Evaluation of the Indonesian Languange Training Program at the Defence Languange Training Centre

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Abstract

This program is designed to provide Indonesian language briefings to personnel of friendly countries who will take part in training within the Ministry of Defense and the TNI. In addition, this program is one of the flagship programs of the Ministry of Defense, because it is an effective instrument in defense diplomacy. The purpose of this study is to evaluate the implementation of the Indonesian language education and training program at the Ministry of Defense's Badiklat Language Education and Training Center. This study uses a qualitative approach with an evaluative method. This research uses the CIPP (Context, Input, Process, and Product) model developed by Stufflebeam. The data in this study was obtained through observation, in-depth interviews and documentation studies at the Ministry of Defense's Badiklat Language Education and Training Center. The results of this study show that in the context aspect, this program has been designed with a visionary thinking concept based on national interests with a solid background and legal foundation, but the Language Education and Training Center needs to design its organizational vision and mission. In terms of inputs, this program has been well prepared so that this program has adequate carrying capacity. However, it is still necessary to procure information technology experts and physical coaches. The results of the evaluation of the process aspect show that the implementation of this program is running according to plan, both from academic, personality, and physical similarities. The evaluation of the product aspect shows that the success of this program is very satisfactory, namely 100% of students graduate satisfactorily and are able to continue to the next training.

Keywords: *CIPP, Defense Diplomacy, Foreign Speakers, Physical Similarity, Guidance Officer, Attitude and Behavior.*

Introduction

Defense diplomacy or also often called military diplomacy is one of the most significant tools in building relations between countries. Defense diplomacy has a very important role in shaping and implementing defense and security policy, because it is a special instrument of foreign policy that is permanent in the system of cooperation between countries and international organizations. Pajtinka defines defense diplomacy or military diplomacy as follows:

"Defence diplomacy is a set of activities carried out mainly by the representatives of the state defence bodies, as well as of other state institutions, aimed at pursuing the foreign policy interests of the state in the field of security and defence policy and whose actions are based on the use of negotiations and other diplomatic instruments." (Pajtinka, 2016, p. 184)

This definition can be interpreted that defense diplomacy is a series of activities carried out by representatives of state defense agencies, as well as other state institutions, aimed at foreign policy interests in the field of defense and security where the activities of the program are based on the use of negotiations and other diplomatic instruments. Meanwhile, Cottey and Foster (2013, pp. 5–6) defines defense diplomacy as "*the peacetime use of armed forces and related infrastructure (primarily defense ministries) as a tool of foreign and security policy",* which can be interpreted as defense diplomacy is the use of the power of the armed forces or military and all related infrastructure (mainly the Ministry of Defense) in peacetime as a tool to achieve foreign security policy. In line with this definition, Winger (2014) states that defense diplomacy is the use of the power of the armed forces in military operations other than war that is based on the education, ability, experience, and discipline they already have to achieve national goals, both at home and abroad.

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Defense diplomacy activities as an instrument of foreign policy and state security contribute to the development of military cooperation and build good relations between countries. In this regard, in particular, activating and empowering the resources of the Ministry of Defense, including the armed forces, although they cannot stand alone and must be integrated with the policies of other relevant institutions. The role of the military is very strategic in the role of diplomacy which can be seen from various foreign assignments such as Defense Attachés, UN Peace Mission Forces, education and training, procurement of main equipment for weapon systems (Alutsista), seminars, joint exercises, and others. In detail, the duties of defense diplomacy, as an instrument of foreign policy and state security, are as follows (Drab, 2018):

1. Increasing bilateral or multilateral cooperation in the fields of military, defense and security relations.

2. Preparing, negotiating, and signing contracts and mutual agreements in the field of defense.

3. Holding meetings, both bilateral and multilateral at various levels.

4. Carry out education and training in various educational institutions, both defense, military and civilian institutions.

5. Supply of defense or military equipment and materials.

6. Plan, organize, and carry out joint military exercises.

7. Organizing visits, both personnel, aircraft, ships, and other defense equipment together with friendly countries.

8. Carrying out humanitarian assistance, such as natural disasters or other disasters.

Regulation of the Minister of Defense Number 17 in article 1 (Ministry of Defense, 2018) Defining defense diplomacy is part of the country's diplomacy in the field of defense in the form of international cooperation in order to build mutual understanding, capacity building, and participate in realizing world peace in accordance with government policies. Furthermore, it is also stated that the form of defense diplomacy activities is as follows:

1. Preparation of a collective agreement.

2. Meetings and/or visits.

3. Discussion forums, dialogues, seminars, defense industry exhibitions, and *workshops.*

4. Procurement and/or grants of defense equipment or technical cooperation.

5. Education and training.

6. Research and development in the field of defense.

7. Cooperation in humanitarian assistance due to disasters.

8. The dispatch of TNI troops on peacekeeping missions.

Of the eight forms of defense diplomacy activities, one of the most effective in establishing diplomacy between countries, institutions, and even individuals is education and training as conveyed by Peterson (2014, p. 2) as follows; "*Rather than employing force, soft power diplomacy is dependent on the strength of ideas and culture, to influence the friendship and disposition of others. Higher education is an ideal vehicle for soft power.*" Peterson's

statement can be interpreted that instead of using force of arms or aggression, *Soft Power Diplomacy* It relies heavily on the power of ideas or ideas and culture to influence people's interactions and attitudes. Education is an ideal instrument of diplomacy that is able to produce more optimal diplomacy compared to conventional diplomacy approaches. Furthermore, Khan, Ahmad, and Fernald (2020) stated that educational diplomacy, including training, is a very effective means of realizing bilateral relations or ties between countries. This is considering that education and training will involve a long time, so that personnel sent to take part in the education will be able to delve deeply into the culture, customs, and habits of the community and country to which they are sent.

Likewise in the military world, education and training exchange programs are one of the most powerful instruments in implementing *soft power diplomacy*. Vaxevanidou stated some of the advantages of the education and training exchange program in *soft power diplomacy* as follows;

"International education as major contributor to soft power and as an important area of public diplomacy can create a lot of advantages, such as to produce commercial values, to promote a nation's policy priorities and interests and to contribute to a country's economic development and investment" (Vaxevanidou, 2018, p. 55).

This can be interpreted that international education is the main contributor to *soft power diplomacy* and is a very important aspect in the world of diplomacy, because education is able to create many benefits, such as generating commercial value, promoting the priorities and interests of a country's policies, and contributing to a country's economic development and investment.

As a form of the role of defense diplomacy, the Indonesian Ministry of Defense (Kemhan) and the Indonesian National Army (TNI) also carry out *soft power diplomacy* through the dispatch of Ministry of Defense and TNI personnel to participate in various education and training in friendly countries. Likewise, as a consequence of the reciprocal education and training program, the Indonesian Ministry of Defense facilitated personnel of the Ministry of Defense and the Armed Forces of friendly countries to participate in training within the Ministry of Defense and the TNI. Education and training within the Ministry of Defense and the TNI that can be attended by personnel of the Ministry of Defense and the Armed Forces of friendly countries are as follows:

National Resilience Institute (Lemhannas)

Lemhannas is a Non-Ministerial Government Institution that has the main task and function of carrying out national level leadership education, strategic assessment of national resilience and strengthening national values (lemhannas.go.id). The Lemhannas education which was attended by participants from friendly countries lasted for 10 (ten) months.

TNI or Joint Staff and Command School (Sesko)

The TNI Sesko has the main task and function of preparing mid-level officers or Pamen to become future TNI leadership cadres at the strategic level, carrying out strategic studies of state and military defense issues, and carrying out scientific research and development in the field of military strategy and joint operations. Sesko TNI education is carried out for approximately eight months.

Sesko Batch; Sesko TNI AD, TNI AL, and TNI AU

Sesko Angkatan has the main task and function of carrying out the highest general development education within the TNI AD, AL, and AU and deepening the struggle material as well as assessing land, sea and air defense problems, at the strategic and operational levels within the TNI AD, AL, and AU. Sesko Batch education is carried out for ten months.

Indonesian Defense University

The Indonesian Defense University is a leading higher education institution in Defense Science, with world-class standards with research-based that still preserves national values consisting of S-1, S-2, and S-3 levels. The educational program that can be followed by students from abroad is the postgraduate level, especially S-2 with a travel time of approximately two years.

Intensive Indonesian Language Course for Singapore Armed Forces (SAF) Personnel

This Indonesian language training is designed specifically for Singapore Armed Forces (SAF) personnel as part of the reciprocal cooperation between the TNI and SAF which each sends its personnel to learn English for Ministry of Defense and TNI personnel, and Indonesian language training for personnel (SAF).

In Country Training for Australian Defense Forces Personnel

Every year, the Australian Defence Forces (ADF) sends its personnel to carry out Field Language Practice (PBL) or *in-country training* for three weeks at the Ministry of Defense's Badiklat Language Education and Training Center. They have been studying Indonesian in Australia for a few months, and have deepened their connection to the culture and language directly in Indonesia. On average, each year ADF sends 3 waves consisting of 14 - 20 people each.

Until now, the policy of the Ministry of Defense and the TNI, all education and training held within the Ministry of Defense and the TNI uses Indonesian as the language of instruction, so that training participants must have the ability to speak Indonesian properly and correctly in accordance with the requirements that have been determined by each training before participating in the intended training or *Target Course*. One of the main obstacles faced by prospective students is the lack of access to Indonesian language courses in their countries. To facilitate this need, the Ministry of Defense of the Republic of Indonesia entrusted the Center for Education and Training (Pusdiklat) of the Ministry of Defense Badiklat to provide Indonesian language briefings to prospective students from friendly countries. This is in accordance with the main duties and functions of the Ministry of Defense's Badiklat Language Education and Training Center based on the Regulation of the Minister of Defense (Ministry of Defense, 2019), one of which is to carry out training in Indonesian, foreign languages, and regional languages. The function of the Ministry of Defense's Badiklat Language Education and Training Center as an Indonesian language training provider, is the embodiment of the defense diplomacy function carried out by the Indonesian Ministry of Defense. Every year, no less than 30 students from friendly countries participate in Indonesian language briefings for varying periods of time, depending on their basic Indonesian language skills. In general, they take part in Indonesian language debriefing or training for six to ten months before they head to the training that they will participate in within the Ministry of Defense and the TNI.

The following is an overview of the number of students who have participated in Indonesian language training or courses at the Ministry of Defense's Badiklat Language Education and Training Center from various friendly countries within a period of seven years, namely from 2016 to 2022:

Table 1. 1: List of Alumni of the Indonesian Language Course at the Ministry of Defense's Badiklat Language Education and Training Center from 2016 – 2022

NO	YEAR	NUMBER OF COUNTRIES	TRAINING PARTICIPANTS	NUMBER OF TRAINING
1	2016	14	52	3
2	2017	14	58	3
3	2018	15	82	3
4	2019	15	64	2

5	2020	10	36	2
6	2021	11	32	2
7	2022	14	46	3
Sum		10-15 countries	370	

Source: Language Education and Training Center (2023).

The table above shows that on average, the number of countries that send their personnel to participate in training at the Ministry of Defense and the TNI is between 10 and 15 countries every year. Meanwhile, the number of personnel was the highest in 2018 at 82 people, and the lowest in 2021 where in that year it was still affected by the COVID-19 Pandemic. During the COVID-19 pandemic in 2020 and 2021, the Language Education and Training Center tried to implement distance learning (PJJ) for some Indonesian students. However, the results were not optimal and many obstacles were faced, so that in 2021 until now the system is back *offline* or face-to-face.

The Indonesian language training or courses carried out at the Language Education and Training Center are divided into three levels with a total travel time of 12 months with the following details:

1. The elementary level is carried out for 6 (six) months.

2. The intermediate level is carried out for 4 (four) months.

3. The advanced level is carried out for 2 (two) months.

If students start from scratch, it will take approximately one year to reach the advanced level that is generally required by the *target course*.

The Language Education and Training Center of the Ministry of Defense in carrying out training programs or language courses, has the task of controlling, supervising and evaluating all activities that include structuring and reviewing. Regarding the Indonesian language training program for Armed Forces personnel of friendly countries, until now efforts have been made to prepare all training components, both in the form of human resources, facilities, facilities and infrastructure as well as other equipment. Based on the researcher's initial observations, the Indonesian language training program for foreign speakers at the Ministry of Defense's Badiklat Language Education and Training Center has its own advantages and uniqueness, and even has a very strategic function. The advantages, uniqueness, and strategic role are as follows:

The Role of Diplomacy

Education and training are very effective means or instruments in *soft power diplomacy*. This is considering that international training participants will stay relatively long in a country to participate in such education and training, so it will provide several advantages, both from economic, cultural, and political aspects:

Economics. The students will come to Indonesia with their families and will live in Indonesia for a long time, so they are very familiar with the culture, customs, and various aspects of life in Indonesia. When they return to their respective countries, they will tell their friends and relatives about Indonesia. This is a very effective promotion, because it is carried out directly *by word of mouth* which will make people interested in visiting Indonesia. In addition, while in Indonesia they will meet the needs of life and tourism, all of which will increase the country's foreign exchange.

Social and cultural. Because they live in Indonesia for a long time and master the Indonesian language, there will be deep social and cultural ties, both for students and their families.

Political. With a relatively long stay in Indonesia, it will form an emotional bond between students and the accreditation country, both in society, in the environment, classmates, and others. The emotional bond that is built between students, students and instructors, students and the community where they live, so that one day if they get a reassignment in Indonesia such as Defense Attaché, Staff at the Embassy, and others, then they already have an established network or *networking* . Likewise, in the future, if they have become officials within the Ministry of Defense and the military in their respective countries, and we will cooperate in various forms or receive assignments in their countries, it will be easier to coordinate, because they already know the characteristics of the Indonesian nation.

In addition, if they get a good impression of the culture, customs, environment, and habits of the Indonesian nation, then they will automatically become ambassadors of the Indonesian nation. This is the essence of diplomacy, and this is the significance of the role of the Ministry of Defense's Badiklat Language Education and Training Center in supporting the implementation of defense diplomacy or state diplomacy. Therefore, the Indonesian language training program for foreign speakers at the Ministry of Defense's Badiklat Language Education and Training Center has a very significant role in supporting state defense diplomacy.

Entry Gate or Storefront of the Ministry of Defense and the TNI

All military personnel of friendly countries who will take part in training within the Ministry of Defense and the TNI, they will receive Indonesian language briefings at the Ministry of Defense's Badiklat Language Education and Training Center in accordance with their respective initial Indonesian language skills. If they do not have knowledge and skills in Indonesian at all, then they will be at the Ministry of Defense's Badiklat Language Education and Training Center for at least ten months, while if they already have basic skills, then their existence in the Language Education and Training Center varies, from two to six months.

As long as the students are at the Ministry of Defense's Badiklat Language Education and Training Center, they are not only equipped with Indonesian, but also everything related to culture, the military system within the Ministry of Defense and the TNI, the government system and others, so that they really understand life and culture in Indonesia before they proceed to the *target course* respectively within the Ministry of Defense and the TNI. Therefore, the role of the Language Education and Training Center in equipping the Indonesian language and other knowledge related to Indonesia is very crucial, because the Language Education and Training Center of the Ministry of Defense is the *entry gate* or storefront of the Ministry of Defense and the TNI.

Implementation of the Military System

Based on the results of the researcher's initial observations, this Indonesian language training program for foreign speakers implements the military system by optimizing the available time, because the use of time in the military environment is very crucial, so this program implements *a super intensive course* with the following activities:

The learning time in class starts at 07.00 to 15.30. However, at 05.00 the students have started to carry out morning gymnastics, and in the evening they get additional class lessons until 22.00.

All students are in the asramakan, making it easier to move and coordinate.

The number of students in one class is a maximum of 12 people, which allows language learning to be very focused.

Very adequate educational facilities to avoid student boredom.

Another feature of the military education and training system in Indonesia is the guidance and nurturing program (Bimsuh). The function of bimsuh is to guide and nurture students or students in achieving goals, both academic and non-academic, such as personality, physical fitness, discipline, health, and everything

related to administration. Each student will get one mentor or supervisor to optimize their results or *outputs*, as well as accelerate knowledge and skills of informal Indonesian culture and language.

Unique Student Character

The results of the initial observation of the researcher found something unique from the students or students, where students came from various different language and cultural backgrounds. Regarding the language background of students, some come from countries whose written language or alphabet system or language spelling is the same as Indonesian, namely Latin spelling. However, there are also many students who have a language background that has a different spelling system, and not Latin such as Saudi Arabia, China, Korea, Vietnam, Thailand, and others. These different language backgrounds are a challenge for the Language Education and Training Center, as well as the culture and habits owned by the students.

In addition, the age of students who are generally over 30 years old is a challenge in language learning. Based on the theory of foreign language acquisition or *Language Acquisition* popularized by Crystal in (Assaiqeli, 2013), stating that the age of students or learners greatly affects the acquisition of the foreign language being studied. The theory states that the younger a person's age, the easier it is to acquire a foreign language.

Based on the above description, it encourages researchers to conduct more in-depth, comprehensive and systematic research related to the Indonesian language training program for foreign speakers at the Ministry of Defense's Badiklat Language Education and Training Center by evaluating the program. The evaluation model used in this study is the CIPP (*context, input, process, and product*) model developed by Stufflebeam (2003). This model was chosen with the consideration that the CIPP program evaluation model emphasizes more on the involvement of all *stakeholders* or stakeholders. In addition, this model is a model that evaluates a program or policy comprehensively, in-depth and systematically to improve the quality and effectiveness of the program through the improvement and refinement of weaknesses or shortcomings found in the evaluation results so that the implementation of the next program is more effective, efficient, and in accordance with the goals and objectives of the program as stated by Stufflebeam and Coryn as stated by Stufflebeam and Coryn as follows:

"The thrust of CIPP evaluations is to provide sound information and judgments that will help service providers regularly assess and improve services and make effective and efficient use of resources, time, and technology to appropriately and equitably serve the well-being and targeted needs of rightful beneficiaries." (Stufflebeam & Coryn, 2014, p. 314)

This model is very suitable for evaluating an ongoing program or policy which is basically to increase the effectiveness of the implementation of a program. This evaluation model is a model based on the principle that the program being evaluated is a system. More importantly, the CIPP evaluation model not only assesses the results, but the entire aspect, including the environment, the program background, objectives, planning, resources used, program implementation that will ultimately get results that truly reflect the facts that will help leaders in making decisions for the next program implementation.

Therefore, the CIPP program evaluation model is used as a reference in carrying out the evaluation of the Indonesian language training program for foreign speakers at the Ministry of Defense's Badiklat Language Education and Training Center. By using the CIPP program evaluation model, it is hoped that it can provide more optimal and comprehensive results which can ultimately provide input, suggestions, and recommendations to the Leadership of the Ministry of Defense's Badiklat Language Education and Training Center and all *related stakeholders*.

Literature Review

In this theoretical study, the researcher will discuss and present educational concepts in the realm of defense diplomacy, education and training, program evaluation, program evaluation models, and program evaluation models that will be used or applied in this research, as well as the results of analysis of various concepts and supporting theories relevant to the research. Furthermore, the results of this theoretical study will be used

as material for analysis in the form of a theoretical framework that functions as a theoretical basis *(theoritical argument)* or conceptual framework *(conceptual framework).*

Evaluation is one of the most significant aspects of management which is one of the instruments to produce reliable programs in accordance with organizational goals. Without evaluation, we cannot assess or know that a program is running well according to the initial plan or vice versa, not in accordance with what has been planned. The results of the evaluation can be used to improve the planning, implementation, and development process. Many experts argue that evaluation is an effort to prove that a program can be categorized as successful or failed and that success can be achieved if all planned programs can be implemented. In fact, true success can be achieved through continuous input, both from customers, staff or personnel involved as well as all stakeholders or (*Stakeholders*), and more importantly, the input is followed up by the program organizers. Putra, Sari, and Akbar (2020) stated that evaluation is an investment to improve and improve the quality of the ongoing program, where evaluation is a systematic assessment of the advantages and disadvantages of a program. In addition, the essence of the evaluation is to photograph the advantages and disadvantages of a program.

Kellaghan and Stufflebeam define evaluation as follows:

Evaluation is more thoroughly defined as "the process of delineating, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object's goals, design, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization/ dissemination decisions, and improvement decisions, and understanding of the involved phenomena". (Kellaghan & Stufflebeam, 2003, p. 34)

The definition can be interpreted that evaluation in general is a process of depicting, obtaining, providing, and applying descriptive information and assessing the benefits and values of the objectives, design, implementation, and results of a program or activity in the context of improvement, as well as providing accountable reports, informing or disseminating a decision, improving decisions, and understanding related phenomena.

Stufflebeam and Coryn (2014, pp. 11–12) defines evaluation as an assessment that is carried out systematically on the merits, advantages, feasibility, transparency, safety, and/or fairness of an object, program or activity. According to this opinion, it can be interpreted that evaluation is a comprehensive assessment, both advantages and disadvantages of an object or program in order to achieve the goals that have been set. Furthermore, it was also stated that the core or main purpose of evaluation is not to prove that a program is successful or failed, good or bad, but to improve so that the next program becomes better. According to Owen (2006) Evaluation should also be carried out before the program is implemented, as the results will help the program designer to decide what type of program is needed. The main purpose of the evaluation is to provide input on the best methods or ways related to program development, before the planning stage is implemented.

Arikunto and West Java (2014) defines a program as a unit or unit of activity that is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people. In line with the opinion above, Rusdiana (2017) stated that a program in general can be interpreted as a unit of activities that is the implementation of a policy that takes place in a continuous process and in an organization. Both opinions indicate that a program has several elements, namely a program is a unit of activities that cannot stand alone consisting of several activities. In addition, an activity can be categorized in one program if it is continuous and carried out in an organization or institution

Various evaluation models have been designed and developed by experts with various advantages and disadvantages, but each other complements each other. Which model we will choose depends on the evaluation objectives that we will carry out, the programs and institutions or organizations that we will evaluate, the time and resources we have, and many more factors that need to be considered in choosing the evaluation model that we will implement. However, there are several program evaluation models that

were designed and developed by several experts and that are still used by evaluators today. The following are some of the program evaluation models grouped by experts:

Table 2. 1 Program Evaluation Models

It	Program Evaluation Model	Developer
1	*Goal Oriented Evaluation Model*	Tyler
2	*Goal Free Evaluation Model*	Scriven
3	*Formative-Summative Evaluation Model*	Michael Scriven
4	*Countenance Evaluation Model*	Stake
5	*Responsive Evaluation Model*	Stake
6	*CSE-UCLA Evaluation Model*	*University of California*, LA
7	*Kirkpatrick's Four-level Evaluation Model*	Kirkpatrick
8	*Logic Model of Evaluation*	Tyler
9	*CIPP Evaluation Model*	Stufflebeam

Source: Ananda & Rafida (2017)

Evaluation is one part of education management that is carried out continuously and continuously (*never ending process*) in a program, policy, or other activities. To obtain accurate and in-depth data, it is necessary to carry out a holistic or comprehensive evaluation in assessing the quality of a program. In accordance with the purpose of this evaluation research, which is to get a comprehensive and in-depth picture related to the context, inputs, processes and products of the Indonesian education and training program for foreign speakers at the Ministry of Defense's Badiklat Language Education and Training Center, this study will apply the CIPP evaluation model.

Education and training is one of the most important elements in improving human resources and that really has an impact that can be felt directly by the organization or institution. Education and training is one of the methods used to build and develop the knowledge and skills of personnel in order to carry out their duties and responsibilities in accordance with the expected competencies effectively and efficiently. Education and training can also be interpreted as an effort to develop human resources, both civil servants and private employees, especially for increasing professionalism related to administrative, management, and leadership skills. According to Government Regulation Number 101 (2000) it is stated that training is the process of implementing teaching and learning in order to improve the abilities (knowledge, skills, and attitudes) of Civil Servants in order to be able to carry out and improve the quality of their work tasks that are oriented towards service, protection and development of community participation. Nurasyiah (2017) also stated that education and training is an effort to improve the work ability, mindset, and skills of employees or employees.

Education and training are the backbone in improving the competence of human resources both individually and in groups as stated by Mozael (2015, p. 41) which states that "Training and development are the backbone of human resource management, as these can increase the performance at individual and group levels thereby achieving organizational goals." The statement can be translated as follows: "Training and self-development or Training and development (T&D) is the backbone of human resource management, because T&D can improve the ability or competence of individuals and groups to achieve organizational goals." It can also be said that education and training or training, is a systematic process in order to improve, develop, and form employees to acquire knowledge/knowledgeSkills/Skillability/Ability, or behavior towards personal and organizational goals so that quality human resources are created.

Research Methodology

This research will be carried out at the Ministry of Defense's Badiklat Language Education and Training Center (Pusdiklat) which is one of the functions of implementing education and training under the Ministry of Defense's Education and Training Agency (Badiklat).

In order to obtain a complete, in-depth and comprehensive understanding of the focus and sub-focus of the research, the researcher uses a qualitative research approach. This is considering that by using this method, researchers will be able to dig deeper, more detailed, more natural, and researchers will be able to be further involved in uncovering how the Ministry of Defense's Language Education and Training Center manages Indonesian language training for foreign speakers. As expressed by Creswell who defines qualitative methods as follows;

"Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry use an inductive style building from data to themes and a focus on individual meaning, and emphasize the importance of reporting the complexity of a situation."(Cresswell & Creswell, 2023, p. 39)

This definition can be interpreted as qualitative research is an approach to explore and understand the meaning that comes from a social or humanitarian problem by individuals or groups. The research process is a question, procedure, data that is collected and analyzed inductively, built from a specific theme to a general theme, and the researcher interprets the meaning of the data. The final written report has a flexible structure. The research uses an inductive style built from data to themes and focuses on individual meanings, and emphasizes the importance of revealing the complexity of a situation.

In this context, related to the advantages of qualitative research methods, Robert K. Yin argues that there are five characteristics or advantages of research with qualitative methods compared to other methods:

"Five features of qualitative research:

a. *Studying the meaning of people's lives, under real-world conditions;*

b. *Representing the views and perspectives of the people in a study*

c. *Covering the contextual conditions within which people live.*

d. *Contributing insights into existing or emerging concepts that may help to explain human social behavior.*

e. *Striving to use multiple sources of evidence rather than relying on a single source alone."*(Yin, 2016, pp. 7–8)

The research design was prepared for the evaluation research of the Indonesian language training program for foreign speakers by connecting the criteria in each aspect of CIPP:*ontexts, inputs, processes, and products* with data obtained from the field which is then analyzed and produces recommendations on whether the program will be continued, improved, or improved, discontinued, or even duplicated.

The method applied in this study is an evaluative method using the CIPP program evaluation model, namely: *context, input, process,* and *product.*

In this stage, the researcher will take the following steps:

a) Testing the conclusions that have been drawn through comparison with relevant theories that have been presented.

b) Conducting re-checks starting from implementation, pre-survey, interviews, observations or observations as well as existing documents and information that has been collected.

c) Prepare conclusions in general as a report on the results of the research that has been carried out.

In order for the conclusions prepared to be more accurate and objective, the conclusions drawn in this study are based on triangulation of data and sources. In addition, in order for the conclusions drawn to be easy to understand, they are presented in the form of a table sorted by components and sub-components.

As a guideline in carrying out analysis and assessing the suitability between the data or information collected with the evaluation criteria that have been set, the assessment technique based on categories is used. The category consists of four groups based on the percentage of conformity between the collected data and the existing criteria. The assessment is carried out on each component and stage as well as the stage as a whole.

Research Results and Discussion

In this study, the researcher conducted interviews with officials related to the implementation of military-based Indonesian language training for foreign speakers, including the Head of the Education and Training Agency of the Ministry of Defense, the Director of International Cooperation of the Directorate General of Defense Strategy of the Ministry of Defense, the Head of the Language Education and Training Center of the Ministry of Defense, the Heads of Fields within the Language Education and Training Center of the Ministry of Defense, other officials and several students. In addition, the researcher also carried out observations on the process of implementing academic learning, attitudes and behaviors, fostering physical similarity, cultural introduction, program evaluation, and training facilities and infrastructure. The results and discussion of the evaluation of the military-based Indonesian language training program for foreign speakers are described as follows:

Results of Context Aspect Evaluation

The evaluation of the context aspect in this study was carried out to evaluate and see the background, goals, objectives, vision and mission, as well as the legal basis of the implementation of the military-based Indonesian language training program for foreign students at the Ministry of Defense's Badiklat Language Education and Training Center. In this study, in addition to conducting interviews with relevant officials, the researcher also carried out a review of documents related to governance and matters related to the context of evaluation.

Before discussing the results of the evaluation of the context aspect, the following are the standards or criteria for the context aspect of each component in this study:

Table 4. 1 Context Aspect Evaluation Criteria (*Context*)

ASPECTS	COMPONENT	EVALUATION CRITERIA
1. Context	a. Background	The implementation of the program is based on the interests and needs of the organization
	b. Program Objective	There is a formulation of program objectives based on organizational needs and clearly described into program activities.
	c. Program Objectives	There is a formulation of program objectives and is clearly described into program activities.
	d. Vision and Mission	The vision and mission describe the goals and philosophy of the organization, and are socialized.

e. Legal Basis	There is a strong legal basis or basis in the implementation of the program.

Results of evaluation of the background components of the program

The background of the implementation of the military-based Indonesian training program for foreign students is very strong, because it is related to the national interest, namely as one of the instruments of defense diplomacy. Foreign relations between the Ministry of Defense and the TNI with friendly countries have increased rapidly. The diplomatic relationship can be in the form of visits, joint exercises, sending troops to UN peace missions, joint patrols, procurement of military equipment, education and training, and others. Of the several types of defense diplomacy activities, education and training are one of the most significant.

From the results of the documentation study, it was found that the background of the program implementation was based on the 2021 Strategic Plan (Renstra) of the Ministry of Defense, at the Strategic Goal point or SS 1.4 stated as follows: "Increasing defense diplomacy relations through bilateral and multilateral cooperation in the defense sector." In addition, in point 8) Improvement of International Cooperation, one of the policy strategies to achieve the goal of increasing international cooperation (point 5) is:

"Carrying out defense diplomacy activities involving the dispatch of defense equipment and TNI personnel to friendly countries in the form of goodwill, ship flag exhibitions, education and training, exhibitions and demonstrations of defense equipment abroad."

Likewise, based on the results of interviews with several officials within the Ministry of Defense, it is stated that one of the most efficient and effective tools of defense diplomacy is education and training as conveyed by the Director of International Cooperation of the Directorate General of Strahan of the Ministry of Defense as follows:

"The background of the implementation of this program is to support the Defense Ministry's defense diplomacy which ultimately supports our country's diplomacy." (Dirkersin, Context of LB 2a)

In line with what was conveyed by the Directorate General of Strahan of the Ministry of Defense, the Head of the Education and Training Center of the Ministry of Defense also stated that there are two things behind the implementation of the Indonesian language training program for foreign speakers, namely equipping Indonesian language skills for foreign students who will continue their education or training within the Ministry of Defense and the TNI and as an instrument of defense diplomacy. In the interview, the Head of Language Education and Training of the Ministry of Defense said the following:

"Given the current policy, that the language of instruction used in the learning process is Indonesian, we prepare and equip Indonesian before the students go to the *target course*.

The second is that we carry out one of the policies of our government and country, namely foreign diplomacy, in this case in the Ministry of Defense it is called defense diplomacy." (Head of Language Education and Training, Context 3a).

From the results of the two interviews mentioned above, it can be conveyed that the background of the implementation of the training program is as follows:

As an Indonesian language briefing for personnel from friendly countries who will take part in education, training, or assignments within the Ministry of Defense and the TNI before they enter the intended education or *target course.*

As a tool or instrument of diplomacy, this program is a priority to be implemented within the Ministry of Defense and the TNI.

Therefore, it can be said that the Ministry of Defense's policy to carry out the Indonesian language training program for foreign students at the Ministry of Defense's Badiklat Language Education and Training Center is very necessary and very appropriate, because it is motivated by the interests and needs of the organization, in this case the Ministry of Defense which entrusts its implementation to the Ministry of Defense's Badiklat Language Education and Training Center.

Results of the Evaluation of the Components of the Program Objectives

The purpose of holding this military-based Indonesian language training program is very strategic, both for the institution of the Language Education and Training Center, the Ministry of Defense, and even for the national interest. These objectives can be revealed from several interviews with stakeholders, which include the Head of the Education and Training Agency of the Ministry of Defense and the Director of International Cooperation.

"The first goal is to introduce our culture and tourism potential to their respective countries. The next goal is to assist the government or the state in the success of the Indonesian language program as one of the international languages. The third goal is to help improve the country's economy through their spending while in Indonesia and the promotion of tourism when they return to their country" (Kabadan, Context of TUJ 1c and 1f).

In line with the Ministry of Defense's Kabadiklat, the Director of International Cooperation also stated that the purpose of the Indonesian language training was as follows:

"The first goal besides diplomacy is to improve the country's economy. The second goal is to help the government realize Indonesian as an international language. While the third goal is to disseminate the culture of the archipelago. (Dirkersin, Context of TUJ 2d, 32e, and 2f)

From the interviews of the two officials, it can be conveyed that the purpose of organizing this training program is threefold, namely:

Helping to improve the country's economy. Namely through cultural promotion carried out by students after they return to their respective countries.

Assisting the government in promoting or intensifying the Indonesian language program as one of the international languages.

Introducing and disseminating the culture of the archipelago. During the students' stay in Indonesia, they are introduced to various cultures of the archipelago and are encouraged to travel to all regions in Indonesia.

Results of the evaluation of the program target components

The goal of this Indonesian language training program is to equip students from friendly countries to be able to speak Indonesian properly and correctly as a provision for participating in education, training, or further assignments within the Ministry of Defense and the TNI. These goals vary according to the level or level of each program; basic, intermediate, and advanced levels. Likewise for each language skill; listening, reading, speaking, writing, and grammar. All of these goals are already contained in each program curriculum.

We can know this from the results of an interview with the Head of Language Education and Training of the Ministry of Defense as the person in charge of the implementation of this training program. The statement is as follows:

"In general, the goal of this program is for students to be able to speak Indonesian well and correctly according to their level" (Head of Language Education and Training, Context SAS 3o).

In the curriculum of the Basic Level Indonesian training program in part C, it is stated that the objectives of this program are as follows:

"C. Goal. After participating in this training/course, participants are expected to understand the rules of the basic level of Indonesian, and be able to use them both orally and in writing to support the preparation of officers from friendly foreign countries to participate in various education and training in Indonesia" (Ministry of Defense Training, KIBINA Curriculum at the Elementary Level, 2023).

As for the Intermediate Level, in Part III, namely Goals and Success Indicators, (point A, i.e. Targets) is stated as follows:

"A.   Goal. Producing graduates who have intermediate skills in speaking Indonesian well and correctly, both in terms of language skills in listening, speaking, reading, writing, and grammar." (Ministry of Defense Training Agency, KIBINA Intermediate Level Curriculum, 2021).

From the results of interviews and documentation from the curriculum above, we can know that the targets or objectives of the training program have been specifically formulated and described in detail in the curriculum of each type of program. So that it can be used as a reference for program organizers, as well as making it easier for *stakeholders* to supervise the implementation of the program.

Thus, it can be said that the targets or objectives of the Indonesian language training program for foreign speakers at the Language Education and Training Center have been formulated and described in the curriculum of each type of program. Thus, it will make it easier for organizers to determine the targets of the programs they manage. Likewise for stakeholders, it will be very helpful to follow the progress of the program that is being implemented or assess whether the program that has been implemented has reached the target or not.

Results of the Evaluation of the Vision and Mission Components of the Program

Vision and mission are one of the most significant aspects of an organization. However, based on the results of interviews and documentation that have been carried out, the researcher found that the Ministry of Defense's Badiklat Language Education and Training Center does not have a vision and mission. This is because the vision and mission are only owned by the President. Other ministries or institutions formulate visions and missions based on the vision and mission of the President. The following are the results of interviews with related officials, namely the Ministry of Defense's Head of Training and the Ministry of Defense's Badiklat Language Education and Training Center. The Ministry of Defense's Head of Training said that it is true that the Education and Training Center under the auspices of the Ministry of Defense's Badiklat does not have a vision and mission:

"The vision and mission of Badiklat follows the vision and mission of the Minister of Defense and Security which is an elaboration of the vision and mission of our President" (*Kabadiklat Kemhan, Context VM 1g*).

For the Education and Training Center within the Ministry of Defense's Badiklat, currently it does not have a vision and mission, but carries out its duties and functions based on the vision and mission of the Ministry of Defense's Badiklat. (*Ministry of Defense Training, VM 1i Context*).

Likewise, what was conveyed by the Head of Language Education and Training of the Ministry of Defense, the Language Education and Training Center until now has not had a vision and mission:

"The vision and mission of the Language Education and Training Center is the vision and mission of the Ministry of Defense's Badiklat, so it can be said that the Language Education and Training Center does not yet have a vision and mission" (*Head of Language Education and Training, VM 3g Context*).

Based on the results of interviews and documentation, the Ministry of Defense Badiklat has the following vision and mission:

Vision: "To Become a Center of Excellence in Professional Human Resources Education and Training, Having the Ability to Defend the Country in Supporting a Resilient National Defense System"

Mission:

Organizing Defense Management Education and Training

Organizing Language Education and Training

Organizing Defense Functional Technical Education and Training

Organizing State Defense Education and Training

Organizing Training Cooperation

Providing Administrative Technical Support and Coaching of Educational Components"

 (kemhan.go.id/badiklat/tentang-badiklat)

From the results of the documentation review, namely from the 2021 Ministry of Defense Strategic Plan, the vision and mission of the Ministry of Defense for 2021-2024 are as follows: "The realization of a sovereign, independent, and personality advanced Indonesia, based on mutual cooperation." While the mission is as follows:

"Protection for the entire nation and providing a sense of security to all citizens, is carried out through a follow-up program to transform the modern defense system and a professional TNI."

The vision and mission of the Ministry of Defense are formulated based on the vision and mission of the President, while the vision and mission of the Ministry of Defense Badiklat are formulated based on the vision and mission owned by the Ministry of Defense by considering the main tasks, culture, and philosophy of the Ministry of Defense Education and Training Agency.

Results of the Evaluation of the Legal Foundation Components of the Program

The legal basis for the implementation of this training program is very strong, because it starts from the parent, namely the Strategic Plan (Renstra) of the Ministry of Defense to the Training Operational Plan.

The Ministry of Defense's Strategic Plan (Renstra) is prepared every four years.

In the 2021 Ministry of Defense Strategic Plan, one of the Strategic Goals (SS) is "Increasing defense diplomacy relations through bilateral and multilateral cooperation in the defense sector.

Regulation of the Minister of Defense (Permenhan) Number 14 of 2019 concerning the Organization and Work Procedures of the Ministry of Defense.

The Minister of Defense contains the duties and functions of each organizational unit throughout the Ministry of Defense, including Badiklat and the Language Education and Training Center. In addition, in the Minister of Defense there is also an organizational structure and a Personnel Composition List (DSP) where we can find out how many personnel and what positions they hold in each organizational unit of the Ministry of Defense, all listed in the DSP.

Decree of the Ministry of Defense Training on the Work Program and Budget Plan (Renproggar) of the Ministry of Defense.

The Renproggar Badiklat of the Ministry of Defense is an annual document issued at the end of the year that contains a plan for programs or activities and the amount of budget needed in the following year for all Training Centers within the Ministry of Defense's Badiklat, including the Language Education and Training Center.

Program and Budget Plan (Renproggar) of the Language Education and Training Center.

The Renproggar of the Language Education and Training Center is compiled based on the Renproggar Badiklat of the Ministry of Defense. This Renproggar is published at the end of each year by the Ministry of Defense's Kabadiklat which contains a plan for programs or activities and the budget of the Language Education and Training Center in the following year.

Curriculum of the Indonesian Intensive Course Program (KIBINA).

The KIBINA curriculum is arranged based on the level or level of each program, basic, intermediate, advanced and others. The curriculum is used as the basis for the implementation of a long-term Indonesian language training program.

Training Operational Plan (Renopsdiklat).

This Renopsdiklat is prepared for each training program whose preparation is based on the curriculum. This document contains a complete plan starting from goals, objectives, student requirements, syllabus, calendar of training programs or courses, complete schedule from opening to closing, list of instructors, administrative plan, guidance and parenting plan, security plan, logistics plan, and others.

We can clearly see that from the aspect of laws and regulations, this Indonesian language training program for foreign speakers has a very strong and clear legal foundation. The results of interviews with several officials of the Ministry of Defense's Badiklat Language Education and Training Center and documentation searches show that the legal basis for the implementation of the training program or course is complete and very strong. The Head of Language Education and Training in his interview stated as follows:

"The main legal basis is the Strategic Plan or Strategic Plan of the Ministry of Defense which is prepared every four years. From the Strategic Plan, it is derived in the Regulation of the Minister of Defense or the Minister of Defense concerning the Organization and Work Procedures of the Ministry of Defense of the Republic of Indonesia.

From the Minister of Defense, the Ministry of Defense Badiklat prepares and establishes the annual Work and Budget Program (Renproggar) of the Ministry of Defense. From the Renproggar Badiklat came the Renproggar of each Pusdiklat including the Language Education and Training Center.

After the Ministry of Defense's Kabadiklat established the annual Renproggar of the Language Education and Training Center, a Training Operational Plan (Renopsdiklat) was prepared based on the Indonesian Intensive Course Curriculum. From this Renopsdiklat weekly schedule, syllabus, teaching plan and so on are prepared" (Head of Language Education and Training, Context LH 3k).

This Indonesian language training program for foreign speakers already has a strong legal foundation starting from planning to termination.

The results of the evaluation of the context aspect, as a whole, show that the Indonesian training program or course for foreign speakers has met all the criteria set. There is one component that has not yet been fulfilled, namely the vision and mission that should already be owned by the Language Education and Training Center by describing the vision and mission of the Ministry of Defense's Badiklat. However, in

general, it can be said that the Indonesian training program has a very supportive background for the sustainability of the next program, and has been thoroughly prepared, both in terms of legal aspects, goals, and targets.

Discussion

This training program has a very strong background as stated in the Ministry of Defense's Strategic Plan for 2021. The first background is as one of the instruments of effective and ideal defense diplomacy. This is in accordance with the opinion of Khan et al. (2020) which states that education and training are a very effective means of realizing diplomacy or bilateral relations or ties between countries. In addition, it was also conveyed that education is an ideal instrument of diplomacy that is able to produce more optimal diplomacy compared to the conventional diplomacy approach.

The second background is to equip Indonesian for prospective students who will take part in education and training within the Ministry of Defense and the TNI. This is by considering that in addition to the policy of using Indonesian as the language of instruction within the Ministry of Defense and the TNI, it also considers that students from this program come from various countries with different language backgrounds, so the use of Indonesian as the language of instruction is very appropriate. As conveyed by Nur'aeni and Priyanto (2019) which stated that considering that foreign students come from various countries with different language backgrounds, the use of Indonesian as the language of instruction in learning for foreign students is very vital.

Discussion of the components of the program objectives

The purpose of this program is threefold, the first is to help the government improve the economy through the tourism and MSME sectors. This goal is very strong, because the students and their families will stay in Indonesia for a long time and spend their daily needs. In addition, the Language Education and Training Center motivates and provides opportunities for students to explore tourism potential and direct them to visit the strategic defense industry. With this program, after returning to their respective countries, it will provide promotional benefits for Indonesia's tourism potential and defense industry. This policy and program are in line with the opinion expressed by Vaxevanidou who stated that:

"International education as major contributor to soft power and as an important area of public diplomacy can create a lot of advantages, such as to produce commercial values, to promote a nation's policy priorities and interests and to contribute to a country's economic development and investment" (Vaxevanidou, 2018, p. 55).

Vaxevanidou's statement can be interpreted that education or training is an important area in diplomacy that is able to create many benefits, such as generating commercial value, promoting the priorities and interests of a country's policies, and contributing to a country's economic development and investment.

The second goal is to support the government in realizing Indonesian as an international language which is one of the national policy priorities, because the policy has been enshrined in Article 44 of Law Number 24 of 2009 concerning the Flag, Language, and State Emblem, as well as the National Anthem which reads:

"(1) The government improves the function of Indonesian to become an international language gradually, systematically, and continuously.

(2) The improvement of the function of Indonesian into an international language as intended in paragraph (1) is coordinated by language institutions."

The last or third goal is to promote and disseminate Indonesian culture to friendly countries. Language learning is inseparable from cultural learning, as Chaci argues (2023) as follows:

"… language and culture as an essential framework for a better understanding of the world, humans can understand, communicate, and experience realty also through language and culture. Language and culture are inseparable and both go in the same stream."

In other words, language and culture are very significant aspects in understanding the world. Humans can understand, communicate, and experience reality also through language and culture. Language and culture are inseparable and both run in the same rhythm.

By understanding the culture, customs, and habits of the Indonesian people, they will have an emotional bond with Indonesia and its culture and society. This situation will be very beneficial for our country, because they will become agents or diplomats of Indonesian culture. And this is what real diplomacy is called.

These three goals are very strategic, so the Ministry of Defense decided that this program is one of the priority or flagship programs that must continue to be supported. This is reflected in the planning of the Language Education and Training Center for 2024, where many other language programs are affected by budget cuts, but the Indonesian language training program for foreign speakers continues to run as usual (Language Education and Training Center, 2023).

Discussion of program target components

In detail, the goals of the program have been stated in the curriculum of each type of training. With the formulation of targets, it will make it easier for the organizers to achieve the targets, as well as for students who will be better prepared with the targets that have been set. The formulation of the objectives of this training program is in line with what was conveyed by Kelly and Morales (2020) as follows:
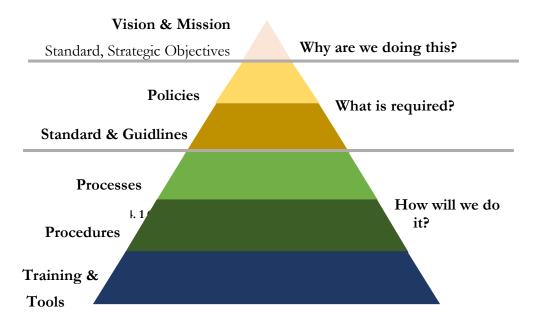
"Targets are one way to appraise progress relative to expectations established during planning. They function as an accountability and transparency mechanism. Targets serve many purposes for strategies, projects, and activities, including concretely focusing attention on their purpose, demonstrating expected achievements, facilitating the justification for implementation, linking budget to results, and encouraging stakeholders toward expected results.

The statement can be interpreted that the target is one way to assess the progress of a program against the expectations set during planning which serves as a mechanism of accountability and transparency. Targets have a variety of objectives, for example for strategies, projects, and activities, indicate expected achievements, facilitate the basis for implementation, link budgets to outcomes, and encourage stakeholders to achieve expected outcomes.

Discussion of the components of the program's vision and mission

The vision and mission in an organization is something significant that every organization or company must have. Fassin, Rossem, and Bueelens (2011) in Kusmulyono & Endaryono (2018) stated that in the long run, vision has a very significant relationship with the business sustainability of a company or organization, because vision will be able to encourage participation *Stake Holder*, more professional business management, and keeping managers and business people to participate totally. Likewise, the mission according to Ritson (2013) in Kusmulyono & Endaryono (2018) believes that the mission is a benchmark for a company or organization to carry out what has been planned thoroughly in *Timeline* which is clear and measurable.

From some of the opinions mentioned above, it can be stated that the Language Education and Training Center as one of the strategic institutions within the Ministry of Defense needs to have a vision and mission that is formulated based on the philosophy, duties and functions, as well as the situation and conditions of the organization. This is in line with the opinion LaConte stated that vision and mission are something very significant that can determine the success of a program or organization, because vision and mission are the beginning of strategic planning as illustrated in LaConte's strategic planning framework (2017) as follows:

Source: LaConte (2017), The Ultimate Strategic Planning Tool: Introduction.

According to LaConte, strategic planning begins with the question "Why?" which is the embodiment of the vision and mission that contains the administration and goals of the program. Next is the question "What?" or "What is needed to organize the program?". To achieve the vision and mission and goals, a program or organization must have rules as a direction or control tool for the implementation of activities which include policies as well as operational standards and guidelines. The third or final question is the "How?". After the direction, objectives, rules, vision and mission, operational standards and guidelines have been established, then the next thing is "How do we implement it?", namely by looking at the process, procedures, as well as training and infrastructure.

Based on the results of interviews and documentation reviews, the Language Education and Training Center does not yet have a vision and mission because only the President has a vision and mission that is delegated to the Ministry of Defense and the Ministry of Defense's Badiklat. The Language Education and Training Center should also have a vision and mission, because it is a reference or direction where the program or organization is brought, while the mission is how the program or organization goes to the goals that have been set. The Language Education and Training Center can design a vision and mission based on the vision and mission of the Ministry of Defense Education and Training by considering the philosophy, situation, and more importantly, the duties and functions of the Language Education and Training Center itself.

Discussion of the components of the program's legal basis

A strong legal foundation or basis is indispensable in the implementation of a program, especially on an international scale, must be clear and strong so that it can be a reference and basis for program organizers. R. Mawardi (2015) stated that it is important to have a strong legal basis in an organization, because the law is a guide regarding what can be done and what should not be done, with the hope that the implementation of the program runs in accordance with the path and plan that has been set. A very basic thing about the implementation of the military-based Indonesian language training program at the Ministry of Defense's Language Education and Training Center is that there is a clear separation between policy-making elements and implementing elements. The policy determinant in this program is generally the Directorate General of Defense Strategy (Ditjen Strahan) which gives authority to the Directorate of International Cooperation (Ditkersin), while the implementing element is the Education and Training Agency (Badiklat) of the Ministry of Defense which is implemented by the Language Education and Training Center. The Directorate determines the background, destination, which country will be invited, how many participants,

as well as the requirements of students in general, and others. The Language Education and Training Center organizes the program based on a policy that has been jointly established where the Directorate of Education and Training becomes *leading sector*-his.

Related to the product of the legal basis of the Indonesian language training program at the Language Education and Training Center, each element has its own level of authority which can be described as follows:

<p align="center">**Table 4. 2:** Level of Authority of the Legal Basis of the Program</p>

It	Legal Basis	Institution	Authority
1	Ministry of Defense Strategic Plan in 2021	Directorate General of Defense Strategy / Directorate of International Cooperation	General Policy
2	Minister of Defense Number 14 of 2019		
3	Badiklat Program Plan and Budget (Annual)	Badiklat Kemhan	Operational Policy
4	Program Curriculum		
5	Program Plan and Budget of the Language Education and Training Center (Annual)	Language Education and Training Center	Technical Implementer
6	Training Program Operational Plan		
7	Lesson Plan		
8	SOP and Technical Rules for Program Implementation		

This Indonesian language training program for foreign speakers, from a juridical point of view, already has a strong legal foundation or basis starting from planning to termination. This indicates that this program has been well planned, both in terms of policy and implementation.

Based on the description above, it can be said that the Indonesian training program for foreign speakers at the Language Education and Training Center has been carefully and well planned. In addition, there is a compatibility between ideal theories related to context aspects consisting of background, goals, objectives, and legal foundations with the reality of planning in the field. However, because the Language Education and Training Center does not yet have a vision and mission, it is necessary to design an organizational vision and mission which is a very crucial element as a guideline in achieving organizational goals.

Conclusion

Based on the results of the evaluation and discussion of the program evaluation aspects which include aspects *of context*, input, process, and product, the following conclusions can be drawn:

Results of Context Aspect Evaluation

The results of a comprehensive analysis of the context aspect in this training program have met the criteria set in the research.

   a) *Background.* This Indonesian language training program for foreign speakers is designed based on a strong background, namely as a means of defense diplomacy for both the Ministry of Defense and the national government.

b) *Purpose*. The purpose of this program is determined based on organizational and national interests, namely disseminating the culture of the archipelago, helping the government realize Indonesian into an international language, and improving the country's economy.

c) *Goal.* The objectives of this program are described in the curriculum of each program. It is determined based on the needs of the program, namely so that students are able to speak Indonesian well and correctly according to their level to continue to the level of training within the Ministry of Defense and the TNI

d) *Vision and mission*. Until the time the research was carried out, the Language Education and Training Center did not have a vision and mission. The Language Education and Training Center carries out its duties and functions based on the vision and mission of the Ministry of Defense's Badiklat.

e) *Legal basis*. This Indonesian training program for foreign speakers has a very strong and comprehensive legal foundation. Starting from the Ministry of Defense's Strategic Plan, to very detailed planning, namely the Training Operational Plan.

Judging from the context component, it can be concluded that the military-based Indonesian language training program for foreign speakers at the Language Education and Training Center has been designed with a visionary thinking concept based on national interests.

Results of the Evaluation of Input Aspects (Inputs)

From the results of the evaluation of the input aspect *, it* can be concluded that the following things are true:

- *Budget*. The budget for the implementation of the program is sourced from the State Budget and planned in the previous year with an index per person per month. However, because the program uses a reciprocal scheme, all students are not charged at all.

- *Curriculum*. Curriculum design is based on the goals and objectives of the program resulting from *the need analysis*. The preparation of the curriculum is also guided by the Curriculum Preparation Guidelines issued by the Ministry of Defense's Head of Training. There are several types of curriculum according to the program and grade level.

- *TBSP*. In terms of quantity and quality, education staff or staff are sufficient and meet the specified competency standards However, during the *peak season* or many classes, the number of instructors is still lacking. In accordance with the Personnel Composition List (DSP), there is no special staff responsible for information technology (IT) and Physical Equality Coaches. Considering that most of the instructors are over 50 years old and if there is a shortage of instructors during the peak season, there needs to be an immediate regeneration process or procurement of new instructors.

- *Student*. The initial requirements of students have been determined, both general requirements and special requirements. The requirements are determined by the Directorate, the Language Education and Training Center and the organizing institution *Target Course*. The number of students has been determined in advance based on the Ministry of Defense's Strategic Plan and budget availability. However, sometimes there is a shortage or excess of students, in accordance with the political, economic, and security dynamics of the sending countries.

- *Teaching materials*. Teaching materials are divided into two, namely commercial teaching materials and those designed by the Language Education and Training Center which are generally related to defense and military materials. The type of teaching materials is adjusted to the level of Indonesian language proficiency of students with the number according to the number of students planned.

- *Facilities and Infrastructure*. The facilities and infrastructure to support the implementation of the program are very adequate, functioning properly and completely in accordance with the standards of fulfillment of facilities and infrastructure that are ideal for a super intensive learning system such as this Indonesian language training program.

This study comprehensively evaluates all input components as supporting components for program implementation, and it is found that this training has been well prepared so that this program has an adequate carrying capacity that allows the program to run well to produce optimal output. However, until now, the Language Education and Training Center has not had human resources or personnel who specialize in handling information technology and personnel who have qualifications as physical equality coaches.

Results of Process Aspect Evaluation

The implementation process of this Indonesian language training program has generally gone well and is in accordance with the training operational plan:

- *Program design*. The program design process has gone through a needs analysis or *need analysis* which is based on the Strategic Plan of the Ministry of Defense and the needs of the organization involving all *Stakeholders.*

- *Teaching and learning process.*   The basis of the implementation of the program is the Education and Training Operational Plan (Renopsdiklat) which contains in detail all activity plans which are then downgraded into a weekly schedule and *lesson plan* and become the basis for instructors in carrying out learning.

Personality coaching between foreign students and local students is different. For foreign students, the coaching is general in the world military environment, such as discipline, *teamwork*, leadership, and others. The development of physical equality differs between countries, but nevertheless the Language Education and Training Center applies the system that applies within the TNI.

- *The mentoring process of the Guidance Officer (GO) and cultural introduction.* The role of GO is very significant in accelerating students' mastery of Indonesian language and cultural understanding. GO appointments are tailored to your needs and rotated every month. Cultural introduction is very helpful in accelerating Indonesian mastery through direct practice in the form of visits and field practice.

- *Public service process.*   Public service activities at the Language Education and Training Center are based on SOPs that are prepared based on each service unit as a guideline for staff in carrying out their duties and functions.

- *Program evaluation process.*   The evaluation of the Indonesian training program is carried out based on the rules of the Ministry of Defense's Kabadiklat regulation on Guidelines for the Evaluation of Training Implementation. There should be two program evaluations, internal evaluation and post-training evaluation. However, the Language Education and Training Center has never carried out a post-training evaluation of the Indonesian language training program or KIBINA.

The results of the process evaluation indicate that the process of implementing the program is running in accordance with the planning contained in the Education and Training Operational Plan document. Some of the challenges faced include the arrival of students who cannot be at the same time which causes disruption in the learning process. In addition, during the implementation of the program, there has never been a post-training evaluation, because after returning to their respective countries, students are difficult to contact.

Results of Product Aspect Evaluation

The estuary of the entire process, starting from planning, preparing supporting devices, to implementation, is the product or the final result of the program.

- *End result of academic, personality, and physical similarity components.* Based on the results of the final evaluation, all students were declared to have passed 100% both in terms of academics, personality, and physical similarity in accordance with the goals and objectives that have been set in.

- *Final results of public service components.* All public services of the Indonesian language training program have been satisfactory and in accordance with the SOPs that have been set. However, information technology services and physical coaching are still not optimal because there is no special staff to handle these fields.

- *Suitability of budget use.* Because the budget used in this program comes from the state budget, audits are carried out periodically both internally and externally. Dynamics in the field, the use of the budget is not always in accordance with the plan, especially if there is a *force major* such as the Covid-19 pandemic which cannot be avoided.

The success of this Indonesian training program is very satisfactory which can be seen from 100% of students who graduated satisfactorily and were able to continue to the next training. The assessment of the three aspects, namely academics, personality, and physical similarity, are all satisfactory in accordance with the goals and objectives set. Because the budget used in this program comes from the state budget, audits are carried out periodically both internally and externally. Dynamics in the field, the use of the budget is not always in accordance with the plan, especially if there is a *force major* such as the Covid-19 pandemic which cannot be avoided.

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