



CERTIFICATE

of Appreciation

011 / Ser.S/001/300722

is presented to :

Dr. Febi Nur Biduri, M.Hum

For participating as a Speaker in

INTERNATIONAL CONFERENCE

ON CHINESE LANGUAGE, ART, CULTURE, AND EDUCATION

"Multidimensional Language and Chinese Learning"

on July 29 - 30, 2022 through

the Zoom Cloud Meeting Application

Board of Mandarin Education Coordination
印尼雅加达华文教育协调机构 (BKPBIM)



Arifin Zain 蔡昌杰

Liming Vocational School
黎明职业大学对外交流中心



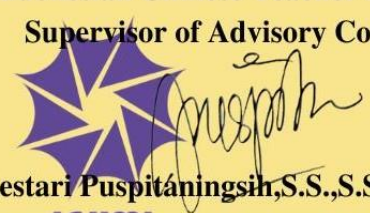
柯爱茹 主任

Director of the Confucius Institute
Tanjungpura University



Ina S.E., M.Ed

Indonesian Chinese Teacher Association
Supervisor of Advisory Committee



Lestari Puspitaningsih, S.S., S.Sos. M.A.

IGUMI
印尼汉语教师联谊会

PROGRAM BOOK

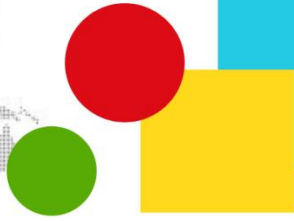


IGUMI
印尼汉语教师联谊会

International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)

国际汉语、文化与外语教学论坛





International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



NAME OF EVENT

**International Conference on Chinese Language, Art,
Culture and Education (ICCLACE)**

THEME

“Multidimensional Language and Chinese Learning”

ORGANIZER

- **Indonesian Chinese Teachers Association**
印尼汉语教师联谊会
- **Confucius Institute Universitas Tanjungpura**
丹戎布拉大学孔子学院
- **Board of Mandarin Education Coordination**
雅加达华文教育协调机构
- **Liming Indonesia Maritime Silk Road College**
黎明印尼海丝学院



International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



ORGANIZING COMMITTEE

Steering Committee

Supervisor : Lestari Puspitaningsih
Advisory : Mulawarni
Dwi Hadi Mulyaningsih

Organizing Committee

General Chair : Fitriya
Vice Chair : Sudarsono
Secretary : Kimico Margaretha Tjhia
Treasurer : Irma Yaumi Arrohani

Registration

Coordinator : Putu Prinda D'amour Nisa
Member : Muhammad Khodir
Felly SURIANTY

Documentation & Public

Coordinator : Dhanar Ary Susanto
Member : Ayu Fitria
Siti Zakia

WELCOME REMARKS



Lestari Puspitaningsih, S.S.,S.Sos.,M.A.

Ministry of Education, Culture, Research and
Technology of the Republic of Indonesia

Assalamualaikum warahmatullahi wabarakatuh.

Alhamdulillah, thank Allah for His mercy and grace.

Indonesian Chinese Teacher Association (印度尼西亚汉语教师联谊会) is a professional association consisting of Chinese teachers throughout Indonesia. Established on May 20th 2020, and during this period, we has held many activities to improve the competence of Chinese language teachers in Indonesia, including Webinars, Workshop, Chinese language skill competitions for students and also for teachers.

This year, Indonesian Chinese Teacher Association in collaboration with Confucius Institute of Tanjungpura University, Indonesian Liming Silk Maritime Collage and Board of Mandarin Education Coordination will hold 1st International Conference on Chinese Language, Art, Culture and Education (ICCLACE) with themed “Multidimensional Chinese Language and Learning” . The conference will be hold on July 29-30th 2022 and using platform Zoom Meeting.

This activity is an opportunity for Chinese language teachers, Mandarin learners and Chinese researchers both in Indonesia and abroad to increase knowledge and get information from experts and speakers from several countries such as Indonesia, China, United States of America, Singapore, Korean and Mongolian. Participants in the activity are open to all Chinese language teachers/lecturers in Indonesia, students, researchers and observers of the Mandarin language both in Indonesia and abroad.

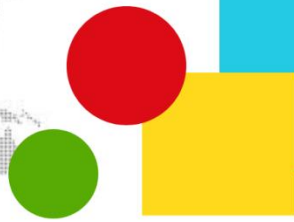
Finally, we would like to thank the speakers and participants for their participation. We also apologize if there are still shortcomings during the event. We are very open if there are suggestions and constructive criticism so that the implementation of activities in the following year can be carried out better.

Wassalamualaikum warahmatullahi wabarakatuh.

Chairman of the Advisory Committee
Indonesian Chinese Teacher Association




Lestari Puspitaningsih, S.S.,S.Sos.,M.A



International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



EVENT BACKGROUND

Indonesia is currently entering an era of demographic bonuses characterized by a decrease in the ratio of comparison between the number of non-productive population to the number of productive population. Demographic bonuses can be an opportunity for Indonesia to accelerate its economic growth if its human resources (HR) are prepared appropriately.

The quality of human resources is a fundamental factor that needs to be considered to increase the competitiveness and productivity of the labor force in the face of demographic bonuses so that the dream of Indonesia Golden Year in 2045 can be realized. As an effort to realize the dream, educators must be able to prepare their learners with competencies that support the skills of the 21st century and the Industrial 4.0 era, one of which is the ability to communicate with foreign languages.

Having the ability to communicate in Mandarin today has become the main capital to enter the business world both domestically and internationally. Mandarin language teaching should make skilled students speak Mandarin. But there are still obstacles encountered by educators in teaching Mandarin, both in terms of the language itself, to the learning methods used.



International Conference on Chinese Language, Art, Culture and Education (ICCLACE)



The Indonesian Mandarin Teacher Association (IGUMI) is a professional association consisting of Chinese teachers throughout Indonesia. IGUMI was established on May 20th 2020. During these two years, IGUMI has held many activities including webinars and training to improve the competence of Chinese language teachers in Indonesia, Chinese language skills competitions for students, educational exhibitions and information on university scholarships in China, and many other activities that are informative, educate and motivate teachers and students. This year IGUMI has a program to hold an international symposium "International Conference on Chinese Language, Art, Culture and Education (ICCLACE)" with the aim of being a meeting place for linguists, Mandarin educators around the world to exchange information and innovation for the advancement of Mandarin language education.

PURPOSE

- ❑ As a medium of meeting and exchange of information between Chinese educators
- ❑ Develop research networks and other cooperation in the field of Chinese Language and Education



International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



SCOPE OF SEMINAR

Chinese Language, Culture and Learning Studies

IMPLEMENTATION OF THE EVENT

Day : Friday & Saturday

Date : 29 – 30 July 2022

Mode : Online with Zoom Meeting

IMPORTANT DATE

- | | |
|---|-----------------------|
| <input type="checkbox"/> Full Paper Deadline | : June 30th 2022 |
| <input type="checkbox"/> Notification of Acceptance | : July 10th 2022 |
| <input type="checkbox"/> Revision Deadline | : July 20th 2022 |
| <input type="checkbox"/> Conference Day | : July 29 – 30th 2022 |



International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



PROGRAM SCHEDULE

Friday, July 29 th 2022			
Opening Ceremony			
08.00 – 08.05	Opening		Master of Ceremony: Ayu Fitria Indonesian Chinese Teacher Association (IGUMI)
08.05 – 08.10	Indonesian National Anthem		
08.15 – 08.20	Rector of Tanjungpura University Welcoming Speech		
08.20 – 08.25	Rector of Liming Indonesia Maritime Silk Road College Welcoming Speech		
08.25 – 08.30	Head of Board of Mandarin Education Coordination Welcoming Speech		
08.30 – 08.35	Rector of Guangxi Minzu University		
08.35 – 08.45	Education and Culture Attache for People Republic of China Embassy in Jakarta		
08.45 – 08.55	Education, Culture, Research and Technology Attache at The Indonesian Embassy in Beijing Welcoming Speech		
08.55 – 09.00	Documentation		
Seminar Day 1			
09.00 – 09.20	Keynote Speaker 1 Prof. Fasli Jalal Rector of Yarsi University	Indonesia 印度尼西亚	Moderator: Ina Director of Confucius Institute Tanjungpura University 丹戎布拉大学孔子学院 印尼方院长
09.20 – 09.40	Keynote Speaker 2 Prof. Zhou Gui Guangxi Minzu University	China 中国	
09.40 – 10.00	Keynote Speaker 3 Prof. Bai Jianhua Canyon Collage	USA 美国	
10.00 – 10.20	Keynote Speaker 4 Prof. Goh Yeng Seng National Institute of Education, Nanyang Technological University	Singapore 新加坡	
10.20 – 10.40	Keynote Speaker 5 Prof. Moon Cheol-Jo Dong-A University	South Korea 韩国	
10.40 – 11.00	Discussion		



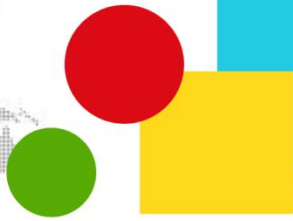
International Conference on
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Saturday, July 30th 2022

Planery Room 1

09.00 – 09.20	Ina, Yoanna Afrimonika “Constrastive Analysis of Passive Sentences In Chinese And Indonesian Language”	Tanjungpura University, Pontianak, Indonesia 印度尼西亚	Moderator: 孙贝贝 Confucius Institute Tanjungpura University 丹戎布拉大学 孔子学院
09.20 – 09.40	Munguntsetseg Purevjav (蒙古娜) “The Conjunctive Word Order Comparison of Multiple Limiting Adverbs in Chinese and Mongolian”	Northeast Normal University - School of Foreign Languages Mongolian University of Science and Technology, Mongolia, China 蒙古 - 中国	
09.40 – 10.00	Fransiska Wiratikusuma “An overview of the compilation of Chinese textbooks in Indonesia”	President University, Xiamen University Indonesia – China 印度尼西亚 – 中国	
10.00 – 10.20	Lu Peng (卢鹏) “A short talk about Chinese Proficiency Test (HSK) In Indonesia”	中国教育部中外语言交流合作中心 China	
10.20 – 10.40	Jiang Xing (江兴) “建筑与汉语”	Guizhou University of Finance and Economics, China 中国	
10.40 – 11.00	Discussion		



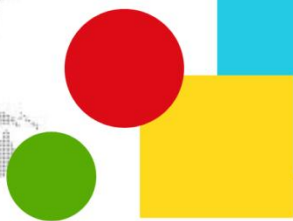
International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



Saturday, July 30th 2022

Planery Room 2

09.00 – 09.20	Mulawarni “Instilling Character Education Through Project-Based Chinese Learning”	Ministry of Education, Culture, Research and Technology Indonesia 印度尼西亚	<p>Moderator:</p> <p>Theresia Yuwono; Ayu Fitria</p> <p>Indonesian Chinese Teacher Association (IGUMI)</p>
09.20 – 09.40	Wiedy Putri Fauziah “写字 With Project Based Learning Based On Reflective Thinking In Kindergarten”	TK Negeri Pembina I Trawas, Indonesia 印度尼西亚	
09.40 – 10.00	Steven Tandra, Ina “Evaluation and Analysis of Online and Offline Chinese Learning of Sekolah Tinggi Bahasa Harapan Bersama Students' Academic Year 2019/2020”	Tanjungpura University, Indonesia 印度尼西亚	
10.00 – 10.20	Febi Nur Biduri, Lestari Puspitaningsih “Training Need Analyze For Indonesian Mandarin Teacher”	Darma Persada University, Indonesia 印度尼西亚	
10.20 – 10.40	Xiao Xiangzong (肖祥忠) “The Enlightenment of Confucius’s Educational Thoughts on Chinese Language Teaching”	Fujian Normal University, China 中国	
10.40 – 11.00	Discussion		



International Conference on
Chinese Language, Art, Culture
and Education (ICCLACE)



Saturday, July 30 th 2022			
Planery Room 3			
09.00 – 09.20	Lestari Puspitaningsih, Jin Xiaoyan (金晓艳) Research on Teaching Methods of Chinese Idioms in Indonesian High School “Utilizing Containing Food and Drink Elements Chinese Idiom as an Example”	Northeast Normal University , China -, Ministry of Education, Culture, Research and Technology, Indonesia 中国-印度尼西亚	Moderator : Felly Surianty Indonesian Chinese Teacher Association (IGUMI)
09.20 – 09.40	Rizky Wardhani, Muchlas Suseno, Romdani “Learners' Perceptions of Voice Gender Text-To-Voice Application in Chinese Listening Skills”	Universitas Negeri Jakarta, Indonesia 印度尼西亚	
09.40 – 10.00	Siti Zakia “Innovation of Digital Comic Multimedia Using Book Creator for Mandarin Learning”	SMKN Tebing Tinggi, Sumatera Utara, Indonesia 印度尼西亚	
10.00 – 10.20	Lin Ruozheng (林若征) “Application of OBE concept in short-term Chinese training -- Taking the 2021 online training course for Indonesian technical secondary school teachers of Liming Vocational University as an example”	Liming Vocational University, China 中国	
10.20 – 10.40	Lilius Agustina, Ina “Perspective of Online and Offline Chinese Learning of Sekolah Tinggi Bahasa Harapan Bersama Students' Academic Year 2019/2020”	Tanjungpura University, Indonesia 印度尼西亚	
10.40 – 11.00	Discussion		

KEYNOTE SPEAKERS



Prof. dr. Fasli Jalal, Sp.GK., Ph.D
Yarsi University, Indonesia

The Development of Mandarin in Indonesia

Abstract:

In recent years, the bilateral relations between Indonesia and China have developed very rapidly in the political, economic, social and cultural fields. Since 2014, there have been already 66 cooperation agreements between Indonesia and China, more than 20 of which were cooperation agreements on people-to-people exchanges. Chinese Language has been included in the SMA / SMK curriculum as one of the selected foreign language courses. The Ministry of Education and Culture of Indonesia is making great efforts to improve the capacity of Chinese teachers in Indonesia by holding Mandarin teacher training courses in both Indonesia and China in cooperation with the Chinese government through the Centre for Development and Empowerment of Language Teachers and Education Personnel (PPPPTK Bahasa). With the establishment of the Confucius Institute in Indonesia, the number of students studying Chinese Language or other major in China is increasing. Currently, there are eight Confucius Institute in Indonesia. In the field of tourism, the Indonesian government's policy of allowing visa-free visits by Chinese citizens has made a huge contribution to increasing the number of foreign tourists visiting Indonesia. Therefore, Mandarin plays an important role as a means of communication and socialization.

Keywords: chinese language, teaching and learning

Prof. dr. Fasli Jalal, Sp.GK., Ph.D, is Rector of Yarsi University. He received his Ph.D on 1991 from Epidemiology and Southeast Asian Studies Cornell University, Ithaca, New York, U.S.A. On 2005 – 2007 He was Director General of Quality Improvement of Teachers and Education Personnel, Ministry of National Education of the Republic of Indonesia, and on 2010 He became Deputy Minister of National Education, Ministry of National Education of the Republic of Indonesia. He is very concern on education, including the advancement of mandarin education in Indonesia.



Zhou Gui (周桂)

Guangxi Minzu University, China

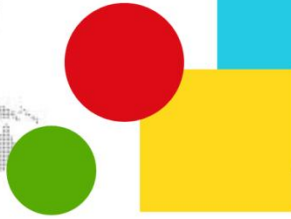
**Multidimensional and International Development of Lion Dance from the Perspective of
“One Belt One Road”**

Abstract:

Lion dance was intangible cultural heritage in China. As a traditional folk art, Lion dance revealed unique value from the perspective of "One Belt One Road", which was important for deepening the friendship between countries along the "Belt and Road", and significance for promoting national unity, harmony and building a "Community with a Shared Future for Mankind. Moreover, Lion dance will play a special role in the multidimensional and international Chinese language education based on lion dance. This paper sorted out the historical origin and cultural value of Chinese lion dance through literature method. Chinese lion dance is rich in various cultural values, such as the features of national art, the value of national unity, sports fitness and entertainment, the value of quality education. Four proposals were put forward about multidimensional and international development of lion dance from the perspective of "One Belt One Road". The first was combining lion dance culture with Chinese language learning to promote the development of multidimensional and international Chinese education, promoting the application of multidimensional Chinese learning methods of "language + culture + skills. The second was interdisciplinary leading international exchange and cooperation of lion dance. The third was promoting international innovation of lion dance culture. Fourth was strengthening the international communication of lion dance culture in all media.

Keywords: Lion dance culture, One Belt One Road, International Chinese Education, Multidimensional, Internationalization.

Prof. Zhou Gui is Professor of Guangxi Minzu University in China. She received her Ph.D in 2010 year in China and visited California State University, Los Angeles, USA as visiting scholar funded by China Scholarship Council. She has been engaged in higher education teaching, scientific research and management for a long time. She has published more than 50 articles in academic journal. Currently, she is the Chinese Director of Confucius Institute jointly established by Guangxi Minzu University in China and Universitas Tanjungpura in Indonesia, and now, she is engaged in the management of international Chinese education and Chinese culture exchange overseas.



Prof. Bai Jianhua
Kenyon College, USA

Theme-based Approach to Teaching Chinese as a Foreign Language

Abstract:

Research has shown that the presentation of coherent and thematically organized instructional content leads to deeper processing and results in better learning. This paper deals with the development of the theme-based language teaching and learning, an instructional approach that situate language learning in meaningful and thematic units. Specific examples are used to illustrate how the theme-based language teaching and learning is applied in curriculum design and classroom practices.

Jianhua Bai is Robert A. Oden Jr. Professor of Chinese at Kenyon College, teaching Chinese at all levels and he directed the Chinese School of Middlebury College (2002—2017). His research interests include applied linguistics, Chinese language pedagogy and assessment and teacher development. He is a life time member of the Chinese Language Teachers Association (CLTA), has served on the Executive Board of CLTA for 2 terms (1995-98) (2001-2004) and was President of the CLTA (2003-04). He is currently a board member of the International Society of Chinese Language Teaching. He has extensive experience in teacher training and supervision for various world languages and also had the following professional experiences: directing study-abroad programs such as the ACC Program in Beijing and the Hopkins/ Nanjing/CET Summer Program at Nanjing University, serving as Senior Academic Advisor for American Council of International Education, chairing the AP Chinese Language and Culture Exam Development Committee, serving as College Board Advisor for the AP Chinese development, and serving as Chief Reader of AP Chinese.



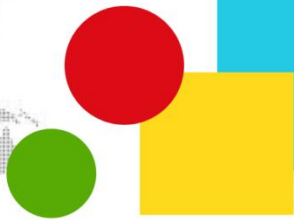
Prof. GOH Yeng Seng (吴英成)
Nanyang Technological University

Building a New Pattern of TCIL With Indonesian Characteristic

演讲大纲:

- 一、国际本土化：印尼国际中文教育合作模式
- 二、族裔华文+国际中文：双轨制华裔语言教育模式
- 三、印一中二通+中一印二通：印中双语通协力组合模式

GOH Yeng Seng is Professor of Linguistics and Language Education at the National Institute of Education at the National Institute of education, Nanyang Technological University. He received his B.A. in Chinese Language and Literature from National Taiwan University and a Ph.D. in Linguistics from SOAS, University of London. He is the Executive Council Member of International Society for Chinese Language Teaching. His key research interest includes the teaching of Chinese as a(n) second/foreign/international language; Chinese-English language policies and language education; contrastive linguistics and translation; heritage language education; ICT in teaching and learning; university-industry collaboration. He has published several books and articles in English and Chinese in leading peer-reviewed journals and books by established publishers from UK, USA, Germany, China, Taiwan and



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Prof. Moon Cheol-joo
Dong-A University, South Korea

Korean Chinese Education and Confucius Institute

摘要:

今年是韩中建交三十周年，韩中两国经过三十年来，政治，经济，文化以及民间交流等各个领域取得了丰富的成果，但近年来受国际局势变化和新型冠状疫情拖影响，韩中两国关系经历了不少的波折，两国民间社会尤其是年轻一代之间出现了立好感度降低的现象，引发人们对未来两国关系的担忧与思考。因此，本文通过韩国中文教育发展现状和韩国孔子学院存在的问题以及未来努力方向进行一些见解。通过本文的见解明确韩国孔子学院的作用以及孔子学院的未来发展方向。

Professor Moon Cheol-joo is a Ph.D. in Business Administration from Sungkyunkwan University, South Korea. He is currently a professor of the Department of International Trade at Dong-A University, the foreign director of the Confucius Institute at Dong-A University, the vice-chairman of the Korean Society of Chinese Studies, the research director of the Korean Society of Chinese Culture, and the director of International Business in Korea. Director of the Society, Ph.D., supervisor of master's thesis. He used to be a research professor at the Institute of Modern China at Sungkyunkwan University. He has published books such as "Chinese Market Culture and Occupying the Chinese Market", "China's Modern Corporate Culture Changes", "Chinese Korean Enterprise Development and Migration" and "Basic Business Chinese".



PLANERY ROOM 1

Ina

*Fakultas Keguruan dan
Ilmu Kependidikan,
Universitas Tanjungpura*

Yoanna Afrimonika

*Fakultas Keguruan dan
Ilmu Kependidikan,
Universitas Tanjungpura*

Constrastive Analysis of Passive Sentences In Chinese And Indonesian Language

Abstract:

Passive sentences are a variety of sentences that are commonly owned by a language. Several studies of error analysis in the use of passive sentences in Chinese by Indonesian students explained that one of the causes of these errors was the negative transfer of Indonesian to the use of passive sentences in Chinese. Therefore, contrastive analysis is needed of the sentence structure, meaning, and use of passive sentence patterns in Chinese and Indonesian to find similarities and differences in passive sentences in the two languages as a basis for conducting further research. Based on the analysis of 46 sentences compared, it is known that the passive sentence patterns in Chinese are more complex than passive sentences in Indonesian. However, the pattern of formation of passive sentences from active sentences in both languages, sentence structures, and verb forms in passive sentences of the two languages have considerable similarities.

Keywords: Passive voice, Contrastive, Chinese, Bahasa

**Purevjav
Munguntsetseg,
Zhang jian**

*Northeast Normal
University, China
Instructor of Chinese
language, Foreign
Language School,
Mongolian University of
Science and Technology*

A Comparison of Multiple Restricted Adverbs in Chinese and Mongolian

Abstract:

Word order is a grammatical device. As for sentence structure, Chinese is SVO structure, while Mongolian is SOV structure. Adverbials modify sentence elements of predicates. It is common to use multiple adverbials together in sentences. Word order and adverbial are the most difficult questions for Chinese learners. Therefore, in order to help Chinese learners to understand, the author studies the comparison of word order of multiple restrictive adverbials.

Keywords: Chinese adverbial, Mongolian adverbial, Multiple adverbials, Restricted Adverbs, Word order



Fransiska Wiratikusuma
(黄世友)

Xiamen University,
Fujian China; President
University, Indonesia

印尼汉语教材编写研究的概述

摘要: 为了应对印尼汉语教材编撰和使用标准的发展和变化,通过对在印尼国内外期刊和论文集上发表的论文,总结了相关研究。这些研究包括与印尼汉语教材编写的相关研究。此外,为了丰富印尼汉语教材编写的参考,印尼汉语教材编写者了解教材编写的一些原则。教材编写中的词汇选用、教材内容的教学实践、教材编写问题的概况和反思这三个方面提供与汉语教材编写研究相关的参考。

关键词: 印尼汉语教材; 教材编写; 词汇选用; 教学实践; 教材编写问题

Lu Peng (卢鹏)

中外语言交流合作中心
公派教师

浅谈印尼 HSK 汉语考试

摘要: 印尼华文教育的发展过程曲折,曾一度中断达30多年。近年来,随着国际形势的发展,汉语的价值也在迅速提升,学习汉语的人数也越来越多。在整个印尼华文教育发展过程中,汉语考试工作的推动对华文教育的发展起到一定作用。本文主要介绍了印尼汉语考试发展的几个阶段和过程,让大家对印尼的整个华文教育工作有进一步的了解,对以后的汉语教学工作提供参考。

关键词: HSK, 印尼, 汉语考试, 华文教育

Jiang Xing (江兴)

贵州财经大学
Guizhou University of
Finance and Economics

建筑与汉语

摘要: 汉字作为独一无二的形象符号,是中华文化博大内涵的代表载体。古代文字多取意于“建筑”的象形,包括它的外形和内涵,部分汉字源于建筑又回归建筑再融入建筑,将人类的抽象艺术发展到巅峰。通过解析有关建筑的形态,可以帮助我们打开一扇新的学习汉字和中华文化的窗户。

关键词: 汉字, 建筑

PLANERY ROOM 2

Mulawarni
(温木兰)

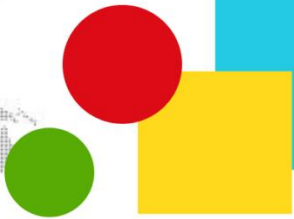
*BGP Provinsi Banten,
Kementerian Pendidikan,
Kebudayaan, Riset dan
Teknologi*

**Instilling Character Education Through Project-Based
Chinese Learning**

Abstract:

This study aims to narrate a project-based teaching experience that collaborates on character education in the material provided. The method used in this research is analytical research, which is based on sharing experiences obtained from Chinese teacher respondents who have conducted project-based Mandarin learning through simple online interviews. The results of the study and discussion show that project-based Mandarin learning is one way to instil character. Learning Mandarin with an introductory theme can use a project by asking students to make an introductory comic using a digital application or draw it themselves. Project-based learning with the theme of tourism was conducted by asking students to make simple travel brochures. In the two projects, the character strengthening that will be honed our piety to God Almighty, hard work, democracy, curiosity and honesty in working on group assignments.

Keywords: Character education, Mandarin language learning, project-based learning



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Wiedy Putri Fauziah

TK Negeri Pembina I
Trawas

写字 With Project Based Learning Based On Reflective Thinking In Kindergarten

Abstract:

The motivation behind this review is to encourage proficiency and education while at school. The decrease in understudy interest in learning has been a questioning up until this point. So that task based learning is truly appropriate to increment understudy interest 写字, particularly in learning Mandarin. In addition, as far as possible the allotment of learning time, teachers should have extraordinary techniques to make project based learning significant and fun. The commitment of schooling in an individual's private and social improvement through experience and critical thinking that happens brilliantly then reflective thinking for students of kindergarten. This capacity is found in the school climate, intelligent reasoning exercises are seen when understudies pay attention to the examples conveyed by the educator. The examination strategy utilized is clear subjective contextual analysis research. Information were acquired from instructed witnesses from understudies and educators. The consequences of this review 写字, specifically, an expansion in during learning through understudies' intelligent reasoning in view of meetings for the primer review, the consequences of the poll and the learning results of grade school understudies showed an adjustment of learning interest

Keywords: 写字, project based learning, reflective thinking, kindergarten

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共同希望语言学院 2019 届学生议论文写作分析

摘要: 本次研究重视议论文分析, 使用定性法即采取书面语料搜集并分析文章的格式和写法技。通过分析得知在 74 篇收集到的文章中有 62 篇议论文, 12 篇非议论文。针对议论文分析得知共同希望 2019 届学生写议论文的特点包括大部分学生已经准时文章的写作规则; 开头段段落、主题段落和总结段落主要选用一个写法技巧; 写推理或观点时大部分选用演绎推理 (占 82%)。

关键词: 议论文, 演绎推理, 归纳推理



International Conference on Chinese Language, Art, Culture and Education (ICCLACE)



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Training need analyze for Indonesian Mandarin Teacher

Abstract:

Needs analysis is the basic foundation for learners to know the goals in the learning and teaching process. Training is a short-term educational process using systematic and organized procedures, so that operational employees learn knowledge of workmanship techniques and expertise for a specific purpose. The problem contained in this need's analysis research is to find out the needs, shortcomings and desires of teachers towards Chinese training in Indonesia. The benefits obtained from this training are that by knowing the needs and desires of training participants, the teaching and learning process, teaching materials and training duration can be carried out more optimally and in accordance with the target achievement of graduates. The result of this research is that Chinese language educators need training on pedagogical competence and also knowledge competence, trainees want the results of the training to add insight and also an educator's thoughts on the novelty of the teaching and learning process, because changes in the education system in Indonesia are considered an obstacle and also the biggest challenge of an educator. Training is also expected to be carried out in a tiered and sustainable manner. The methodology used in this study refers to theory that includes the needs analysis of trainees. The data collecting was conducted using questionnaires in Indonesia of Chinese language and culture teachers as many as 70 trainees. Data analysis used quantitative approach.(Macalister, 2010)

Keywords: Training, Needs, Shortcomings, Success

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汉语 :孔子教育思想对汉语教学的启示

摘要: 孔子是中国古代伟大的思想家和教育家，一生从事教育几十年，提出了一系列具有前瞻性的科学的教育教学理念，这些理念至今对教育工作者而言具有重要的指导意义。深入了解并践行他的教育理念，有助于我们更好地开展汉语国际教育教学工作。

关键词: 孔子，教育，汉语教学



PLANERY ROOM 3

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**印尼高中汉语成语教学方法研究
“以含饮食类成语为例”**

摘要: 汉语成语在印尼高中汉语教学大纲中是其中一个必学的教学内容, 尤其是含故事的汉语成语。为了帮助外语学习者更容易学汉语成语, 许多学者研究过关于成语教学对策, 但迄今却没有针对印尼高中汉语成语教学方法的研究, 尤其是专门研究以含饮食类成语为例。饮食成语在汉语成语中占很重要的部分。本文主要通过大量的文献阅读、工具书的查阅归纳。根据对所提出的成语教学法进行充分的文献阅读与通过课堂观察, 三种最适合印尼高中汉语成语教学的教学方法。主要方法有讲故事教学法、角色扮演教学法以及多媒体教学法。

关键词: 汉语成语, 饮食成语, 外语教学法

**Rizky Wardhani,
Muchlas Suseno,
Romdani**

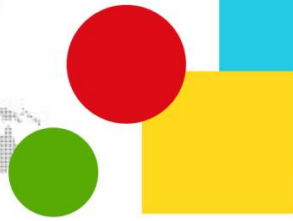
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**Learners' Perceptions Of Voice Gender Text-To-Voice
Application In Chinese Listening Skills**

Abstract:

Gender in a language is found in many language learning processes. Foreign language learning is related to learning four language skills, one of them is Chinese Listening skills. Learners have different perceptions of gender from the voice on the recording. This study discusses gender in recorded voice in the text-to-voice application, one application is T2S. The research focuses on a descriptive qualitative study of the perceptions of Chinese learners to identify sound characteristics in audio recordings and how gender affects learners' comprehension in Chinese Listening courses. This study explains the perception of learners when playing male and female voice recordings in listening class practice by using observational data, and interviews so that it can help improve listening skills. The findings of the study are the perception of learners of different types of sound in T2S application recordings. Learners choose a type of sound that makes understanding the recording easier due to the clarity and speed of sound settings T2S application.

Keywords: voice gender, perception, Text to Voice App, listening to Chinese



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Innovation Of Digital Comic Multimedia Using Book Creator For Mandarin Learning

Abstract: Mandarin is a very important foreign language that is facing competition in the current era of globalization. However, Mandarin is still considered difficult by students because they have to learn 汉字 (Chinese Character), 拼音 (pinyin), and also 声调 (tones). An interesting and attractive learning media is needed to make it easier for students to learn Mandarin. This study aims to develop digital comic multimedia using a book creator application that can be used as a learning medium by Chinese teachers in their classes both online and offline to train students' Mandarin language skills including reading, writing, listening, and speaking skills. This research was conducted at SMK Negeri 2 Tebing Tinggi for students of class XII in Software Engineering. This research is a type of research and development using the ADDIE model which consists of 5 (five) stages, namely analysis, design, development, implementation, and evaluation. Based on the results of the development, it was found that the validation of the media and material was very valid, while the practical results of the teacher's response were very practical from the practical student responses. Thus, the digital comic learning media using the book creator is very valid and practical to be applied in learning Mandarin both online and offline.

Keywords: Digital Comic, Book Creator, Mandarin Learning



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浅析 OBE 理念在汉语短期培训中的运用——以黎明 职业大学 2021 年印尼中专教师线上进修班为例

摘要：随着汉语热在世界范围内的不断升级，学习汉语的人群越来越广泛。基于外国学习者的个体差异、学习动机及学习时间等因素，相较于长期、传统的汉语教学，越来越多的学习者青睐于短期、灵活、实用的汉语教学模式，为此，各种形式的汉语短期培训项目应运而生。当前，很多汉语短期培训项目存在课程任务重、课时安排紧张、课程设置单一、反馈效果不佳等问题。本文以黎明职业大学 2021 年印尼中专教师线上进修班为例，基于 OBE 理念设计重构汉语短期培训的课程体系，以“需求”为切入点，更关注学习者的获得感和成就感，实现教育活动由“教师中心”向“学生中心”的转移，最大程度地保证教育目标与结果的一致性，提升短期培训的教学质量。

关键词：OBE 理念 汉语短期培训 线上汉语教学

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摘要：新冠病毒大流行对人们的生活产生了巨大的影响，尤其是对于学校的教学。为了继续教与学，印尼教育和文化部介绍、推广线上教学。线上教学指在线上进行的教与学的活动，教师和学生之间没有直接的面对面上课。本研究通过发放调查问卷与访谈了解学生对线上课的看法，从中总结线上课的优点和缺点。根据结果分析得知学生在线上上课遇到的问题包括注意力不集中、上网的流量有限、网速不稳定，在家上课的设施和基础设施不足，学习环境不佳，没有足够的时间与教师互动。线上课的优点包括学习氛围比较轻松，不用写字，不用被迫回答问题。以上结果显示上线上课的缺点大于优点，而且学生所提出来的优点未必真的是优点。

关键词：线上学习, 线下学习, 优点, 缺点



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Analyze the training needs for Indonesian Mandarin teachers

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Abstract

Using planned and methodical processes to ensure that operational staff members acquire knowledge of skills and competence for a particular goal. Finding out the needs, weaknesses, and goals of teachers about Chinese training in Indonesia is the issue to be solved in this needs analysis research. The advantages of this training include the ability to carry out the teaching and learning process, teaching materials, and training duration more effectively and in accordance with the target achievement of graduates by recognizing the requirements and goals of training participants. The study's findings suggest that teachers of Chinese should receive training in both knowledge and pedagogical skills. Students prefer that the training's outputs provide context and an educator's perspective on the novelty of teaching and learning process, because changes in the education system in Indonesia are regarded as an impediment and the greatest challenge for an educator Training is also expected to be carried out in a tiered and sustainable manner. The methodology used in this study refers to a theory that includes the needs analysis of training. The data collection was conducted using questionnaires in Indonesia of Chinese language and culture teachers, as many as 70 total. Data analysis uses a quantitative approach. (Macalister, 2010).

Keywords : Training, Needs, Challenges, and Success

Introduction

Needs analysis is the basis for learners to know the goals in the learning and teaching process. This activity must be carried out carefully so that no party feels disadvantaged and it becomes a direction for all learning processes that have been designed before. The use of needs analysis is to make it easier for teachers, muri, and schools to compile a learning activity that is tailored to the wishes of the learner. Then, based on the results of the needs analysis, the training organizer can design and adjust the training in accordance with the goals to be achieved by the learners.

In learning Mandarin, knowing the objectives needed by learners in learning will greatly help the education program organizers carry out learning in accordance with the benefits and objectives so that it is directed and in accordance with the target. The needs of both the learner and generally can be carried out smoothly so that learners will feel the learning process according to their needs and get the appropriate learning results. So that learners will not feel difficulties in carrying out the teaching and learning process or be unmotivated in learning because it is not in accordance with their desires and learning goals, the two-way cooperation of training organizers and learners is very helpful for the implementation of training and will be in accordance with the achievements determined together.

Needs analysis is also an initial step for the preparation of a syllabus, rpp, teaching materials, and determination of teaching media in class and other related matters. The process of needs analysis is based on the background of the learner and the learning environment of that learner. Through various instruments in the needs analysis questionnaire, data on the needs of learners will be processed into a needs profile according to the characteristics of each learner. Through this analysis, the training organizers can find the average abilities and needs of a study group.

Needs analysis aims to ensure that the training process is in accordance with the demands of competencies that must be mastered by learners. Analisis needs to include three stages, namely the expected conditions, the actual conditions, and the gaps . Hutchinson and Waters

divided the needs analysis into two, namely target needs and learning needs. It was also emphasized that the analysis of target needs is seen in three types, namely needs, shortcomings, and desires. So, by knowing the needs and desires of the trainees, the organizers can adjust according to these needs and desires in the learning design during the training. (Macalister, 2010).

Training on foreign language teaching methods, especially Chinese, has its own peculiarities and is different from other training. The training not only focuses on language training but also gives an introduction to the culture, history, and institutions of the Chinese community both in Indonesia and China.

Training is a short-term educational process using systematic and organized procedures so that operational employees learn knowledge of workmanship techniques and expertise for a specific purpose. The training is carried out with the aim of there being a change in the achievements and mindset of the trainees. There are two types of training, namely long-term and short-term. Training on Chinese language teaching methods is usually carried out in stages, namely elementary, middle, and high school. So this training is carried out every year to accommodate the needs of Chinese teachers in Indonesia.

Chinese Language Teacher Training has been carried out in Indonesia and also in China. There is also training carried out in cooperation between Indonesia and China. The organizers of the training also consist of several parties, namely universities, ministries, embassies, and also private parties. The type of training is also divided into several parts, namely pedagogic field training, language proficiency training, or training both pedagogic and professional.

So the problem contained in this needs analysis research is to find out the needs, shortcomings, and desires of teachers towards Chinese language learning in Indonesia. The benefits obtained from this training are that, by knowing the needs and desires of training participants, the teaching and learning process, teaching materials, and training duration can be carried out more optimally and in accordance with the target achievement of graduates.

Method

The methodology used in this study refers to theory that includes the needs analysis of trainees. The data collecting was conducted using questionnaires in Indonesia of Chinese language and culture teachers as many as 70 trainees. Data analysis used quantitative approach. (Macalister, 2010)

No	Aspects	Definition	Indicator	Number of Questions	No Questions
	Participant Background	The background of the participants consists of, the last education and the level of mastery of Chinese.	Identification	3	1-3
	Activities You've Participated In	Different types of training chinese teaching methods.	Training that has been attended	3	4-6

Necessity	Analysis of training needs and shortcomings	Needs analysis	6	7-12
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TABLE 1. Needs Analysis Questionnaire Grid

Findings and Discussion

The results of the needs analysis questionnaire were disseminated through the G-Form and found various results that support the implementation of training in the future. The following is a description of the needs analysis that has been carried out with reference to the theory . The analysis here includes an analysis of the needs of subsequent training and an analysis of the shortcomings of the previous training. (Macalister, 2010). As the beginning of this research is the research of the background of Chinese Teachers in Indonesia, because one of the important elements of competence for teachers is professional competence or ability to master the material being taught.

Background of Chinese Language Teacher Education in Indonesia

Teachers of Foreign Languages, especially Chinese, are required to have a minimum educational qualification of diploma four (D-IV) or bachelor (S1) in the field of Chinese Language Education or the field of Chinese Language and Chinese Culture, obtained from a study program that is accredited both in Indonesia and outside Indonesia. Another requirement is that a master be physically and spiritually healthy, devoted to God Almighty, and well-behaved, as well as broad-minded and masterful in the lessons he creates. Apart from formal education to improve the knowledge of a teacher can also be known by the teacher's participation in the Chinese language proficiency exam. So the background analysis question based on the following data respondents stated that 64.3% of training participants were S1 Chinese language graduates, 24.3% were S2 graduates, and 8.6% were Chinese D3 graduates.

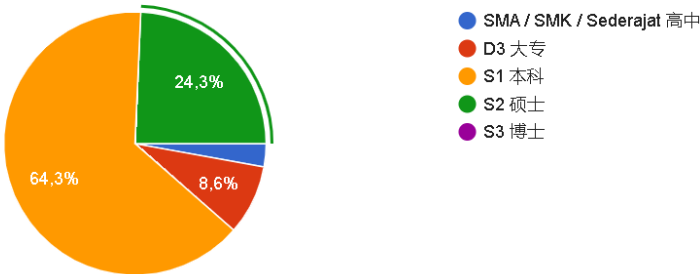


Diagram 1. Educational Background

Analysis of the majors of Chinese language teacher lectures in Indonesia found that 41.4% were graduates of the literature / Chinese language department and 32.9% were graduates from the Faculty of Education.

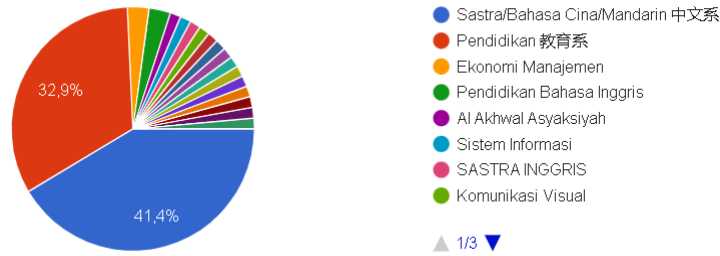


Diagram 2. Department of Lectures for training participants.

The final analysis in the background sub-field related to mastery of the material taught was that the level of mastery of Chinese was found to be 37.1% equivalent to the Chinese language proficiency exam (HSK) level 4 and 34.3% equivalent to the Chinese language proficiency exam (HSK) level 3. HSK level 4 is a mandatory level for Bachelor of Chinese Language and Chinese Culture in Indonesia.

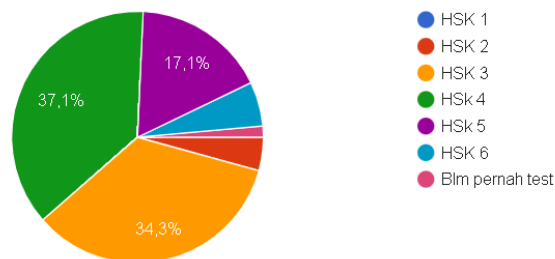


Diagram 3. Chinese language skills of training participants.

Based on the data obtained above, it is known that there are still Chinese teachers who have cross-subject educational backgrounds, such as English, Economics, Communication, information systems and So on, there are even still Chinese teachers who have a high school / vocational / equivalent background. However, according to Yaya Jakaria, a person who does not have a diploma or linear certificate with a mastered maple, but has special recognized and necessary skills can also be appointed as an educator after passing due diligence and equality. (Jakaria, 2022)

Government Regulation of the Republic of Indonesia, No.74 of 2008 concerning Teachers, it is written that the minimum academic qualification of educational background for teachers in schools is S-1 or D-IV which is indicated by a diploma that reflects the ability required for teachers to carry out their duties as educators at the level, type, and unit of education or subjects they have in accordance with national standards of education.

Meeting a minimum academic qualification is a statutory one. Academic qualification standards are needed because teachers are a major factor in the success of education. (Jakaria, 2022) Improving the quality of education, must first improve the quality of teachers. Academic qualifications and background discrepancies Teacher education can affect the learning process

in the classroom. Educational background that is in accordance with the subjects they are capable of can have a positive and significant influence on student learning outcomes which is a benchmark for learning success (Bahri, 2019)

To improve the quality of education, teachers are expected to take part in feasibility and equality tests for Chinese subjects, one of which is by having a certificate HSK (汉语水平考试). HSK (Hanyu Shuiping Kaoshi) or the Chinese Proficiency Test is an International standardized exam which tests and rates Chinese Language Proficiency. There are HSK Writing test and Speaking test. HSK Writing test include listening, reading and writing test. During the speaking test, test takers' speeches will be recorded. There are six levels of writing test HSK and three levels of speaking tests.

HSK Written Exam Writing Test	Vocabulary	CEFR	HSKK oral examination Speaking Test
Level VI	>5.000	C2	Senior
Level V	2.500	C1	Advanced Level
Level IV	1.200	B2	intermediate
Level III	600	B1	Intermediate Level
Level II	300	A2	junior
Level I	150	A1	Beginner Level

From the research aspect regarding the background of the training participants, it is known that Chinese teachers in Indonesia are mostly scholars of Chinese Language and Chinese Culture, have good Chinese language skills equivalent to HSK 4 or intermediate level. The minimum HSK level that Chinese teachers must have is HSK 3. HSK Level III can communicate in Chinese at a basic level in their daily, academic and professional lives. This is based on the results of a survey of S1 student graduates who are at the HSK 3-5 level. In addition, in the Independent Curriculum, it is stated that learning outcomes for high school students are equivalent to HSK Level 1, where students are skilled in using 150 basic vocabulary in listening, reading, writing and speaking in Chinese.

Training Needs Analysis

In the third aspect of this needs analysis, it emphasizes knowledge about the competence of an educator. Educator competencies include pedagogical competence, personality competence, social competence, and professional competence. Based on the competence of the educator, the analysis of the needs of this research provides questions about what competencies are most needed, benefits and also constraints during the training. The first question is an analysis to find out the benefits, furthermore, in the research aspect of research activities that have been followed, it is known that 94.3% of participants have attended training on the teaching method of Chinese as a foreign language carried out by the Indonesian Ministry of Education and Culture.

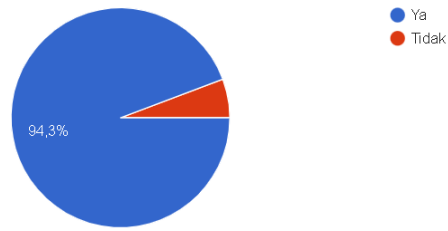


Diagram 4. Training that has been followed in Indonesia.

As many as 62.9% of teachers have participated in training activities on teaching methods of Chinese as a foreign language carried out by the Indonesian Ministry of Education and Culture in collaboration with China and held in China.

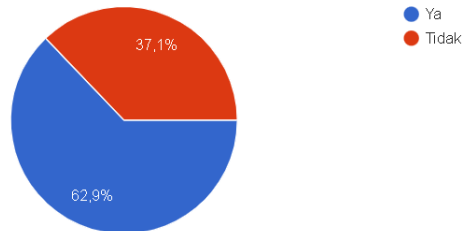


Diagram 5. Training That Has Been Followed in China.

The period of activity that often suits the needs of training participants is 31.4% of participants stating 6 months and 30% for 3 weeks.

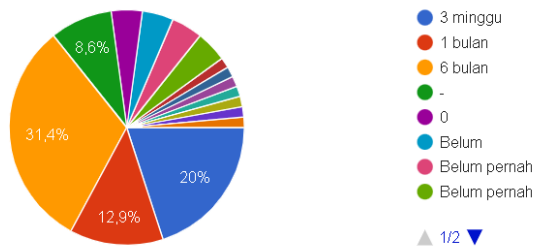
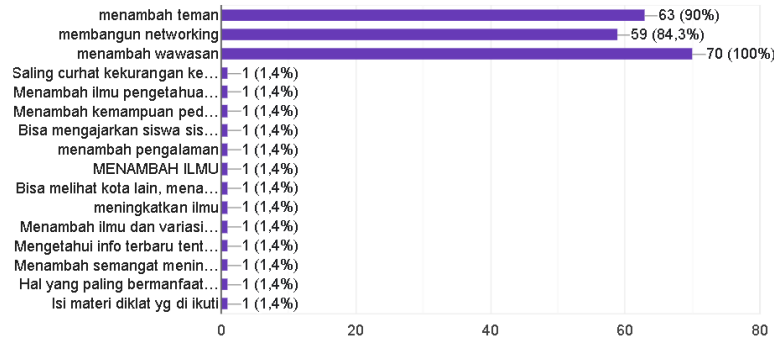


Diagram 6. Term of Training Activities.

The next aspect regarding the analysis of needs and shortcomings is started by knowing the benefits found by attending the training, the trainees stated that 100% added insight and 90% added friends.



Conclusion

Diagram 7. Benefits of participating in Training activities.

The second aspect is to analyze what competencies are needed by trainees, it was found that 42.9% of participants answered that they needed knowledge of pedagogic competencies and 38.6% needed training on language competencies.

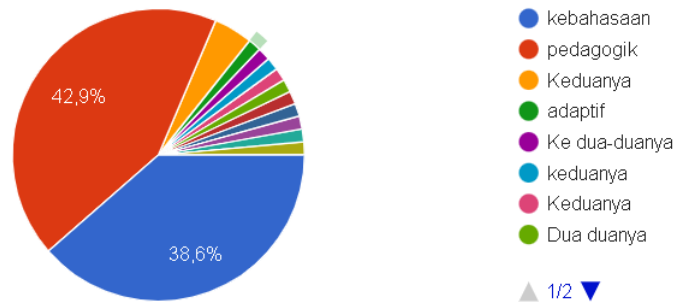


Diagram 8. Required competencies.

The third aspect is to find out the type of training needed by teachers in improving the quality of themselves and the quality of Chinese learning, it was found that 37.1% needed tiered Chinese training and 27.1% needed training in Chinese teaching methodology.

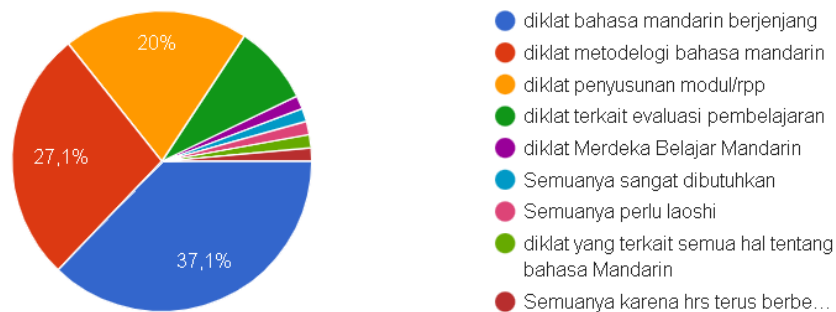


Diagram 9. Types of Training.

The next aspect is to find out the effectiveness of attending Chinese language training, 98.6% of teachers stated that training specifically for teachers of certain lessons will be more effective than teacher training in general where one class is combined with various other subjects.

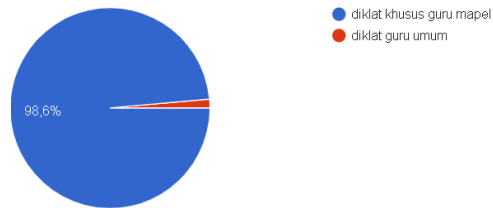


Diagram 10. Effectiveness of learning.

The last aspect is whether the challenges and obstacles faced by teachers in carrying out quality learning, found 72.9% stated that curriculum changes are the biggest challenges, 61.4% stated that the need for textbooks and good mastery of Chinese is also an obstacle in the teaching and learning process in the classroom.

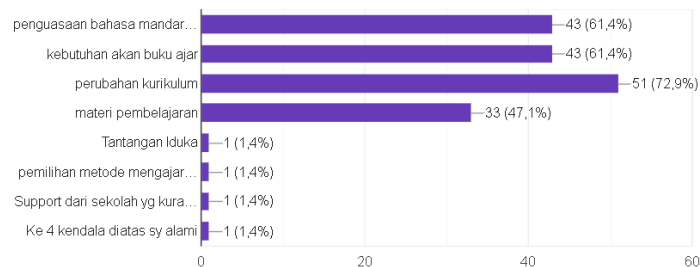


Diagram 11. Challenges and Constraints in the Teaching process.

In order to organize training according to teachers' needs, this study's analysis of training needs contains topics on the most important competences, training advantages, and training restrictions. In the Law on Teachers and Lecturers, the government has defined four competencies that teachers must acquire: pedagogic competence, personality competence, social competence, and professional competence. These competencies were developed by the Ministry of Education, Culture, Research, and Technology.

In the Minister of National Education Regulation Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies, it is explained that pedagogical competence is an ability related to understanding students, and related to how educators manage the teaching and learning process in the classroom. This competency includes understanding students and the curriculum, designing learning tools, the learning implementation process, the process of implementing the assessment of learning outcomes and the development of participants themselves in increasing their potential. Personality competence is a reflection of the personality of an educator who is mature, wise, wise, authoritative and has a noble character who is an example for students. Social competence is related to the way educators communicate and associate with the surrounding community, parents, fellow educators and students. Professional competence is related to the ability to master the learning material broadly and deeply.

To improve the quality of learning, a teacher must have professional competence by having special skills obtained through formal and informal education such as training, seminars or workshops related to Chinese language and education. The development of training for teachers can be done by means of on the job training and in service training, online or offline.

Training is a means to increase the competence of skills and knowledge, besides that it is also the formation of a person's social attitudes and personality. (Mulyasa, 2009) states that competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by teachers or lecturers in carrying out professional duties. In addition to improving skills and knowledge, diklat is also a means for teachers to build social networks, reflections and as a means of exchanging information.

(Hardiyanti, 2019)The higher the education and training program, the higher the increase in teacher competence. (Arofah, 2018) There is influence between education and training to increase professional competence of teacher. Therefore, it is need to always include teachers in the training program both internal and external with the aim to optimize and improve the professional. Likewise,(Nurhikmah, 2018) it states that there is a significant influence between education and training on teacher competence.

In order to support the needs of government teachers through the Center for the Development and Empowerment of Language Educators and Education Personnel (PPPPTK) on an ongoing basis to organize Education and Training (Diklat) to Chinese teacher in Indonesia. The training that has been held include:

1. Tiered training for Chinese teachers: Elementary, intermediate, advanced and high-level training.
2. HSK Preparatory Training and Teaching Methods.
3. Chinese Language Learning Model Training
4. Chinese Curriculum Training
5. Chinese Language Evaluation and Assessment Training
6. Chinese Cultural Knowledge Training
7. Rpp Preparation Training
8. HOTs (Higher Order Thinking Skill) Training
9. Chinese Language Learning Media Development Training
10. And so on

In addition, PPPPTK Bahasa has also established cooperation with the PRC Government and several universities in China. In order to realize the training program for Chinese language teachers in China, PPPPTK Bahasa signed an MOU with Confucius Institute Jakarta or also known as the Mandarin Language Center of Al Azhar University (PBM UAI). Since 2012, PPPPTK Bahasa and PBM UAI have collaborated to inaugurate Chinese teacher teachers in Indonesia to take part in the Chinese Teacher Competency Improvement Training at Fujian Normal University, China, including the following:

No.	Year	Number of Teachers	Training Time Allocation
1.	2012	20 people	6 months
2.	2013	20 people	6 months
3	2014	20 Person	6 months
4	2016	20 Person	1 month
5	2017	20 people	1 month
6	2018	20 people	3 weeks
7	2019	20 people	3 weeks

The training material learned while participating in the training consists of pedagogic material that hones the ability of teachers to teach Mandarin and linguistic material as an applicative form of competence. professional Chinese language teacher as follows:

No.	Eye Training	Time Allocation
1.	Mandarin Komprehensif course	12
2.	Comprehensive Chinese Material Deepening Repeat class	16
3.	Introducing quality textbook	6
4.	Comprehensive Chinese Language Teaching Methods Comprehensive curriculum pedagogy	8
5.	Chinese Pronunciation & Teaching methods Pronunciation and phonetic pedagogy	6
6.	Chinese Grammar & Teaching methods Grammar and grammar pedagogy	6
7.	Chinese Vocabulary & its Teaching methods Vocabulary and vocabulary pedagogy	6
8.	Chinese characters and Chinese character teaching methods	6
9.	Classroom Organization and Management	6
10.	Comparison of Chinese with Indonesian Chinese-Indonesian comparison	12
11.	Learning Chinese Calligraphy	4
12.	Learning Chinese knot	6
13.	Learning China Chinese Culture	2
14.	Introducing China culture	2
15.	Introduction to the History of the "Silk Road" Silk Road China's foreign exchanges	4
16.	Chinese paper cut	6
17.	Learning Chinese song	
18.	Classroom observation and listening	4
19.	Cultural Observation	16
20.	Simulasi micro-lessons	4

Curriculum changes are the most difficult challenges and obstacles, other from language proficiency. Changes in the curriculum demand the implementation of time adaptation in the teaching and learning process in the classroom, particularly when they involve administrative issues that call for teachers to prepare for them outside of class time. Administrative changes are another challenge to Chinese teachers' professional development, in addition to curriculum changes. There are currently no government institutions / institutions that can replace PPPPTK Bahasa, one of which is to affect and maximize the improvement of the competence of Mandarin language teachers through Indonesia. Pppptk Bahasa, which has been facilitating training and becoming a venue for Mandarin language teachers, has been disabled.

Based on the needs analysis that has been carried out, teachers feel great benefits in participating in training, seminars or workshops in improving pedagogic and professional competencies. The need for teacher training in the results of research is directly proportional to the training that has been mapped and organized by PPPPTK Bahasa as a government institution that has a focus on organizing training for language teachers throughout Indonesia includes Chinese teachers. Training held specifically for Chinese teachers in one class is felt to be more effective than training held with combined participants between subjects. This is because training as a means of increasing teacher competence is different from classroom learning, training is prioritized more to reflect and discuss obstacles in the classroom. class to find information to find solutions that can be applied in the teacher's school.

After knowing the above aspects, it can be concluded that Chinese language educators need training on pedagogical competence and also knowledge competence. The benefit of the training is to add insight and also the thinking of an educator about the novelty of the teaching and learning process, because changes in the education system in Indonesia are considered an obstacle and also the biggest challenge of an educator. Training is also expected to be carried out in a tiered and sustainable manner.

And the main result of this need analysis is first result Teachers of Foreign Languages, especially Chinese, are required to have a minimum educational qualification of diploma four (D-IV) or bachelor (S1) in the field of Chinese Language Education or the field of Chinese Language and Chinese Culture. The final analysis in the background sub-field related to mastery of the material taught was that the level of mastery of Chinese was found to be 37.1% equivalent to the Chinese language proficiency exam (HSK) level 4 and 34.3% equivalent to the Chinese language proficiency exam (HSK) level 3.

Second result is teachers have participated in training activities on teaching methods of Chinese as a foreign language carried out by the Indonesian Ministry of Education and Culture in collaboration with China and held in China and Indonesia. Third result According to the needs analysis, instructors believe that taking part in training, seminars, or workshops will help them develop their pedagogical and professional skills.

Conclusion

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education pathways formal education, basic education and secondary education. Teachers must continue to improve their competencies through training, seminars or workshops. The results of the analysis of training needs obtained are in line with the mapping of training that has been carried out by PPPPTK Bahasa as a government institution that has the focus of improving competence language teachers in Indonesia. The biggest challenge and obstacle for teachers today is that the curriculum changes are too fast, so it takes time to adapt again, especially in matters related to administrative. Teachers hope that there will be an institution similar to PPPPTK Bahasa that can accommodate Chinese language teachers in Indonesia, institutions that can cooperate with the Chinese Government such as the Confucius Institute so that they can continue facilitating special training of Chinese teachers throughout Indonesia both within and in China as a country of native Chinese speakers.

The need analysis Knowing the main elements leads us to the conclusion that Chinese teachers needs pedagogical and knowledge competency training. Second The training has the potential to increase educators' understanding of and perspectives on the creativity of the teaching and learning process because changes to Indonesia's educational system are considered as a barrier and a significant responsibility for educators. Third Additionally, it is hoped that the training would be implemented completely and effectively.

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