are invited to cooperate in the service of language teaching will certainly not use individual services because it is difficult to account for administratively the reporting of work or the finances of their companies. Company management is also afraid of not being able to claim or object when instructors leave the program that has been signed by the contract and paid. Legality through the issuance of professional certificates is an absolute administrative requirement to be a professional instructor and instructor. Thus the company does not doubt the instructors again in the service of their language.

The last problem is business management and marketing. Both partner groups do not have clear marketing methods and techniques that are not recognized by *Stick Holder*. Simply put, they can use the recommendation method. For example, they communicate with any company that has used their services and explained the results or level of competence of employees in English or

Indonesian. They have not used inter-company cooperation contracts to provide long-term language services. Even though proposals or contracts the collaboration they submit to the company is a potential marketing technique. They also do not use enlargement through the website because of the cost constraints and lack of means of note books even though through this media their business can be widely known and certainly will affect the increase in business income. Following are examples of their less interesting proposals.

In terms of marketing, instructors and language teaching partners still have problems in increasing the number of companies that use language services. This is due to limited marketing knowledge and capital to present programs through social media or websites. The type of marketing is still simple, namely business cards. While in business management, partners are very difficult to realize it in recruiting teachers to become teaching staff. To know the business conditions of the two partners. The implementation of programs designed in English language instructor PKM and Indonesian language learners for foreigners aims to improve the competence and welfare of partners through academic expertise. The level of achievement of a program is the extent to which success indicators are stated in the output targets. In general, the output target of the implementation of this program is the success of the team in improving the quality of human resources, legality and entrepreneurship aspects.

2. Implementation Method:

2.1 Methods of Science and Technology Implementation:

To provide solutions to partner problems, several activities for the implementation of science and technology for the community (PKM) are designed which include aspects of HR, Legality, business management and marketing. The solution to partner business problems will be implemented through several methods of implementation in the form of methods: *Knowledge Transfer*, and *technology transfers* in the form of training,

mentoring and mentoring and training simulations this aims to improve the partner's business with several indicators.

An English instructor group for company employees can apply language teaching methods based on communication applications

1. Indonesian language teaching groups for foreigners can apply linguistics in both languages and understand the culture of speakers of both languages
2. Both groups can have legal entities with organizational structures and get permission from the Badung District Education Office.
3. Both groups can develop proposals for collaboration with hotels and develop marketing via the internet, websites, brochures or pamphlets.

2.2 Work Procedures and Program Implementation:

An achievement requires steps of activities related to the goal. The main objective of the Community Partnership Program is to help people in the field of education outside of school by empowering their competencies by solving the problems they face through developing the competence of instructors and Indonesian language professors for foreigners. Work procedures to achieve these objectives can be carried out through the method of program implementation, activity plans, partner participation and outcomes as described below.

2.3 Activities that have been carried out:

To find out how the results of the implementation of the partnership program, technology provision is grouped into four main activities, namely:

- a. Training on strengthening linguistics and culture
- b. Training on the application of Language teaching methods
- c. Financial and marketing management training
- d. Training in making proposals and cooperation contracts

To find out the working framework (KAK) according to the design and indicators of achieving PKM implementation, the following is a flow chart of problems, solutions and service outcomes.

Linguistic and cultural training:

Every student has the potential for intelligence and skills according to their talents and interests. These talents and interests will help them achieve achievement and language skills. Solutions for empowering students through training regarding linguistic aspects, cultural understanding, and language attitudes through stages.

a. Linguistic learning training: Partner instructors are given linguistic learning simulations related to the everyday context so that they can form authentic language skills.

b. Cross cultural understanding (cultural understanding): Language experts (sociolinguistics) from the team will provide simulations to partner teachers about understanding between cultures (*Cross cultural understanding*). Thus the instructors can provide knowledge to participants about the habits, norms or normative rules in other countries.

c. Attitude speakers (*Language behavior*): Partner instructors will be trained in how to convey the meaning of language with language attitudes such as *politeness*, expressions of language and body language

Training on the application of language teaching methods:

The problem of knowledge / human resources of English instructor and Indonesian language instructor groups for foreign partners is inaccurate application of the learning model to the achievement of English and Indonesian language competence. So the right solution is to provide training for partner language teachers about innovative learning models with authentic assessment methods. The elements of knowledge that will be the target of coaching are the preparation of the syllabus, RPP, materials that meet communication competencies, communicative learning methods and techniques of writing. The partner training steps can be described as follows.

- a. Partner instructors are guided to prepare syllabi for teaching communication competencies by education experts and practitioners
- b. We have fostered partner instructors looking for material that is directly related to the expression of practical language with speech aspects
- c. Partner instructors are given training in the application of communicative learning methods through CTL, PBL, and CBL techniques.
- d. To measure the language skills of tutoring participants, partner teachers have fostered in formulating an objective, valid and reliable assessment

From this training, it is expected that there will be changes in teaching teaching knowledge and attitudes that will have an impact on increasing the skills of participants in speaking English and Indonesian. This training produces curriculum for English language courses and materials in the language course teaching manual as presented in the following figure.

Financial and Marketing Management Training:

Management and financial knowledge can influence the success of partner teachers in developing their business competencies with healthy capital flows. Besides that, marketing plays an important role in increasing customers with the basis of improving the quality of efficient services. In accordance with the solution to the problems faced so far.

The accuracy of the preparation of proposals can influence partners to obtain employment contracts from companies that require language teaching services. Training in preparing proposals and work contracts with more professionalism can demonstrate professionalism and attract interest in collaboration. In accordance with the proposal problems faced by partner language teachers, language experts and teams will be fostered to

understand the concept to convince *stick holders*. The concepts of using learning media concern the presentation of material and content (use of expressions).

3. The Results Achieved:

The implementation of the foreign language PKM instructor program for company employees and Indonesian language instructors for foreigners aims to improve partner skills through training, mentoring and simulation has been going according to plan. Partner training is carried out by practitioners and collaborates with training institutions for several periods. The purpose of all these trainings is to help partner citizens to have effective skills so that they can be beneficial to the health of their lives and to educate the lives of the community and foreign language competencies. In the implementation of each activity, there are five programs that have been implemented and their achievements are diverse, some are 100% and the rest have only reached 70% completeness. To find out how the results of the implementation of research, technology provision are grouped into five main activities, namely:

1. Training on strengthening linguistics and culture
2. Training in language teaching methods
3. Financial and marketing management training
4. Training in making proposals and cooperation contracts
5. Assistance in managing business licenses and operational permits

3.1 Training on strengthening linguistics and culture:

Mastery of three aspects of language is very important to be understood by instructors and language instructors, namely linguistic aspects, cognitive aspects and social aspects. Linguistic aspects focus on the knowledge of language forms such as sounds, words and sentences. Cognitive aspects are elements of language content namely semantics and social aspects concerning how language is used in different places, times and

conditions. The condition in question is the culture of the language speakers. The presentation of the three language specs can be applied through multi media. So that the presentation with various applications such as quizlet can motivate students to communicate with the cultural characteristics of speakers. This program is carried out for 3 days, from April 10-13, 2018. The partners are trained by a linguistic and cultural expert. Several snippets of linguistic and cultural language stabilization training activities are summarized with one day workshops on multi-media BIPA organized by APP BIPA and IALF Denpasar on July 7, 2018.



Figure 1. Daily workshops and multimedia-based BIPA teaching certificates

Based on these activities there are several benefits, namely the ability of partners in background linguistic and cultural mastery (*cross cultural understanding*) multimedia-based in teaching Indonesian to foreign speakers increase. The teaching and learning process is more enjoyable and can form innovative thinking concepts. The partners who participated in the workshop received certificates from the Indonesian teaching association for foreign speakers.

3.2 Training in Language Teaching Methods:

From several angles of thinking, language and thought processes cannot be separated. So it is impossible to master a language without understanding the form, function and meaning. Thus the partners need to know how the language taught

can be understood and used as the Essence of language is to express the contents of thoughts, feelings and information. The way in which language is taught or studied is called the language teaching method. The partners in this program are trained and coached using several approaches, methods and techniques of language teaching for 4 days from 3 to 7 April 2018. The most prominent approach is communicative with various techniques. This training can provide new nuances for partners in English and Indonesian language skills for foreigners.

This training has solved partner problems in the application of teaching methods in accordance with the learning objectives and learning achievement targets in the proclaimed course curriculum. With the right learning methods and approaches the partner students can master the target language well and smoothly.

3.3 Financial Management, business communications and marketing training:

From the problem management partners took the initiative to make the course business in form Institute for training courses so that several requirements are needed, namely the existence of an organizational structure, rules, notary deed and operational permit from Disdikpora. The business name approved based on the purpose and object of marketing is the "GENERAL ENGLISH PROGRAM" teaching English for employees and professionals and the Indonesian language for foreign speakers. For this reason, the team assists partners by providing explanations. Business management and licensing rules Furthermore, financial management assistance is provided to partners in the form of simple bookkeeping and product marketing through web sites, business cards and brochures. Another activity is business communication assistance so that partners can understand the ethics and style of communication that influence the business cooperation agreement held on April 17. This activity lasts for 4 weeks from April 21, 2018. The website includes the business profile, price and order mechanism. With this training and mentoring program partners can

have LKP businesses so that they can empower the community in the field of education outside of school. The following are some of the implementation and outcome documentation of the training (Sudja, & Yuesti, 2017).



Figure 2. Assistance in business management and business and marketing communications

3.4 Training on Making Cooperation Contract Proposals:

A cooperative relationship between one business and another business certainly requires a good proposal and can deliver the advantages and objectives of the product which is offered. However, partner problems are the preparation of proposals so that they can enter into business contracts. The proposal made so far is not very convincing and lacks the ability to use appropriate language expressions in English correspondents. Problems also often occur at the end of teaching because of the lack of clarity in the presentation of the program, learning objectives and prices so that there is a need for knowledge of these problems. The team provides training for 3 days from 30 April to 27 July 2018. At the end of the meeting, partners can prepare a cooperation contract proposal, partners can write a collaboration proposal so that the hope of establishing a business contract with the client can be realized. The following is documentation of training activities and presentation of prices in the proposal.

3.5 Assistance in the Management of Business Permits and Donations:

The existence of a business can affect consumer confidence, for example in legality. Because there are special requirements that must be fulfilled by the Institute or the institution's devotees. Consumers do not believe in individual activities but in a credible institution and are responsible. For this reason, partners are given assistance in arranging business licenses in the form of notary deeds and operational permits from the Disdikpra of Badung Regency. This notary certificate from LKP has the number 01., July 4, 2018, but the permit from the Education and Culture Office is still in the verification stage related to the preparation of the completeness of the technical advice of a business. To assist the operations of the partner business, the team contributed to the partner a LENOVO note book, a signboard and books. Partner groups also contribute to the provision of infrastructure. The following is an overview of donation activities and the management of partner permits.

3.6 Discussion:

Based on the problems found by partners, the implementing team of instructional English PKM teaching program for employees and Indonesian for foreign speakers (BIPA) has provided solutions from HR, management and marketing problems through training, mentoring and simulation to partners to increase production skills, entrepreneurial knowledge so that community empowerment through out-of-school education can improve the community's English language knowledge and skills. The partners are collected and invited to discuss the implementation of the program. There are five main PKM programs, namely: The implementation of training and mentoring programs has run 75% but the provision of production facilities has reached 80%

All programs have been carried out properly and have been evaluated through the implementation of assessments and examinations. Through interviews and questionnaires to find out the level of

satisfaction of partners in the process of training and equipment donations. This is an indicator of the success of the implementing team in implementing the program. The results achieved were in the form of product outputs, namely the LKP curriculum, organizational structure, notary deed, collaboration proposal, brochure and documentation output in the form of workshop certificates, and draft articles. Training and assistance with this, Mitra is expected to evolve with human resources competencies creative, innovative, and competitive in a broader scope.

3.7 Types of Output Generated:

Several types of PKM outcomes in the form of product outputs and publication outputs are an alternative contribution of thought to HR members of the Partners so that it can help them improve the long-term welfare of the two partner groups. The following are the types of product output in training activities

Outcomes of training in strengthening linguistics and culture:

The ability of partner lecturers has included three aspects of language, namely linguistic, cognitive and pragmatic has increased. Indonesian language teaching training for foreigners in the background of linguistic and cultural mastery (*cross cultural understanding*) based on multimedia has changed the way of thinking of partners. This training generate a certificate that can be used as a reference for proficiency (Sumantra, K. Anik Yuesti dan Sudiana. 2015).

2) Outcome Training in language teaching methods:

This training produces better abilities in the teaching process through a communicative approach. Documentation output from this training is a curriculum for language courses that have been formed. This curriculum consists of material, methods and types of teaching evaluations that will be applied (Yuesti, & Sumantra, 2017).

3) Outcome of making proposals and cooperation contracts:

Assistance in making proposals has resulted in several proposals for cooperation contracts with companies. Besides this training also produced a business profile and draft brochure (Sumantra, Yuesti, Suryatmaja, & Sudiana, 2016).

4) Outcome of Management Assistance, Marketing and Donations:

The partners are very poor in understanding entrepreneurial and marketing management so that partners are assisted to get mentoring and training. After bringing in experts and experts in the fields of entrepreneurship, management and marketing, they have bookkeeping, business name, organizational structure, certificate, website, brochure and nameplate (Yuesti, Julianti, Suryandari, & Astuti, 2018).

3. Conclusions and Suggestions:

4.1 Conclusions:

The implementation of the foreign language PKM instructor program for company employees and Indonesian language instructors for foreigners has proceeded according to plan from the initial goal of helping both groups of instructors and instructors in improving skills in all aspects, namely human resources, management and curiosity. Activities that are summarized in training, mentoring and simulations about teaching English and Indonesian for foreign speakers run approximately 4 months. Through expertise and collaboration with the IALF and APP BIPA training bodies, partner capabilities have increased and provided positive benefits for partners and have an impact on improving welfare. While the new outputs are produced in the form of certificates, brochures, web sites, operational permits etc. and infrastructure assistance in the form of a Lenovo note book, website, nameplate, notary deed as a business requirement for LKP. From this mentoring activity, it can be concluded that the implementation of training in the implementation of PKM has reached the target that has been planned in the proposal.

4.2 Suggestions:

Based on the above conclusions, the PKM instructor for foreign languages for company employees and Indonesian language instructors for foreigners in Denpasar and Badung hopes for:

Further development of partner skills with management and entrepreneurial skill

1. There is attention from the local community to support new citizens who are starting to improve their welfare.
2. There is assistance from cooperatives, SMEs, LPDs to provide light loans with a relatively long period of time

References:

1. Eka Martiningsih NGAG, dkk. 2009. *Usulan Program Ib.W Desa Angkah dan desa Bengkelsari Kecamatan Selemadeg Timur Tabanan Bali 2010/2012*. LP2M Unmas Denpasar.
2. Herlambang, Susatyo.2013. *Pengantar Manajemen*.Yogyakarta : Gosyen Publishing.
3. Jakarta
4. Legawa, Made, dkk. 2012 *Usulan Program IbW Desa Melaya dan Desa Tukadaya Kecamatan Melaya Kabupaten Jembrana Propinsi Bali, 2013 – 2015*. LP2M Unmas Denpasar.
5. Lovelock. Christopher H & Lauren K. Wright. 2007. *Manajemen Pemasaran Jasa*. Indeks :
6. Sudja, I. N., & Yuesti, A. (2017). The Influences of Education and Training, Leadership, Work Environment, Teacher Certification On Discipline and Teacher's Professionalism In High School at Bali Province. *Scientific Research Journal (SCIRJ)*, 5(9).
7. Sumantra, K. Anik Yuesti dan Sudiana. 2015. Pengembangan model agrowisata salak berbasis masyarakat di desa Sibetan. *Jurnal Bakti Saraswati*, 4(02), 157-169.
8. Sumantra, K., Yuesti, A., Suryatmaja, I. B., & Sudiana, A. K. (2016). *Pemberdayaan Kelompok Ekonomi Produktif Pendukung*

- Badan Usaha Milik Desa (Bumdes) Di Desa Pajahan Dan Munduk Temu Kecamatan Pupuan, Tabanan. *Prosiding Semnas Hasil Pengabdian Masyarakat*.
9. Suryana. 2008. *Kewirausahaan*. Salemba Empat : Jakarta.
 10. Suwarsono dan Alvin Y So. 1994. *Perubahan Sosial dan Pembangunan*. Jakarta: LP3ES
 11. Tri Djoko S dkk. 2006. *Usulan Program Sibermas Empat Desa Kecamatan Marga Tabanan Bali Tahu2007/2009*. LP2M Unmas Denpasar.
 12. Yuesti, A., & Sumantra, K. (2017). Empowerment On The Knowledge And Learning Organization For Community Development. *Scientific Research Journal (SCIRJ)*, 5(9).
 13. Yuesti, A., Julianti, L., Suryandari, N. N. A., & Astuti, P. S. (2018). Challenges of Bali Economic Export Development in Changing Global Environment. *International Journal of Contemporary Research and Review*, 9(01).