

Communication Accommodation of Indonesian Teachers in Using Language as an Intercultural Adaptation at a Korean International School in Jakarta, Indonesia

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Abstract

Intercultural communication can occur in many contexts, one of them is in the educational context. There is a Korean international school in Jakarta, Indonesia. Not only Korean who work in this school, but also Indonesian. This Korean international school employs Indonesian teachers to teach in English. That is why there are three languages in this school: Korean, English and Indonesian. But the official languages are only Korean and English. These language differences might bring barrier in interacting. This research is using qualitative method with Communication Accommodation Theory. In collecting data, researcher uses literature review and in-depth interview on three Indonesian teachers. The focus of this research is on the using language of Indonesian teachers as their strategy to adapt in this school. The results of the research show that the informants more often diverge toward Korean while at school and sometimes they converge to simple Korean words in some special cases. Moreover, based on the data, there is a tendency of the informants to over-accommodate in generally that Korean people are like to underestimate Indonesian just because Korean (especially Korean teachers) often speak Korean and apply Korean culture no matter what the situation is.

Keywords: communication accommodation, language, intercultural adaptation

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Introduction

Culture is a part of society. The inherent cultural background of a person can be formed from the environment or previous culture that passed down from generation to generation. Cultures that we get from previous generations are based on the views and values of each individual. Culture has influence in various contexts, such as in educational, business, health, and other contexts. In the context of education, the process of teaching and learning is also influenced by culture. For instance, the classroom consists of students and teachers who come from different cultural backgrounds. Even if they are from the same country, their culture can be different. This might be due to the environment, family, or the things.

What is formed within each individual can be called identity. The identity of every person is different and everyone can have more than one identity. This identity is always with them wherever they are. Identity definitely has a role when someone communicates with others. According to Ting-Toomey (in Gudykunst, 2005), all individuals are socialized in a larger group of cultural memberships. From this group, their identity also will be formed. One of the obvious identities of someone is the use of language. According to Samovar, Porter, McDaniel, & Roy (2013), language plays an important role in the formation and expression of your identity, particularly national identity. Language is also establishing and expressing ethnic identity. Furthermore, language can categorize people into groups according to factors, such as age and gender.

In teaching and learning activities, all international schools in Jakarta involve Indonesian teachers and the commonly used language is English. Regarding to international school, quoted from metrotvnews.com (Wednesday, August 30, 2017), the number of international schools in Indonesia reached 192. This number is the largest number of international schools in Southeast Asia. Data obtained from the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), especially for international schools with early childhood services, there are 123 cooperative education units (Satuan Pendidikan Kerja Sama) registered in the Directorate General of Early Childhood Education (Dirjen Pendidikan Anak Usia Dini Nonformal dan Informal).

Among many international schools in Jakarta, there are some international schools from South Korea. The international school in this research is a Korean international school with early childhood services in Jakarta. This Korean international school involves Indonesian people to work as teachers and staff. For teachers, those who can work here are those who can speak English well. Indonesian teachers are required to teach in English. Therefore, in this international school students will study in two languages, English and Korean. The number of students in one class usually never more than 20 which the majority of them are South Koreans and the rest are mixed ethnic of South Korean and Indonesian or South Korean with other citizenship.

In this international school there are two teachers who have responsibility in each class: Korean teacher and Indonesian teacher. They must work together to take care students in the class. Usually, Korean teachers in this school are only contracted for two years. Their contracts can be stopped or extended by the principle who is Korean. Thus, every two years Indonesian teachers will usually have different Korean fellow

teachers. Indonesian teachers will teach in English and Korean teacher in Korean language. Teachers must prepare a program book for each level. Every program book that will be conducted every week is made in two versions, Indonesian and Korean versions with the same theme or learning topic. Uniquely, in making this program book, both Korean and Indonesian teachers rarely exchange ideas. They make it on their own as long as it relates to the theme.

While working in Korean international school, Indonesian teachers are always dealing with Korean teachers, students, and parents who have different cultural background with them. The obvious different culture that they have to face is language. Indonesian teachers must adapt toward language differences in order to work well. All teachers are required to speak English while communicating each other. Even at the meeting, the language used is English. However, there are exceptions for those who Korean, Koreans are allowed to communicate in Korean language. Korean language in Indonesia is not a common language like English where many people get used to it. Indonesian teachers working in this school can't speak Korean. Officially, there are two language used in this school: English and Korean. But because there is also Indonesian people who work at this school, Indonesian language becomes an additional language in this school. This different languages sometimes can create barrier, especially for Indonesian people to adapt. Language is not only talking about the language literally, but also the intonation, dialect and pronunciation that can be a problem or barrier in interacting.

Communication barriers from different language can occur in teaching and learning activities, both inside and outside the classroom. There is a possibility of misunderstanding between Indonesian teachers and Korean teachers. Not all Korean teachers can speak English fluently, as well as Korean parents and students. Usually, English (or Indonesian language) can only be spoken well by the parents who come from Indonesia or who married Indonesian. Similarly, students who are mixed ethnic of Indonesian-Korean are also usually fluent in Indonesian.

Communication accommodation might be a strategy to adapt. Giles (in Griffin, 2012) says that speech communication is a frequently used strategy to gain the appreciation of people who are from different groups or cultures. In order to adapt to the new culture, someone might use some strategies, in the use of language and behavior. Accommodation is the constant movement toward or away from others by changing your communicative behavior (Griffin, 2012). Based on this matter, the researcher wants to do a research about the communication accommodation of Indonesian teachers when interacting with the Koreans at a Korean international school in Jakarta. The focus of this research is how Indonesian teachers accommodate language as their strategy to adapt in this school. The research method used is qualitative with descriptive analysis and based on Communication Accommodation Theory.

Research Question

Based on the research background, the research question for this study is “How is the communication accommodation of Indonesian teachers in using language as an intercultural adaptation at a Korean international school in Jakarta, Indonesia?”

Research Objective

This research is aim to know how Indonesian teachers do the communication accommodation in using language as an intercultural adaptation at a Korean international school in Jakarta, Indonesia.

Literature Review

Communication Accommodation

Giles (in Griffin, 2012) contrasted two strategic forms of communication that diverse people use when they interact, convergence and divergence. Convergence is a strategy by which you adapt your communication behavior in such a way to become more similar to another person. In convergence, people may adapt to other's verbal and nonverbal behaviors. Convergence is a selective process; we may perceive but choose not to act with people. When people do converge, they rely on their perceptions of other person's speech or behaviors (West & Turner, 2014).

Another strategy of communication accommodation is divergence. Divergence is a communication strategy of accentuating the differences between you and another person. In interethnic encounters, you might insist on using a language or dialect with which the other is uncomfortable (Griffin, 2012). West & Turner (2014) also explains that instead of showing how two speakers are alike in speech rate, gestures, or posture, divergence is when there are no attempts to demonstrate similarities between speakers. Two people speak to each other with no concern about accommodating each other.

Based on West & Turner (2014), over-accommodation is trying to overdo efforts in organizing, modifying, or responding to others. Over-accommodation can occur in three forms. First, sensory over-accommodation, occurs when the speaker is over-adapting to the other person who is considered to be limited in some way. Second, dependency overaccommodation which means speakers are consciously or unconsciously placed the receiver or listener in a lower status position and the listener will appear to depend on the speakers. The last one is intergroup over-accommodation, occurs when the speaker places the listener within a cultural group without recognizing the uniqueness of the individual.

Culture in Education Context

What is taught in a culture, therefore, is crucial to the maintenance and perpetuation of that culture and usually is a major responsibility of the formal educational systems within a culture. In educational systems, both students and teachers participate in the learning process. Being familiar with what a culture teaches can give you insight that culture (Samovar et al., 2013). If a teacher teaches in a classroom that consists of students with different cultural backgrounds, he/she also can learn new culture and may do the adaptation into that culture. According to Glasglow, McNary, and Hicks (in Samovar et al., 2013), teachers must not only acknowledge the more obvious diversity issues such as color and physical disability, but also be aware of the cultural diversity of students and families.

Speaking about culture in education context, there is also linguistic issues. Based on Abrams and Ferguson (in Samovar et al., 2013), the dialects and languages spoken by students influence teachers; perceptions of students' academic ability, their learning opportunities, evaluations of their contributions to class, and the way they are grouped for instruction. Language can be the basis for categorization and the formation of in-groups and out-groups, especially within an institutional context where the languages spoken have unequal status. Language also related with identity. Any kind of language they speak reflects their identity.

The Using of Language as Intercultural Adaptation

We speak each other using language. We use the same language to interact with other people as members in the same culture. According to Samovar et al. (2013), language and culture are the indispensable components of intercultural communication. Together, they form a synergy, each working to sustain and perpetuate the other while creating a greater phenomenon. Language is a set of shared symbols or signs that a cooperative group of people has mutually agreed to use to help them create meaning. Language also provides the means for a group of people to create a collective societal structure encompassing political, economic, social support, and educational institutions. Speaking about language, we also will discuss about the accent (pronunciation), dialect (vocabulary, grammar, and punctuation), argot (private vocabulary unique), and slang (non-standard terms, instances of formality). Knowing these language variations will help us to understand other culture, especially language and avoid erroneous and misinformed judgments.

Futhermore, language cannot be separate from culture. According to Gudykunst & Kim (2003), the specific languages we speak are learned in our cultures and reflect our cultures. People who live or stay in a place that consist of people from different cultural background will do the adaptation to the culture in that place. They might become the minority groups in that area too. The most visible difference could be the language. People will try to speak in local language while interacting as the attempt to adapt to new culture. That new language becomes their second language. As Giles and Byrne (in Gudykunst & Kim, 2003) argue that second language learning cannot be explained unless the relations between the groups are taken into consideration. Garret, Giles, and Coupland (in Gudykunst & Kim, 2003) isolate five factors that contribute to members of a "minority" group learning the language of the "dominant" group. First factor involves how the minority language is viewed. Second, if members of ethnic groups perceive few alternatives to their "subordinate" status and view the chance of it changing as small, they will try to learn the dominant language. Third, members of minority groups will try to learn the dominant language to the extent that they perceive the boundaries between their groups and the dominant group to be soft and open. Fourth, members of minority groups will try to learn the dominant language to the extent that they derive satisfactory social identities from other group memberships. And last, if members of minority groups perceive the vitality of their groups to be low, they will attempt to learn the dominant group's language. In Korean case, Shim, Kim, and Martin (in Samovar et al., 2013) tell that the cultural values of collectivism, status, and harmony are also prevalent in the way Koreans use language. Status is another important cultural value and one's position as a senior or junior will dictate the appropriate communication style. As a result, Koreans will use small talk in an effort to ascertain each other's hierarchical position.

Research Method and Limits

The research is using qualitative method. This study describes about communication accommodation in using language by Indonesian teachers who work at a Korean international school in Jakarta. To collect the data, researcher did in-depth interview with three Indonesian teachers in the school and literature review. The limitation of the research here is on the using language of Indonesian teachers as a communication accommodation to adapt at a Korean international school in Jakarta.

Result and Discussion

The Language Difference at School

The most noticeable cultural difference at school is in the use of language. The most commonly language used while interacting in the school is Korean. However, for certain situations, such as when on meeting or when Indonesian teachers teach in the classroom, the language used is English. The school actually has an “invisible” rule saying that the mandatory language used in the school is English. However, both Indonesian teachers and Korean teachers, sometimes still use their own language. According to the informants, the language differences sometimes make it difficult for them to do their work at school and also cause misunderstanding. One of the informants says that the principal and the vice principal (both Korean) always remind teachers to speak in English. But in reality, Korean teachers do not speak English, even when all teachers gather in a meeting. They speak English only if they have to do conversation with Indonesian.

One informant who can't speak Korean said that she had a Korean teacher partner in a class who was not fluent in English and could not speak Indonesian at all. She said it was very confusing and difficult if her Korean partner did not understand what she was saying. In order to minimize the misunderstandings between them, she always uses body language and online dictionary in interacting. Other informant said when Indonesian teachers find a situation like this, besides using body language, they try to speak slowly to repeat the message or call other Korean teachers who are more fluent in English to ask for help.

In addition to fellow teachers, language differences are also experienced by the informants when interacting with students. According to them, interacting with students is much easier than teachers and parents. It is because of the language uses is the daily language with simple terms. In the case where the informants speak with mixed-ethnic students of Korean-Indonesian, the informants will use Indonesian language if the student does not understand what is conveyed in English. For Korean students, sometimes the informants will use Korean for simple words (not in sentences) if the students do not understand or do not want listen to what the informant is saying. For example, the words "왜" (wae = why), "고맙워" (gomawo = thank you), "안녕" (annyeong = hello), or other simple Korean words because the informants are not fluent in Korean. Sometimes they use the simple Korean words in order to attract the attention of the students. Students tend to pay more attention if someone talks to them with a language that is familiar to them.

Interacting with parents also sometimes causes problems. Most of the parents of students in this school are not fluent in English, especially Indonesian language. The most commonly language used by parents in this school is Korean. In fact, parents of students who Indonesian also speaks in Korean. However, there are exceptions to Indonesian teachers. The Indonesian parents will speak in Indonesian toward Indonesian teachers in this school. According to the informants, they always use Indonesian language with parents of students who come from Indonesia. This is to facilitate both informants and parents in communicating and sharing about the students and activities at school. It is easier to explain about the children progress to the parents when they communicate with Indonesian language. In this case, the Koreans at school never protest because they understand the situation.

The informants said that in minimizing the constraints or conflict of language differences, the school actually also make some efforts. One of the efforts is the principal likes to arrange a joint meal at school, both Korean teachers and Indonesian teachers. In addition, they also used to hanging out together, like going to a restaurant or coffee shop. However, it has never been done lately. They only have lunch together at school in certain occasions. In this togetherness, Indonesian teachers and Korean teachers can interact or communicate more deeply. Whatever it is, Korean teachers seen trying to always use English when interacting with Indonesian teachers. Sometimes, Korean teachers say a few sentences in Indonesian and Indonesian teachers also try to speak in a few Korean words.

In addition to the use of language, other things that are sometimes difficult to deal and can be inhibited is the intonation, dialect, and pronunciation when interacting. Speaking about culture in education context, there is also linguistic issues. The informants said that on their first level at school, they were shocked at the intonation and pronunciation of Korean teachers while they have a conversation with Indonesian. The intonation that Koreans use when speaking always ends with an “emphasis” that Indonesian teachers often interpret it as anger or protest. As for their pronunciation, the informants admitted that it was rather difficult to interact with Korean teachers than Korean students because of the unique Koreans pronunciation. For example, Koreans tend to hardly pronounce the letter 'L' and should always add a vowel at the end of words with consonant, like when saying the word 'friend', Koreans tend to pronounce 'friendeu'. Besides Korean teachers, informants also faced this unique things while interacting with students and parents. Even when students speak English, the intonation and pronunciation are the same as speaking in Korean. There will be extra vowel at the end of words with consonant. When the informants deal with such difficult situation, the informants will usually ask the Koreans to repeat it slowly and they will repeat it using gestures. This different pronunciation and intonation of Korean people cause many perceptions on Indonesian teachers, especially the informants. It pushes informants to think hard to understand what the Korean teachers or students want.

Communication Accommodation of Indonesian Teachers in Using Language

When the informants started working in this school, they became like stranger in the midst of a majority of Koreans and Korean is the language they hear most often. Communication accommodation is a strategy that can be done in cultural adaptation in the school. This adaptation provides several options for them in interacting. They

might use the same language, distinguish themselves from other people or groups, or make excessive adaptation efforts. At the beginning, the informants who have just joined in this school did diverge towards Korean language. At this moment, they were diverging towards Korean because they could not speak Korean at all and they felt strange with that language. They think that they can speak Indonesian and do Indonesian culture at school because they all are in Indonesia. They also brought their cultural identity and preferred to speak only in Indonesian or English. In fact, the language that is more often used when outside the classroom (teaching hours) is Indonesian compared to English.

Although the informants work among Koreans, they admit that they still love Indonesian culture where they still use Indonesian language when communicating with other Indonesian people in this school. They sometimes also spoke Indonesian to each other unconsciously while being with Korean teachers in the staff room. An informant mentioned that there had been a parent protesting and reporting to the vice principal, expressing her objection that there were Indonesian teacher using Indonesian language in a class. This informant said the actually case is that Indonesian teacher speak Indonesian language to a student with mix-ethnic identity of Indonesian and Korean and this student can't speak Korean or English fluently. According to the informants, using Indonesian language sometimes helps them in working. As mentioned above, informants sometimes use Indonesian only if they interact with students with mix-ethnic of Korean-Indonesian and if the student really does not understand what the teacher is saying. In this case the informants choose to perform divergence against English and Korean language. In addition, it shows that the informants also made an effort to differentiate themselves from Korean people in the school with the aim of maintaining their cultural identity and making them feel comfortable to work at school.

At the beginning of working at school, the informants were indeed felt strange in the midst of Korean people and culture. Therefore, by speaking Indonesian, they feel comfortable and it shows that they are in Indonesia. In fact, the informants said that speaking Indonesian among Indonesian teachers can make them feel 'safe' when they are expressing their feelings about the Korean things or about what is happening in school. However, over time, Korean teachers end up sometimes speaking few Indonesian words to Indonesian teachers. Korean teachers also try to study Indonesian language with Indonesian teachers. The rules that used to say not to speak Indonesian were forgotten. But when Indonesian teachers teach, they still have to use English.

After the situation changes and the rules of language use are not as strict as they used to be, the informants become more comfort and they also converge with Korean. Informants converging on Korean language are shown when they interacted with Korean teachers and students. They do not speak Korean with parents who are from Korea because they have to show their credibility as a teacher who speaks English fluently. They still choose to speak English with parents who come from Korea and Indonesian language to parents who come from Indonesia.

The informants said that they inevitably have to listen and be familiar with the use of Korean language in the school. They were also trying to learn some Korean vocabulary to make it easier for them to adapt so they no longer feel strange at school although they still can not read the Korean letters. They learn about Korean language

with their Korean partner. Once they know some Korean vocabularies, they sometimes use Korean words when they find it difficult to talk to Korean teachers or students. This convergence is more common among Korean students. Parents never complained when Indonesian teachers used Korean language to their children. Parents prefer to use Korean rather than Indonesian language if their children do not understand English at school. Doing frequent interaction with Korean people and also studying some Korean vocabularies makes informants become accustomed to Korean language. In fact, the informants said that sometimes they speak in English with similar pronunciation to Korean people without realizing it. It's not only the pronunciation that similar, but also the intonation.

As for the intonation and pronunciation, the Indonesian teachers prefer to use the way Indonesian people usually talk. They do the divergence when interact with Korean people at school for the intonation and pronunciation. They said that they have to speak clearly. They don't put any emphasis or extra vowel at the end of words with consonant in speaking with Korean. But, the situation is change when the informants want to speak in Korean. They will speak like Korean also, but when talking in Korean language, for some words that must be saying in English, the informants keep saying it like usual. The informants said it sounds strange to speak like Korean. They want to pretend their original culture as Indonesian. According to one informant, when she speaks Korean, sometimes she was influenced by the Korean way of speaking, but not long afterwards, she then tried to re-adjust to the way she talked as an Indonesian.

Based on the interview with informants, they said that there was once an 'invisible' rule that all teachers must speak English in communicating each other. However, they feel there is an injustice because looks like that rule doesn't apply to Korean teachers. At school, Korean teachers always speak in Korean language among them and they have never been reprimanded. On the contrary, Indonesian teachers got reprimanded when talking in Indonesian with other Indonesian teachers. Korean teachers even speak in Korean while in the staff room or during meetings where there are also Indonesian teachers. This makes Indonesian teachers sometimes uncomfortable and disappointed because they do not understand what Korean teachers talk about and also because they themselves are not allowed to speak Indonesian. Korean teachers will use English only if they interact directly with Indonesian teachers. The disappointment of Indonesian teachers makes that rule wasn't obeyed by them who secretly or even sometimes unwittingly speak Indonesian language.

On the other hand, there are some behaviors from Korean people in the school that sometimes make the source think negative and over-accommodate. According to the result of interview with informants, it shows there is dependency overaccommodation. The Koreans like to show their 'higher status' at school. For example, Korean teachers are busy chatting with Korean (and laughing) without thinking of Indonesian teachers not speaking Korean although informants have been trying to understand Korean by learning vocabulary. Sentence in Korean language long and difficult according to informants, making informants feel like people who are not considered. They also assume that Koreans undermine Indonesian culture. As explained earlier, the sources argue that Koreans should respect Indonesian culture as they are in Indonesia and Koreans should appreciate the efforts of Indonesian teachers in respecting Korean culture.

Conclusion

Intercultural communication occurs in various contexts of life, one of them is in education. The informants who are Indonesian teachers face different languages. Not only the language, but also the pronunciation, intonation and dialect became the challenge and even their difficulties in communicating with teachers, parents, students and students from South Korea. The informants make intercultural adaptations in the use of language in order to interact and work well. In adapting to the use of language, the informants are doing communication accommodation strategy with convergence and divergence.

The informants still have opinion that Indonesian people must love their own culture. According to them, the culture that has to be respected is the local culture. Therefore, the informants feel more comfortable speaking in Indonesian language when outside the school hours. Korean pronunciation and intonation that are different from Indonesians make informants choose to divergence while interacting. The informants do diverge toward the way Korean people speak. They better avoid misunderstanding. They keep talking the way Indonesian talk (the pronunciation and intonation). In addition, personal factors also become one of the causes of informants refusing to use Korean or studying Korean language more seriously. For example, how the treatment or behavior of Korean people in the school toward the informants personally.

On the other hand, the informants also converged on Korean language. They begin to converge when they feel comfortable in school and become part of the school as they get closer to the Korean teachers and students. Convergence of Korean language is just an attempt to adapt in Korean international school. Informants actually realize that English is a “bridging” language between Korean and Indonesian. But for the informants, English is not an option but a necessity and requirement in working at the school. This is also what led the informants to finally choose to learn Korean language a bit. At least this can help them in communicating with Koreans at school. The use of Korean language is used only when the person they are talking to does not understand the message conveyed in English. Informants also speak in Korean a bit when they already feel comfortable and close to the Koreans in school. They just do the convergence in Korean language, not in the way of Korean speak.

There is also appears a tendency in dependency over-accommodation. Sometimes informants also feel the 'intimidation' and distinction made by Koreans towards Indonesians. This is because Indonesian teachers have been never allowed from speaking Indonesian only because Korean teachers can not speak Indonesian. Only Koreans can speak Korean freely. The informants feel that Koreans is in control to show a higher status and they always apply their Korean culture no matter what the situation is. Such act creates disappointment for informants. It also raises perceptions for informants that Koreans seem to underestimate Indonesian. A language that is totally incomprehensible often leads to misunderstandings in interacting and generating negative perceptions.

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