The Digitalization of Indonesian Language Teaching at Senior High Schools in Australia

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Abstract. Indonesian language is among the most studied languages abroad. There are differences regarding the regulation, facilities, and learning design on the teaching of Indonesian language in domestic and foreign settings. This research aimed to identify the teaching of Indonesian language at senior high schools in Australia from a digital perspective. It implemented a qualitative survey research method. The interviewees were the Indonesian language teachers at a senior high school in Australia, i.e., Victorian School of Languages. Due to the limited respondents, time and distance, the samples were chosen using snowball sampling technique. The data were obtained from questionnaire shared on Google Form filled out by two Indonesian language teachers at a senior high school in Victoria, Australia, and structural observation on the available digital platform. The data gained from observation, interview, and document were analyzed using data triangulation. The findings revealed that the teaching of Indonesian language at Australian senior high schools makes use of technology implementation, i.e., in the form of distance and blended learning in line to Australian education regulation. Other than teaching the language, the teachers also introduce the culture to create a strong bond between the students and the Indonesian culture. It is understood that the integration of Indonesian culture through technology in the teaching of Indonesian language can help increase the number of students interested to study the language at Australian senior high schools.

Keywords: Cultural Digitalization, Learning Design, Indonesian Language.

1 Introduction

Indonesia or nusantara is an archipelago famous with its natural beauties, cultures, people, and various amazing customs, traditions, and ethnic groups [1]. It is said that the country has the most tribes in the world. There are around 740 tribes or ethnic groups. In Papua alone, there are 270 tribes [2]. Therefore, the country also has the most local languages, i.e., 583 languages and dialects and 67 parent languages. To ease the tribes in communicating with each other, Indonesian language is used while still maintaining the use of local languages [3].

The unique value of Indonesia attracts the attention of other countries; among them is Australia [4]. Indonesia and Australia are neighbouring countries with long history of partnership in various fields [5]. Indonesia holds a significant role for Australia [6]. Other than being the closest neighbouring country in the north, Indonesia is also the biggest member of ASEAN in terms of its total population and size making it a significant market opportunity for Australia [7]. Regarding its ASEAN membership, Indonesia holds a vital role in bridging the trade relations of Australia with ASEAN members [8].

The Indonesia-Australia partnership in culture is seen from the two countries' collaboration in education, social culture, and tourism. In 1989, both countries succeeded in establishing Australia-Indonesia Institute which helped support the collaborations of the citizens to balance a formal relationship at the government level. Besides, Australia has been granting scholarships for Indonesians to study in the country through Australian International Development Assistance Bureau (AIDAB) which is now named AUSAID [9]. Australia is a leading country with its 24.5 million people in the educational field [10]. It is estimated that Australia will replace England as the second most popular study destination in the world, just behind the United States [11].

University College of London's Center for Global Higher Education mentions that many international students choose to study in Australia due to its friendly and relaxed atmosphere, excellent education system, and high standard of living. Specifically, in the teaching of Indonesian Language for Foreign Speakers (BIPA), there had been some adjustments done by the experts of strategy development and the Center of Strategy and Language Diplomacy Development (PPSDK) in 2014 [12]. Previously, the Common European Framework of Reference for Languages (CEFR) was used in the teaching of BIPA [13].

Among the countries with high number of Indonesian language enthusiasts is Australia. As a close neighbour, Australia pays a significant attention to the language. Several schools in the country require the students to learn Indonesian language [14]. Slaughter states that in 2003, Indonesian language was offered in hundreds of schools in all states and territories in Australia, with as many as 1,898 12th grade students studying the language and 161 of them chose Indonesian language as the first language [15]. Kohler and Mahnken mention that based on the result of assessment and curriculum analysis in 2009, there were 1.167 12th grade students registered in Indonesian language class [16].

There are 113 institutions in Australia offering BIPA classes [17]. Among them is Sacred Heart Girls' College, Oakleigh Melbourne, Australia. Sacred Heart Girls' College (SHGC) is a private Catholic school located in Oakleigh, Melbourne, Australia led by Christopher Dalton. The school is under the auspices of Australian Catholic institution established in 1957. All students are female with as many as 1,000 of them and 100 teachers. The school is a merger between Middle School, grade 7-9, and High School, grade 10-12 [18].

Indonesian is the second language taught at school starting from primary to higher education. It is chosen as one of the languages to study due to the bilateral relations between Indonesia and Australia. In relation to technology advancement, the method, strategy, model, and tool used in the teaching of Indonesian language has changed. Table 1 provides information on the number of classes, students, hours, and meetings of Indonesian language program per week as well as the total number of the Sacred Heart Girls' College Australia teachers' teaching hours.:

Table 1. Number of Students and Allocated Time for Indonesian Language Teaching

at Sacred Heart College

Grade	Number of Classes	Number of Students	Number of Class Hours per week	Number of Meetings per week	Total Teaching Hours
Grade 7	1	21	2	2	
Grade 8	1	18	2	2	
Grade 9	1	21	2	2	210 hours (3 months 8 days)
Grade 10	1	8	3	3	
Grade 11	1	10	3	3	

Grade 12	1	7	3	3
Total	6	85	15	15

In regards to the previous elaboration, this research focuses on the teaching of BIPA at senior high schools in Australia in which technology is implemented. Considering that Australia has implemented technology in teaching, there must be new things that can be used as a reference in the teaching of BIPA in other countries. Therefore, this research is aimed to investigate the digital-based teaching of Indonesian language in Australia, particularly on its form or system in the 21st century.

Education is undergoing a transformation from classic to non-classical, traditional to modern. Further, digitalization is a form of modernization that dominates such development in the field of education, economy, social, religion, and culture. Among the tools of digitalization in the field of education are computers and the internet [19]. Digitalization holds an important role in the teaching process and opens bigger opportunities for the students to improve their competence. To successfully implement digital teaching at schools, there need to be supports from the stakeholders of educational institutions and related parties [20].

Digital-based teaching is closely related to language teaching. Among the forms of digitalization in language teaching is multimodal and interactive online literature project [21] [22] [23]. In regards to this, the teachers are expected to have professional competence, create a meaningful learning process, and master distance learning method both technically and methodologically [24]. As an example, teachers make use of digital platform to provide the students the opportunities to practice their speaking skills [25].

In the 21st century, the most commonly used digitalizations in the learning process are e-learning platforms and online courses. The tutorial videos are usually in the forms of virtual reality [26], e-learning, Moodle, and online courses operated using the internet to provide strong learning experience [27] [28], improve students' motivation and cognitive skills, and develop students' creativity [29] [30]. The benefits of such digitalization are to create a fun learning atmosphere, help students' personal development, and develop foreign language competence. communication is the essence of language teaching. In addition, language has transactional and interactional function [31] and divided into two skills namely receptive and productive [32]. In the case of Indonesian language, it is the first language of Indonesia which symbolizes the country's national anthem Indonesia Raya [33] [34], and is rich of culture [35]. BIPA (Indonesian Language for Foreign Speakers) is an Indonesian learning program specially designed for foreign speakers which includes speaking, writing, reading, and listening skills.

The teaching of BIPA is done through communicative approach [36]. Further, the program includes Indonesian culture, i.e., to instill foreigners' cultural awareness in learning the language [37]. In addition, among the tools used to measure language competence is test instrument. Moreover, the Ministry of Education and Culture categorizes language competence into 7 standards and the implementation is assigned to all institutions that organize BIPA program [32].

Based on prior elaboration, the basic assumption of this research is as follows:
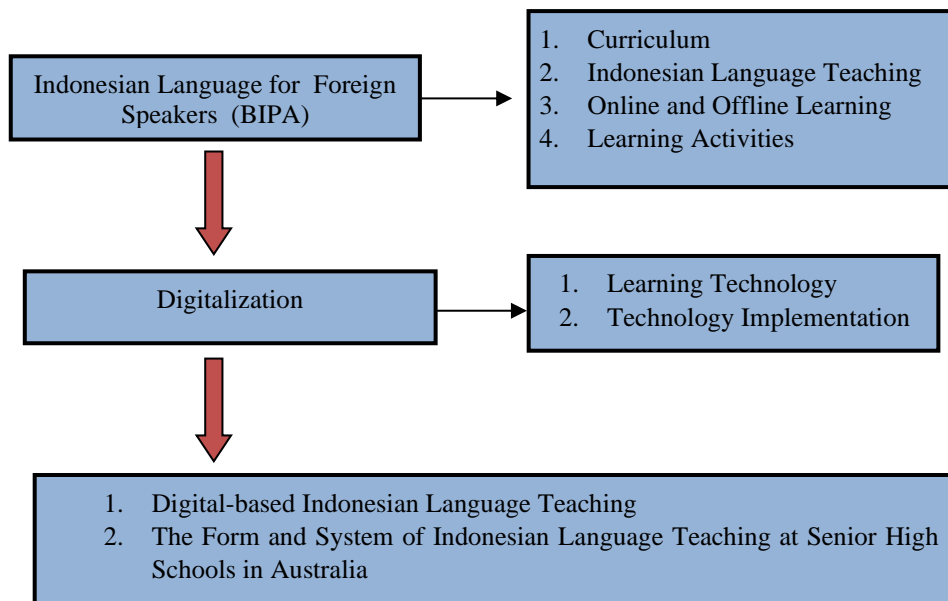
Figure 1. The Basic Assumption of the Research

2 Research Method

General Background

This research implemented descriptive qualitative method, particulary case study approach. The data were obtained from relevant sources. Qualitative research focuses on understanding and interpreting certain events [38]. Meanwhile, a case study focus on investigating and analyzing certain cases to explicitly explore the research object [39]. This research aimed to investigate the digital-based teaching of Indonesian language for foreign speakers at senior high schools in Australia. The data were obtained from the field.

Participants

The researchers applied purposive sampling technique in selecting the informants who had an understanding on the education policy analysis of Australia and the establishment of Indonesian language as a compulsory school subject. The researchers also used snowball sampling technique done by interviewing other sources other than the main informants.

The qualitative data were obtained from: (1) informants, i.e., two Indonesian language teachers at a senior high school in Australia. Their responses were obtained through Google Form questionnaire and email; (2) a senior high school in Victoria, Australia; and (3) document and digital-based Indonesian language teaching material analysis on the school website and other reliable sources.

Instrument and Data Collection Technique

The data were obtained through in-depth interview, observation, and document analysis. The researchers applied triangulation technique, i.e., method and interview technique triangulation to ensure the validity of the data. The interview question and questionnaire statement were

shared on Google Form while the observation and notetaking were done directly. Triangulation is defined as a technique to check data validity by comparing or rechecking the obtained data with the other data. Likert scale and question items were used in the instrument sheet. The instrument consisted of five components. Further, the number of each aspect's indicators were varied and adjusted to the necessities in the field.

Data Analysis Technique

The data were analyzed using interactive analysis method, namely data reduction, data display, and conclusion withdrawal. The details were as follows: (1) the data were collected from books, informants,or other sources of information; (2) the collected data were then reduced by selecting the data to use and the ones not to use. This was aimed to focus on, collect, and select relevant data; (3) the selected data revealed the results for analysis; (4) in data verification, the conclusion was carefully formulated to find solid foundation. The conclusion was made by reanalyzing the data. See Figure 2 for the summary.

The data are collected from several sources → The collected data are reduced → The reducted data are analyzed and displayed. → The data are then verified and interpreted.

Figure 2. Research Flowchart

3 Result and Discussion

3.1. The Development of Indonesian Language Teaching at Senior High Schools in Australia

The Australian curriculum provides opportunities for students to develop their knowledge and understanding on Indonesia through many subject areas and three curriculum priorities, namely Asia and Australia's Engagement with Asia, Sustainability, and Aborigin and Torres Strait Islander Histories and Cultures. Among the supports is through Australia-Indonesia BRIDGE School Partnership Program, in which Indonesian and Australian students work together in conducting research. In the collaboration, the languages used to communicate are Indonesian and English and they are digitally connected through virtual platform.

One of the challenges on Indonesian language teaching in Australia is the number of students. There has been a decrease on the number of Indonesian language students as seen from the number of 12th grade students taking Indonesian class which is less than 760 people. In general, Indonesian language is taught in both the cities as well as other areas far from the state capitals. In total, there are currently 113 institutions ranging from primary to higher education in Australia which offer Indonesian language class. The data was obtained from the website of the Language Development and Fostering Agency, Ministry of Education, Research, and Technology of Republic of Indonesia (https://bipa.kemdikbud.go.id/).

Table 2. Institutions Offering BIPA Program in Australia

No.	Amount	Details
1	0	Validated
2	106	Identified
3	7	Facilitated

Table 2 provides information on the institutions that offer BIPA program in Australia in which 106 of them are identified, and 7 are facilitated. Meanwhile, the number of Indonesian language students fluctuates throughout the years. The details are as follows:
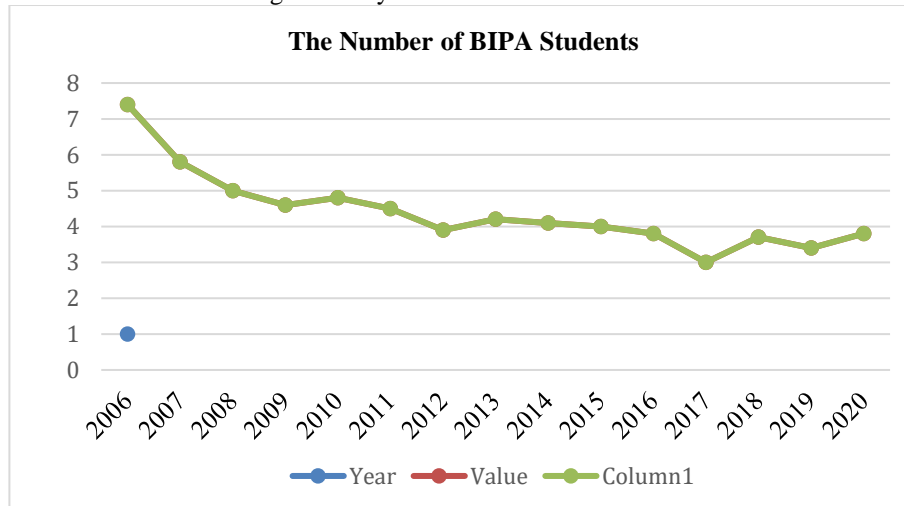

Figure 3. The Number of BIPA Students

Figure 3 depicts the number of 12th grade students taking Indonesian language class. Since 2007, the number has significantly decreased. Then, there was an increase in 2013 from 3.9 to 4.2. However, the number has continued to drop since 2014. In conclusion, the number of Indonesian language student is unstable as in 2016-2020 the number of students went up and down. The main cause is that not all schools offer Indonesian language class as most students focus on university enrollment preparation. Further, there is xenophia in which Australians have a negative perception on Indonesia.

The decrease has been discussed by academicians, politicians, and other observers. A previous study revealed that Indonesian language program helped build Australians' positive perception on Indonesia. On the contrary, the small number of Indonesian language students might reduce Australians' perception on Indonesia [40]. There need to be some innovations or new approaches to attract Australians' interest to study Indonesian language. The Indonesian government needs to promote and introduce the cultures and beauties of Indonesia and provide relevant facilities for the program.

It is found that the integration of Indonesian culture in the teaching of Indonesian language has helped attract students' interest to learn the language. To create a bond, the Indonesian teachers need to help students know and understand Indonesian cultures. For instance, Indonesians generally kiss the hand of the elderly when shaking hand with them. By understanding such custom, it is easier for BIPA students to interact within Indonesian community. This is in line with goal of BIPA program, i.e., the students are able to communicate well, politely and fluently in various purposes or contexts within Indonesian community. In addition, it is more effective to teach Indonesian language altogether with the culture. It will be easier for the students to adapt and master the language [41].

To ensure students' cognitive competence, teachers might combine some important elements of Indonesian language communicatively in the teaching materials, i.e., culture, communication, relation, comparison, community, and society. This will help students get used to and adapt in an Indonesian speaking environment. The students are expected to master four language skills, namely reading, writing, listening, and speaking. To master the four skills, students need to communicate with Indonesian native speakers. Further, Saddhono argues that the teaching of BIPA is inseparable from social, cultural, and economical aspect. To help students master Indonesian language competence and understand Indonesian culture, the Indonesian language teaching has to present the culture complexly, comprehensively, and concretely [42].

Table 3. Level and Scope of the Indonesian Language Program for Foreign Speakers

3.2. The Digitalization and Teaching of Indonesian Language at Senior High Schools in Australia

Indonesian language teaching in Australia and Indonesia is different. The Indonesian language curriculum in Australia refers to the document established by Victorian Curriculum and Assesment Authority (VCAA). The implemented method is language immersion. The schools combine face-to-face and distance learning, implement student centre approach, and use direct and translation method through communicative approach. Specifically, the teaching method is hybrid learning and blended learning. At Marcelline College, before the class starts, the teacher and students have speaking practice to help prepare students for oral exams.

Indonesian language students' ability level differs depending on the grade and education level. Students of grade 10 and 11 are of beginning high level up to intermediate high as they are able

to understand Indonesian articles in easy up to moderate level, conduct a discussion, and provide arguments in Indonesian language. In beginner class, the teachers use both Indonesian and English to deliver class materials while in high level class, the teachers only use Indonesian. The challenge is that many students find difficulties in understanding slangs or nuances.

The method used in class is relevant to BIPA course and training scope level specified in the Ministrial Decree of the Minister of Education and Culture No.27 Year 2017. The regulation coherently mentions the indicators and reference of BIPA program as shown in table 3:

BIPA Level	Level	Achievement Indicator
1	Primary School, Junior and Senior High School, Adult Learners	Students are able to understand and use expressions of self-introduction and meet routine and concrete daily needs in a simple way to communicate with very cooperative speaking partner.
2	Primary School, Junior and Senior High School, Adult Learners	Students are able to express their feelings in a simple way, describe the surrounding environment, and communicate their daily needs and routines.
3	Junior and Senior High School, Adult Learners	Students are able to share their experiences, hopes, goals, and plans concisely and coherently with relevant reasons in the context of daily life and work.
4	Junior and Senior High School. Adult Learners	Students are able to report observation results on certain events and express ideas in the topic of their field, whether concrete or abstract. fluently.
5	Senior High School, Adult Learners	Students are able to understand long and complex texts and express ideas from different points of view on various topics spontaneously and fluently with almost no problems, except for professional and academic fields.
6	Senior High School, Adult Learners	Students are able to understand long and complex texts with implied meanings and express ideas in a clear, structured, systematic, and detailed language spontaneously and fluently in accordance with the speech situation for social and professional needs, except in complex academic fields (scientific works)
7	Senior High School, Adult Learners	Students are able to understand information on all fields easily and express ideas spontaneously, fluently, and precisely by differentiating the nuances of meaning and reconstructing arguments and data in a coherent presentation.

From the comparison of the learning domain and competence that also becomes the objectives, it is concluded that the choice of used tools and decision for the integration of technology in the Indonesian language class is aimed at improving the effectiveness in learning, especially during the Covid-19 pandemic, which urged the implementation of online learning. Specifically, there are nine articles of which research findings affirm that technology integration is aimed at the cognitive domain of learning, three articles were focused on the affective purposes, ten articles emphasised the psychomotor aspects, and seven articles stated the general objective of integration, which was integrative on the three learning domains. The integration of technology in an Indonesian language class may be aimed at the effectiveness of the learning process and the supporting tools to achieve the objectives in the cognitive, affective, and psychomotor domains, as presented in Figure 2.
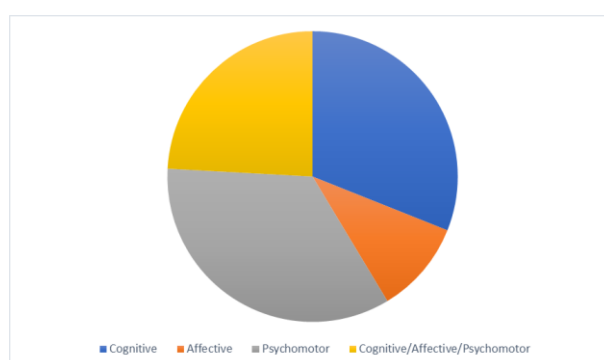

Fig. 2. Learning Domains

The integration of technology in teaching Indonesian influences the learning process. Different learning tools are more comprehensive than learning media and assessment tools. Hence, teachers are responsible for selecting the learning tools that align with the learning pattern and objectives of [48]. This also becomes a challenge for the teacher, considering that teaching Indonesian covers not only theoretical aspects but also practical skills. Besides the pedagogical aspect, teachers must view the attractiveness aspect in determining which learning tools they will use [49].

In this era, learning tools are the essential elements that must be prepared when arranging the lesson plan. Learning tools allow students to learn actively and independently. Teachers should not only prepare one learning tool, but it may also be a combination of several relevant tools with the learning pattern and objectives. The best practice for integrating technology in the Indonesian language class has been chiefly explained from the previous research. The result of the review emphasises the benefit that could be gained from using technology in learning, like improving effectiveness in education, encouraging the students to be active, and bringing attraction to the students.

As shown in table 3, there are 7 levels of BIPA program in which each level is designed for certain age. Students of primary school are in level 1 and 2 while students of junior school are in level 1-4. Senior high school students belong to level 1-7 and the adult students are in level 1-7 too. Each level has certain achievement indicators which teachers can use as descriptors of students' graduate competency. Graduate competency is not meant as graduation requirement but rather as students' general achievement indicator in passing each level.

At Victorian School of Languages (VSL), Indonesian language is a part of distance learning. The allocated time for Indonesian class per week is 32-38 minutes. The system applied in the school is different from others as it fully applies distance learning method. The head office of Victorian School of Languages is located in Thornbury, Australia. Students with no prior experience of studying a second language have to take a placement test first. For unit 3 and 4 of the second language (Chinese, Indonesian, or Japanese), the students are allowed to take the unit if they fulfill the requirement. It aims to assess students' readiness and eligibility in regards to the requirements specified in the VCAA (Victorian Curriculum and Assessment Authority) of the prior school.

Victorian School of Languages provides distance Indonesian language class for secondary school students from state, Catholic, or independent school. In addition, there are also language programs for grade 5 and 6 students. Victorian School of Languages offers Indonesian language class for students of grade 5 to 12. The teacher and students discuss their own class schedule. During the classes, the students practice speaking with the teacher fluent in the target language. It is important to note though that the Indonesian class is not offered at all education level as shown in table 4:

Table 4. Indonesian Class offered at Vicorian School of Languages

Languages	Prep	Primary	Secondary	VCE	Accelerated
Indonesian	-	✓	✓	✓	✓
Indonesian FL	-	-	-	✓	0

Table 4 specifies Indonesian program offered at primary, secondary, VCE, and accelerated level. Meanwhile, Indonesian FL program is only offered at VCE level. To enroll in the program, the students have to take several tests to assess their Indonesian language skills. It is interesting to note that a special application is designed by Victorian School of Languages to meet the needs of its distance learning program, i.e., VSL Course Webpage (http://courses.languages.vic.edu.au/webapp/index.aspx) and VSl Courses App. The later is available for Microsoft Windows (7, 8, 9, 10), Mac OS, and IOS (iPad only). In addition, the teacher, students, and parents also conduct online meeting on Microsoft Teams or Zoom platform. The previously mentioned application, i.e., VSL Courses is available on app store. Figure 3 shows VSL Course App screenshot.
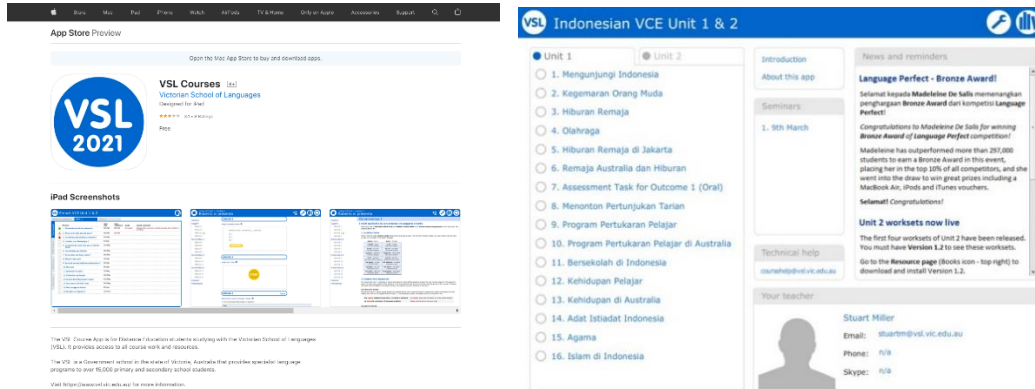
Figure 4. VSL Courses App on App Store - Indonesian Language VSL Courses App

Screenshot

Figure 4 shows that VSL Courses Ap is downloadable on gadgets with MacOs and IOS (iPad) system while the second picture is the screenshot of Indonesian VSL Courses App. The app eases students in learning Indonesian language at home or other places. Other than the app, Victorian School of Languages also provides the webpage as shown in figure 5:
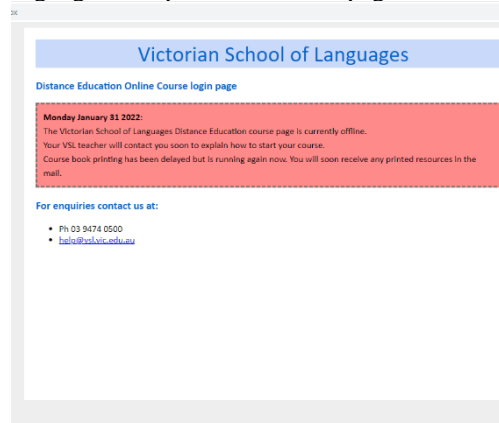

Figure 5. Screenshot of VSL Courses Page

Figure 5 is the screenshot of VSL Courses Page. The website is not accessible for everyone as one needs to register at Victorian School of Languages to be able to access it. To ensure that the students understand how to make use of the website, Victorian School of Languages provides a tutorial video shown in figure 6.
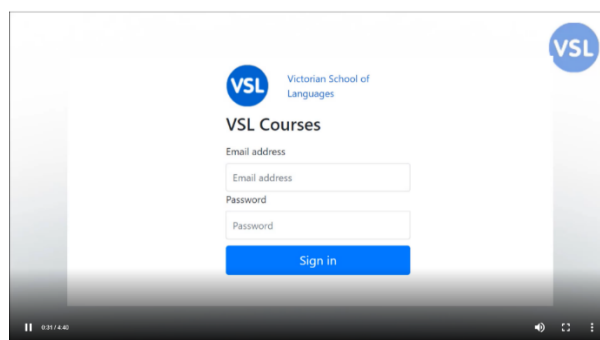
Figure 6. Tutorial Video on VSL Course Page

VSL Courses Page tutorial video elaborates the menus on VSL Courses Page and VSL Courses App. In regards to the app, the teacher can directly update the class materials or worksheets. The teacher can also observe students' project progress and provide immediate score. Meanwhile, the students can submit their answered worksheet or download the class materials on the app. The access is open for 24 hours. Moreover, students' progress is recorded in the app. In short, the app is beneficial for the distance Indonesian class.

Table 5. Description on Distance Learning Activities

No.	Activity	Goal	Time
1	Weekly Worksheet	To organize the students to submit their tasks per week, and the teacher to give feedback	Each week
2	Oral Lesson (Speaking)	To train students' language skills while the class mentoring with VSL teacher is conducted through video conference	Two weeks during school hours
3	Seminar	To help students solve their challenges in learning the language and ensure their learning achievement through courses for senior level	A few days throughout the year
4	VCE Formal Assessment	To assess all VCE subjects	During exam week

Table 5 discusses the activities that the students will have in the distance learning program so that they can prepare themselves before joining the program. Although it is a distance learning program, the students can have real learning experience. For instance, the students will have the chance to practice speaking with Indonesian native speakers. Fortunately, the Indonesian teacher at Victorian School of Languages is a native Indonesian. In brief, it is clear that Victorian School of Languages has put some efforts to ensure that the students have the utmost learning experience.

The distance Indonesian class benefits students as they can have one-on-one interaction with the teacher. In addition, the teacher can interact with all students at the same time through video conference. Further, the students can access the online materials anytime. Moreover, the class schedule is quite flexible; it is possible to start the class earlier or later if needed. It aims to find balance and ensure learning effectiveness among individual differences. This distance program requires the teacher and students to use technology. The school also needs to provide the required system and learning effectiveness. A previous study showed a contrasting finding in which there had been some obstacles regarding distance Indonesian class during COVID-

19 pandemic. Back then, the synchronous and asynchronous meetings were conducted on Zoom, Google Meet, WhatsApp, and Google Classroom platform, the internet connection was often unstable, and a special website consisting Indonesian class materials was not available [43].

A senior high school in Australia, i.e., Echuca College provides nationally certified Indonesian class for all students. It is a part of VETIs Information program (Vocational Education and Training in Schools) or VCAL (Victorian Certificate of Applied Learning). The students are allowed to choose one training or internship program at VETIs. The students can use the certificate to enroll in an advanced training program or apply for a job after graduation.

Indonesian language teachers in Victoria, Australia are under the auspices of VILTA (Victorian Indonesian Language Teacher's Association). Permanent teacher applicants in Australia are required to have a diploma in education from Australian universities or a teacher certificate accredited by Australian educational institutions. The rule also applies for Indonesian language teachers. They need to be registered and certified by Victoria Institute of Teaching (VIT) and possess a Working with Children Check (WCC) card issued by the Department of Justice and Regulation. If a teacher is not registered at VIT, a VIT certified teacher will assist them in teaching. VIT certified teachers are considered as professional teachers.

Technically, the Consulate of the Republic of Indonesia in Darwin, the Consulate General of the Republic of Indonesia in Perth, and Center for Language and Literature Development and Protection, Ministry of Education and Culture of the Republic of Indonesia provides trainings for all BIPA teachers in Australia through online platform such as Zoom Meeting. Further, BIPA internalization is assisted by Indonesian Educational and Cultural Attache (*Atdikbud*) and Function of Information, Social, and Culture (*Pensosbud*) of the Indonesian Embassy in Canberra through online platform. Through the training and internalization program, BIPA teachers are involved in developing the teaching standards, conducting BIPA-related appreciation and competition, empowering BIPA institutions and communities, improving BIPA teachers' competence, and supporting linguistic and peacekeeping diplomacy missions.

To support the teaching of Indonesian language in Australia, the Indonesian Embassy in Canberra signs an MoU with Gramedia regarding the establishment of smart library [44]. In addition, SEAQIL (Southeast Asian Ministers of Education Organization Regional Centre for Quality Improvement for Teachers and Education Personnel in Language) and BIPA experts have conducted FGD (Focus Group Discussion) to specify the competency standards of BIPA teachers. The other results of the FGD are used as the guideline for future BIPA programs [45]. A previous study elaborates that the candidates of Indonesian language teachers in Australia have to go through a rigorous selection process. They are required to be fluent in Indonesian and English, have a good understanding of Indonesian and Australian culture, and have communication and self-management skills [46]. In other words, it is significant for Indonesian language teachers in Australia to have a good understanding of Indonesian culture. Further, both Indonesian language teachers and teacher assistants should be able to adapt to and master teaching skills, have skills on arts and culture, and have good communication and social skills.

On average, all senior high schools in Australia are equipped with adequate facilities. As an example, all classrooms have a laptop or computer, LCD projector, active speakers, DVD

player, and a traditional Indonesian game tool. Some subscribe to languagesonline.com and language perfect to provide students with the chance to answer quizzes and compete with students who also learn Indonesian language in other countries. In addition, some other schools have digital platform to conduct online Indonesian class. To share the class materials, the teacher uses email or Google Drive. Meanwhile, the school provides the course book and access to the online library.

The Ministerial Decree of the Minister of Education and Culture No. 27 Year 2017 on the Competency Standards for Graduates of Travel Scouting, Park Maintenance, Health Worker, Carpentry, Brick Laying, Scaffolding, Pipe Laying, Heavy Equipment Mechanics, Indonesian Language for Foreign Speakers (BIPA), Batik Making with Eco-Friendly Dyes, Batik Wax Making, Batik Making with Synthetic Dyes, Manual Canting Making, and Stamp Canting Making courses mentions that the competency standards are adjusted to the students' achievement level. In regards to BIPA program, the competency is based on students' BIPA level, starting from BIPA 1 up to BIPA 7. Meanwhile, the competence unit, competence elements, and graduation indicators on the Graduate Competency Standards (SKL) are referring to Common European Framework of Reference (CEFR) and Indonesian Language Proficiency Test (UKBI). However, there hasn't been any specific competency standards for Indonesian language teachers and students.

To assess students, BIPA teachers in Australia mark students' assignments. Among the graduation requirements at Marcelleine College is oral tests. It aims to assess students' Indonesian speaking skill. The overall assessment is done formatively and summatively covering listening, reading, speaking, and writing skills. If students pass the assessment, they are given a certificate issued by a BIPA institution.

There have been some differences on the results of the research. First, the teaching of Indonesian language in Australia and Indonesia is different. For instance, at VSL, the Indonesian class is conducted using distance learning method, and the teaching system and design is well structured. Second, Australian government requires technology implementation in the teaching of Indonesian language. Third, the Australian schools and institutions are well prepared regarding the 21st century rechnology advancement. Fourth, the schools and institutions are equipped with sufficient facilities such as the availability of LCD projector and computer in the classrooms, and every student has their own iPad or laptop. Such techonology-based teaching inspires the teaching of Indonesian language. The integration of technology in Indonesian class can help increase students' motivation and interest, instill students' discipline and responsibility, and develop the competence of teacher and students [47]. Further, the positive and negative impacts of technology implementation rely on individuals' use and perception. For instance, different ways of communication might cause misunderstanding [48].

The BIPA program in Australia has resulted in valuable experience and positive responses to Indonesia [40]. Australian curriculum enables the development of material guidelines, student achievement standard, and the good nature and quality of Indonesian language class [49]. Meanwhile, the obstacles regarding the teaching of Indonesian language in Austrlia are as follows: First is the limited allocated time. Second is the far distance between the school and Melbourne which limits class activities as direct communication practice is not available. Third, remote schools are not assisted with native Indonesian volunteers which limits students' learning experience. Fourth, there is an age limit for Indonesian language teacher applicants

which hinders experienced teachers from applying. Fifth, the Indonesian language class is only offered up to grade 10 senior high school students as it is not considered as a prestigious and compulsory language to learn.

In general, Indonesian language has been taught in many different parts of the world. Therefore, there are obstacles on its teaching implementation. The researchers offer some strategies to solve any obstacles in the teaching of Indonesian language abroad based on the results of some previous studies and the researchers' observation. First, it is suggested that teachers include Indonesian culture (physical and non-physical) as a part of the teaching materials adjusted to students' need and level. Second, teachers might make use of InTI (Information and Technology) program. Third, teachers help increase students' higher-order thinking skills (HOTS) in their learning process [51]. Fourth, the Indonesian government actively participates in supporting the success of BIPA program in Australia. Fifth, native Indonesian teachers are assigned to all schools in Australia whether those at cities, or at rural areas.

4 Conclusion

The focus of this research is to identify and investigate the use of technology in the teaching of Indonesian language at senior high schools in Australia. It is found that there are differences on the teaching of Indonesian language in Indonesia and Australia, and the learning design among BIPA institutions in Australia. Among them is the Indonesian distance learning implemented at VSL (Victorian School of Languages). Further, on average, all senior high schools in Australia make use of technology in all classrooms. In addition, they have the required facilities and technologies. The schools provide special teaching application and free access to some websites. Moreover, the teachers, students, and parents have good technology skills which ease the integration of technology in Indonesian language class. It is understood that the implementation of technology in Indonesian language class eases the students in learning the language, eases the teacher in monitoring students' progress, enables the students to deepen their study on Indonesian culture and language independently, and improves students' interest and motivation in learning Indonesian language. To conclude, the findings of this research is beneficial in inspiring and motivating the development of varied cultural and technology-based Indonesian language program.

However, it is necessary to note that there have been some limitations regarding this research especially on the aspect of distance and duration. The obtained data are not comprehensive and deep. Besides, this research simply identifies the digital-based Indonesian language program at Australian senior high schools. It is suggested that future researchers conduct a deeper and thorough analysis, and develop a creative and innovative cultural and technology-based Indonesian language program. It is expected that the findings of this research are beneficial for all parties responsible for the development of Indonesian language program at the national and international level..

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