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**Evaluating the compatibility between Indonesian language teachers' competence, their needs, and in-service training's effectiveness**

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**ABSTRACT**

BIPA's growth is observable from APPBIPA's expansion, teachers dispatch to various countries, and the soaring number of host institutions. The growth, which leads to the escalating number of teachers, needs to be met with elevated competence, whereas the mushrooming in-service training requires critical evaluation to ensure impactful results. This research examines the compatibility between teacher's standard of competence, what they need to attain it, and the effectiveness of training programs in bridging those two. While generally satisfied with the training topics, methods, content, and trainer, the participants still deemed those aspects to be not fully compatible with their needs, nor to be fully effective in achieving the competence standard. Considering its importance, in-service BIPA teacher training not just exist but lack of/without meaningful impacts. Finally, the writers expect the results of this study to inform more effective BIPA training programs in the future.

**Keywords:** competence, teachers training, in-service, evaluation, effectiveness

**Mencermati kesesuaian antara kompetensi, kebutuhan, dan keefektifan pelatihan pengajar BIPA**

**Abstrak**

Perkembangan BIPA bisa dilihat dari pelebaran sayap APPBIPA, pengiriman pengajar ke berbagai negara, serta pertumbuhan lembaga penyelenggaranya. Perkembangan yang berujung pada melonjaknya jumlah pengajar ini perlu dibarengi peningkatan kompetensi, sedangkan maraknya pelatihan pengajar dalam jabatan perlu dicermati secara kritis agar berdaya guna. Penelitian ini mencermati kesesuaian antara standar kompetensi pengajar, hal-hal yang dibutuhkan untuk mencapainya, dan keefektifan pelatihan dalam menjembatani keduanya. Meskipun umumnya puas dengan topik, metode, isi, dan pelatih, peserta menyatakan keempat aspek tersebut belum sepenuhnya sesuai dengan kebutuhan ataupun efektif untuk mencapai standar kompetensi. Mengingat nilai pentingnya, pelatihan pengajar BIPA dalam jabatan tak cukup hanya ada tetapi kurang/tanpa dampak yang bermakna. Akhirnya, penulis berharap hasil penelitian ini dapat membantu terwujudnya pelatihan yang lebih efektif di masa depan.

**Kata kunci:** kompetensi, pelatihan pengajar, dalam jabatan, evaluasi, keefektifan

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**INTRODUCTION**

These past years, the teaching of Indonesian language for foreign speaker (*Bahasa Indonesia bagi Penutur Asing*, or BIPA hereafter) has grown significantly, a fact observable from, among others, these three things below.

Firstly, several influential BIPA organizations have constantly expanded their scope and activities regionally, nationally, and internationally. For example, in the beginning of 2018, under the leadership of Dr. Liliana Muliastuti, *Afiliasi Pengajar dan Pegiat BIPA* (the Affiliation of BIPA Teachers and Activists, or APPBIPA hereafter) has got 16 Indonesian branches (APPBIPA, 2022a) and four international branches (APPBIPA, 2022b).

Secondly, *Badan Pengembangan dan Pembinaan Bahasa* (the Language Development and Fostering Agency or Badan Bahasa hereafter), through its secretariat, *Pusat Pengembangan Strategi dan Diplomasi Kebahasaan* (the Center for Language Strategy and Diplomacy Development, or PPSDK hereafter), has continuously sent BIPA teachers to various countries every year in order to support BIPA propagation and development abroad. No fewer than 80 teachers were dispatched in 2016 (Badan Bahasa, 2016), and 53 teachers in 2017 (Badan Bahasa, 2017).

Thirdly, the growth is also visible from the constant emergence of new institutions that provide BIPA classes, as well as the number of participants. According to Wahya (2011, in Muliastuti, 2017) as many as 219 higher education institutions or educational institutions in 74 countries, both in Indonesia and abroad, have hosted BIPA programs. Meanwhile, in its official website, Badan Bahasa (2012) mentioned that in Indonesia, at least 45 institutions—whether higher education institutions or private courses—have all offered and taught BIPA programs.

Outside Indonesia, BIPA programs have been delivered in 36 countries in no less than 130 institutions, including higher education institutions, foreign culture centers, Indonesian embassies, and private courses. Besides that, Muliastuti (2017) wrote that in 2018 the number of Darmasiswa program alumni, who come from 85 countries, has reached more than two thousand. She added that up to 2017 this scholarship program in average takes 700–800 participants from 111 countries, who study in 54 universities in Indonesia.

Those three developments above show that BIPA has undeniably grown rapidly year by year. This growth has led to the escalating number of teachers, which consequently results in the need of elevated teacher competence. Indeed, according to Muliastuti (2017) the growing number of BIPA students must be met with the improvement of BIPA teaching quality. One way to improve the quality of teaching is of course by improving the teachers' competence.

In relation to competence, Nessipbayeva (2012) explained that competence possesses several characteristics, namely: 1) It consists of one or several skills, which all should be mastered, in order for someone to be deemed competent; 2) Someone's degree of competence is measurable in three aspects, namely knowledge, skill, and attitude; 3) A competence is observable and demonstrable; 4) Since it is observable and demonstrable, it is thus also measurable.

It is important to note that teacher competence is not a stagnant state, achieved once and for forever, but instead, something that continually changes and requires further development. According to Altun (2011), as students' needs constantly change, skills that teachers have to possess must also rapidly change in order to keep up, and therefore, no matter how good a teacher education program that one initially takes, it will not be sufficient to prepare him or her to carry out a teaching career for 30 to 40 years. In line with Altun's remark, Nessipbayeva (2012) mentioned that the changing world means the changing needs of students, which also means the changing requirements for teachers. Furthermore, Nessipbayeva explained that it is essential for a teacher to be highly competent in order to be capable of facing the complexities of today's challenges. Considering the development of BIPA as a field of language learning and reflecting on the importance of teacher's competence in boosting the quality of a language program, it is safe to conclude that improving the competence of BIPA language teachers is imperative.

This very need for improvement has become the trigger for the mushrooming of in-service teacher training for BIPA teachers. In actuality, in-service teacher training holds a stronger and unique significance in Indonesia. As Muliastuti (2016) has explained, until now there is not any BIPA study program or major/course. Therefore, it is understandable that many BIPA teachers do not obtain BIPA education background. Instead, some major in English language teaching education, whereas some do not even have any teaching education background at all. Consequently, the most possible mean to ensure or to improve the quality of BIPA teachers at present is through taking in-service training.

In-service training could be defined as various courses or activities that a teacher, who has been teaching, could take in order to improve his or her knowledge, skills, or professional competence as a teacher (Osamwonyi, 2016). According to Osamwonyi, such a training program is designed to bridge

the gap between in-service teacher's current competence and expected competence. In line with Osamwonyi, Altun (2011) explained that in-service training is practical and continuous education activity for teachers that develops their knowledge and skills. Besides supporting teacher's professional development, in-service training also helps to improve learners' learning quality.

However, participation in a training program does not instantly translates to knowledge improvement, skill enhancement, or attitude change in participants. An evaluation is required in order to measure the effectiveness of a training program. As explained by Bagiyono (2012), training evaluation is useful to find out the impacts of a training program on participants' performance in their workplace. Besides that, teacher training evaluation aims to find aspects from training program which require improvement. Therefore, in the future it is more likely that a teacher's participation in a training program would lead to quality improvement. One model that could be used to evaluate training programs is *Kirkpatrick evaluation model*. This model has got four different levels with different focuses, parameters, and difficulty levels.

The first level evaluates reaction. This evaluation is carried out to measure participants' satisfaction with a training program. According to Kirkpatrick and Kirkpatrick (2008), evaluating satisfaction is crucial, because for a training to be effective, it is important that its participants react favorably to it. Bagiyono (2012) mentioned that one of the indicators which determines the quality of a training program is the participants' satisfaction and belief that their needs have been fulfilled.

In this level of evaluation, the questions that need to be asked are (Jihad et al., 2012, in Bagiyono, 2012): Has the training met participant's expectation?; What do the participants think about the organization of the training?; How do participants assess the trainers?; Does the training come with any drawback or limitation which hampers its effectiveness?

Finding out participants' reaction could pose several benefits (Kirkpatrick & Kirkpatrick, 2008). First of all, training organizer will receive constructive feedbacks, comments, and suggestions for the improvement of future training program. Secondly, the organizer can assure the participants that they genuinely guide them to perform better. Thirdly, reaction sheet could provide quantitative data for leaders who are responsible for their department. Lastly, the trainers could also use the reaction sheet to set a training performance standard for the next training program.

The second level evaluates learning. Kirkpatrick & Kirkpatrick (2008) stated that a trainee has learned something when there is knowledge and skill improvement, as well as attitude change. Based on those three aspects, the questions that need to be asked in this level (Bagiyono, 2012) are: What knowledge was learned; What skill were developed or improved; What attitudes were changed.

It is very important to evaluate whether a trainee has learned something from the training because this will lead to attitude change, which will be evaluated in the third level. Knowledge and skill improvement are relatively easy to evaluate through some tests, especially when they are new. However, if they are things that trainees have known before, such an evaluation would be more challenging.

The third level evaluates behavior. In this level, as evaluation focuses on behavior change, the measurement has become more complex and difficult than in the previous two. For a trainee to change his or her behavior, four conditions are required (Kirkpatrick & Kirkpatrick, 2008): The trainee must have the will to change; The trainee must know what to change and how; The trainee must be in a workplace with appropriate atmosphere; The trainee must receive reward for the change.

The fourth and last level evaluates results. Results here refer to final results that emerge as a trainee has participated in a training program and has managed to contribute some impact to the institution where s/he works (Kirkpatrick & Kirkpatrick, 2008). These results could take place in the forms of production rise, quality improvement, salary rise, and higher profit.

All in all, as one of the key components of BIPA teaching and learning process, it is important for BIPA teachers to meet certain competence standard. In order to attain some expected competences, these teachers who come from various backgrounds could participate in different in-service BIPA teacher training programs which are booming recently. However, the growing number of such programs in Indonesia calls for critical evaluation.

Such an evaluation is more necessary than ever presently because at the point of this research/writing and to the best of the authors' knowledge, there has not been any available study which examines the overarching impacts of BIPA teacher training. This is only natural considering BIPA is such a young field and only few studies have really been carried out on related issues. Therefore, to

ensure that BIPA teachers' participation in in-service training programs genuinely result in competence improvement, it is crucial to evaluate the effectiveness of those programs.

This study evaluates the compatibility between three things, namely 1) the expected competences prescribed in the BIPA competence standard that every BIPA teacher must attain; 2) what BIPA teachers need in order to attain those competences; and 3) the effectiveness of the currently available BIPA teacher training programs in bridging those two. The parameter used in this study to carry out such an evaluation is Kirkpatrick evaluation model explained above.

## **METHOD**

Specifically, this study aims to answer these following questions: 1) What competences are required of BIPA teachers in the BIPA teacher competence standard?; 2) What do BIPA teachers need in order to attain those competences?; 3) Have the currently available BIPA training programs been effective in helping BIPA teachers to attain those competences?

This study is primarily a quantitative study. The researchers initially hoped to conduct a mixed-method study, but due to several challenges, the initial plan had to be aborted (this will be explained further below).

Subjects of this study are the participants of BIPA teacher training programs. The population are those who had participated in BIPA teacher training program taking place since January 2017 to August 2018, whereas the samples are, at least, 30% of the whole population.

Meanwhile, the object of this study is the aforementioned compatibility between the BIPA teacher competence standard, the teachers'/participants' needs, and the effectiveness of BIPA teacher training programs in bridging the former two.

This study covered all BIPA teacher training programs which took place in the past year, namely since January 2017 to August 2018. This study examined different training programs organized by various institutions, both private or governmental, and not limited by any geographical boundary.

Literature review was initially conducted to provide a guidance and to ensure that the study is organized and focused. Information and preliminary data are obtained from various sources, such as books, journal articles, news articles, presentation, and workshop materials. Some references were taken from printed media, while some others were from online media.

The Kirkpatrick evaluation model was used to develop the data collection instruments. Nevertheless, this study only focuses on the first level, which is finding out participants' reactions of training programs they have participated in. The research made this decision due to several circumstances.

Firstly, the data, which were supposedly taken before the training and would be needed in the next level of evaluation, were not available for the researchers. Secondly, the time is limited for the researchers to carry out the second to the fourth level evaluation. The researchers hope that the next level of evaluation could be administered in future research, still following the techniques suggested by Kirkpatrick.

In this study of the first level, the researchers expect to find out the degree of participants' satisfaction with training's topic, method, content, and trainers. The researchers expected that the results of the first level evaluation could describe the effectiveness of training programs that had taken place.

Then, the data used in this study was collected by distributing questionnaire. Respondents filled the questionnaire in the forms of MS Word document or Google Form.

When the data had been collected, the rough data were filtered according to what the study needed. Next, the filtered data were then grouped based on the prescribed issues. To make it easier to comprehend and analyze the data, they were presented in the forms of tables and graphs, followed by necessary explanation.

In the end, conclusions were drawn from the data analysis. Based on those conclusions, recommendations are provided for different stakeholders involved in BIPA teacher training.

## **RESULTS AND DISCUSSION**

Following the research questions provided in the previous section, the results and discussion section would be divided into three subsections.

First of all, from the literature study, this paper will lay out different competences that every BIPA teacher must attain. Then, from the quantitative study, this paper will list various things that BIPA

teachers currently needed in order to attain those competences. Lastly, also from the quantitative study, this paper will present what the respondents had perceived about the effectiveness of the training programs they had participated in, in helping them to bridge the competences they aim to attain and their actual needs.

### **BIPA teacher competences**

In her book, *Bahasa Indonesia bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran* (Indonesian Language for Foreign Speakers: Theoretical Reference and Teaching Approach), Muliastuti (2017) emphasized the importance of improving the quality of different aspects of BIPA teaching and learning, including its teaching force. She explained that only the improvement in quantity is insufficient, and there are plenty that have to be done in order to improve the quality of BIPA teaching. One of those is improving BIPA teachers' competence through providing BIPA teachers profession education, opening BIPA study program, and conducting BIPA teacher certification.

In general, while describing the eighth part of BIPA teaching instructional aspects, Muliastuti (2017) explained that generally a BIPA teacher should be competent in Indonesian language, language pedagogy, and teaching. Specifically, Muliastuti (2016) laid out different kinds of competence that a BIPA teacher should obtain, referring to the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia* or KKNI), regulated in the Decree of Indonesian Ministry of Education and Culture No. 73 Year 2013.

According to this framework (Muliastuti, 2017), a BIPA teacher should at least attain the 6th level which equals to an undergraduate level of education (S1 or D4). Therefore, a BIPA study program is supposed to produce graduates with these following competences: able to make use of ICT in BIPA and able to adapt to any situation faced in order to solve an issue; able to master theoretical concepts in BIPA in depth, both in general and in specific, and able to formulate procedural solution to an issue; able to make strategic decision in the field of BIPA based on information and data analysis, and to give recommendations in choosing different alternative solutions; and able to be responsible for BIPA teaching and the attainment of BIPA institution.

Meanwhile, a graduate from BIPA Teacher Education Program (*Program Pendidikan Guru BIPA* or PPG BIPA), who is in the 7<sup>th</sup> level (Teacher Profession) is expected to be: able to plan and to manage BIPA resources under his responsibility, and to evaluate comprehensively BIPA teaching by utilizing ICT, in order to make steps for BIPA teaching strategic development; able to solve science, technology, and or art issues in the field of BIPA through monodisciplinary approach; and able to carry out research in the field of BIPA and to make strategic decision with full accountability and responsibility for all aspects under his or her expertise care.

However, Muliastuti (2016) explained that until now there is not BIPA teaching study program/major. Only BIPA teaching course and concentration are available. Furthermore, she explained that BIPA teacher certification program is not available either, since it is stipulated in Constitution No. 20 Year 2003 Verse 4 that such a certification could only be administered by a higher education institution, which has got an accredited teacher education program.

Nevertheless, at present there is still a framework that could be of use in order to prescribe the ideal competence of a BIPA teacher, which is the teacher competence in 2014 SPNG draft. Based on that framework, Muliastuti (2016) explained that in general a BIPA teacher produced by a BIPA teacher education program must possess four kinds of competence, namely: pedagogic competence, personality competence, professional competence, and social competence.

Details of each competence according to Muliastuti (2017) are as follow.

#### ***Pedagogic competence***

A graduate of BIPA teacher education program is expected to be able to: develop a learning environment in order to develop BIPA students' potentials in studying; carry out BIPA curriculum development in the form of lesson plan; use approach, model, procedure, and teaching technique according to the characteristics of BIPA students; develop BIPA teaching materials which are in accordance with BIPA students' competence level; develop and implement lesson plan for BIPA teaching-learning process effectively and creatively; plan and carry out assessment of BIPA study and use it to improve students' study result; improve the quality of BIPA teaching and learning process based on process assessment and study result assessment; implement ICT in lesson plan and in BIPA teaching

and learning process; develop and maintain a safe learning environment, which challenges BIPA students to be creative; develop cooperative social relationship between BIPA students; and treat BIPA students in fair and friendly manner.

### ***Personality competence***

A graduate of BIPA teacher education program should reflect attitude which: is in accordance with Indonesian national religious, law, social and cultural norms; is honest, noble, and exemplary for students and society; is steady, stable, mature, wise, and charismatic; is innovative and creative in developing educational process; is patient while interacting with students; cares for students' learning success; shows high working ethics and responsibility; as learning habit; and strongly upholds teaching profession ethics code.

### ***Professional competence***

A graduate of BIPA teacher education program must master: pedagogical content which is the expertise of BIPA teaching profession; ways to continuously develop profession capabilities as a BIPA teacher; pedagogy in the field of Indonesian language; pedagogical content approach and organization; and ways to study physical, social, and cultural environment, and to use them as learning resources for BIPA students.

### ***Social competence***

A graduate of BIPA teacher education program is expected to be able to: communicate with students in a language that they comprehend; communicate professionally and politely with parents and society; communicate with colleagues about different learning issues and teaching-learning development; participate in various society activities; be inclusive, act objectively, and not be discriminative against gender, religious, racial, physical, family, and socioeconomic backgrounds; and adapt to working place in all areas in Indonesia which are socially, culturally, economically, and religiously diverse.

Although this competence standard has not been made official, it has been comprehensive enough, and thus it could be used as a reference when conducting training programs which aim to improve BIPA teacher competence.

More importantly, if training programs refer to this competence standard, outputs that participants collect from all training programs that they have taken could be submitted for certification in the future.

### **BIPA teachers' needs**

The second part will examine what BIPA teachers need in order to attain the competences prescribed above. Results of this study revealed what the participants perceived to be their needs in attaining those competences. Before detailing the needs of the teachers, this paper will first lay out the profile of the respondents.

From 212 questionnaires distributed, 51 came back. Further details about the respondents will be elaborated below.

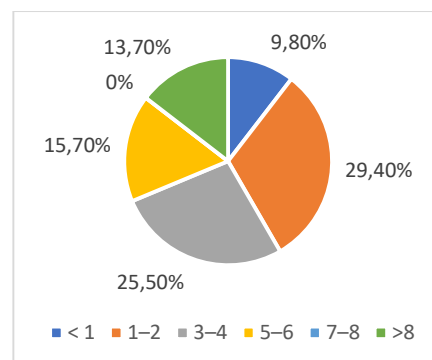


Figure 1. BIPA teaching experiences

It can be seen in Figure 1 above that 29.4% of the respondents had taught BIPA for one to two years. The second largest group had taught BIPA for three to four years. Those who had taught BIPA for five to six years only accounted for 15.7% of the respondents, while those who had taught even longer, more than eight years were less than ten percent of the whole respondents. Hence, majority of the respondents were relatively new in teaching BIPA.

The respondents' experiences in participating in teacher training program was also checked and the results are presented in Figure 2 below.

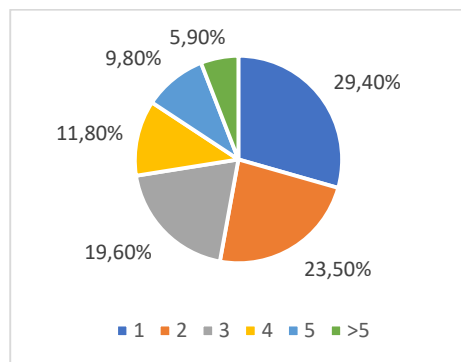


Figure 2. All participation in training programs

Among these respondents, only 11.8% have participated in more than five training programs. Less than 10% have taken part in exactly five training programs. The largest group, which consists of around a third of the respondents, had only participated in one training program, while the second largest group, which accounts for around a fourth of the respondents, had only participated in two.

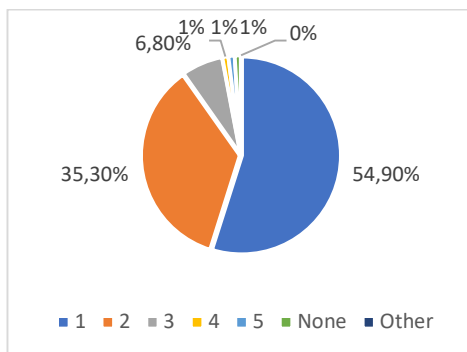


Figure 3. Participation in training programs January 2018–January 2019

Examined further, since January 2017 to January 2018, majority of the respondents, 54.9%, had only participated in one training program. Meanwhile, around a third had participated in two training programs. See the details in Figure 3 above.

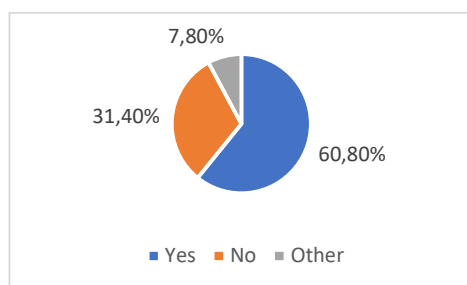


Figure 4. Knowledge about competence standard

In relation to BIPA teacher competence standard, from all of the respondents, 60.8% respondents claimed to have known about the standard being prescribed by Badan Bahasa with APPBIPA. However, more than a third of them still did not know about the presence of such a standard. The details are available in Figure 4 above.

This study then examined the perception of the participants on what they would need to meet the standards required of a competent BIPA teacher and thus should be provided for them in a BIPA teacher training program.

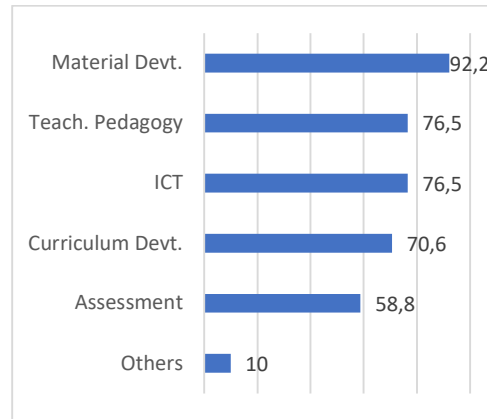


Figure 5. What BIPA teachers needed

As can be seen in Figure 5 above, the most needed aspect was material development. More than 90% of the participants had perceived that they needed to learn more about how to develop material. On the second priority, both teaching pedagogy and ICT are needed by 76.5% of the participants. Then, curriculum development is required by 70.6% and language assessment by 58.8%. Other aspects demanded by the participants include cross cultural understanding, dealing with students' characteristics, and psychology of learning.

From those findings above, it can be concluded that majority of the respondents were new teachers, who mostly had only participated in few training programs, and many of whom had not been aware of the competence standard. Furthermore, the participants had perceived that in order for them to meet the requirements to become a competent BIPA teacher, the three things that needed the most were training on material development, teaching pedagogy, and using information and communication technology (ICT).

### BIPA training effectiveness

In term of effectiveness, majority of the respondents considered that the training programs they had taken were generally effective enough to improve their competence.

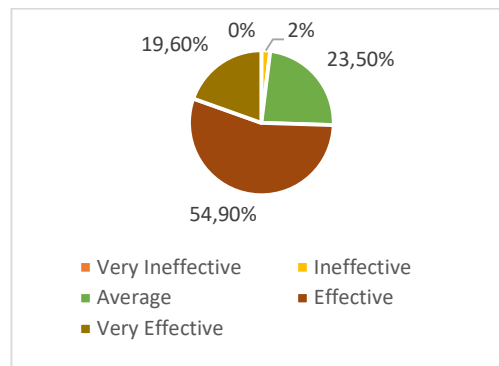


Figure 6. Participants' perception of training effectiveness



In fact, Figure 6 above shows that 19.6% of the respondents opted for very effective, while 54.9% of them opted for effective. Only less than a fourth of them mentioned that the programs were just average. In addition, the number of those, who thought that the programs were ineffective or very ineffective, was insignificantly small. Thus, it can be said that the currently available BIPA programs had met the expectation of majority of the participants.

Besides evaluating the participant's general perception of the training programs' effectiveness, this study delved deeper into several aspects, namely the training's topic, method, content, and trainers. Each section will be discussed below.

**Topic**

It can be seen from Figure 5 below that overall participant felt satisfied with topics provided in the BIPA training programs they had taken.

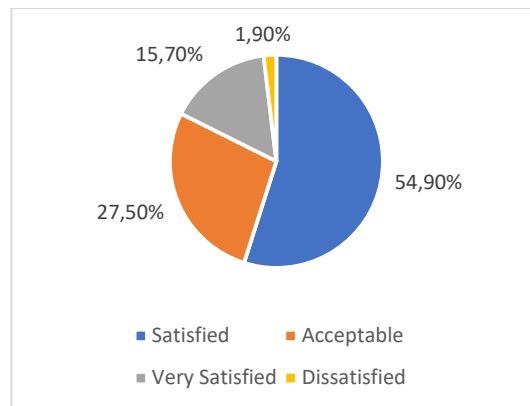


Figure 7. Participants' satisfaction with training's topics

Figure 7 above shows that 15.7% of them felt very satisfied, whereas 54.9% felt satisfied. However, some participants did not feel satisfied yet with the topics, as around 27% felt that the topics were just average, and a small percentage felt very dissatisfied. The reasons are detailed in Figure 6 below.

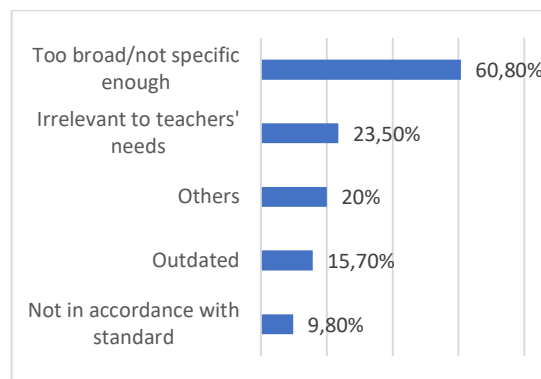


Figure 8. Reasons for dissatisfaction with training topics

Among the most cited reasons are: The topics were too broad or not specific enough (31 respondents); The topics were not relevant to what BIPA teachers had needed (12 respondents); The topics were outdated (8 respondents); The topics were not in accordance with BIPA teacher competence standard (5 respondents).

Secondly, the study examined whether the topics they had needed had been provided by the training programs they had participated in.

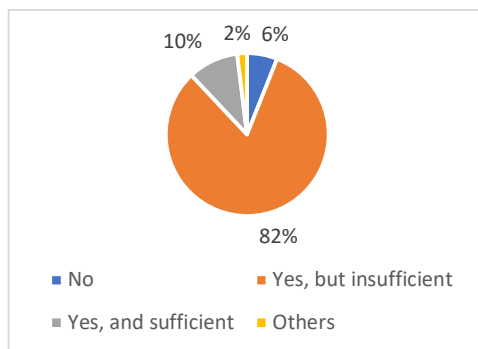


Figure 9. Compatibility between training topics and participants' needs

The results show that majority of the participants had perceived that their needs were not fulfilled yet, and thus showing that the topics provided by training programs and those needed by the participants were fully compatible yet. As many as 82% of the participants had claimed that the topics they needed were covered, but insufficiently. Only 10% stated that their required topics were covered sufficiently. Only few of the participants (6%) claimed that the topics they had needed were not covered at all.

The next issue investigated was what the participants had thought about the compatibility between the training topics and the BIPA teacher competence standard.

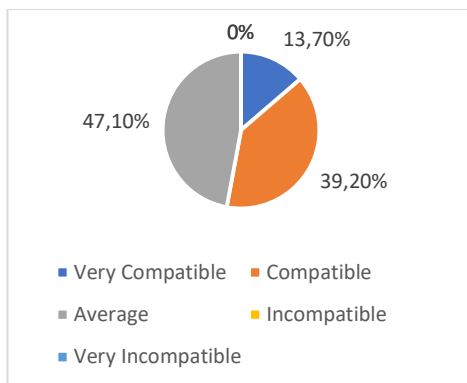


Figure 10. Compatibility between training topics with competence standard

As displayed in Figure 10 above, 24 respondents (47.1%) answered that the topics covered in BIPA teacher training programs were average in terms of their compatibility with the competence standard. Then, 20 respondents answered compatible (39.2%), while another 7 respondents answered very compatible (13.7%). None answered whether the topics were incompatible nor very incompatible.

This finding was in line with the next one regarding the effectiveness of the topics which the training programs had provided to help the participants to reach the required BIPA teacher competences.

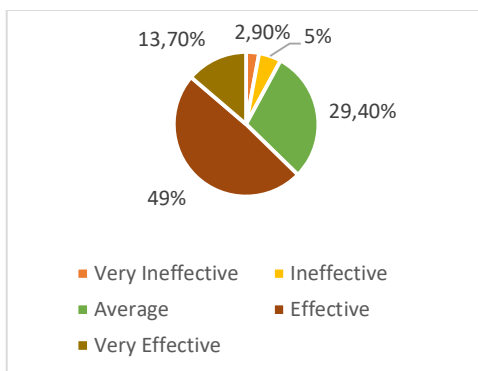


Figure 11. Perception of topic effectiveness to reach competence standard

As shown in Figure 11 above, almost half of the participants stated that those topics were effective, while 13% stated very effective. Nevertheless, it should be noted that the number of participants, who thought that the topics were just average, was not little either. In fact, it constitutes 29.4% of them. Moreover, few participants did consider those topics either ineffective or very ineffective.

All in all, in regard to training topic, several conclusions can be drawn. First of all, in general the participants were satisfied with the topics provided in BIPA teacher training programs that they had participated in. However, secondly, according to majority of the participants, the topics they had needed were not yet sufficiently covered in the training, and thus, there is still a major gap in compatibility between the participants' need and the training in terms of topics. Thirdly, in regard to compatibility between training topics and competence standard, as well as the training effectiveness, the results were still average. While a large number of participants had claimed that the topics were compatible with the standards and the training was effective to meet the requirements, quite many of them had stated otherwise and this should not be ignored.

### Method

The participants revealed that several methods had been employed in the training programs they had been in, as shown in Figure 12 below.

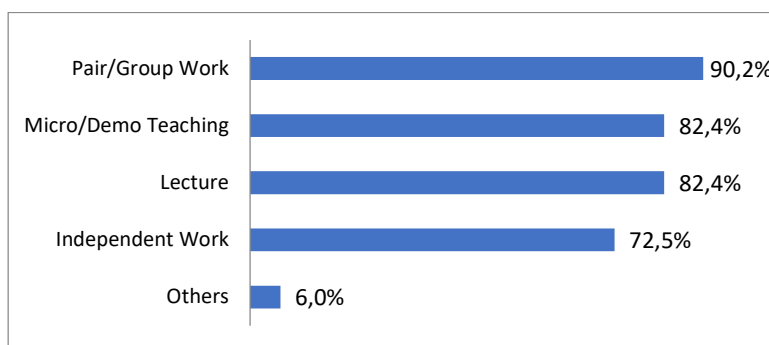


Figure 12. Methods used during training

According to the participants' testimony shown in Figure 12 above, it can be seen that multiple methods had been employed during the training programs. Around 90% of the participants claimed to have been involved in more interactive activities like pair work or group work. During the training, it seemed that they were also provided with hands-on practice as more than 80% mentioned that they had carried out microteaching or demo teaching. Nonetheless, it could also be observed that the number of less interactive or collaborative activities was also high. More than 80% of the participants claimed that they had to attend lecture type of training and more than 70% had to work independently.

Furthermore, in regard to all the methods that had been employed during training, the participants' overall satisfaction was divided at best and still disheartening at worst.

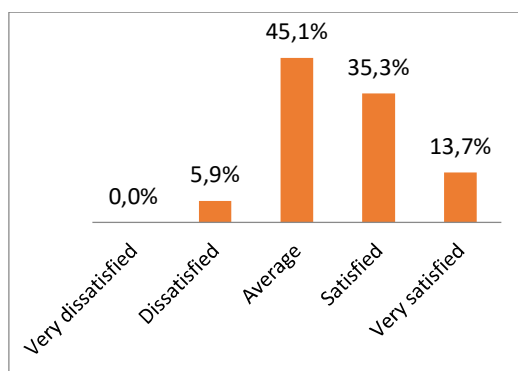


Figure 13. Participants' satisfaction with training's methods

It can be seen in Figure 13 above that almost half of the participants were either satisfied or very satisfied with the methods employed during training. Meanwhile, those who felt dissatisfied were only around 6%. However, it should not be ignored that almost another half of the participants (45.1%) thought that there was not anything special with the training methods, as they expressed that the methods were so-so, and they were neither satisfied nor dissatisfied with such methods.

This result is in line with the participants' perception of the effectiveness of the training methods.

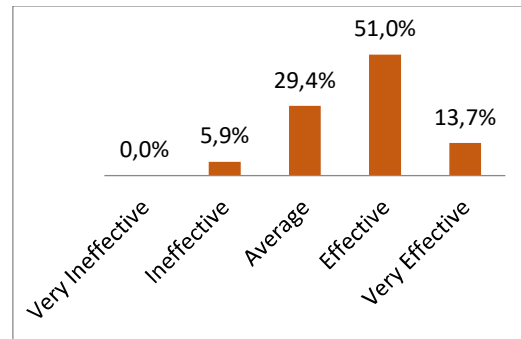


Figure 14. Participant's perception of training methods' effectiveness

As can be seen in Figure 14 above, around two thirds of the participants perceived that the methods used during the training were effective. 51% had claimed that the methods were effective while 13.7% had claimed very effective. Nonetheless, the other a third had claimed otherwise, as around 30% had claimed that the methods used were just average while around 6% had claimed that these were ineffective.

Therefore, in regard to training methods, several conclusions can be drawn. Firstly, more interactive or collaborative methods had been used during training, but less interactive or collaborative ones were still frequently used as well. Secondly, the participants' satisfaction with the training methods and their perception of the effectiveness are still divided—while the majority were satisfied and they showed positive perception, a large number of them thought the other way around.

### **Content**

In assessing the content of the training, this study examines items required in the pedagogic competence (See page 7 above).

*Able to develop a learning environment in order to develop BIPA students' potentials in studying*

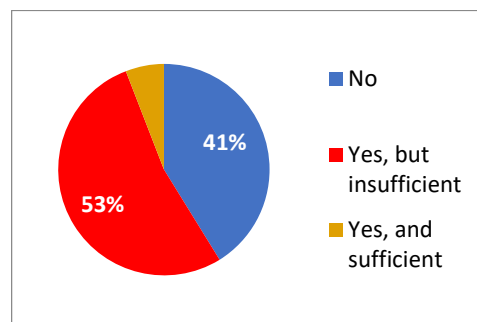


Figure 15. Developing learning environment to develop students' potential

When asked whether they were ever trained to develop a learning environment in order to develop BIPA students' potentials in studying—as required in the first pedagogic competence—around 40% of the participants answered no. Meanwhile, only slightly more than half of them answered yes, but considered training on this aspect was still insufficient. In fact, only 6% stated to have got such training and felt that it was adequate.

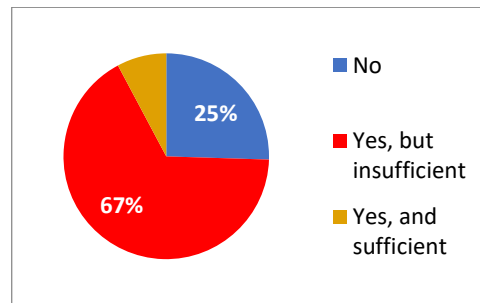
*Able to carry out BIPA curriculum development in the form of lesson plan*

Figure 16. Developing BIPA curriculum in the form of lesson plan

Next, when asked whether they were ever trained to carry out BIPA curriculum development in the form of lesson plan—the second required pedagogic competence—the fourth of the participants answered no. More than two thirds answered yes, but they had deemed the training on this aspect insufficient. Only 8% answered yes and already felt content.

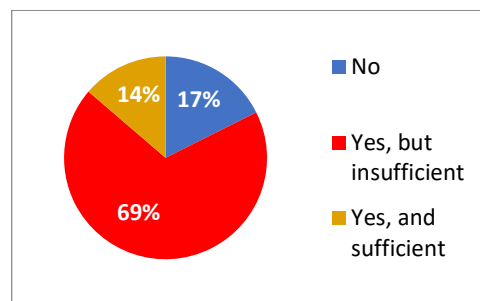
*Able to use approach, model, procedure, and teaching technique according to the characteristics of BIPA students*

Figure 17. Using pedagogy according to BIPA students' characteristics

When asked whether they were ever trained to use approach, model, procedure, and teaching technique according to the characteristics of BIPA students—the third required pedagogic competence—more than two third of the participants answered yes, but they deemed training on this aspect to still be inadequate. Only 14% answered yes and felt it was sufficient, while 17% said no at all.

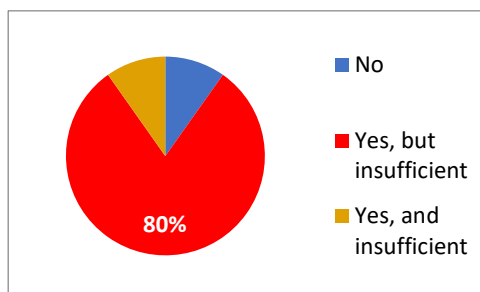
*Able to develop BIPA teaching materials which are in accordance with BIPA students' competence level*

Figure 18. Developing teaching materials in accordance with students' level

Afterward, when asked whether they were ever trained to develop teaching materials which are in accordance with BIPA students' competence level—which is the fourth required pedagogic competence—majority of the participants (80%) answered yes, but they felt it was still inadequate. Only 10% answered yes and felt it was sufficient, whereas another 10% answered no at all.

*Able to develop and implement lesson plan for BIPA teaching-learning process effectively and creatively*

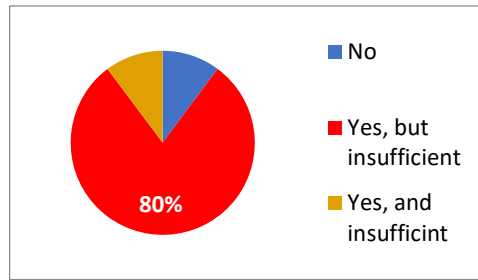


Figure 19. Developing and implementing lesson plan effectively and creatively

In regard to training on how to develop and to implement lesson plan effectively and creatively—the fifth required pedagogic competence, the result is exactly the same as the previous one. 80% of the participants revealed that they had ever got such training but deemed it to be inadequate. Those who answered yes and felt it was sufficient, and those who answered no, were the same in number, 10%.

*Able to plan and carry out assessment of BIPA study and use it to improve students' study result*

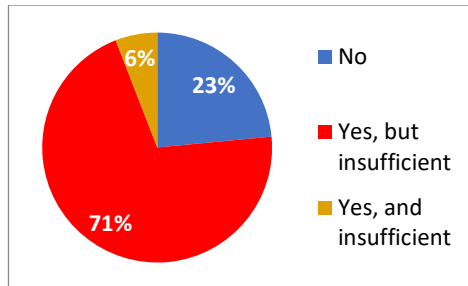


Figure 20. Planning and carrying out assessment and using it to improve students' result

In conformity, when asked whether they were ever trained to plan and carry out assessment of BIPA study and use it to improve students' study result—which is the sixth required pedagogic competence—majority of the participants (71%) answered yes, but again, they deemed it to be inadequate. Only 6% answered yes and considered it to be sufficient. Meanwhile, almost a fourth answered no at all.

*Able to improve the quality of BIPA teaching and learning process based on process assessment and study result assessment*

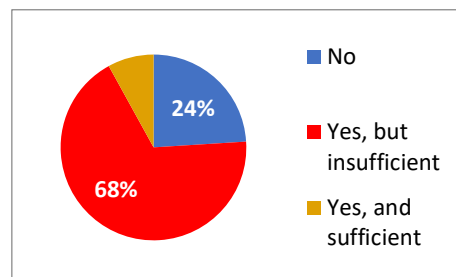


Figure 21. Improving quality of bipa based on process and study result assessment

Still related to assessment, when asked whether they were ever trained to improve the teaching and learning of BIPA based on process assessment and study result assessment—which is the seventh required pedagogic competence—more than two thirds of the participants (68%) answered yes, but

nonetheless, still considered this aspect of the training insufficient. Again, only a small number of them mentioned yes and felt it was sufficient, which is 8%. Meanwhile, almost a fourth answered no at all.

While it is a given that assessment is a very crucial aspect of teaching and learning process, results on number 6 and 7 shows that majority of the participants had not been sufficiently trained to utilize assessment and its results to improve the students' study nor their own teaching.

*Able to implement ICT in lesson plan and in BIPA teaching and learning process*

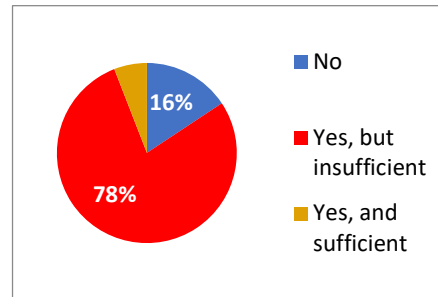


Figure 22. Implementing ICT

Considering that ICT usage is such a trend in the world of foreign language teaching these days, it was rather surprising to find out that a huge number of the participants (78%) felt the training they had got on this aspect—which is the eighth required pedagogic competence—still insufficient. In fact, only 6% said that the training they got was sufficient, while 16% actually said that they had never got any training on this at all.

*Able to develop and maintain a safe learning environment, which challenges BIPA students to be creative*

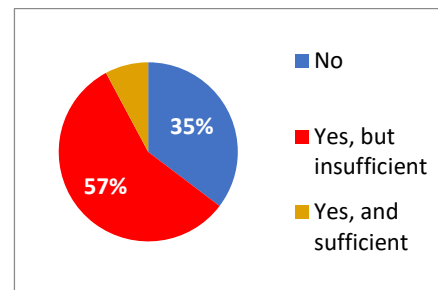


Figure 23. Developing and maintaining safe learning environment to promote creativity

Next, when asked whether they were ever trained to develop and maintain a safe learning environment, which challenges BIPA students to be creative—the ninth required pedagogic competence—more than half of the participants (57%) answered yes, but still considered this aspect lacking. Only a small number of them (8%) answered yes and considered the training enough. Meanwhile more than third of them (35%) answered they had never got such training at all.

*Able to treat BIPA students in fair and friendly manner*

The tenth required pedagogic competence is actually “able to develop cooperative social relationship between BIPA students”. However, the authors felt that it was more personal and less pedagogic, and thus, we had assumed that it is very unlikely to ever be included in a training program. Since including this might skew the results to be negative, we had decided to skip this aspect and proceed with the last/the eleventh required pedagogic competence.

The eleventh pedagogic competence was “able to treat BIPA students in fair and friendly manner”. While this also feels personal, the authors felt that such competence could also be expressed in class instructions, and thus, it still deserves to be included in training.

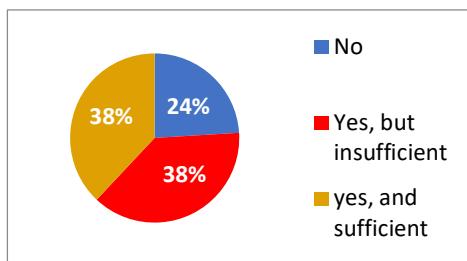


Figure 24. Treating students in fair and friendly manner

When asked whether they were ever trained to treat BIPA students in fair and friendly manner, more than a third of the participants (38%) answered yes and deemed this aspect to be adequate. However, another 38% of them answered yes, but still considered it to be inadequate. While the number of participants who answered yes and deemed it to be sufficient is the highest, those who felt that they had never got any training on this aspect was quite high too, reaching 24%.

All in all, it can be concluded that while all aspects of required pedagogic competence were most likely covered in training programs, majority of the participants had always felt that the coverage was still insufficient. This trend is true from curriculum, assessment, and material development to ICT usage and classroom instructions.

**Trainer**

The fourth aspect of training investigated in this study was its trainer.

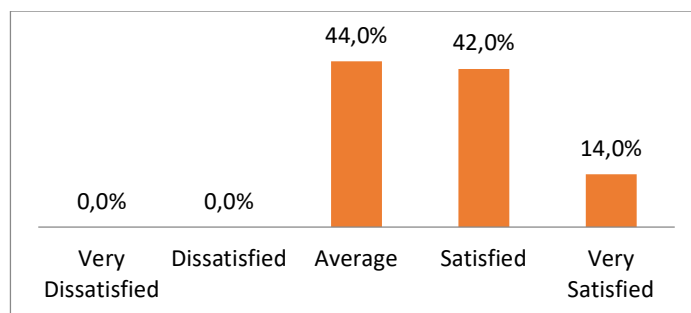


Figure 25. Participants' satisfaction with trainers

In general, most of the participants were satisfied with trainers they had. 42% expressed that they were satisfied, while 14% very satisfied. While not satisfied yet, 44% of them had considered the trainers to be acceptable. None of the participants were dissatisfied with the trainers.

Although the initial and general results show that the participants were all satisfied and none were dissatisfied, in fact when inquired further they provided reasons for both their satisfaction and dissatisfaction.

The reasons why they were satisfied can be seen below.

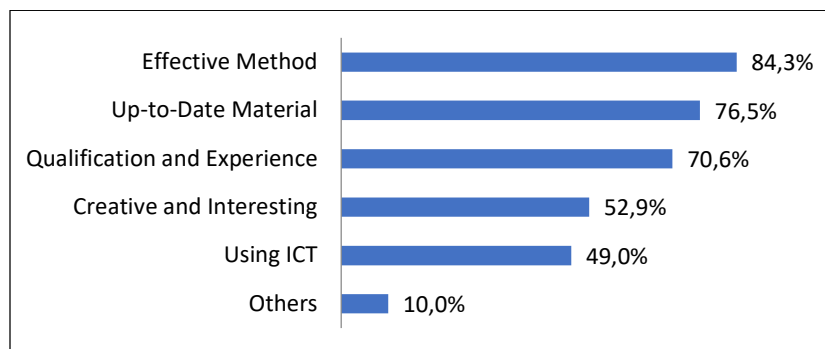


Figure 26. Reasons for participants' satisfaction



Whereas the reasons why they were dissatisfied can be seen below.

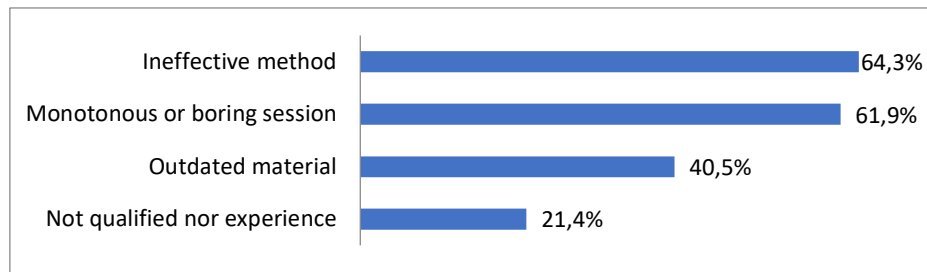


Figure 27. Reasons for participants' dissatisfaction

It can be seen from Figure 26 and Figure 27 above that several reasons for why the participants satisfied or dissatisfied with their trainers were congruent. For example, while around 75% of the participants complimented the materials of the trainers to be up to date, around 40% of them complained about what they perceived to be outdated materials. Another example shows that while around 70% praised the qualification and experience of their trainers positively, around 20% complained about the trainers' lack of qualification or experience. Likewise, while around 50% of the participants thought that the trainers were creative and interesting enough, around 61% thought that their trainers were boring and their sessions were monotonous.

However, there was a conflicting result in regard to the trainers' methods. While 84.3% of the participants thought that the methods used by their trainers were effective, 64.3% of them thought otherwise. Nevertheless, this result is actually in line with the previous results on training methods. While a large number of the participants were satisfied with training methods they had experience, a large number considered the methods utilized just average.

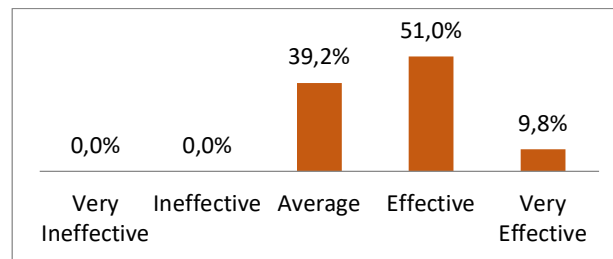


Figure 28. Effectiveness of trainer to improve participants' competence

Lastly, the participants were also asked whether they perceived that the trainers' efforts were effective or not to improve their competence. Results on Figure 28 above show that majority of the participants praised the trainers positively. More than half of them thought that the trainers' efforts were effective while 9.8% thought those were very effective. Nonetheless, quite a large number (39.2%) still thought that those efforts were only average.

All in all, it seemed that the participants were generally in favor with the trainers they had, although some notes should be given attention regarding their methods, creativity, and materials, as well as their effectiveness to boost the participants' competence after the training.

## CONCLUSIONS

The increasing number of BIPA program nationally and internationally call for the improvement of its teachers, both in number and in quality. Considering that until now official BIPA study program has not existed, efforts to improve BIPA teachers' competence could only rely on the tentative but recommended competence standards and in-service teacher training. Since what are required by students constantly change—and even more rapidly in this globalization era—and that teacher competence has to be continuously updated, the presence of effective in-service teacher training is more crucial than ever.

This study tried to investigate the compatibility between three things, namely 1) the requirements of BIPA teacher competence standard; 2) the needs of BIPA teachers in order to attain such requirements; and 3) the effectiveness of the currently available training programs to bridge those two.

The study found that BIPA teachers have to develop four aspects of competence, namely: 1) pedagogic competence, 2) personality competence, 3) professional competence, and 4) social competence. Further details of each competence are described above. Specifically, pedagogic competence consists of 11 aspects, also detailed above.

In regard to teachers' needs, material development was needed the most. Furthermore, it was also revealed that the teachers sought to learn more about teaching pedagogy and ICT incorporation. Curriculum development and language assessment were the third and the fourth most needed by the teachers respectively.

The study found that the training participants are generally in favor of the training topics, methods, content, and trainer. However, it was also found that the participants generally still deemed those four aspects to be not fully compatible with their needs nor to be fully effective to achieve what are required by the competence standard.

Especially in regard to content, while aspects of pedagogic competence were usually all covered in training programs, most participants deemed the coverage to be insufficient.

Therefore, these results should point out that what matters more is not whether something exists or does not exist, but whether it is enough or not to achieve the target, in this case, a competent BIPA teacher according to a standard.

During the study, the participants had also provided their recommendations in order to improve future training programs. In Summary, on training topic, the topics should be based on need analysis; the topics should be up to date and relevant with current situation; the topics should be more diverse according to students' background or purpose; the topic in one training program should be focused, narrowed, specified, and students oriented. On training method, there should be more hands-on practices for trainees; trainees should be given more opportunities to share their opportunities with each other; activities should be more organized and effective, followed with evaluation and feedback; training methods should be more fun, diverse, and incorporated with ICT. On training content, the coverage should be more structured; the content should be more practical and applicable; there should be more coverage of teaching pedagogy; there should be additional content on teaching culture and literature. On trainer, the trainers should be more fun, interactive, and communicative; the trainers should reduce lecture and add more collaboration during training; the trainers should be able to bridge theories and real practices; the trainers should be able to provide meaningful evaluation and feedback.

In the end, it is our hope as the authors that our findings could help and serve all stakeholders involved in BIPA training programs to improve the effectiveness of their program. Considering the significance of in-service BIPA teacher training, it should never become just a hollow shell, existent but without or lacking anything substantial. Instead, it is our hope that in-service BIPA teacher programs would be more effective in reaching their common goal: improving the competence of BIPA teachers.

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