



## **The Challenges and Opportunities in Opening Indonesian Language Education Study Program at UIN Antasari Banjarmasin**

**Nida Mufidah**

Universitas Islam Negeri Antasari Banjarmasin

*e-mail: nidamufidah@uin-antasari.ac.id*

**Afifah Linda Sari**

Universitas Islam Negeri Antasari Banjarmasin

*e-mail: alindapersada@gmail.com*

### **Abstract**

Indonesian is well-known, and it is taught at institutions across the world, including Australia. This study aims at describing prospective students, teachers, lecturers, practitioners, and the general public's reactions to the Indonesian Language Education Study Program at the Faculty of Tarbiyah and Teacher Training of UIN Antasari Banjarmasin and identified data will be described as findings and discussed using Morrison's theory of needs analysis profile for the program readiness. A survey is used in this investigation. The questionnaires and interviews in this research were both open-ended. The technique used is a questionnaire technique using Google Forms by distributing questionnaires directly to respondents, namely 173 prospective students were class XII high school students, 24 were Indonesian language teachers, and 104 were education practitioners, lecturers, supervisors, and members of the community from several districts and cities in South Kalimantan. The plan to launch the Indonesian Language Education Study Program at UIN Antasari Banjarmasin received a positive reaction from many stakeholders and will be implemented immediately. Graduates of this degree may become professional educators with Islamic perspectives and Indonesian language teachers for international and national schools, as well as Indonesian for foreign speakers with distinctive qualities. Before a new study program starts, educators, teaching staff, and infrastructure must all be carefully prepared, as must the program's

documentation. Therefore, the result of this study is expected to be the consideration by the university for opening the Indonesian Language Education Study Program at UIN Antasari Banjarmasin.

**Keywords:** challenges, Indonesian language education, need analysis, opportunities

## **A. Introduction**

Language is the pride of a nation. Language also plays an important role in everyday communication. Indonesian is the national language of Indonesia with a dialect of Malay and the only one from the Austronesian language family. Indonesian is used by native speakers of various languages to communicate or better known as Lingua Franca. In Indonesia itself, language users are faced with the presence of Indonesian, regional languages, and foreign languages.

Indonesian is known in the eyes of the world and has made several countries use Indonesian as a subject or study program at universities, one of which is Australia. Due to the close geographical area between Indonesia and Australia, this country makes the Indonesian language one of the subjects in the Australian education curriculum. Likewise, universities in Japan, South Korea, and Ukraine, have also opened Indonesian language study programs, so it is not uncommon to meet foreign students who take part in exchange studies studying Indonesian at Indonesian universities. Canada also provides Indonesian language training courses for the benefit of finding international workers, one of which is from Indonesia. The above facts convince us that the Indonesian language is very well known in the international world.

According to data from the Language Development and Development Agency of the Ministry of Education and Culture, there are 718 mother tongues or regions have been identified as of 2020. However, changes in time and the flow of globalization have had positive and negative impacts on the use of the Indonesian language. This function of Indonesian is also starting to be replaced by foreign languages and the insertion of foreign language terms. As we can see, there are many names of institutions, names of buildings, names of shops, cafes, tours, and products or the daily conversations of the current generation.

The very rapid development of technology also influences the addition of new vocabulary and also new terms that are often used by students in classroom learning. Unfortunately, the slang used is not properly used by following good and correct Indonesian rules. This causes the degradation of the development of the Indonesian language, especially in the world of education. Stuttering the language, writing sentences, or Indonesian vocabulary that is not correct is a small example of how important it is for us to see again that Indonesian is very important to teach.

The inclusion of new terminology and words that are frequently used by students in classroom instruction is also influenced by the extremely rapid development of technology. Unfortunately, the slang employed does not adhere to proper and ethical

Indonesian usage guidelines. In line with Isnanda and Setiawati (2019), this results in a decline in the use of the Indonesian language, particularly in the field of education. A little illustration of how crucial it is for us to remember once more how important it is to teach Indonesian is stuttering the language, writing phrases, or using incorrect Indonesian vocabulary (Sugiarti, 2014).

Regarding on a survey that was conducted in the city of Banjarmasin, almost everyone finds it difficult to use Indonesian because many teachers, from elementary school to university level, still use the local language (Banjarese language), not to mention people who live in large cities and are accustomed to using Indonesian regularly. According to Lailiyah & Wulansari (2017), four factors cause students to have difficulty in developing Indonesian speaking skills, namely (1) fear of being wrong, (2) feelings of shame, (3) anxiety, and (4) lack of self-confidence. In this case, there are still many students who are afraid and embarrassed when using Indonesian. Meanwhile, within higher education in South Kalimantan, only three institutions administered the Indonesian Language Education study program: Lambung Mangkurat University Banjarmasin, Banjarmasin College of Teacher Training and Education, and Banjarmasin Muhammadiyah University. Given the importance of the role of Indonesian as the national language of the Indonesian nation in the millennial era for the preservation of the Indonesian language (Wahyuni et al., 2021).

The integration of science, Islam, and Indonesia sets Islamic Religious Colleges (PTKI) against other colleges. PTKI students are expected to have a good understanding of Islam moreover to other scientific fields. Islam is required for many reasons, including literature, particularly Indonesian literature. Thus, they do not only understand how Islamic values in literature but how the role of Islam is manifested in cultural products and how writers in the creative process struggle in the journey of the Indonesian nation (Bahtiar, Haryanti, Dipurnomo, 2022).

The opening of the Indonesian Language Education study program at Antasari State Islamic University, as one of the Educational Institutions and Education Personnel, is quite important. After officially transforming from *Institut Agama Islam Negeri* (IAIN) Antasari on April 3, 2017, and holding higher education in Islamic studies, this university can carry out higher education programs for other sciences to support the implementation of higher education programs in Islamic studies.

UIN Antasari has its own value within the framework of the scientific philosophy that was built, which is called the 4 Pillars of Scientific Philosophy, which is contained in the metaphor of the River of Knowledge. The 4 Pillars are (1) Integration of Islamic Sciences and Modern Sciences; (2) Integration of Islam and Nationality; (3) Locally Based; and (4) Global Insight. Based on this foundation, the Indonesian Language Education Study Program deserves to be opened on the basis of the following:

- (1) The need for professional educators and certified Indonesian language teachers in *madrasah* and *pesantren* from LPTK with good character and religious.
- (2) The opening of opportunities for Indonesia's youth to pursue careers as future educators or teachers who are proficient and professional in bachelor's degree.

Additionally, the graduates can also become BIPA (Indonesian for Foreign Speakers) Teachers due to the language's growing popularity in the worldwide community.

Thus, this study is considered necessary to be carried out the responses of prospective students, teachers, lecturers, and societies in opening Indonesian language study program in UIN Antasari.

## **B. Literature Review**

Several studies on needs analysis in language development have been carried out by previous researchers. Helaluddin (2018) conducted a study related to needs analysis in redesigning the syllabus of Indonesian language courses at universities to find the expected needs and desires in the effectiveness of Indonesian language learning for students at UIN Banten. From the data obtained through interviews and questionnaires, the results obtained about the needs of students and the lecturers' views on learning Indonesian include the dimensions of content, learning strategies, language variety, learning objectives, literature learning, and assessment.

Meanwhile, Indrawati et al. (2017) conducted a study to examine the opening of the Madura Language and Literature Education Study Program at the Universitas Negeri Surabaya (UNESA) Language and Arts Faculty. This study was survey research using questionnaires and interview techniques. The sample in this study was taken using a purposive sample, where the respondents were 14 Madurese language subject teachers, ten prospective students/students, and six experts on Madurese language, literature, and culture.

The results showed that the study of Madurese Language Education at the Faculty of Language and Arts UNESA should be opened. This is based on the demands of Madurese language education staff with a bachelor's degree so that professional education personnel can be realized to teach at the elementary school, junior high school, and senior high school levels. Until now, there was no Madura Language Education S1 Study Program. If the S1 Madura Language Education Study Program, Faculty of Language and Arts UNESA, is opened, this will be the only study program in Indonesia, especially Indonesia.

The similarity of this research with the research that the researcher will examine is that they both examine the procedures and need analysis for opening a new study program and research methods, while the difference lies in the study program to be opened and the sample in the research that the researcher will examine more so that the data generated is more accurate.

## **C. Research Methodology**

### **1. Research Design**

The method used in this research is a survey method (Azvine & Singh, 2019). This was done considering the COVID-19 pandemic situation, so the data collection technique was carried out online. The technique used is a questionnaire technique using Google

Forms by distributing questionnaires directly to respondents, namely prospective students, Indonesian language teachers, lecturers, supervisors, Indonesian language teachers, education practitioners, and the general public. Furthermore, the interview technique was carried out by asking respondents questions to obtain supporting data. The questionnaires in this study were open-ended and closed-ended, and the interviews were open-ended.

## **2. Participants of the Study**

The population of this research is prospective students, Indonesian language teachers, lecturers, supervisors, education practitioners, and people in the South Kalimantan region. In this study, the sampling technique used was a purposive sampling technique with a specific purpose. There were 173 (one hundred seventy-three) the respondents of class XII high school students, 24 were Indonesian language teachers, and 104 were education practitioners, lecturers, supervisors, and members of the community from several districts and cities in South Kalimantan, such as Barito Kuala Regency, Banjarmasin City, Banjarbaru City, Banjar Regency, Tanah Laut Regency, South Hulu Sungai Regency, Hulu Sungai Tengah Regency, North Hulu Sungai Regency, and Kota Baru.

## **3. Instruments**

Analysis of the questionnaire data in this study used descriptive statistical methods (Dimić et al., 2019). After the questionnaire data were analyzed using descriptive statistics, the researcher described the data collected in the study to draw general conclusions or generalizations about the entire research population. Then the researcher will present the relative frequency or look for the percentage of the data in the questionnaire.

## **4. Data Analysis Techniques**

Furthermore, the data will be described as findings and discussed using Morrison's theory of needs analysis tailored to opening a study program and reviewing the feasibility of submitting a new program based on the Regulation of the Director-General of Islamic Education number: DJ. I/212/2011.

## **D. Findings**

The results obtained from the questionnaire analysis related to the analysis of the need for opening the Indonesian Language and Literature Education Study Program at the Antasari State Islamic University Banjarmasin.

### **1. Initial Evaluation of Indonesian Language and Literature Prospective at UIN Antasari Banjarmasin**

In this preliminary study, researchers have distributed questionnaires in Google form to collect data from prospective students, Indonesian language teachers, lecturers,

education practitioners, supervisors, and the public. This initial survey in the field was conducted to obtain responses from participants as follows:

- a) Responses from prospective students about the prospect of interest in continuing their studies at the Indonesian Language Education S1 Study Program at UIN Antasari Banjarmasin;
- b) Responses from teachers about opportunities related to community needs for the competence of Indonesian Language Education graduates;
- c) Responses from education practitioners, lecturers, supervisors, and the community regarding the hopes and challenges that will be faced by graduates of the Indonesian Language Education Study Program; and
- d) Portrait of the needs analysis for the readiness to open the Indonesian Language Education Study Program.

The following will describe the results of the responses obtained through questionnaires. All have been distributed to several districts and cities in South Kalimantan.

## 2. Responses from Prospective Students Interested in Studying the Indonesian Language and Literature at UIN Antasari Banjarmasin

Interest in continuing studies at the Indonesian Language and Literature Education Study Program at UIN Antasari Banjarmasin. 173 respondents came from class XII high school students spread across several districts and cities in South Kalimantan, including Barito Kuala Regency, Banjarmasin City, Banjarbaru City, Banjar Regency, Tanah Laut Regency, Hulu Sungai Selatan Regency, Hulu Sungai Tengah Regency, Hulu Regency Sungai Utara, and Kota Baru participated in filling out the survey with the following results:

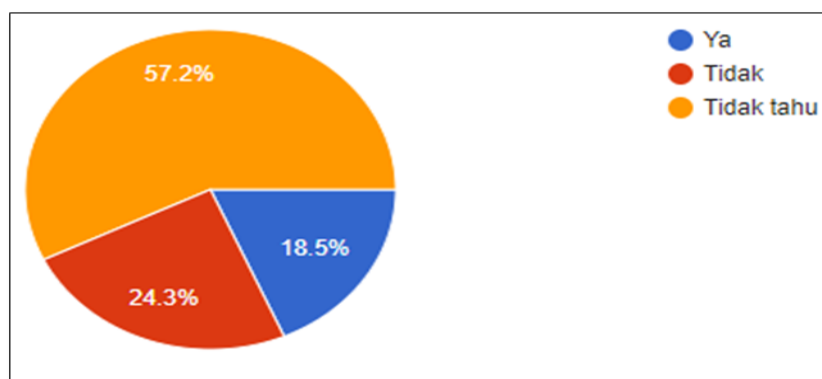


Figure 1. Student Interest to Register as Undergraduate Student in Indonesian Language Education Study Program

In Figure 1, respondents were asked about their interest in enrolling in the Indonesian Language and Literature Education Study Program at UIN Antasari Banjarmasin. 57.2% answered they did not know, 24.3% answered no, and 18.5% answered yes. The learning situation influenced their ignorance during the long-distance

COVID-19 pandemic (PJJ) from when they were in class XI until now; they are entering the first semester of class XII. This causes the lack of information they receive, and they are still confused about choosing a major after graduating high school.

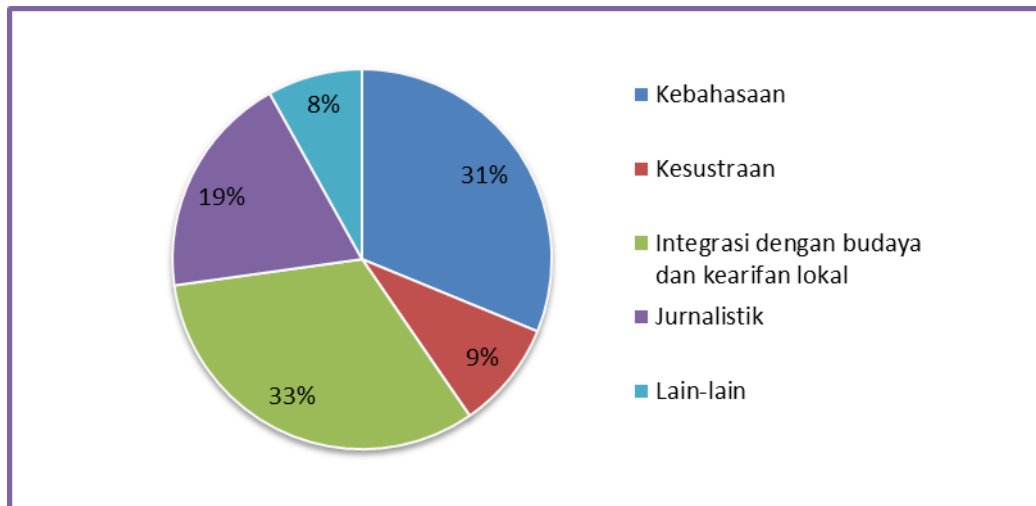


Figure 2. Expected focus to be offered in lectures at the Indonesian Language Education Study Program

When researchers asked what focus they wanted to study in the Indonesian Language Education Study Program, their responses varied. 32.4% want to study deeper integration with local culture and wisdom, 31.2% are linguistics, 31.2% are journalism, 9.2% are literature, and the rest are other fields of knowledge. This focus can later be used as input for collaboration in developing courses offered in the Indonesian Language Education Study Program.

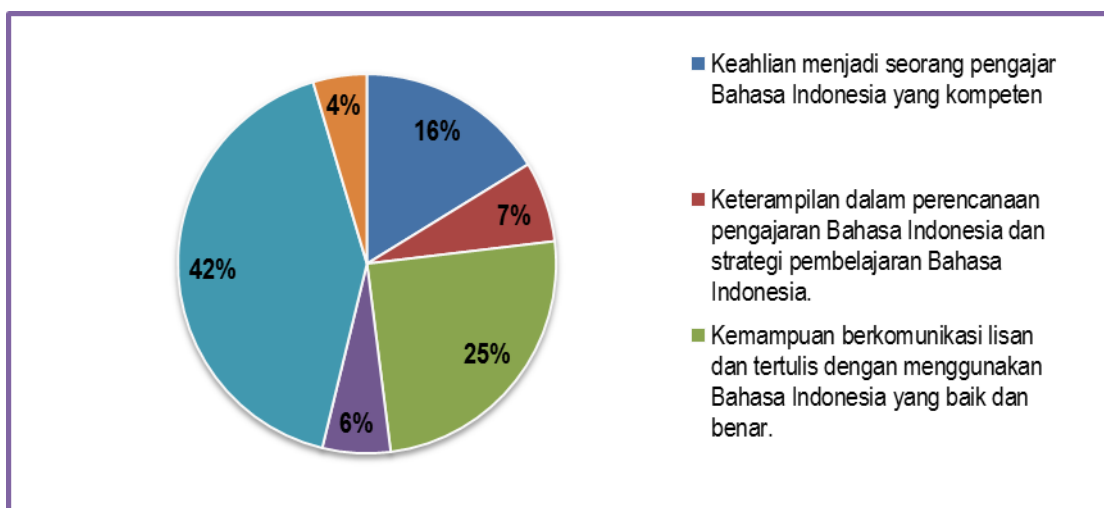


Figure 3. Skills expected from the profile of graduates of the Indonesian Language Education Study Program

Figure 3 above explains that a variety of skills are expected to be mastered by the Indonesian Language and Literature Education Study Program graduates. 24.9% of respondents stated that the graduate profile must have the skills to become a competent Indonesian language teacher, complete with education management knowledge. 16.2% said that graduates must have the ability to communicate verbally and in writing using good and correct Indonesian. 6.9% think that graduates should have skills in Indonesian language teaching planning and Indonesian language learning strategies. 5.8% stated that graduates must be able to analyze Indonesian text and speech acts. Meanwhile, 41.6% of respondents concluded that the graduate profile must master all these skills.

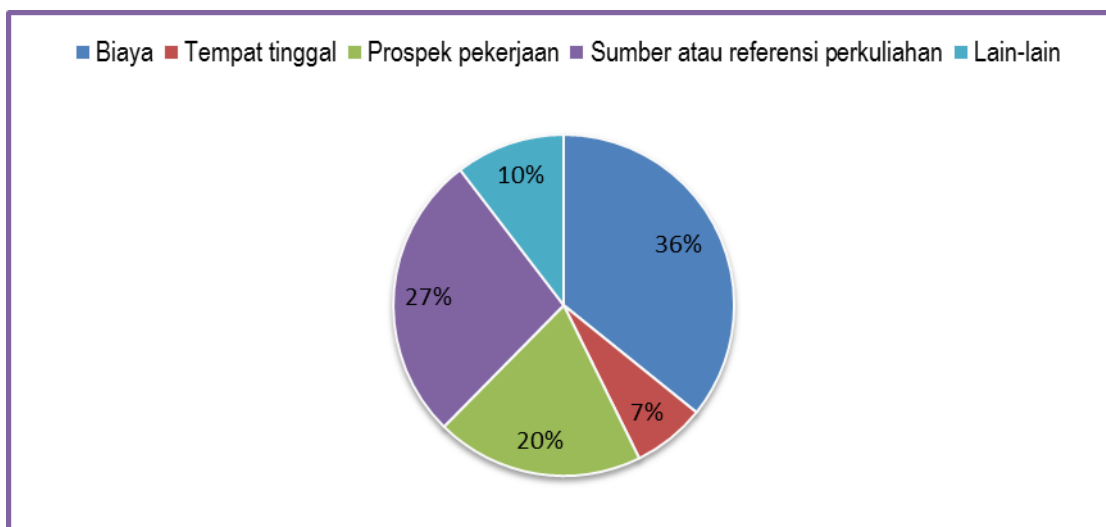


Figure 4. Constraints that prospective students may face to studying at the Indonesian Language Education S1 Study Program

Figure 4 describes the possible obstacles faced by prospective students when they want to continue to the undergraduate level, especially in the Indonesian Language Education Study Program. 35.8% of respondents stated that their biggest obstacle was the cost of continuing their studies. 27.2% think that they will be constrained by sources or lecture references. 19.7% still doubt the job prospects they will get after graduating with a bachelors. 6.9% of the people had trouble living too far from the planned campus, but most of them supported this plan by making positive comments and suggestions that could be used to help open this study program.

*"The Indonesian language education undergraduate program, which is planned to be held at UIN Antasari, is very good because after graduating there are many students who are fluent in the language. They can analyze a word, to integrate linguistic knowledge, are skilled in applying English. Indonesia both in education and teaching, research, or community service."*(Participant 1)



*"In connection with the opening of the Indonesian language education undergraduate program at UIN Antasari Banjarmasin, I hope that after graduation students can have pedagogic, personality, social, and professional competencies in the field of language." (Participant 2)*

*"I support the opening of the Indonesian Language Education S-1 Program at UIN Antasari, with the opening of this educational program I hope that more people will be interested in the field of Indonesian language literature." (Participant 3)*

### **3. Community needs for Indonesian Language and Literature Graduates Influence Teachers' Responses to Possibilities.**

To obtain information on opportunities related to community needs for the competence of Indonesian Language Education graduates, the researchers asked teachers who teach Indonesian subjects from several districts and cities in South Kalimantan to fill out a survey. A total of 24 teachers are willing to be respondents in this study. The analysis of the survey results is described in the following Figure 5.

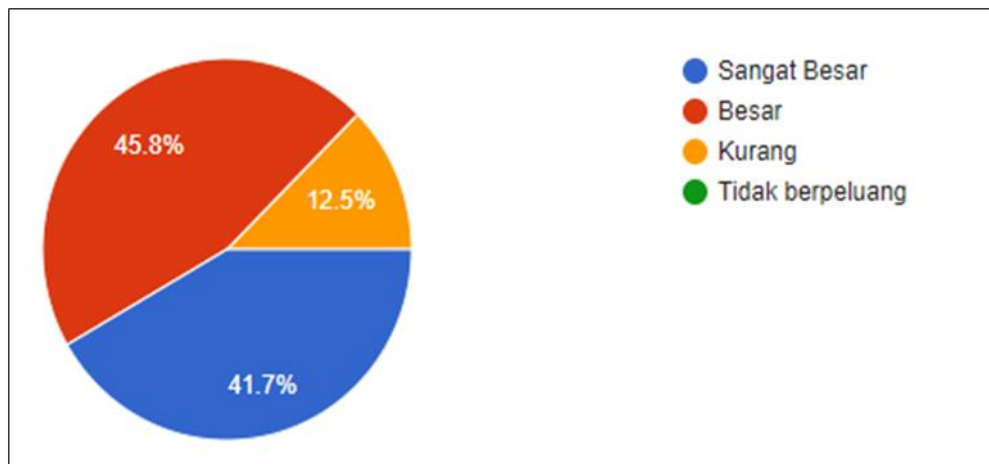


Figure 5. Opportunities for UIN Antasari in opening the Indonesian Language Education S1 Study Program

The survey results depicted in figure 5 conclude that UIN Antasari Banjarmasin has a great opportunity to open an undergraduate study program for Indonesian Language and Literature Education. It is stated that 45.8% of respondents said it was big, 41.7% said the opportunity was very big, while only 12.5% thought it was less likely.

Respondents also added their reasons why UIN Antasari has a great opportunity to open this study program, including:

*"There are still limited Indonesian language teachers with Indonesian language education backgrounds at Madrasah Tsanawiyah and Aliyah." (Participant 4)*

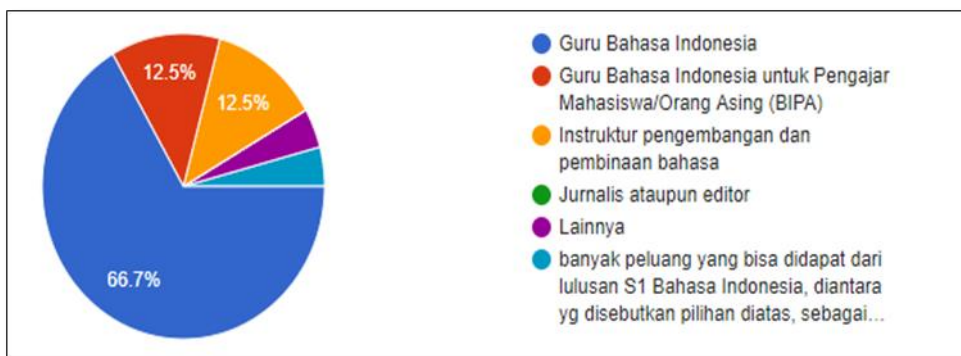


Figure 6. Job opportunities that will be obtained from a graduate of the Indonesian Language Education S-1 Program

The figures above tell those 24 respondents, when asked about job opportunities from a bachelor's degree in Indonesian Language Education, 66.7% answered Indonesian teachers. 12.5% the opinion that graduates of the Indonesian Language Education Study Program can become Indonesian Language teachers for Foreign Speakers, and 12.5% of respondents stated that graduates of this study program also have the potential to become language development and development instructors. From this, it can be concluded that the job opportunities for graduates are not limited to being Indonesian language teachers but can also expand to other skills in the Indonesian language family.

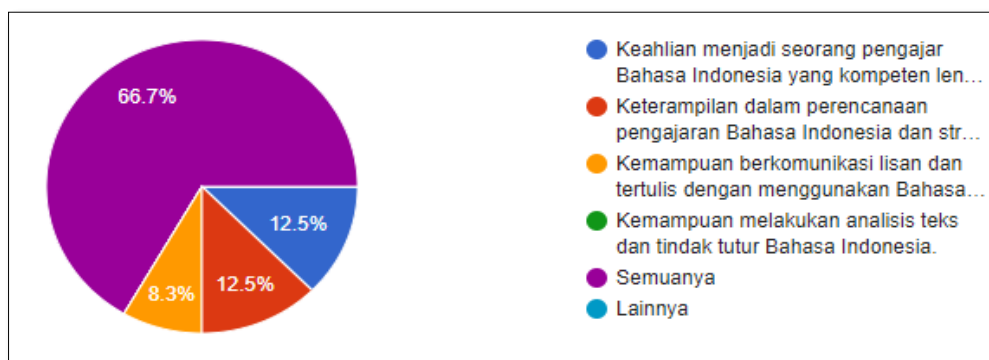


Figure 7. Expected skills after graduating from the S-1 Indonesian Language Education Study Program for the needs of the community

In meeting the community's need for Indonesian Language Education Study Program graduates, 12.5% of respondents stated that the graduate profile must have the expertise to become a competent Indonesian teacher with education management knowledge. Then, 12.5% of respondents also said that graduates must have the ability to communicate orally and in writing using good and correct Indonesian. 8.3% of the opinion that graduates must have skills in planning Indonesian language teaching and learning strategies for Indonesian. Meanwhile, 66.7% of respondents concluded that the graduate profile must master all these skills.

In addition, according to Indonesian language teachers, challenges and obstacles that will be faced by S1 graduates of the Indonesian Language Education Study Program include job competition so that skills and creativity are needed in addition to academic abilities as stated by respondents:

*"If you only focus on the goal of students being able to master language, literature, cultural integration and local wisdom (language experts and Indonesian language teachers), then the job opportunities offered are few, but if you start looking for innovative and creative alternatives in anticipating wider job opportunities then the S-1 major will be of interest to the students." (Participant 12)*

Respondents also expressed that many students do not realize that the Indonesian language must be applied in everyday life. In addition, many students cannot use Indonesian properly and correctly in the spoken and written language. Then, many people do not understand the language hall's slogan, "Indonesian language is prioritized, regional languages are kept, and foreign languages are mastered."

#### **4. Education Professionals and the Public Response to the Indonesian Language and Literature Education Program's needed competencies.**

Teachers are role models whose behavior will set an example for their students. Therefore, one must have good characteristics and a personality to become an Indonesian teacher.

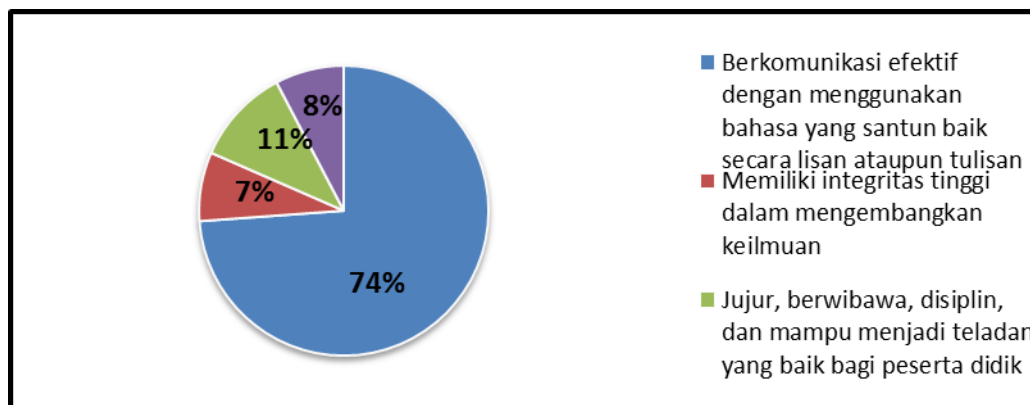


Figure 8. The personality that must be owned by an Indonesian Language and Literature teacher

Based on Figure 8 above, 75% of respondents stated that Indonesian language teachers must be able to communicate effectively using polite language both orally and in writing. They should have high integrity in scientific development, be honest, authoritative, disciplined, and become good figures for students. In addition, respondents added that a teacher must have noble character and, in a role as an Indonesian language teacher, he must understand cultural issues.

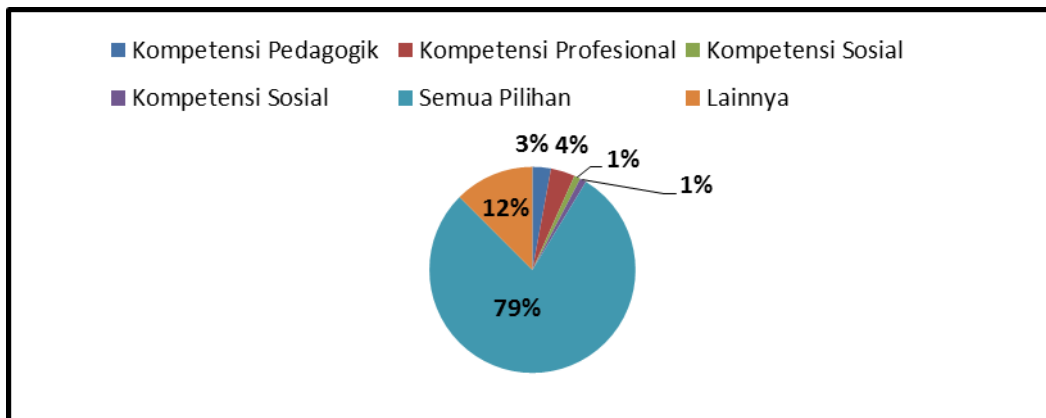


Figure 9. Competencies needed by Indonesian Language Education graduates

Figure 9 illustrates that 78.8% of respondents stated that Indonesian Language and Regional Literature graduates must have pedagogic, personality, professional, and social competencies. In addition, graduates must also master the scientific substance of Indonesian Language and Literature and be skilled in planning, implementing, and evaluating Indonesian Language and Literature learning. Graduates must also be able to conduct research and teach in the fields of Indonesian language and literature.

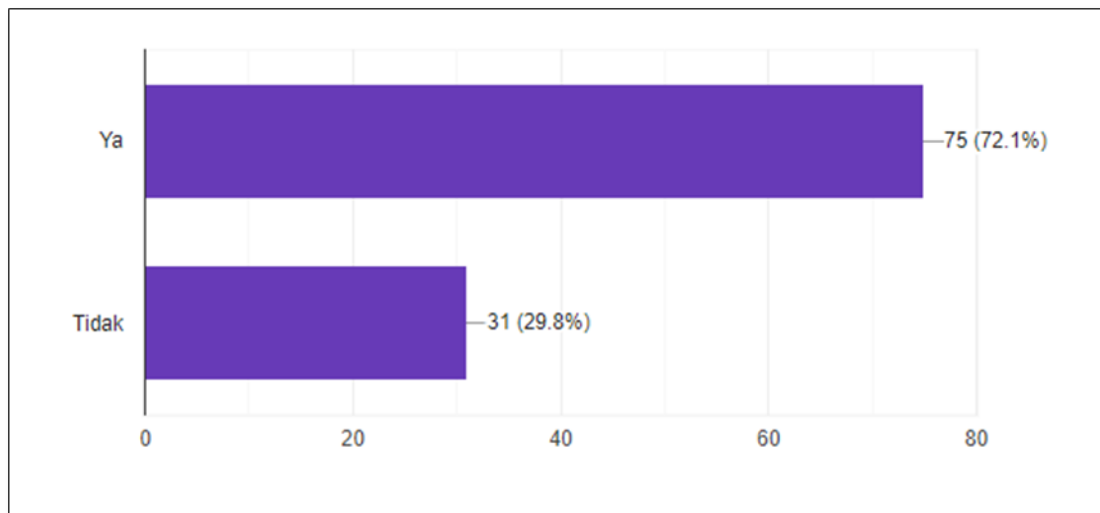


Figure 10. Availability of Indonesian Language and Regional Literature teachers to meet the current teaching staff

The results of the survey showed that 72.1% of people thought that South Kalimantan did not have enough Indonesian language teachers for the following reasons: *"There are still schools that need (lack of language teachers), although the number of graduates is so large, it is not evenly distributed because there is more concentration in urban areas."*(Participant 13)

*"The community's needs regarding Indonesian language teachers and regional literature are still not compared to graduates, especially in South Kalimantan." (Participant 14)*

On the other hand, 29.8% of those who answered thought that having an Indonesian teacher was enough because:

*"Until now, graduates of Bachelor of Education B. Indonesia are approaching saturation, very disproportionate between the number of graduates and their needs. This can also be seen from the very tight competition during the selection of civil servants." (Participant 19)*

The suggestions that the respondents then gave in supporting of the plan to open the Indonesian Language Education Study Program at UIN Antasari were as follows:

*"This study program must have a clear vision and mission and must be supported by the existing human resources." (Participant 22)*

*"The opening of new study programs must be accompanied by supporting facilities, such as buildings and rooms that are in accordance with the needs. In addition, the HR may be able to prioritize HR which is linear between S1 and S2. So that science is really qualified." (Participant 23)*

##### **5. A portrait of Needs Analysis for the Readiness to Open the Indonesian Language and Regional Literature Education Study Program**

Many things must be prepared before heading to the Indonesian Language Education Study Program opening at UIN Antasari Banjarmasin. After obtaining data on responses from prospective students, teachers, education practitioners, lecturers, school supervisors, and the community, the researcher then held a Focus Group Discussion by presenting competent resource persons in the Indonesian language knowledge group to get suggestions and input on what steps to take. The only thing that must be done so that the plan for the opening of this study program runs smoothly.

The FGD was held on September 9, 2021, and was attended by 36 participants, including Indonesian language teachers, lecturers, education practitioners, students, and the community. From the discussions carried out, the portrait of the needs analysis for the opening of this study program is complete. The resource person explained that the flow of the opening of the study program started from preparation, implementation, and evaluation. In the preparation stage, the steps that must be carried out are SWOT analysis, program preparation, budget coordination, strategic plans and remap, and SOPs.

A SWOT analysis was carried out to determine the strengths, weaknesses, opportunities, and threats owned by UIN Antasari in preparation for opening new study programs, as described in the following explanation.

- a. Strength
  1. Indonesian Language departments policies and activities are based on the principles of honesty, openness, and concern for the community to reflect the high integrity of the institution;
  2. The vision, mission, goals, and objectives of universities and study programs reflect consistency in the field of education as the main field developed so that the direction of program development becomes more focused;
  3. Indonesia language department is located in a cool area in the city center, so it is appropriate to be an educational area because the atmosphere is calm and easy to reach;
- b. Weaknesses
  1. If there is no professionalism and commitment of educators and education personnel;
  2. If the KKNI (Indonesian National Qualifications Framework) is not implemented; MBKM (Freedom to Learn- Independent Campus);
  3. If it is not supported/no participation of Stakeholders (parents, community, Ministry of Religion & the business world/Corporate Social Responsibility);
- c. Opportunity
  1. Increasing community needs to improve the quality of student education;
  2. Growing creativity, innovation, and CAR initiatives as a consequence of the ICT era as well as adapting during the Covid-19 pandemic;
  3. The more transparent the use of BOPTN Funds;
  4. Availability of human resources;
- d. Threats
  1. The number of similar institutions and similar study programs (FKIP ULM, STKIP PGRI, UMB) which are "more capable" of fulfilling the wishes of students & parents;
  2. The wrong paradigm over the Main Tasks and Functions of PTK;
  3. Mechanisms/regulations are sometimes convoluted.

In addition to conducting a SWOT analysis, it is important to pay attention to the alignment of university performance and the strategic study plan. The vision and mission are structured so that the characteristics of the Indonesian Language Education Study Program of UIN Antasari differ from other universities. This uniqueness will later become one of the selling points for prospective students to be interested in continuing their studies at UIN Antasari. Respondents also said that the implementation of the curriculum should be changed to meet the needs of today's graduates.

*"Prepare a curriculum that is competent, dynamic, and in accordance with the era that will be faced by graduates from the study program, because this will support the ability to adapt in implementing theory into the field." (Participant 28)*

The role of educators and education staff is also very supportive of the continuity of the implementation of this study program. To support this, it is necessary to strengthen

the professionalism of educators and education personnel, including actualization of employee integrity pacts; incentives for supervisors according to performance reports; annual performance evaluations; managerial, supervision, and social; team teaching; sharing of pedagogic competencies; as well as personality, social, and professional.

## **E. Discussion**

### **1. Prospective Students, Professors, Lecturers, Practitioners, and the Public Response to the design of UIN Antasari Banjarmasin's Indonesian Language Education Study Program**

Some expectations of opening the Language Education Study Program Indonesia at UIN Antasari have a great opportunity to be realized soon. The support from various parties has been described in the needs analysis (Daly & Milton, 2017).

According to Rasbin (2013: 13), expectations or prospect about the future are made based on all the information available to them, for example whether it is from market information, government policies, international developments, and so on. In determining a formal decision, such as considering opening a new study program, rational expectations are used. This expectation considers expectations about the future as a result of a combination of static expectations that are idealistic and adaptive expectations that are pragmatic. By looking at the magnitude of the expectations based on the findings above, it is found that the opening of the Indonesian Language Education Study Program at UIN Antasari is very rational to be carried out.

The figures show that opening new study programs can promise to increase the utilization of existing higher education resources and improve higher education delivery services (Yirci, 2017). The lack of distribution of educators in accordance with the required competencies in the regions indicates that study program graduates have clear job prospects. In addition, the increasing population makes more and more new educational institutions built to support education. Of course, the recruitment of prospective educators also increases.

In opening this new study program, of course, preparation is also needed not only from educators and teaching staff but also from infrastructures such as classrooms, study rooms, language laboratories, libraries, and easy internet access, which must also be adequate to provide the best service to students (Rutten, 2021). Indeed, from the data entered through the questionnaire, the responses from prospective students are still many who do not know where to go to college and what major to take. This is because there has been no socialization in schools regarding the introduction of campuses and existing faculties and study programs, so students cannot decide their interest in continuing their studies in college (Lee, 2018). In addition, the conditions during this pandemic have limited face-to-face school activities, and most teaching and learning are still online. The responses from teachers in Indonesian language studies were also very supportive. They stated that UIN Antasari was worthy to open an Indonesian Language Education Study Program because the need for Indonesian language teachers is still very much needed, and their distribution to the regions was not evenly distributed.

## **2. Feasibility Study of Opening the Indonesian Language Education Study Program at UIN Antasari**

The opening of a new study program in an institution must fulfill several aspects, including a feasibility study. The feasibility study can be used as an initial reference in providing an overview of the prospects for the study program that will be opened. The public's interest in studying in the Study Program, the job prospects of graduates, and user needs can be mapped through a feasibility study. Therefore, a feasibility study is an important activity for an institution before deciding to open a new study program. (Heriyanto dan Suntoro, 2017: 33).

Based on the Regulation of the Director-General of Islamic Education number DJ. I/212/2011, which outlines the requirements and steps for starting a new study program, the documents for starting a study program must be checked to make sure they are complete.

Likewise, what has been written in the guidebook for the opening of new study programs by the Islamic Department of Higher Education, analysis of strengths, weaknesses, opportunities, and threats (SWOT) of study programs needs to consider several things, including (1) community dynamics and changes; (2) the development of science and technology; (3) local government needs; and (4) good cooperation with universities, institutions/agencies, and companies both at home and abroad. In general, this SWOT analysis is intended to see the weaknesses and strengths of the organization objectively so that it is balanced in preparing work programs (Akdon, 2007). Strategy formulation is a decision about the path to be taken to achieve what has been set in the objective. Based on the analysis carried out on social, operational, and internal environmental factors, then with objective considerations, an objective strategy is determined, (Hunger & Wheelen, 2012).

The principles of honesty, openness, and concern for the community to reflect the high integrity of the institution. The goals and objectives study programs reflect consistency in the field of education as the main field developed. Then, the conditions and situation of the class that are supported according to academic atmosphere can be a strength. Strength is a resource of skills or advantages relative to competitors and the needs of the market served by the organization. Strengths are specific competencies that give an organization a comparative advantage in competitive areas. Strength can be contained in financial resources, image, market leadership, and other factors. (Siagian, 1995).

Those strengths above, should be supported by professionalism of educators, and national standard of curriculum implemented. also not supported/no participation of Stakeholders, then it can be weakness. Weaknesses are limitations or deficiencies in resources, skills, and capabilities that seriously impede the effective performance of a company or organization. This all facilities, financial resources, management capabilities, marketing skills, brand image can be a source of weakness (Robinson, 1997).



There, may be opportunities if the community's need to improve the quality of student education increases. Creativity, innovation, and CAR initiatives as a consequence of the ICT era. Transparency in the use of BOPTN funds. Lastly, the availability of human resources. Opportunity is an important favorable situation in a company or organization environment. Important trends are a source of opportunity.

But threats are also possible. Threats are important unfavorable situations in a company or organization environment. Threats are a major nuisance to the organization's desired current position. The entry of new competitors, slow growth, technological changes and new or revised regulations can pose a threat to the company's success. Threat is the opposite of opportunity. In summary, opportunities in the external environment reflect possibilities where threats are potential constraints (Hitt, et. al., 1997). In this case, the number of similar institutions and similar study programs (FKIP ULM, STKIP PGRI, UMB) which are "more capable" of fulfilling the wishes of students & parents; The wrong paradigm over the Main Tasks and Functions of PTK; Mechanisms/regulations are sometimes convoluted. That's all can be threats if all of this will be a serious threat if the campus does not implement strategic policies and steps in determining the direction of study programs.

The condition of education in Indonesia, especially UIN Antasari Banjarmasin, needs to develop a general study program so that it is not left behind other UINs in Indonesia (Djajasudarma, 2017). The existence of a set of needs analysis, both internally and externally, becomes the focus of designing the Indonesian Language Education Study Program (Mukhamdanah & Handayani, 2020). Internally it leads to professional educators both in terms of competence and character. Externally, paying attention to the dynamics of the development of good and correct Indonesian (Herlina et al., 2021; Muslim et al., 2020; Pengembangan, 2020; Wahyuni et al., 2021).

Responding to the challenges described in the survey results, the Indonesian Language Education Study Program at UIN Antasari must compete and dare to innovate to meet the community's needs for the competence of graduates expected from this study program. The collection of Banjar literature that is in the library of UIN Antasari at Banjar Corner can be used for study material that is still rarely used for research. Thus, the role of language and local wisdom in preserving ancestral cultural heritage is maintained (Helaluddin, 2018; Mukhamdanah & Handayani, 2020; Sahril, 2018).

Based on the explanation that the researchers have described, it can be seen that the Indonesian Language Education Study Program at UIN Antasari Banjarmasin will be prepared with the integration of Islamic and national insights and enriched with foreign language insights (Arabic and English) that are already existed in advance, with the hope that the study program can play an active role in the development of education in Indonesia.

## **F. Conclusion**

After analyzing the opportunities and challenges in Islamic universities in Indonesia, especially UIN Antasari Banjarmasin, it is necessary to develop a general study program so

that it is not left behind by other UINs in Indonesia. The existence of a set of needs analyses both internally and externally becomes the focus of designing the Indonesian Language Education Study Program. Internally, it leads to professional educators in terms of competence and character. Externally, paying attention to the dynamics of good and correct Indonesian development.

Based on the survey results and needs analysis, the plan to open the Indonesian Language Education Study Program at UIN Antasari Banjarmasin received a positive response from various parties and will be implemented immediately. The lack of distribution of educators in accordance with the required competencies in the regions indicates that study program graduates have clear job prospects. In addition, the output of this study program not only has language and communication skills but is also believed to be able to become professional educators with the integration of Islamic insights and become Indonesian language teachers for international and national schools as well as Indonesian for foreign speakers with special skills.

For opening a new study program, careful preparation is also needed, not only from educators, teaching staff, and infrastructure, but also the completeness of the documents for the study program must be properly prepared. The vision and mission are also prepared with the integration of Islamic insight, nationality, and language as a characteristic of UIN itself.

## BIBLIOGRAPHY

- Akdon. (2007). *Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan)* (2 ed.). Bandung: Alfabeta.
- Azuine, R. E., & Singh, G. K. (2019). Mentoring, Bullying, and Educational Outcomes Among US School-Aged Children 6-17 Years. *Journal of School Health, 89*(4), 267–278. <https://doi.org/10.1111/josh.12735>
- Bahtiar, A., Haryanti, N. D., Dipurnomo., Dipurnomo, N. S. (2022). Kebutuhan Buku Ajar Bahasa Sejarah Sastra Indonesia Perspektif Islam Di Lingkungan Perguruan Tinggi Islam. *Dialektika: jurnal bahasa, sastra, dan pendidikan bahasa dan sastra Indonesia, 9*(1), 1-15. <http://dx.doi.org/10.15408/dialektika.v8i1.25287>
- Daly, C., & Milton, E. (2017). External mentoring for new teachers: mentor learning for a change agenda. *International Journal of Mentoring and Coaching in Education, 6*(3), 178–195. <https://doi.org/10.1108/IJMCE-03-2017-0021>
- Dimić, G., Rančić, D., Pronić-Rančić, O., & Spalević, P. (2019). Descriptive Statistical Analysis in the Process of Educational Data Mining. *Descriptive Statistical Analysis in the Process of Educational Data Mining, 1*(1), 23–25. <https://doi.org/10.1109/TELSIKS46999.2019.9002177>
- Djajasudarma, F. (2017). Pergeseran Peran Bahasa Indonesia. *Ranah: Jurnal Kajian Bahasa, 1*(1), 1. <https://doi.org/10.26499/rnh.v1i1.2>
- Helaluddin. (2018). Analisis kebutuhan dalam redesain silabus (RPS) mata kuliah bahasa indonesia di perguruan tinggi. *JURNAL GRAMATIKA, 1*(1), 85–104.

- <https://doi.org/https://doi.org/10.22202/JG.2018.V4i1.2464>
- Herlina, S., Rahman, M. A., Nufus, Z., & ... (2021). The Development of Students' Learning Autonomy Using Tilawati Method at a Madrasatul Quran in South Kalimantan. *Jurnal Pendidikan ...*, 18(2), 431–450. <http://ejournal.uin-suka.ac.id/tarbiyah/jpai/article/view/4573>
- Hunger, J. D. & Wheelen, T. L.. (1996). *Strategic Management*. Addison-Wesley, Pennsylvania State University.
- Indrawati, D., Savitri, A. D., & Kamidjan. (2017). Pengembangan rancangan pembukaan program studi pendidikan bahasa dan sastra madura di fakultas bahasa dan seni universitas negeri surabaya. In *lembaga penelitian dan pengembangan kepada masyarakat universitas negeri surabaya*. <http://dx.doi.org/10.1038/s41562-020-0884-z%0A>
- Isnanda, R. & Setiawati, M. Upaya Pengembangan Bahasa Indonesia di Lingkungan Pendidikan sebagai Upaya Pembentukan Karakter Generasi Era Milenial. *Jurnal Pendidikan Bahasa Indonesia* 7, no.1 (November 5, 2019):60, <https://doi.org/10.30659/J.7.1.58-64>.
- Lailiyah, N., & Wulansari, W. (2017). Peningkatan Keterampilan Berbicara Melalui Metode Diskusi Kelompok Model Tanam Paksa Siswa Kelas X Pemasaran 1 SMK PGRI 2 Kediri. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(2), 166. <https://doi.org/10.26740/jp.v1n2.p166-173>
- Lee, J. (2018). *Information Dimensions in Library and Information Science Doctoral Mentoring : Qualitative Findings*. 8(3), 5–28.
- Michael A. Hitt, dkk. (1997). *Manajemen Strategis Menyongsong Era Persaingan Globalisasi*, Jakarta: Erlangga.
- Mukhamdanah, N., & Handayani, R. (2020). Pilihan dan Sikap Bahasa Masyarakat di Perbatasan Indonesia dan Timor Leste. *Ranah: Jurnal Kajian Bahasa*, 9(2), 326. <https://doi.org/10.26499/rnh.v9i2.2923>
- Muslim, A. B., Salim, H., & Setyarini, S. (2020). Indonesian parental perspectives of international school partnerships involving millennial learners. *Journal of Research in International Education*, 19(2), 106–119. <https://doi.org/10.1177/1475240920954051>
- Nofitasari, Wahyuni, S., Rahaningmas, S. A., & Mahendra, M. I. (2010). *Penggunaan Bahasa Indonesia Di Kalangan Generasi Milenial*.
- Pearce, Robinson. (1997). *Manajemen Strategik Formulasi, Implementasi, dan Pengendalian*, Bina Rupa Aksara.
- Prayoga, Reza Amarta & Palupi, Dian. (2020). Strategi akomodasi komunikasi dalam proses pembelajaran bahasa indonesia. *Ranah: Jurnal Kajian Bahasa*, 9(2), 341–357.
- Rasbin, (2013). Ekspektasi dalam kenaikan harga BBM dan dampaknya, *Info Singkat P3DI Sekjen DPR RI*, Vol. 5, No. 12, 13-16.
- Rutten, L. (2021). Toward a theory of action for practitioner inquiry as professional development in preservice teacher education. *Teaching and Teacher Education*, 97, 103194. <https://doi.org/10.1016/j.tate.2020.103194>
- Sondang P.Siagian. (1995) *Manajemen Strategi*, Jakarta:Bumi Aksara.

- Sahril, N. (2018). Pergeseran Bahasa Daerah Pada Anak-Anak di Kuala Tanjung Sumatra Utara. *Ranah: Jurnal Kajian Bahasa*, 7(2), 210. <https://doi.org/10.26499/rnh.v7i2.571>
- Sugiarti, A. 2014. Tantangan Guru Bahasa Indonesia terhadap Pembelajaran Bahasa di Sekolah. *Khazanah Pendidikan* 6, no.2 (2014):3.
- Wahyuni, D., Maulina, Y., Mulia, A., & Sunardi. (2021). Cultural Discourse in Reading Texts of Indonesian Language Proficiency Test. *International Journal of Language Education*, 5(4), 356–371. <https://doi.org/10.26858/ijole.v5i4.23590>
- Yirci, R. (2017). The Evaluation of New Mentoring Program for Novice Teachers according to Their Perceptions. *Pedagogika*, 126(2), 29–47. <https://doi.org/10.15823/p.2017.18>