



SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)  
REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND  
EDUCATION PERSONNEL (QITEP) IN LANGUAGE [SEAQIL]

# Annual Report

2019/2020

Prioritising Languages,  
Advancing Education



published by SEAQIL

[https://s.id/AnnualReport\\_2019-2020](https://s.id/AnnualReport_2019-2020)

# Editorial Board

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# Message from Director



At SEAQIL, Fiscal Year 2019/2020 was a year of product launches and material development; of numerous challenges—due to Covid-19—; of leadership change; and of collective effort and commitment.

SEAQIL proudly presents the Annual Report Fiscal Year 2019/2020. The report starts with the executive summary and highlights of our programmes and activities from July 2019 to June 2020. Detailed reports are provided in three chapters, i.e., KRA I (Regional Leadership), KRA II (Regional Visibility) and KRA III (Solid Resource Base). At the end of the report, you can see each member of our team.

In SEAQIL, our staff are working hard to explore new ideas and committed to fulfilling our mandate. SEAQIL's success is a direct result of their dedication and commitment to their work. For this, I want to thank each staff for all their hard work this fiscal year. I believe we will collectively continue to create the best possible outcome in the future years.

**Dr Luh Anik Mayani**  
Director

# List of Abbreviation

<b>AISOFOLL</b>	: Annual International Symposium of Foreign Language Learning
<b>APCEIU</b>	: Asia-Pacific Centre of Education for International Understanding
<b>CAR</b>	: Classroom Action Research
<b>CDELTEP</b>	: Centre for Development and Empowerment of Language Teachers and Education Personnel
<b>CDM</b>	: Centre Directors Meeting
<b>CPD</b>	: Continuous Professional Development
<b>DKAP</b>	: Digital Kids Asia-Pacific
<b>FGD</b>	: Focus Group Discussion
<b>GCED</b>	: Global Citizenship Education
<b>GESS Indonesia</b>	: Global Educational Supplies and Solutions Indonesia
<b>HOM</b>	: High Officials Meeting
<b>HOTS</b>	: Higher Order Thinking Skills
<b>ICT</b>	: Information and Communication Technology
<b>ILFL</b>	: Indonesian Language for Foreign Learners
<b>Integrated-TLM</b>	: Integrated-Thematic Learning Materials
<b>MOE</b>	: Ministry of Education
<b>MOEC</b>	: Ministry of Education and Culture
<b>MoU</b>	: Memorandum of Understanding
<b>QITEP</b>	: Quality Improvement of Teachers and Education Personnel
<b>RDP</b>	: Research Development and Programme
<b>REGRANTS</b>	: Research Grants
<b>SDGs</b>	: Sustainable Development Goals
<b>SEAMEO</b>	: Southeast Asia Ministers of Education Organization
<b>SEAQIL</b>	: SEAMEO QITEP in Language
<b>SSA</b>	: SEAMEO Service Award
<b>TDTEP</b>	: Training and Development for Teachers and Education Personnel
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization



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# Governing Board Members & Board of Directors

## Governing Board Members

### Cambodia

#### Mr Tith Mab

Head of English Division  
Institute of Foreign Languages  
The Royal University of Phnom Penh

**Membership Period:**  
08/01/2019–07/01/2022



### Lao PDR

#### Mr Ketkeo Phanthanivong

Vice Dean  
Faculty of Letter  
National University of Laos

**Membership Period:**  
18/08/2018–17/08/2021



### Myanmar

#### Dr Zaw Myint

Director General  
Department Myanmar  
Nationalities' Languages  
Ministry of Education

**Membership Period:**  
22/01/2018–21/01/2021



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### Brunei Darussalam

#### Ms Hajah Siti Salawati binti Haji Abu Hanifah

Senior Education Officer  
Brunei Darussalam Teacher Academy  
Ministry of Education of Brunei Darussalam

**Membership as of 2020**



### Indonesia

#### Dr Luizah F Saidi

Head of Center for Development and  
Empowerment of Teachers  
and Education Personnel in Language  
Ministry of Education and Culture

**Membership Period:**  
25/06/2020–24/06/2023



### Malaysia

#### Dr Rusmini binti Ku Ahmad

Rector  
Institute of Teacher Education  
Ministry of Education

**Membership Period:**  
01/07/2019–30/06/2022



## Singapore

### Mrs Elaine Yeo

Master Teacher/English Language  
English Language Institute of Singapore  
Ministry of Education

#### Membership Period:

18/09/2019–17/09/2022



## Timor Leste

### Mr Gemito de Jesus

Advisor to the Minister of Education, Youth and Sport  
c/o Ministry of Education, Youth and Sport

#### Membership Period:

11/09/2019–10/09/2022



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## Philippines

### Atty Tonisito M C Umali, Esq

Undersecretary  
Department of Education

#### Membership Period:

20/09/2019–19/09/2022



## Thailand

### Asst Prof. Dr Nirada Chitrakara

Assistant Dean  
Faculty of Arts  
Chulalongkorn University

#### Membership Period:

01/02/2019–31/01/2022



## Vietnam

### Ms Tran Thi Phuong

Head of Division  
Vietnam International Education  
Cooperation Department  
Ministry of Education and Training

#### Membership Period:

15/08/2017–14/08/2020



# Governing Board Members & Board of Directors

## Board of Directors



### **Director**

**Dr Luh Anik Mayani**  
(2020-2022)



### **Deputy Director for Administration**

**Dr Sumharmoko**  
(2018-2020)



### **Deputy Director for Programme**

**Ms Esra Nelvi M Siagian**  
(2018-2020)

# SEAQIL's Overview



## Vision

A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region



## Mission

To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking



## Goals

1

To improve the quality of language teachers through the learning resources development, capacity building as well as research and development

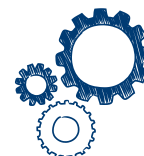
2

To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development

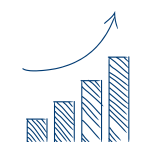
## Values



**Innovative Spirit**



**Cooperation**



**Commitment towards Quality**



**Customer Satisfaction**

# Executive Summary

In 2020, SEAMEO QITEP in Language (the Centre) celebrated its eleven-year anniversary of advancing education through language. The Centre has grown into this decade—continually improving, innovating and strategizing approach—to enhance the quality of language teachers and education personnel in Southeast Asia.

In Fiscal Year 2019/2020, the Centre's programmes and activities are largely focus on preparing teachers for 21<sup>st</sup> century challenges particularly on how to teach and deliver the 21<sup>st</sup> century skills to their students.

The Annual Report integrates information on SEAMEO QITEP in Language's performance and financial summary within the fiscal year. Through the report, the Centre wants to reaffirm its commitment in enhancing quality of language teachers.

The Centre's performance and financial in Fiscal Year 2019/2020 can be summarised under the following four core areas of focus.

## Research and Materials Development

In the mid of Fiscal Year 2019/2020, under the programme SEAMEO QITEP in Language Research Grants 2020 (SEAQIL REGRANTS 2020), research grants were awarded to 25 language teachers whose research proposals were selected for funding. The grantees are currently doing the research and their research results will be reported to the Centre in the upcoming fiscal year.

In terms of materials development, two self-learning modules for teachers in primary and lower secondary school level aiming to improve teachers' knowledge and skills had been accomplished. In addition to the materials development, in 2020, the Centre is working on development of Classroom Action Research (CAR) module and the 21<sup>st</sup> Century Skills-Based Language Teaching Module. The modules will be launched by the Centre in the upcoming fiscal year.

Aside from module development, the Centre is currently compiling 38 good practices on the utilisation of learning media in language teaching into a book. In another note, at the end of 2019, the Centre published an anthology: HOTS-Based Language Teaching Practices which contained of ten best practices written by recipients of SEAQIL REGRANTS 2018.

Acknowledging teachers needs on good resources, the Centre had successfully producing 18 language learning model videos. The videos are aimed to complement the three modules of HOTS-based language learning model which had already been launched in the previous fiscal year. Teachers can learn from the videos on how the theory of three language learning models (text-based, discovery and project-based) are implemented in practices.

## Continuous Professional Development

From professional development perspective, in Fiscal Year 2019/2020, the Centre had conducted many activities to enhance the quality of language teachers, such as training, seminar and symposium which related to classroom action research, 21<sup>st</sup> century skills including Higher Order Thinking Skills (HOTS) and language learning model.



## Finance Summary

For programmes, activities and operational in Fiscal Year 2019/2020, the Centre spent budget from Indonesian MOEC amounted to USD 543,648.

Overall, there were 1400 individuals comprising of participants and resource persons involved in the Centre's activities in Fiscal Year 2019/2020.

The Centre's performance in Fiscal Year 2019/2020 confirms that the Centre is on the track to enhance quality of language teachers in the region. The Centre strives to continuously give new initiatives and make efforts to deliver significant values to quality language education.

## Strengthening Linkages

Using strategic partnerships was another key of the Centre's success in Fiscal Year 2019/2020. To strengthen linkages, some activities such as training, seminar, contest and exhibition were conducted in collaboration with some partner institutions, i.e., Office of Education in Indonesia (West Kalimantan, North Sumatra, West Sumatra, DI Yogyakarta), SEAMEO Centres, UNESCO APCEIU and GESS Indonesia.

# Highlights in Fiscal Year 2019/2020

A total of **1400** individuals participated in 25 programmes and activities.

## Capacity Building

Enhance the competence of 945 language teachers through training, workshop and national/international fora

## International Conference

### ◆ 45 Papers Presented

15 Papers	15 Papers	4 Papers	2 Papers	2 Papers	2 Papers	2 Papers	1 Papers	1 Papers	1 Papers
<b>15 Papers</b>	15 papers (33.3%) on strategies and methods to foster students' thinking skill								
<b>15 Papers</b>	15 papers (33.3%) on utilisation of Information and Communication Technology (ITC) to promotes HOTS-based learning process								
<b>4 Papers</b>	4 papers (8.8%) on raising questions to stimulate students' thinking								
<b>2 Papers</b>	2 papers (4.4%) on students' perceptions towards language learning								
<b>2 Papers</b>	2 papers (4.4%) on teaching media in language teaching								
		<b>2 Papers</b>							
			<b>2 Papers</b>						
				<b>1 Papers</b>					
					<b>1 Papers</b>				
						<b>1 Papers</b>			



- ◆ **91 Participants**  
(Indonesia and Philippines)
- ◆ **39 Presenters**  
(Indonesia, Malaysia, Philippines and Thailand)
- ◆ **6 Keynote Speakers**  
(Germany, Indonesia, Japan, Malaysia and Singapore)

## Research and Development

### 5 Module/Book Development

- ◆ HOTS-Based Self-Learning Module for Lower-Secondary School Level
- ◆ Thematic Learning Module for Primary School Level
- ◆ 21<sup>st</sup> Century Skills-Based Language Teaching Module
- ◆ Research Methodology in Language Teaching
- ◆ Good Practices on Utilisation of Learning Media in Language Teaching



### 18 Learning Model Videos Development

Discovery learning	Project-based learning	Text-based learning
Arabic 1	Arabic 1	Arabic 1
English 1	English 2	English 2
German 1	Indonesian 2	German 2
Indonesian 1	Japanese 2	Japanese 1
Japanese 1		



Funded 25 researchs in pursuing research and good practices on Mapping Reading Literacy to Face Industrial Era 4.0



## Collaboration Activities



### Signed MoU with 2 institutions

- ◆ UNESCO APCEIU
- ◆ GESS Indonesia

### Initiated partnership with 5 national/international education institutions

- ◆ International Education Institutions:  
Goethe Institut Indonesien, Japan Foundation, Institut Français Indonesia and Confucius Institute
- ◆ Indonesian MoEC:  
Language Development and Cultivation Agency

## 9 Publications



- ◆ Annual Report Fiscal Year 2018/2019
- ◆ seaqilNews July–December 2019
- ◆ seaqilNews January–June 2020
- ◆ 10 Years of SEAQIL: 10 Strategies in Advancing Education through Language
- ◆ Modul Model Pembelajaran berbasis Teks Berorientasi HOTS (HOTS-Oriented Module: Text-Based Learning Model)
- ◆ Modul Model Pembelajaran berbasis Proyek berorientasi HOTS (HOTS-Oriented Module: Project-Based Learning)
- ◆ Modul Model Pembelajaran Penyingkapan Berorientasi HOTS (HOTS-Oriented Module: Discovery-Learning)
- ◆ Bunga Rampai: Praktik Pengajaran Bahasa berorientasi HOTS (Anthology: HOTS-Based Language Teaching Practices)
- ◆ Proceeding of 10<sup>th</sup> AISOFOLL



## Publications



## Social Media Analytics



Facebook



3171 Likes



549 Shares



960 Comments



Instagram



3127 Likes



218 Comments



Twitter



50479 Impressions



218 Followers



Youtube



708 Subscribers



1049 Views







# **KRA I: Regional Leadership**



SEAMEO QITEP  
LANGUAGE

### 1. SEAMEO QITEP in Language Research Grants 2020

SEAMEO QITEP in Language Research Grants (SEAQIL REGRANTS) is the Centre's biennial programme to encourage and motivate teachers to do classroom action research (CAR) or sharing their good practices in language teaching.

For SEAQIL REGRANTS 2020, the Centre took "Mapping Reading Literacy to Face Industrial Era 4.0" as its theme. The Centre expects that the chosen theme for the programme resulted in researches that provide an overview of problems and disparities in the quality of students' reading literacy in Southeast Asia.

The objectives of SEAQIL REGRANTS 2020 programme were:

- (1) improve teachers' competence and the quality of research of language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin),
- (2) map the problems in reading literacy in Southeast Asia,

- (3) reveal the characteristics of strategies, materials, and assessment of reading in Southeast Asia, and
- (4) reveal good practices of reading literacy in Southeast Asia.

The target of SEAQIL REGRANTS 2020 was language teachers (Arabic, English, French, German, Indonesian, Japanese and Mandarin) in upper secondary or vocational schools in Southeast Asia.

This year, the Centre received 71 proposals. From the submitted proposals, there were four main topics, i.e., learning strategies, learning methods, teaching materials and assessment. After carefully selected and assessed the proposals, the Centre decided to grant 25 research proposals and good practices in language teaching.

The following is the details of the grantees.

Table 1. Recipients of SEAQIL REGRANTS 2020

No.	Name	Institution	Title of Proposal
1.	Ahmad Syairofi & Musdalifah	SMK Darussalam Jombang, Jawa Timur & SMK Ibrahimy 2 Sukorejo, Jawa Timur	Facebook-based e-portfolio Assessment in an EFL Classroom: Design, Enactment and Evaluation
2.	Aini Ummu Syukriya	SMA Islam PB Soedirman 1 Bekasi, Jawa Barat	<i>Implementasi Model Pembelajaran Berbasis Teks untuk Meningkatkan Kemampuan Membaca Bahasa Arab Era 4.0</i>
3.	Dwi Puspitasari & Dwi Yoga Peny Hadyanti	PPPPTK Bahasa, DKI Jakarta	<i>Strategi Penerapan Literasi di Sekolah</i>
4.	Erna Irawati	SMA Negeri 1 Cikande, Banten	<i>Survei Kondisi Alibaca Siswa SMAN 1 Cikande dalam Mengikuti Program Booktalks</i>
5.	Fauziah Ratna Hapsari	SMA Negeri 2 Semarang, Jawa Tengah	Cognitive Processing-Based Strategy to Teach Reading Comprehension to Students of SMA Negeri 2 Semarang
6.	Halimatus Sa'diah	SMA Negeri 2 Banjarmasin, Kalimantan Selatan	<i>Efektivitas Strategi Kegiatan Membaca Kelompok pada Jumat Literasi di SMAN 2 Banjarmasin</i>
7.	Ilmatas Sa'diyah & Bima Rizky Prayogo	Zamzam Syifa Boarding School, Jawa Barat	<i>Penggunaan Aplikasi NovelMe untuk Meningkatkan Keterampilan Membaca dan Menulis Siswa di Zamzam Syifa Boarding School</i>
8.	Lely Novita Dewi & Rahmat Agung Azmi Putra	SMA Kristen Kalam Kudus Sukoharjo, Jawa Tengah	Promoting EFL Learners' Autonomy Through Digital Literacy in Facing Industrial Revolution 4.0
9.	Muh. Azhar Kholidi & Soni Ariawan	SMA IT Tunas Cendekia Mataram & State Islamic University of Mataram, Nusa Tenggara Barat	The Level of Thinking Skills in Reading Section of EFL Textbook in Indonesia
10.	Moch. Said Mardjuki	SMK Negeri 3 Kupang, Nusa Tenggara Timur	The Reading Habits of Vocational High School Students in Indonesia: A Survey

No.	Name	Institution	Title of Proposal
11.	Narsim	SLB Negeri Cilacap, Jawa Tengah	<i>Pengembangan Media iRecovid dalam Pembelajaran Reading bagi Peserta Didik Tunarungu SLB Negeri Cilacap</i>
12.	Nur Handayani, Dian Permatasari Kusuma Dayu & Liya Atika Anggrasari	SMA Negeri 1 Prambanan Klaten, Universitas PGRI Madiun & Universitas PGRI Madiun, Jawa Tengah	<i>Implementasi Model Brainstorming Berbasis Project Learning dalam Pembelajaran Membaca Bahasa Jerman</i>
13.	Oktina Utami, Yustina Sri Rahayu & Reti Sudarsih	SMA Negeri 1 Sentolo Kulonprogo, Dinas Pendidikan Pemuda dan Olahraga DI Yogyakarta & SMA Negeri 1 Wates, DI Yogyakarta	<i>Strategi Re-Quest dalam Membaca Pemahaman Bahasa Inggris untuk Mempersiapkan Ujian SMA di Kabupaten Kulonprogo</i>
14.	Perlando Lubis, Dhevina & Sharon	SMAK 1 BPK Penabur Bandung, Jawa Barat	<i>A Flipped Classroom with ReadTheory.org to Develop Students' Reading Skills and Comprehension</i>
15.	Rahmatasiah, Lely Novia & Alamsyah	SMA Negeri 5 Enrekang, Sulawesi Selatan	<i>The Effects of Webquest on the Students' Reading Comprehension</i>
16.	Risuli Hutaeruk	SMAK 1 Penabur Jakarta, DKI Jakarta	<i>Needs Analysis of Authentic Reading Materials for Students of SMA in Facing Industry 4.0</i>
17.	Roseanne Nelson, Dencisca Ellyvia Sidin & Nur Syuhadah Aieza	Keningau Vocational College, Sabah, Malaysia	<i>Analysing the Role of Visual Literacy in Preparing Learners for Verbal Literacy</i>
18.	Sri Utami	SMK Negeri 1 Semen, Jawa Timur	<i>Analisis Instrumen Tes Keterampilan Membaca dalam Buku Teks Bahasa Indonesia Berorientasi HOTS</i>
19.	Sri Nuraeni & Dessy Dwi Yudha Santhi	SMA Negeri 1 Cisarua, Jawa Barat	<i>Project-based Learning in Facilitating the 21<sup>st</sup> Century Learners' Literacy Skills</i>
20.	Syafaruddin Marpaung	SMA Negeri 2 Kota Tanjungbalai, Sumatra Utara	<i>Analisis Soal HOTS pada Buku Bahasa Inggris SMA Kelas XI Kurikulum 2013</i>
21.	Tentrem Lestari & Y. Sri Rahayu	SMA Negeri 1 Kalibawang, DI Yogyakarta & Balai Dikmen Kab. Kulon Progo, Dinas Dikpora, DI Yogyakarta	<i>Reciprocal Teaching sebagai Strategi Pembelajaran Membaca di SMA N 1 Kalibawang Kabupaten Kulon Progo D.I. Yogyakarta</i>
22.	Teddy Fiktorius	SMA Bina Mulia Pontianak, Kalimantan Barat	<i>Penggunaan Novel Grafis melalui Pedagogi Multiliterasi untuk Mendongkrak Minat Baca Peserta Didik</i>
23.	Wanphen Wongchan, Gaganjot Kaur & Gagandeep Singh	Narinukun International Programme, Narinukun School, Ubon Ratchathani, Thailand	<i>A Survey on Habits of Reading Among School Students (Year 10) in Thailand</i>
24.	Winda Ari Anggraini	SMA Negeri 1 Manggar, Bangka Belitung	<i>Improving Students' Reading Interest and Ability Using 'Diary'</i>
25.	Yulizar Komarawan	SMA Darul Hikam Internasional, Jawa Barat	<i>Integrating Multimodal Literacy into EFL Classroom in Indonesian Upper Secondary Education Contexts</i>

The Centre expects that the research funded by the programme will be concluded by October 2020.

The Centre will continue to support researches conducted by teachers that will contribute to improvement of language education.



## 2. Self-Learning Module for Lower Secondary School Teachers

The Centre is currently developing a self-learning module on HOTS-based language teaching that is dedicated for lower secondary school level teachers, especially English and Indonesian. This is the Centre's commitment to promote 21<sup>st</sup> century learning, in which teachers are facing challenges in implementing their teaching effectively referring to Indonesian 2013 Curriculum. In particular, the curriculum which currently focus on student-centred learning, intense to gear up the students' 21<sup>st</sup> century skills: learning and innovation skills, digital literacy skills as well as life skills.

In accordance with the aforementioned concerns, the module aims to assist the teachers in implementing innovative teaching strategies, especially to encourage students dealing with the skills required in 21<sup>st</sup> century, i.e., creative and critical thinking as well as problem solving. Following this objective, the module offers the teachers with key materials on HOTS-based learning

models: Discovery, Project-based and Text-based. Indeed, these models are expected to be a more hands-on practice for teachers to learn independently.

The module demonstrates "self-learning" feature by which the teachers are able to autonomously build their capacity by following the practical guidance provided on the module. It allows the module to easily apply by those who unreachable by our services. In addition, the module also comprises scientific approach, HOTS in the perspective of revised Bloom's Taxonomy and HOTS-based questioning strategy.

The module development is spearheaded by the Centre's RDP and TDTEP team, and supported by education experts. The Centre expects to launch and disseminate the module nationwide in digital and printed through various platforms in the near future.



## 3. Development of Self-Learning Module for Primary School Teacher

The Indonesian 2013 Curriculum applies Integrated-Thematic Learning Materials (Integrated-TLM). The integration of several subjects into one big theme is one of distinct feature that differentiate the 2013 Curriculum with the previous ones. As a consequence, teachers are expected to master instructional skills or pedagogical content knowledge. Teachers are also required to know on how creating innovation and creativity in their teaching practices, developing lesson plans and integrating several subjects into one theme in the classroom activities and make students' assessment.

Acknowledging the needs of primary school teachers, the Centre developed a module on integrative thematic learning to promote self-learning for primary school teachers. Moreover, the module may serve as a teachers' guidance in comprehending the concept of Integrated-TLM as well as conducting innovative teaching and learning in the classroom.

To develop the module, the Centre conducted a series of activities, such as workshop on module structure

development, workshop on materials' development and a focus group discussion with the experts. At the final stage of module development, the Centre conducted two batches of workshops on module validation. The objective of those workshops was to gain valuable inputs and feedbacks from teachers, as module users, particularly on the legibility of the module. The first workshop was held in Bogor, West Java on 1–4 July 2019, whilst the second one was conducted in Jakarta on 12–15 August 2019. Each workshop was participated by 20 primary school teachers.

The Centre is currently revising the module based on feedbacks and comments gained during the workshops. More examples on teaching practice ideas had been added to make the module is more practical and applicable for the primary school teachers. For a better result, the module will be reviewed and edited by the expert both on its content and language. Once it is accomplished, the Centre plans to disseminate the module nationwide.

## 4. Module to equip teachers with CAR

Among the many initiatives the Centre had done in 2020 to enhance the quality of language teachers, the Centre focused on learning materials development, i.e., development of training module on CAR. With this module, the Centre aims to enrich knowledge and skills of teachers to do research in their own classroom. By mastering CAR, teachers will be able to design learning activities and lessons based on data-based teaching strategies. The development of the module is to be conducted through a series of activities throughout the year 2020. The module is expected to be accomplished and launched in the upcoming fiscal year.

The main point of the module is that the module will be more responsive or accommodative to the teachers' needs. The Centre's team made the module for a face-to-face training session of 50 hours for five consecutive training days. The teachers as a target of the module will be deepened with the concept of CAR, characteristics, research methodology and a systematic way in writing CAR report. Not only to provide helpful guidance, the module is also intended to give a brief structure and rationale which underpin all aspects of conducting CAR.



As the first phase of the module development, the Centre's made a draft of module framework. To get input, feedback, and insight, on 13 March 2020 the Centre invited high-level experts to attend a Focus Group Discussion (FGD). During the FGD, the experts shared their valuable input, suggestions, and insight on the draft of module framework including a designed structure of training programme. The obtained input and suggestions assisted the Centre's team in refining the draft of module. The revised draft of module is going to be validated in the second phase of the module development. Since the module is designed for teachers, the Centre plans to involve teachers in the process of validation of module.



The Centre expect that the module on CAR will assist teachers in getting more understanding on CAR and gives ease for teachers to do CAR. By putting an effort to develop module on CAR, the Centre has indirectly encouraged teachers to improve their quality of the teaching.

The work in developing module that the Centre started in 2020, and continue to do, underscores Centre's commitment to equip teachers with specific skills they need to create effective and innovative teaching.

## 5. Supporting Teachers in Delivering 21<sup>st</sup> Century Skills to Students

Teaching in 21<sup>st</sup> century requires teachers to equip students with the 21<sup>st</sup> Century Skills. To deliver the 21<sup>st</sup> Century Skills to the students, the teachers need to be prepared and supported in acquiring competencies needed to teach the said skills in the classroom.

Therefore, starting 2020, the Centre has initiative to develop a 21<sup>st</sup> Century Skills-Based Language Teaching Module. The module is designed as a self-learning module for language teachers in upper-secondary school level. The aim of the module is to assist teachers in enabling students in acquiring the 21<sup>st</sup> Century Skills.





As the first phase of activity, the Centre conducted an FGD to get valuable inputs and suggestion from experts. The module content and structure framework, which were designed by the Centre's team, were the focus of discussion. All inputs and suggestion given by experts during the FGD enabled the Centre for making refinement of the draft of module prior to the validation and implementation of the module.

Regarding the content, the module will contain four chapters. The first chapter will discuss on the 21<sup>st</sup> Century itself and the second one emphasises on 21<sup>st</sup> Century

Skills. As for chapter three, it will focus on 21<sup>st</sup> century language learning, whilst chapter four will enrich teachers on assessment in 21<sup>st</sup> century language learning.

In short, teaching in 21<sup>st</sup> century requires teachers to be a high-level knowledge one, who constantly advance their own professional knowledge as well as that of their profession. While there have been numerous efforts, the development of 21<sup>st</sup> Century Skills-based Language Teaching module is one of the Centre's efforts to supports teachers in acquiring competencies to deliver 21<sup>st</sup> Century Skills to their students.

## 6. Development of Learning Model Videos

To provide teachers with effective and independent learning sources, the Centre has developed eighteen learning videos in 2019 and keep projecting more videos. The videos contain teaching illustration in various language learning context coverage three learning models. i.e., discovery, project-based and text-based learning. The teaching illustration is in line with the Centre's latest module and targeted upper-secondary school level teachers.

### Development Process

The intention on the development of learning video was initiated in 2018 as the Centre expects the visualisation of its modules on HOTS-based teaching strategies to be well illustrated. In Fiscal Year 2019/2020, the Centre has accomplished the first video-production plan with twenty learning videos (two of them were produced in 2018 and the rest were in 2019) and will continue to the second production plan with ten videos. Both of production plan involve four main stages from script development to video production as follows.

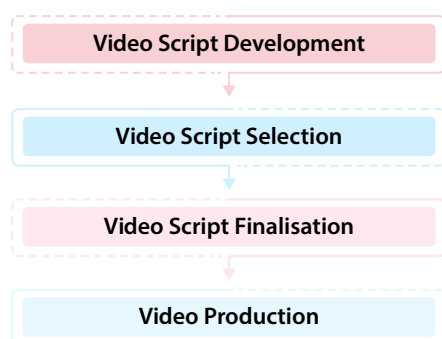


Figure 1. Video Development Scheme

### Video Production

In the second semester of 2019, as following the above scheme, the Centre worked with the video script finalisation and video production. On August, the Centre's team back to DI Yogyakarta and met the teachers to finalise their script. In addition to video script selection and finalisation, the Centre's team guided the teachers to produce a good script required for the learning videos. The team also visited some provinces in Indonesia to execute the video-shooting activities. All videos produced then firstly introduced to language teachers on December in Jakarta. The agenda was with the intention to review and disseminate the videos as the Centre's flagship product. The following are the details of the videos produced in 2019 which categorised based on language learning context.

### VIDEOS ON TEACHING MODELS

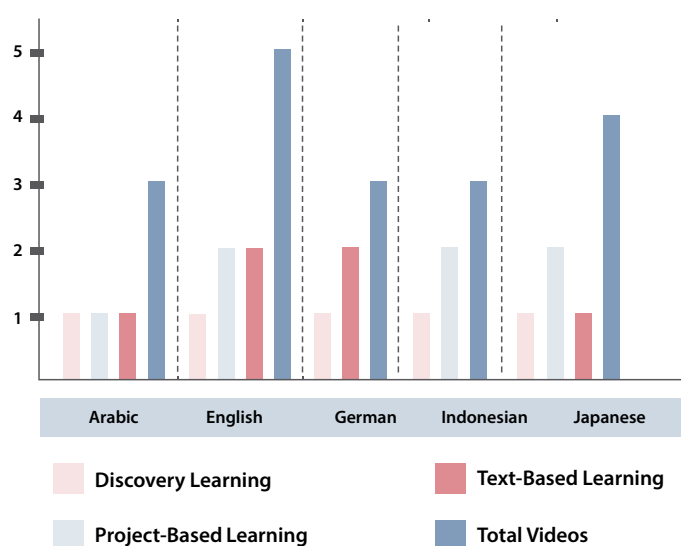


Figure 2. Videos Production (2019) based on Language Learning Context

The following is the details of the videos.

Table 2. Title of Videos

Arabic			
No.	Video Title	Script Writer	Institution
1.	مايا	Abdul Jawad Hikmatulloh R.	SMA Islam Al-Azhar, Tangerang Selatan, Banten
2.	تقديم السياحة الرائعة Instagrammable في مدينة باكاسي	Aini Ummu Syukriya	SMA Islam PB Soedirman 1 Bekasi, Jawa Barat
3.	ههلا ورملا	Parhan	SMA Al Ashiriyah, Jawa Barat
English			
No.	Video Title	Script Writer	Institution
1.	Cartoonize your great holiday	Fitria Lusanda	SMK Pariwisata Sumbangsih, DKI Jakarta
2.	Historical recount text	Mulyadi	SMA Negeri 1 Padang, Sumatera Barat
3.	How hortatory text is integrated with HOTS learning?	Nurchotimah	SMA Negeri 1 Sleman, DI Yogyakarta
4.	What's your intention?	Raden Roro Maharani	SMK 17 Bakti, DKI Jakarta
5.	West Borneo culinary festival	Urai Mimmi Variami N.F.	SMA Negeri 1 Pontianak, Kalimantan Barat
German			
No.	Video Title	Script Writer	Institution
1.	Etwas, das schon passiert ist	Efti Isjarwanti	SMA Negeri 7 Pontianak, Kalimantan Barat
2.	Die Mahlzeiten	Limala Ratni S.K.	SEAMEO QITEP in Language, DKI Jakarta
3.	Meine Familie	Zukhrufurrahmah	SMA Negeri 79, DKI Jakarta
Indonesian			
No.	Video Title	Script Writer	Institution
1.	Bijak menggunakan transportasi publik	Fitri Nuur Alimah	SMK Negeri 57, DKI Jakarta
2.	Membaca doa orang lapar	Rizma Angga P	SEAMEO QITEP in Language, DKI Jakarta
3.	Pesona kota Tangerang		
Japanese			
No.	Video Title	Script Writer	Institution
1.	幸せな家族	Fatimah Cahyani PW.	SMK Kesehatan ARAS Depok, Jawa Barat
2.	よくなにを食べますか。	Igat Meliana	SMK Mandala Tiara Bangsa, DKI Jakarta
3.	学校の生活	Sofyan	SMA Negeri 2 Padang, Sumatera Barat
4.	レバランはいつですか	Sri Wulan Dianingtias	SMA Negeri 3, DI Yogyakarta

### Contributors

To produce the videos, the Centre initiated a collaboration with Centre for Information Technology and Communication Education, MOEC (now known as Centre for Data and Information Technology, MOEC) as well as Centre for Education Communication Technology for DI Yogyakarta. The Centre then worked with several professional production house to create a high definition quality of the video. To create videos with a sense of real classroom experience, the Centre involved upper-sec-

ondary school teachers and their respected institutions in six provinces, namely Banten, DKI Jakarta, North Sumatra, West Sumatra, West Java and West Kalimantan. The chosen schools are based on the script writer who involved in the production plan. Further, the Centre expect that the video can be a benchmarking not only for the Centre but also for the educational institutions involved in the project.

### Product Dissemination

To disseminate the products, the videos will include in the Centre's educational toolkit along with the Centre's module. The toolkit will target teachers and stakeholder; and be available in both printed and digital. To get the products digitally, the Centre's institution partners, colleagues and stakeholders as well as teachers can access through the various platform.

All in all, the Centre plans to have the videos to be subtitled in various language in Southeast Asia, hence teachers in the region could access the videos. To accomplish the initiation, the Centre will collaborate with the Ministry of Education and/or educational institutions in Southeast Asia.

**Official Page**  
<http://learningvideo.qiteplanguage.org/>

**Youtube**  
<https://www.youtube.com>

**Rumah Belajar (Indonesian MoEC)**  
<http://rumahbelajar.id>



## 7. Good Practices on Utilisation of Learning Media in Language Teaching

The Centre is compiling 38 good practices on the utilisation of learning media in language teaching from teachers in Indonesia. The compilation aims to promote and share creative ideas in language teaching.

The idea to compile good practices came from a survey result conducted in 2018. The survey showed that:

1. one of the obstacles faced by teachers during the learning and teaching process is the lack of the use of learning media during the teaching and learning process, and
2. other obstacle in relation to the use of learning media is the lack of teachers' ability in selecting and determining the learning media that matches with the subject matter.

Learning media indeed plays an important role in learning and teaching process. In other words, implementation of learning and teaching process which are supported by the use of appropriate learning media will provide the stimulation that motivate students. Moreover, the use of learning media will greatly help to the effectiveness of the learning and teaching process. It

also assists teachers in delivering the message and the content of the subject matter. However, the success of teaching and learning process by using media is depended on how far the teachers can utilise the media itself.



As a start of the project, the Centre conducted a workshop on writing of good practices on the utilisation of learning media in language teaching on 10–15 November 2019. For the effectiveness of the workshop, the 38 participants were divided into three groups based on the learning media they used, i.e., (1) group of conventional media, (2) group of digital media and (3) group of integration of conventional and digital media.

As a future plan, the compilation will be published and disseminated to language teachers particularly in Indonesia and the region. The book is aimed to inspire other language teachers in maximising the utilisation of learning media to increase students' motivation that will affect to students' achievement.



### 1. Taking Students' Thinking to Higher Levels



In a globalisation era, teachers need to equip their students with 21<sup>st</sup> century skills. One of three categories of 21<sup>st</sup> century skills which is known among teachers is learning skills. The learning skills include critical thinking, creativity, collaboration and communication (4C's). By having the 4C's, students will be able to think critically, acquire, process, interpret, rationalise, and analyse all of information they gained to solve their problems.

To provide an opportunity for teachers on how to prepare their students with the 4C's, on 16–17 October 2019, the Centre held its 10<sup>th</sup> Annual International Symposium of Foreign Language Learning (10<sup>th</sup> AISOFOLL) with theme of "Taking Students' Thinking to Higher Levels through Creative Language Teaching". The theme was related to the 21<sup>st</sup> Century skills that should be mastered by students for success in work environment and life. The symposium was organised around 4 sub-themes for presentations that covered the following topics: (1) Implementing Teaching Strategies that 'Work' to Foster HOTS, (2) Raising the Appropriate Questions to Stimulate Students' Thinking, (3) Using ICT to Promote HOTS-based Learning Process and (4) Utilising Assessment Results to Elevate Students' Thinking Skills.

The symposium, which was attended by 89 participants, invited six keynote speakers. They were Prof. Dr Datuk N. S. Rajendran (Taylor's University, Malaysia), Dr Jo-Ann Netto-Shek (National Institute of Education, Nanyang Technological University, Singapore), Prof. Dr

Muhammad Kamarul Kabilan Abdullah (School of Education, Pusat Pengajian Ilmu Pendidikan Universiti Sains Malaysia, Malaysia), Dr Ono Yuichi (University of Tsukuba, Japan), Dr Rainer-E Wicke (Goethe-Institut Indonesien, Indonesia) and Dr Bambang Indriyanto (SEAMEO QITEP in Language, Indonesia).

In addition to the keynote's speeches, there were 39 papers presented at the parallel sessions. Nine papers of them were the research results funded by SEAQIL Research Grants 2018.

The symposium totally presented 45 papers which can be categorised into ten topics of discussion. They were:

- Strategies and methods to foster students' thinking skills (15 papers)
- Utilisation of ICT to promote HOTS-based learning process (15 papers)
- Raising questions to stimulate students' thinking (4 papers)
- Students' perception towards language learning (2 papers)
- Teaching ILFL (2 papers)
- Teaching media in language teaching (2 papers)
- The analysis on national examination (2 papers)
- Literacy in 21<sup>st</sup> century (1 paper)
- Intensity in implementing HOTS on language teaching (1 paper)
- Analysis of character values in the textbook (1 paper)



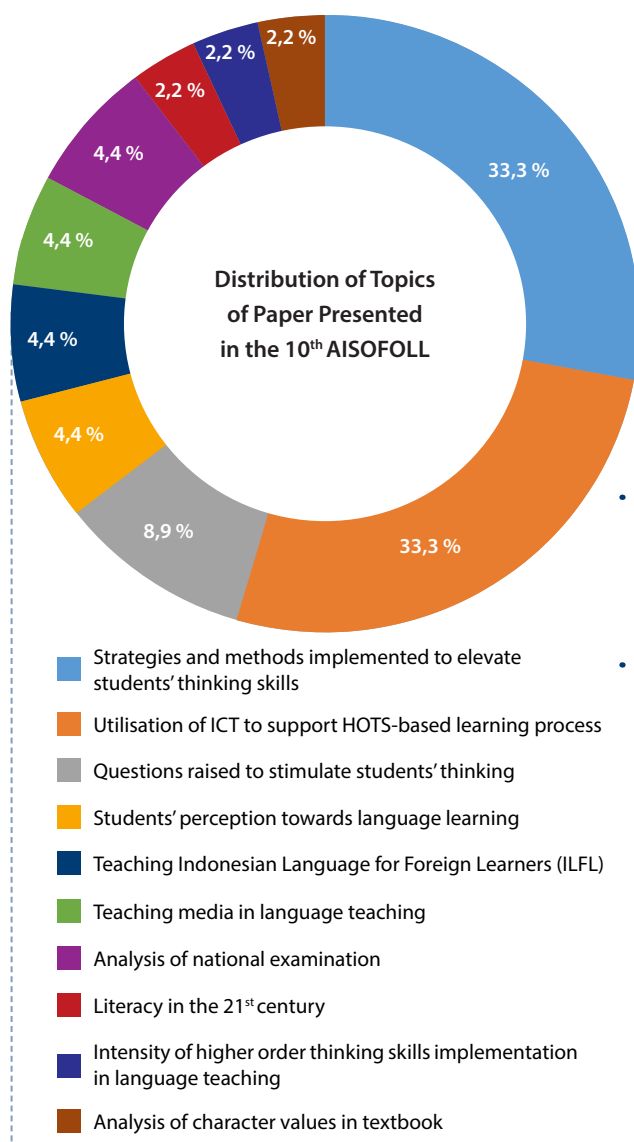


Figure 3. Topics of Papers Presented in the 10<sup>th</sup> AISOFOLL

The discussion in the symposium can be summarised as follows:

1. The rapid development in ICT and the increased access to information and the emergence of global communities have impacted the shift of the teachers' pedagogy from the traditional literacy skills to 21<sup>st</sup> century multiliteracies.
2. The point of multiliteracies is to build the phases of knowledge processes of experiencing, conceptualising, analysing and applying. These knowledge processes represent the four components of the multiliteracies pedagogy, namely situated practice, overt situation, critical framing and transformed practice.
3. Multimodal texts are the combination of two or more communication modes (e.g. print, photos, video, music, etc) or semiotic systems (e.g. visual, audio, spatial, etc) to transform the meaning of a text.
4. Teachers are responsible to integrate technology in learning processes, as a supporting element in designing their pedagogical strategies for effective learning results.
5. Through multiliteracies, the students become the effective learners which have flexibility, autonomy and able to work with cultural and linguistic diversity. To be considered multiliterate, students today must acquire various skills that enable them to take advantages of the diverse modes of communication and to participate in global learning communities.

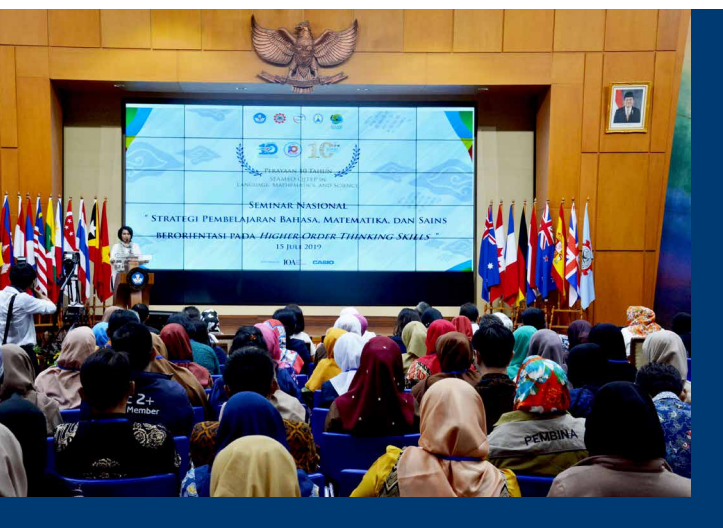


The Centre Director, during the closing remarks, highlighted the fact that the symposium was not purely viewed as an academic study but it can be viewed as a policy dialogue with academic perspectives in language teaching as well.

The full symposium summary and all 45 presented papers as well as discussions during the symposium were compiled in a proceeding book and can be downloaded at [aisofoll.qiteplanguage.org](http://aisofoll.qiteplanguage.org).



## 2. SEAQIL 10<sup>th</sup> Anniversary: National Seminar and Soft Launching Module



The Centre's ten years celebration tagged as a decade of Advancing Education through Language. A decade that defines a blend of effort and commitment to take a lead in providing qualified language teachers for a better education; and still counting. Following this intention, since its establishment on 13 July 2009, the Centre conducts its programme and activities in line with the agenda of Indonesian MOEC and 7 SEAMEO Priority Areas. During the period, the Centre reached 8,500 teachers and education personnel through capacity building, resource sharing, research and development and networking.

To celebrate its anniversary, the Centre was in collaboration to organise a national seminar on HOTS-based Teaching Strategies on Language, Mathematics and Science back-to-back with educational exhibition. Particularly, the collaboration was initiated by three SEAMEO QITEPs as these Centres having the same founding date. The activity was ceremonially opened by the Head of Foreign Cooperation Planning Bureau of Indonesian MOEC, Ir Suharti, PhD with her remarks that high productivity and high technology invention could only possibly invented if we teach language, mathematics and science since earlier education.



Having 225 teachers at the event, the Centre exclusively took the opportunity to socialise HOTS implementation scenario which was initiated by the Centre through its resource development (the modules and learning videos) and resource sharing through partnership. Following the said opportunity; and to benchmark its professional excellence, the Centre soft launched its own-resource modules on HOTS-based Learning Model for language teaching in upper-secondary school level. The modules are varied in three different books based on each learning model, i.e., discovery, project-based and text-based. Inside the books are a practical guide for teachers in implementing the models into their language teaching process.



In addition, the Centre has released a special publication to commemorate its journey of the decade entitled "10 Years of SEAMEO QITEP in Language: Advancing Education through Language". Releasing the book, the Centre attempted to portray how the Centre's strategies and approach was converted into actions to sustainably enhance language teachers' competence in the region. Particularly, the book let the public know how the Centre are grateful to have dedicated staff who driven the Centre's milestones.

For the years to come, the Centre will set a standard and diversification of HOTS-based language teaching following the said scenario. In 2021, the Centre also expect to publish a self-learning module for lower-secondary and primary school level.



### 3. Training on HOTS-Based Learning Model

The Centre's CPD on HOTS-Based Language Teaching Methodology is under the spotlight as its continuity to support teachers not only via traditional classroom, but also through digital platform. On July 2019, the Centre launched its Online Training on Language Learning Models for language teachers in the region. The online initiative is the Centre's way to engage with teachers without borders as well as to respond the high demands on the Centre's new-formulated training. In addition, the online activity was a huge cost-saver for the Centre; and teachers were not required to pay for pursuing the course certificate.

Compare to the previous CPD training, the Centre's latest training employed a significant framework and structure as referred to the Centre's Language Teaching Module (published in 2018). Indeed, it's the Centre's satisfaction to disseminate its own-established resources. By developing the resources, the Centre ensured the training benefitted the teachers with a hands-on practice to efficiently and effectively integrate HOTS in their lesson activities. Exclusively, all trainings fully involved the Centre's teacher trainers and programme specialists who delivered comprehensive materials ranged from higher order thinking skills and its strategies; the implementation of 21<sup>st</sup> century curriculum; to learning models (formulated with compact modification for on-line course onwards).

The online training materials comprised three different topics, i.e., (1) discovery learning, (2) project-based learning and (3) text-based learning, which were delivered separately in three phases organised from July to October 2019. Furthermore, the course was flexibly conducted after working hours with the intention to keep teachers' classroom routines on the track. The courses registered 54 language teachers from Southeast Asia.

Initially, the Centre also intended to target the teachers' alumni of SEAQIL Goes to Schools programme. Overall, 23 teachers accomplished the training in which they accessed the entire course activities and fulfilled their weekly assignments. As an appreciation, they were awarded with e-certificate for 32 hours.

Meanwhile, the face-to-face training were managed under the cost-sharing partnership with Offices of Education in Indonesia, especially in North Sumatra and West Sumatra. One of the agenda with both Offices is to enhance teachers' capacity on HOTS-based language teaching methodology. Participated by a total of 304 teachers from upper-secondary and vocational school level, the Centre involved "ECAFE Learning" teachers' community in West Sumatra as well as those in North Sumatra. In addition, the activity was conducted in August and September 2019.

The training on HOTS, which has been the Centre's flagship since 2017, comprises varying ways to support teachers, i.e., module development, learning video and CPD training as one package of the Centre's resources. The Centre believes that it is how professionalism works to keep up-to-date with global issues and trends—a 21<sup>st</sup> century learning and innovation skills. Since the beginning, the Centre supports to promote HOTS for the better quality of education.

In summary, particularly in Indonesia, the Centre has now reached language teachers in eight provinces by offering online courses. Surely, the Centre intends to achieve better performance and reach more teachers in the region for its upcoming programme. In the future, the Centre expects to offer online and blended course to ensure the effective and efficient CPD services.

### 4. Embracing CAR for Language Teaching Improvement

It is undoubtedly fact that the quality of education is influenced by many factors. One of which is the quality of teaching and learning practices in the classroom. To improve the quality of teaching and learning practices, teachers have to enhance their professional competence and maximise their potential. They are encouraged to identify their own CPD needs by undertaking workshops, training and other CPD programme. CPD



for teachers, essentially, covers a variety of self-development activities, scientific publications and innovative works. One of CPD activity is CAR. Through CAR, teachers can reflect, evaluate and solve problems they encounter during the teaching and learning process.



Much has been written about the positive effects of conducting CAR to improve the quality of teaching. It is proved by many researches that CAR is needed to find ways or steps that must be taken by teachers to improve their teaching practices.

To address the issue, on October 2019, the Centre conducted a seminar on CAR. The seminar is aimed to enhance knowledge and skills of language teachers in conducting CAR to improve their teaching practices. The seminar was attended by 71 language teachers of upper secondary school level in DKI Jakarta and its surrounding areas.

For the seminar, the Centre invited research experts, namely Dr Hananto (Universitas Pelita Harapan, Banten) and Dr Ifan Iskandar (Universitas Negeri Jakarta, DKI Ja-

karta) as well as Dr Bambang Indriyanto (SEAMEO QITEP in Language, DKI Jakarta). The three keynote speeches all stressed on the importance and advantages of CAR which viewed from three different perspective, i.e., policy, quantitative and qualitative research. In addition to



the keynote speakers, the Centre invited two language teachers to share their good practices on conducting CAR. They were Mr Aep Saefulloh (SMA Al Muttaqin, West Java) and Ms Neni Juhaeni from (SMA Negeri 67 Jakarta, DKI Jakarta). Both teachers had conducted CAR and successfully improving their quality of language teaching.

The Centre expects that the knowledge the participants gained during the seminar would be implemented for their teaching quality improvement. In the future, the Centre will continue to provide a forum for language teachers to gain knowledge and skills, disseminate their research results and, certainly, to discuss trends and issues in language education.

## 5. Embedding 21<sup>st</sup> Century Literacy in Language Teaching

The 21<sup>st</sup> century skills have been an ideal need for today's students to deal with the challenges due to disruptive innovation. Deriving from this notion, the Centre believes that the disruption due to industrial growth could link to the waves of innovation that transform economy, health, politics and education. In education sector, teachers and students need to deal with the use of technology in teaching and learning process. It is the teachers' responsibility to apply effective teaching strategy to encourage learner in achieving the said skills. Hence, the Centre organised a half-day activity to stimulate teachers in applying adaptive and responsive teaching strategies toward the era of disruptive innovation. Indeed, to ensure teachers' capacity enhancement toward up-to-date curriculum is the Centre's priority.



The activity, organised on 31 October 2019, registered 95 language teachers of Arabic, English, French, German, Indonesian and Mandarin who actively teach



in upper-secondary school level in Bandung, West Java as well as DKI Jakarta and its surrounding areas. The Centre allowed the teachers to engage in various do-



mains, such as target of a 21<sup>st</sup> century curriculum; language education in 21<sup>st</sup> century curriculum as well as 21<sup>st</sup> century literacies and skills. These major topics were delivered by policy makers as well as academic/educational practitioners from *Pusat Pengembangan Strategi dan Diplomasi Kebahasaan* (Centre for Language Strategy and Diplomacy Development), Universitas Negeri Jakarta and SEAMEO QITEP in Language.



The key speakers highlighted some important details to note by teachers, i.e., a) the awareness on the disruptive innovation in learning; b) the emerging of technology transforms the literacy concept and c) Infusing digital literacy into language learning. Having these perspectives, the Centre encouraged the teachers to deal with students' digital literacy in accessing, managing, evaluating, integrating, creating and communicating information individually or collaboratively

in a networked, computer supported and web-based environment.

As a relevance of students' digital literacy to teachers teaching practices, the Centre also provided the teachers with presentation on good practices in language teaching. The session presented by their colleagues from the upper secondary school level in DKI Jakarta. The presenters delivered effective teaching strategies involving students' digital and critical literacy skills, especially through learning models: discovery, project-based and text-based learning.

To conclude, the Centre expects the teachers to be open-minded toward the growth of digital media and provide the students with exploring time and space to



learn critically and creatively under the teachers' guidance. To support this, the Centre has launched HOTS-based teaching modules as a reference for the upper secondary school teachers' in implementing effective learning models. The Centre also expects to build professional engagement with the teachers to create sustainable pedagogical impact on 21<sup>st</sup> century literacy competence.



## 6. Promoting the Value of GCED through Teachers' Storytelling (UNESCO-APCEIU and SEAQIL collaboration)

UNESCO-APCEIU and the Centre agreed to co-organise GCED Storytelling Contest in 2019. GCED Storytelling Contest aims to collect and disseminate GCED-related stories to promote the value and necessity of GCED and provide teachers with the opportunities to develop their capacity to foster global citizenship through storytelling.



UNESCO-APCEIU and the Centre believe that by having storytelling infused into classroom activities, it allows teachers to draw pedagogical values based on

the contexts from which the stories are originated and cultural messages from local communities and/or ethnic groups or nations. Thus, APCEIU-SEAQIL GCED Storytelling Contest took "Stories of Global Citizens in My Neighbourhood" as its theme.

The Contest received 132 entries from in-service and pre-service teachers from six SEAMEO Member Countries, i.e., Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Vietnam. An international screening committee, composed of experts of related areas (GCED, language education/storytelling, teacher education, etc.), gathered to select six best stories. The criteria for the selection, including 1) relevance to global citizenship and level of intensity as well as extensity of story narratives, 2) level of congruency of story narratives with millennial educational and cultural challenges, as well as 3) originality and coherence and clarity.

After carefully reading and reviewing all entries, the screening committee officially decided to select the following winners.

### In-Service Teacher Category

1.	2.	3.
<p>Title of Story : Pluto, A Stubborn Planet</p> <p>Writer : Aprilia Annisa Sanie</p> <p>Institution : TPA Aksa Tamami, DI Yogyakarta, Indonesia</p>	<p>Title of Story : Conserving Oral Traditions through Cultural Literacy in Belitung</p> <p>Writer : Nanang Narwanta</p> <p>Institution : SMA Negeri 1 Membalong, Belitung, Indonesia</p>	<p>Title of Story : Galap &amp; Jomo</p> <p>Writer : Sirhajwan Idek</p> <p>Institution : Keningau Vocational College, Malaysia</p>

### Pre-Service Teacher Category

1.	2.	3.
<p>Title of Story : How Do You Paint</p> <p>Writer : Recka Olasiman</p> <p>Institution : Cebu Normal University, Philippines</p>	<p>Title of Story : Grandfather's Funeral</p> <p>Writer : Sudipa Chakraverty</p> <p>Institution : Institut Pendidikan Guru Kampus Batu Lintang, Sarawak, Malaysia</p>	<p>Title of Story : Be the One</p> <p>Writer : Biemha Dhea Atykanuri</p> <p>Institution : STKIP Kusuma Negara, DKI Jakarta, Indonesia</p>



Onwards, the Centre expects to welcome future collaboration with multi-national educational institution with similar vision and/or in supporting Sustainable Development Goals (SDGs), especially through language education.



## Recognition and Benchmarking

In Fiscal Year 2019/2020, the Centre produced various products and publications, which varying from modules, learning model videos, as well as promotional materials, such as annual report and newsletters. To ensure these resources are getting visibility, the Centre conducts promotional activities through exhibitions, website and social media. In particular, there were two exhibitions participated by the Centre in Fiscal Year 2019/2020.

### Exhibition on 3 SEAMEO QITEPs' 10<sup>th</sup> Anniversary



The exhibition was held on 15 July 2019 as a side event to celebrate the 10<sup>th</sup> Anniversary of SEAMEO QITEP in Language, Mathematics, and Science. During the exhibition, the Centre met with teachers of the three subjects from DKI Jakarta and its surrounding areas.



### GESS Indonesia Education Exhibition and Conference 2019



This is the first time the Centre ever participated in an international education exhibition and conference. The activity was held on 18–20 September 2019. The event provides educators access to the products and solutions that meet the needs of the modern classroom and transform the way students learn.

It was also a place for teachers to enhance their knowledge with inspirational talk, hand-on conference and workshop contents. Alongside showcasing its publications and promotional materials, the Centre also had the chance to share materials and ideas on language education during the conference.

The Centre's participation in exhibitions was to reach the widest possible targeted audience of the Centre as well as to get better understanding on teachers' needs. Moreover, through exhibitions, the Centre also has a chance to directly inform the targeted audience on programmes, activities and new publications that had been launched.



In the future, the Centre plans make a more structured promotional strategy to reach more audience.





## **KRA II: Regional Visibility**



SEAMEO QITEP  
LANGUAGE



## Strengthening Linkages with Inter-Centre, National, Regional and International Institutions

### 1. Dissemination of SEAQIL Programmes and Activities



To showcase the Centre's works and activities, a dissemination of results is a must. Further, sharing information, programmes, activities and outcomes beyond the Centre will enable a wider community to benefit from the Centre's work and contribute in raising the Centre's profile. In addition, the dissemination of programmes

and activities is a strategy to establish partnership with other institutions. Dissemination activities conducted by the Centre in Fiscal Year 2019/2020 were in four provinces, namely DKI Jakarta, Nusa Tenggara Timur, Jambi and Sulawesi Selatan.

#### a. DKI Jakarta

The Centre shared information and programme such as good practices in language teaching, CAR, literacy village and visualisation of language learning model.



#### b. Jambi

As a follow-up action, the Office of Education for Jambi and Centre would hold further discussion on technical aspects, budget and duration of collaborative activities.



### c. Nusa Tenggara Timur



The Centre shared information on training on HOTS-based language teaching. Further, the Centre offered the Office of Education and Culture for Nusa Tenggara Timur to collaboratively conduct the training on HOTS-based language teaching with local language teachers as participants.



### d. Sulawesi Selatan

The Office of Education for Sulawesi Selatan would make coordination with forum of language on the possibility on conducting collaboration activities.



As the results of the dissemination activities conducted in Fiscal Year 2019/2020, the Centre plans to establish partnership with the aforementioned provinces in the upcoming fiscal year.



## 2. Partnership Meeting

### a. Meeting the Stakeholders: Promoting SEAQIL's Language Learning Models

The Centre's intention of networking is to increase effectiveness of its agenda by taking the stakeholders on the same boat. The Centre aims to access their resources to connect and build trust with the Centre's audience target from policy maker to school personnel to educational community. This intention was realised in 2019, following the cost-sharing partnership with Indonesian Offices of Education in four provinces (Sumatra Utara, Sumatra Barat, DI Yogyakarta and Kalimantan Barat). In detail, the Centre targeted schools in the respective provinces to be piloting schools in implementing foreign language learning models.

Inviting the stakeholders, representative of teacher community and school principal in one forum, the Centre opened an opportunity for the schools not only to implement language learning models, but also to develop language learning model video. Having this pro-

ject, the Centre had the objective to manage a trial run for effective full-scale implementation: the targeted schools will be the role models for other schools.

Further, the discussion was fruitful as the Centre had the opportunity to hearing different background and perspectives from the target users in different provinces. One of the feedbacks given was about improving their classroom action research quality. To respond to this demand, the Centre re-emphasised the collaboration agenda with the local education office in which one of the agendas is CAR methodology. The Centre then welcomed to have the teachers from targeted school or community to have an exclusive course on CAR under cost-sharing collaboration. The Centre could provide online learning assistance service for those who are determined to publish CAR and potentially to be the presenter in AISOFOLL.



## b. Meeting with Language Institutions: Preparation of Language Festival

The Centre continued to meet the stakeholders from five language institutions with the agenda initiation of collaboration to organise Language Festival 2020. The meeting, which was held on 3 October 2019 at Artotel Jakarta, had the objective to prepare the language festival with the key decision on the schedule, theme and date, as well as key technical aspects of Language Festival 2020.

In addition, participated in the meeting were the representatives of Confucius Institut, Goethe Institut Indonesien, Institut Français d'Indonésie (IFI) Jakarta,

Japan Foundation as well as *Badan Pengembangan dan Pembinaan Bahasa, Kemdikbud* (Agency for Language Development and Cultivation, Indonesian MOEC). During the meeting, the participants were agreed to conduct the Language Festival from 21 to 23 October 2020 and to revise the proposed schedule respecting the needs of each language institution.

Onwards, the Centre hopes to successfully conduct the Language Festival. Further, the Centre is highly expected to build strong collaboration with private/public institutions which has similar works.

## 3. Director of SEAMEO Secretariat Visit SEAQIL

Dr Ethel Agnes P. Valenzuela (Director of SEAMEO Secretariat) visited the Centre on 11 February 2020 to seek collaboration between SEAMEO Secretariat and the Centre. During the short visit, she proposed an initiative for the Centre to join Digital Kids Asia-Pacific (DKAP) programme. DKAP is a joint programme by SEAMEO Secretariat and UNESCO Bangkok and supported by Korea Funds-In-Trust. It aims to assist SEAMEO Member Countries in developing evidence-based policies that foster children's digital citizenship and promote their safe, effective and responsible use of ICT.

By the end of the meeting, Dr Luh Anik Mayani (Centre Director) expressed her optimism in collaborating with SEAMEO Secretariat for DKAP programme. The two parties agreed to maintain good communication until the end of the programme.



As a side note, this was the first time Dr Ethel Agnes P. Valenzuela visit the Centre and also the first time the Centre is visited by director of SEAMEO Secretariat. Dr Ethel Agnes P. Valenzuela was welcomed by the Centre's Board of Directors and Head of Divisions.



## Increase Means for Stakeholders to Access SEAMEO Programmes

### 1. Social Media Analytics FY 2019/2020

The Centre attempts to well-establishing its social through digital media platform, namely Facebook, Instagram and Twitter. Having the platforms, the Centre hopes to reach those unreached targeted audiences with information included the Centre's activities and programmes as well as special content commemorating a big day.

In Fiscal Year 2019/2020, the Centre has added 1314 new followers and now is connected to a total of 7453 social media users. Overall, the Centre's social media engagement/user interaction growth on Facebook, Instagram and Twitter can be seen through the following graphics.

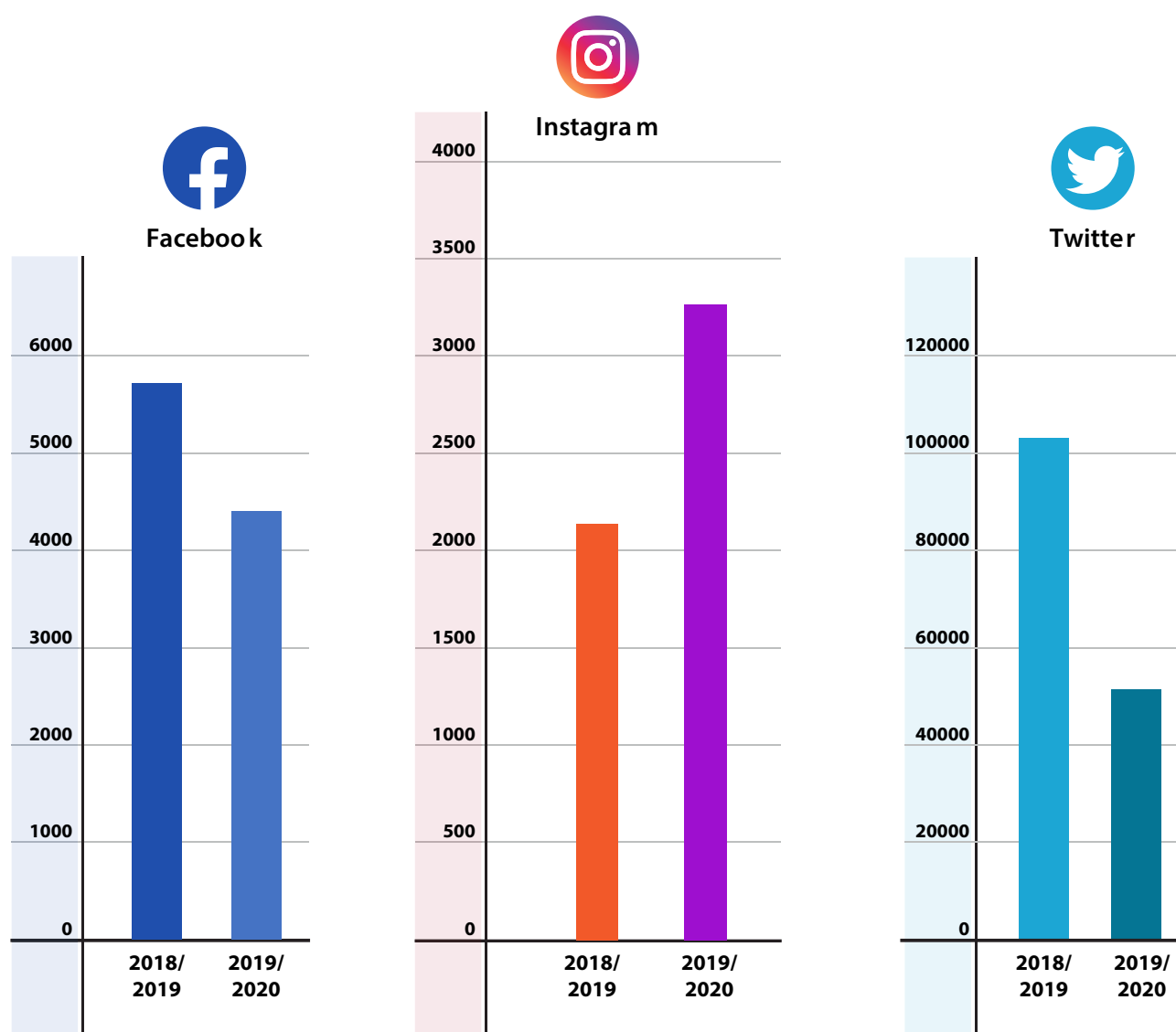


Figure 4. Social Media Analytic of FY 2019/2020

Apart from the abovementioned social media, the Centre also established YouTube channel with overall 708 subscribers and 1049 views. Further, to have a signifi-

cant impact and reach better engagement with good social media services, the Centre has conducted a survey for the Centre's social media followers.

## 2. SEAQIL's Products and Publication

The Centre is committed to ensuring that the results of its works could reach a wide range of audience (teachers, lecturers, researchers, policymakers, language experts and others). The Centre's publications in Fiscal Year 2019/2020 are listed below.

### 18 Videos of Language Learning Model:



#### 18 Videos of Language Learning Model:

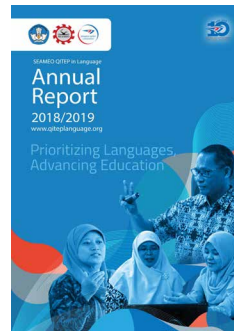
- 5 Discovery Learning Model  
Five video explains how to teach language for the certain topic by using the discovery learning model. This video can be used by high school / vocational high school language teachers.
- 7 Project-based Learning Model  
Seven video explains how to teach language for the certain topic by using the project-based learning model. This video can be used by high school / vocational high school language teachers.
- 6 Text-based Learning Model  
Six video explains how to teach language for the certain topic by using the text-based learning model. This video can be used by high school / vocational high school language teachers

### seaqilNews



SeaqilNews is Centre's newsletters which includes updated information on Centre's programmes and activities, news or events conducted within six months. It published both in print or electronic form. The primary importance of seaqilNews is to maintain ongoing connections with existing and potential targets or partners.

### Annual Report 2018/2019



A comprehensive report on Centre's programmes and activities throughout the preceding fiscal year

### Anthology: HOTS-based Language Teaching Practices



The book consists of 10 selected good practices funded by SEAQIL Re-grants 2018. The book contains good practices in implementing HOTS-based language teaching practices

\*available in Indonesian Language

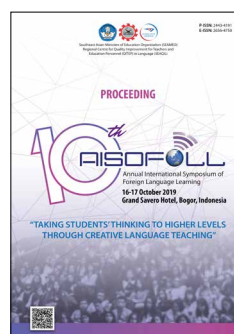
### Chronicle Book: 10 Years of SEAMEO QITEP in Language (2009-2019)



The book highlights activities of SEAMEO QITEP in Language (Centre) in advancing language education within a decade (2009-2019) including the achievement reached by the Centre

\*available in English

### Proceeding of the 10<sup>th</sup> AISOFOLL



The book presents a proceeding of the 10th AISOFOLL held in 2019 with theme "Taking Students' Thinking to Higher Level through Creative Language Teaching". The discussion in the plenary and parallel session are also included in this book.

All of the Centre's publication can be found in its official website [www.qiteplanguage.org](http://www.qiteplanguage.org).



**KRA III:**

**Solid  
Resource Base**





SEAMEO QITEP  
LANGUAGE

## Financial Viability

In Fiscal Year 2019/2020, to execute its programmes and operational activities, the Centre received fund from the Indonesian Government in the amount of USD 558,474. By the end of the fiscal year, the Centre spent USD 543,648 or 97.35% of the total received budget.

The detail of the expenditure is shown in the following figures

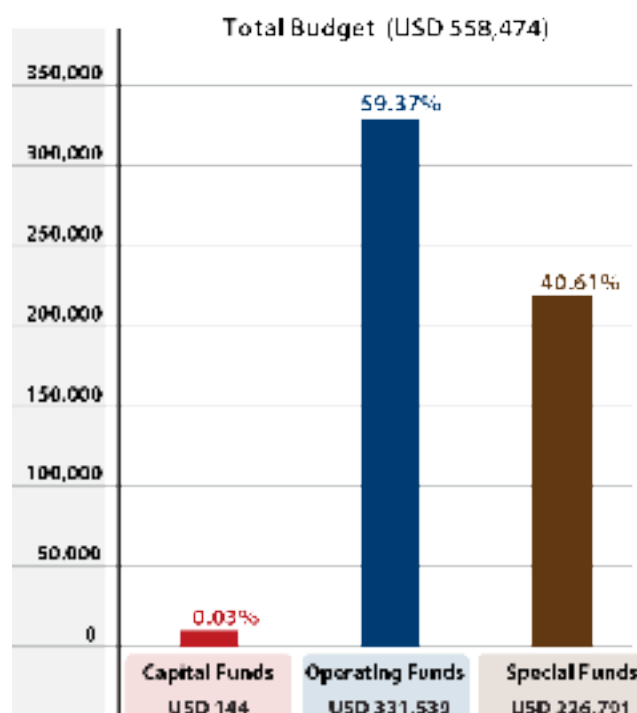


Figure 5. Centre's Budget FY 2019/2020

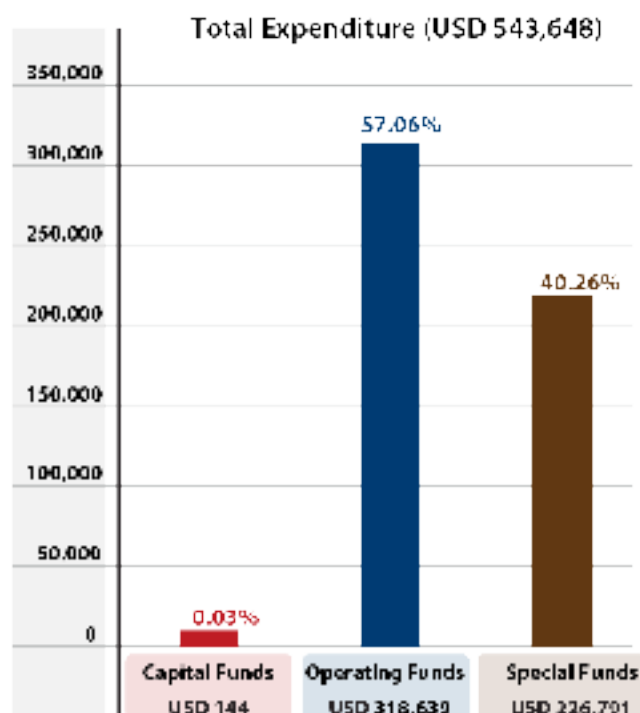


Figure 6. Centre's Expenditure FY 2019/2020



### 1. Centre Directors Meeting 2019

As one of 26 SEAMEO Centres, SEAMEO QITEP in Language actively participates in CDM since it is an opportunity for the Centre to share the accomplishments and achievements within a fiscal year. Furthermore, through this forum, the Centre has a chance to strengthen existed collaboration with partner institutions as well as to discuss new collaboration projects with new partners.



CDM 2019, which was held in Bangkok, Thailand from 6 to 8 August 2019, presented a new format of the meeting. In the new format, SEAMEO Centre Directors were invited to present their working papers in the panel sessions instead of individual presentation. In relation to its organisation, the Meeting was arranged into six main sessions, namely Opening Formalities, Matters for Information, SEAMEO Units' Accomplishment, Special Session for the SEAMEO Centre/Network, Networking Session, and Updates on SEAMEO Strategic Plan 2011–2020.

### 2. 42<sup>nd</sup> SEAMEO High Officials Meeting

The 42<sup>nd</sup> SEAMEO High Officials Meeting (HOM) was held on 26–28 November 2019 in Bangkok, Thailand. The Meeting attempted to review programmes, expenditures, legal aspects and other matters concerning SEAMEO's activities. The 42<sup>nd</sup> SEAMEO HOM was organised in two sessions: In-Camera Session and Plenary Session.

In the Meeting, SEAMEO Centres, SEAMEO Associate Members Countries, Affiliate Members, and Partners

A total of 28 Working Papers, 9 from SEAMEO Secretariat and 19 from SEAMEO Centres and Network, were presented during Matter for Information session. The Centre Director, Dr Bambang Indriyanto, presented two working papers, namely (1) Proposed Third FYDP 2021/2022-2024/2025 and (2) Proposal on the Acculturation Enhancement for Southeast Asian Students through the Foreign Language Festival.

In addition to the Meeting, multimedia presentations from SEAMEO Centres were also displayed between the sessions in the Meeting. In the session of multimedia presentation, the Centre presented a video which highlight programmes and activities in Fiscal Year 2018/2019. Regarding to discussion of new ideas or pro-



posals of new projects, it was shared or discussed with the Affiliate Members or Partners in the Networking session.

CDM 2019 was concluded by the review and adoption of Plenary and Networking Session.

presented their working papers to propose new programmes within their specialised scope of works to promote education, culture, and science in the region. The Meeting was also a forum for them to highlight their ongoing projects and programmes.

There was a total of 149 participants from 11 SEAMEO Member Countries, two Associate Member Countries, four Affiliate Members, 26 SEAMEO Regional Centers, and 21 Partners attended and participated in





the 42<sup>nd</sup> SEAMEO HOM. The High Officials discussed and endorsed decisions on SEAMEO working papers for the In-Camera Session and 34 working papers for the Plenary Session.

In the plenary session, Dr Bambang Indriyanto (Centre Director 2017–2019) presented working paper entitled Proposal on the Acculturation Enhancement for Southeast Asian Students through the Foreign Lan-

guage Festival. The working paper aimed to get support for the conduct of Language Festival 2020.

The Meeting was successfully concluded with overall adoption and review of the 42<sup>nd</sup> SEAMEO HOM proceedings. The Meeting also had built closer links between the SEAMEO Member Countries, SEAMEO Associate Member Countries, Affiliate Members, and Partners to strengthen and support education, science and culture growth in Southeast Asia and beyond.

### 3. 10<sup>th</sup> Governing Board Meeting

The Centre successfully conducted its 10<sup>th</sup> Governing Board Meeting from 23 to 27 September 2019 in Medan, North Sumatra, Indonesia. The annual meeting is an essential platform for the Centre and the Governing Board Members to review and evaluate the Centre's performance achievements of Fiscal Year 2018/2019 as well as the Centre's activities and programmes in 2020.

It is an honour for the Centre to deliver a warm welcome and hospitality to eleven Governing Board Members and Representatives as follows.



Name	Designation
Dayang Hajah Salawati binti Haji Abu Hanifah	Representative of GB Member for Brunei Darussalam
Mr Tith Mab	GB Member for Cambodia
Prof. Emi Emilia, PhD	Representative of GB Member for Indonesia
Dr Zaw Myint	GB Member for Lao PDR
Dr Nagalingam Karuppiah	Representative of GB Member for Malaysia
Ms Nittaya Visonnavong	Representative of GB Member for Myanmar
Atty. Tonisito M C Umali, Esq	GB Member for Philippines
Ms Elaine Yeo	GB Member for Singapore
Assistant Prof. Nirada Chitrakara	GB Member for Thailand
Mr Gemito de Jesus	GB Member for Timor Leste
Ms Tran Thi Phuong	GB Member for Vietnam

Aside from the abovementioned list, the Centre also welcomed the representative of SEAMEO Secretariat, Mr Prasert Tepanart, as well as delegates from Indonesia and Brunei Darussalam, namely, Ms Rosmawaty Nadeak (Office of Education for Sumatra Utara); Ms E. Nilla Pramowardhanny (CDELTEP, MOEC Indonesia); Mr

Buang Agus S (SMA Negeri 2 Medan); Dayang Norkartini binti Haji Mohd Noor (MOE Brunei Darussalam—Observer); Mr Sarifudin (*Biro Perencanaan dan Kerja Sama Luar Negeri*/Bureau of Planning and International Cooperation, MOEC Indonesia—Observer); and Ms Choris Wahyuni (*Badan Pengembangan dan Pembinaan Bahasa*/Language Development and Cultivation Agency, MOEC Indonesia—Observer) participated in the Meeting.

During the meeting, the forum has formally selected Prof. Emi Emilia, PhD as the Chairperson; Mr Tith Mab as the Vice Chairperson; and Assistant Professor Nira-da Chitrakara as the Chief of Rapporteur. The meeting



Working Papers), i.e., 1) Proposal of the Acculturation Enhancement for Southeast Asian Students through the Foreign Language Festival; and 2) Report on the End of Centre Director's Term. After the first day of the meeting, the discussion of the Working Papers was compiled as a proceeding to then to be reviewed and adopted in the next day meeting led by the chief of rapporteur in the next day.

After having a formal meeting, the Centre then invited the participants to visit local school and some tourism sites. The activity aims to introduce the education system and environment implemented in Indonesia as well as Indonesian local wisdom, tradition and culture. In particular, the GB Members visited SMA Negeri 2 Medan, Masjid Raya Al Mashun (the Great Mosque), Griya Ulos Sianipar, souvenir and food centre as well as Durian Ucok.

then continued to adopt three key main agendas, i.e., the discussion of the Centre's Working Paper, Review and Adoption of the Proceeding, as well as cultural and educational visit. The discussion of Working Papers went fruitfully; and the Centre proposed eleven working papers with two new topics (addition to the regular





#### 4. 50<sup>th</sup> SEAMEO Council Conference

In collaboration with SEAMEO Secretariat, Ministry of Education of Malaysia hosted the 50<sup>th</sup> SEAMEC in Malaysia. The Conference was held from 22 to 25 July 2019 and attended by more than 160 participants comprising of Ministers of Education and High Officials from 11 SEAMEO Member Countries, representatives from SEAMEO Associate Member Countries, Affiliate Members and 26 SEAMEO Regional Centres as well as SEAMEO partners.



At the Conference, HE Dr Maszlee Malik, Minister of Education of Malaysia, was elected as the President of

SEAMEO Council for the term 2019–2021. The agenda of the Conference were discussions related to policy and development in region which can be summarised as follows:

- The implementation of activities under the SEAMEO 7 Priority Areas (2015–2035);
- Progress report on SEAMEO Strategic Plan (2011–2020) and the Development of the Post 2020 SEAMEO Strategic Plan;
- SEAMEO Inter-Centre Collaboration Programmes and Projects 2018–2020; and
- Southeast Asia Primary Learning Metrics (SEA-PLM).

The Conference also marked the continuing supports from SEAMEO Council to strive towards regional understanding and cooperation in education, science and culture to bring a better life of people in the region and beyond.

#### 5. Change in SEAQIL Directorship

##### Farewell to Dr Bambang Indriyanto

Dr Bambang Indriyanto completed his term as the Centre Director per 31 December 2019. He served as the Centre's director for three years and led the Centre for what it is today; a Centre that house a new generation of brilliant language experts.



During his directorship period, he provided a significant innovation for the Centre creation. He set a new standard for the Centre benchmarking focusing on the Centre's human capital as an asset as well as shared his expertise in research and development and policy making to engage with the Centre's vision and mission. Since

then, he guided the Centre's language experts and programme specialists to develop a module that answering the needs of 21<sup>st</sup> century teaching practices for language teachers. Indeed, among the staff, he known for a leader of professionalism as he always encourage the Centre's staff to professionally share their knowledge and capacity for better education.



The Centre is forever grateful to have Dr Bambang Indriyanto on boards. The Centre believes his dedication and legacy for the Centre will keep shining and sustaining with new leadership.

## Welcome to Dr Luh Anik Mayani

It is with honour that the Centre is delighted to welcome Dr Luh Anik Mayani as the Centre Director for the period of 2020–2022.



Prior to joining the Centre, she was the Head of Language Socialisation Subdivision for Indonesian MOEC Agency for Language Development and Cultivation. Currently, she is the president of Indonesian Linguistics Society. Further, she is well-known for her contribution

in the language community and actively involves in the field of research, language education, journal review and more. In addition to his professional career, she has years of experience in teaching Indonesian Language for Foreign Learners (ILFL) and international linguistic trainings.



Indeed, the Centre believes that Dr Luh Anik Mayani's leadership skills and academic experiences can boost SEAQIL's future business practice and innovation.

## 6. Best Employee – SEAMEO Service Awards



SEAMEO Service Award (SSA) is given biennially to outstanding staff member of the SEAMEO Units to recognise and appreciate exemplary contributions to the Organization's missions and goals. The selection of the awardees is based on a set of criteria that includes exceptional work performance, innovation and creativity, and professionalism and commitment. Each SEAMEO Unit selects the recipient of the SEAMEO Service Awards based on a set of agreed criteria.



For SSA 2018/2019, Ms Talitha Ardelia Syifa Rabbani was selected as one of 22 awardees. She commenced as a staff of Division of Research and Development Programme from 2015 to 2017. Since 2018, she holds her current position as a staff in Division of Training and Development of Teachers and Education Personnel. She is highly regarded for professionalism and integrity at her work performance.



The awarding ceremony of SSA 2018/2019 was held during the 50<sup>th</sup> SEAMEO Council Conference on 23 July 2019 at Sunway Hotel Resort and Spa in Kuala Lumpur, Malaysia. HE Dr Maszlee Malik, the Minister of Education of Malaysia and the President of SEAMEO Council, personally handed the plaque of recognition to Ms Talitha Ardelia Syifa Rabbani and other awardees during the awarding ceremony.

The Centre always supports staff recognition awards since the staff recognition is expected to contribute to workplace culture and inspire other staff to do their best.

## 1. Staff Capacity Building

Capacity building activities are needed to bring a positive impact on staff performance which indirectly resulted in the improvement of the Centre's performance. Thus, acknowledging the importance of capacity building for staff, the Centre provides various capacity building activities for staff in Fiscal Year 2019/2020. The activities of capacity building are as follows.

### a. Virtual Coordinator Training

The Centre staff learnt on how to use virtual conferencing software, namely WebEx. The software application WebEx allows its users to collaborate with others in an online environment. Therefore, it can be applied for virtual meeting, training, workshop or seminar. The knowledge and skills in implementing WebEx application is useful during Covid-19 pandemic in which most of the Centre's activities were conducted in online mode.

### b. Capacity Building for Staff of SEAMEO Centres in Indonesia

In addition to capacity building activities conducted for the Centre's staff, during the Covid-19 pandemic, seven SEAMEO Centres in Indonesia under a program "Capacity Building for Human Resources of Indonesian SEAMEO Centres conducted virtual capacity building for staff of SEAMEO Centres Indonesia, particularly those who are under the Deputy Directors for Administration.

### c. Capacity Building for PPR Staff: Social Media Handling for Government

Social Media is now an essential platform for corporate business to engage with public or their end users. This notion is also applied for government offices and public sector, but surely under different approach and circumstances. Hence, to understand the approach and circumstances comprehensively, the Centre sent three staff of Division of Partnership and Public Relations to join a workshop on Social Media Handling for Government held on 12 February 2020 at the Public Library of Indonesian MOEC in Jakarta.

During the workshop, the material presented was fully delivered by the ICT Expert from Indonesian Ministry of Communication and Information. Following to the workshop, the Centre attempts to apply a practical guidelines in managing the Centre's social media platform effectively under a good government branding.

All in all, the Centre is always encourage its staff to join capacity building which is not only limited to benefiting the Centre, but also scale up their professional capacity. Indeed, it is what the Centre believes—how to extent staff capacity is one of the best activities the Centre can do to implement its strategy, to pursue its mission and to achieve its vision.

No.	Topic	Host	Date
1	Public Speaking	SEAMEO CECCEP	4 May 2020
2	Self-improvement for Building Professional Character	SEAMEO QITEP in Mathematics	8 May 2020
3	Tips and Tricks in Using Microsoft Excel	SEAMEO QITEP in Science	11 May 2020
4	Introduction to E-Signature and Its Application	SEAMEO RECFON	12 May 2020
5	Tips in Designing Presentation	SEAMOLEC	14 May 2020
6	The Use of Indonesian Language for Official Documents	SEAMEO QITEP in Language	18 May 2020
7	Good Practices on Implementation of ISO 9001:2015	SEAMEO BIOTROP	20 May 2020

Table 3. Capacity Building Activities of SEAMEO Centres Indonesia



## 2. Developing Staff's Teamwork





Having the objective to invest on its human capital to advance its performance, the Centre held an outing activity for its staff from 3 to 5 December 2019 in Bogor, Jawa Barat. The activity was targeted the soft-skill development for the Centre's staff, especially on leadership and teamworking capacity.

The activity was organised in a fun and relax way, so the staff were not only extend their knowledge, but



also had a joyful day. To succeed the agenda, the Centre involved team building facilitators to meet the Centre's needs particularly on soft-skill development.





# **SEAQIL's Team**





SEAMEO QITEP  
LANGUAGE

## Board of Directors and Head of Divisions



**Dr Luh Anik Mayani**  
Director



**Esra Nelvi M Siagian**  
*Deputy Director for Programme*



**Dr Sumharmoko**  
*Deputy Director for Administration*



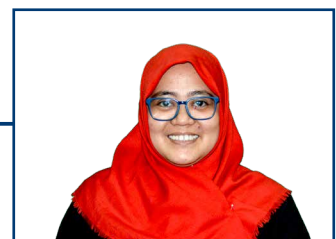
**Susi Fauziah**  
*Head of Division of Training and Development of Teachers and Education Personnel*



**Rahadian Adetya**  
*Head of Division of Human Resource and General Affairs*



**Itra Safitri**  
*Head of Division of Research and Development Programme*



**Auberta Farica**  
*Head of Division of Partnership and Public Relations*



**Abdul Hadi**  
*Head of Division of ICT and Network*



**Elfa Daniar**  
*Head of Division of Finance*

## Staff



Hasanatul Hamidah



Limala Ratni Sri  
Kharismawati

### Division of Research and Development Programme



Reni Anggraeni



Rina Dwiyanah



Bayu Andri Subekti

### Division of ICT and Network



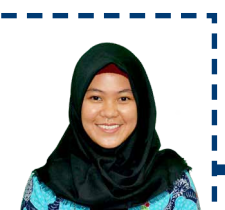
Hana Alfiyanthi



Wendy Nur Falaq



Nirwansyah

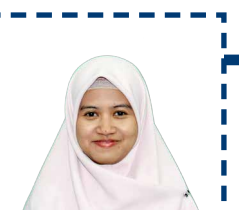


Talitha Ardelia Syifa  
Rabbani

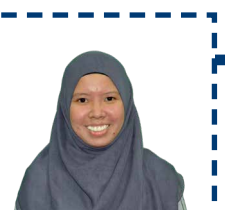
### Division of Training and Devel- opment of Teachers and Educa- tion Personnel



Reski Alam Gasalba



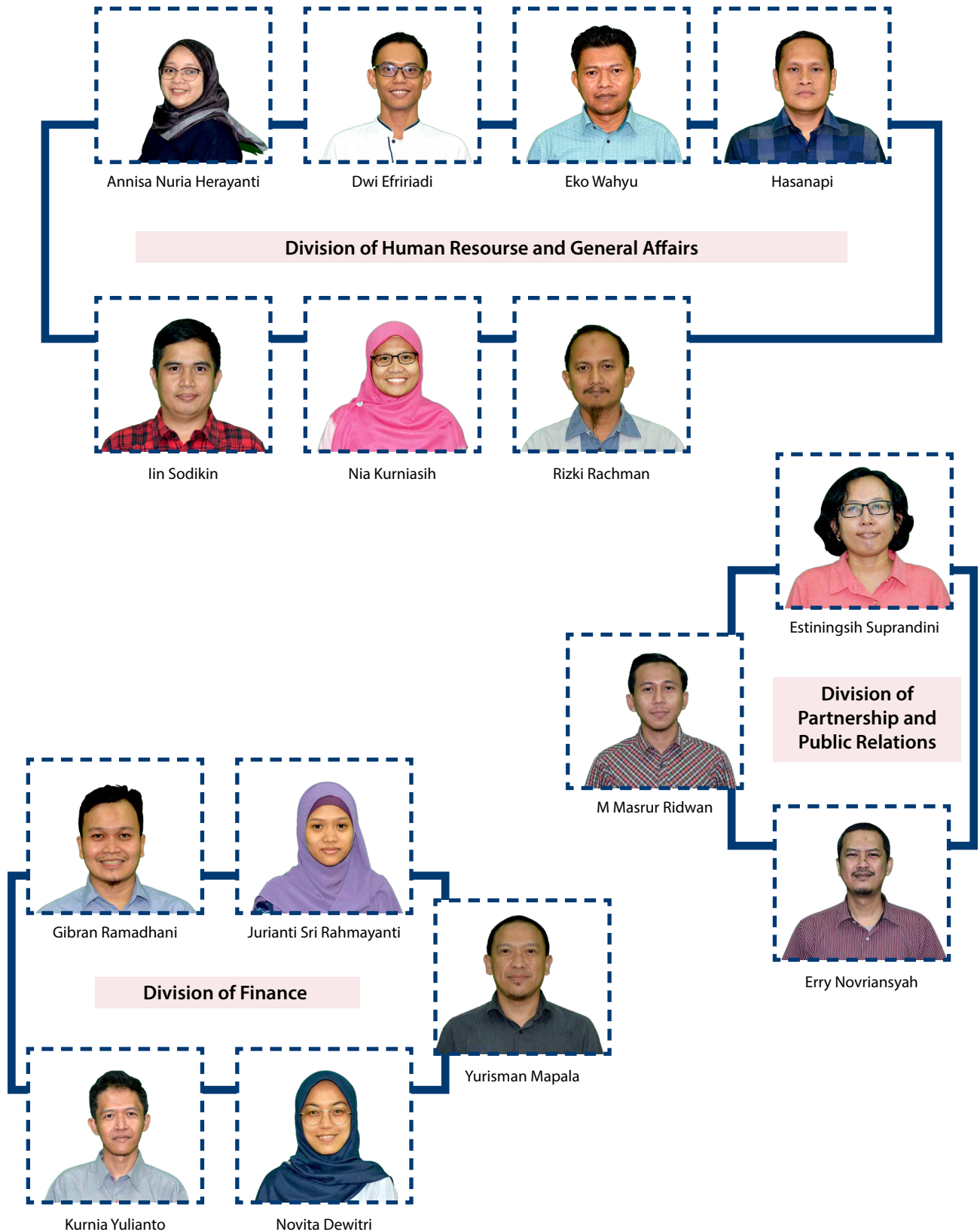
Rizma Angga Puspita



Triasuci Putri Ramadhanty



## Staff



# List of Activities 2019/2020

No	Activity	Date	Participants	Resource Persons
<b>KRA I Regional Leadership</b>				
<b>A. Research and Development</b>				
1.	Workshop on Validation of Language Teaching Module for Lower Secondary School Level	3–6 July 2019 (DKI Jakarta)	20	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian 4. Reski Iam Gasalba 5. Reni Anggraeni 6. Limala Ratni S. K. 7. Talitha Ardelia Syifa R. 8. Triasuci Putri Ramadhanty
		13–16 August 2019 (Bogor, Jawa Barat)	20	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian 4. Reski Iam Gasalba 5. Reni Anggraeni 6. Limala Ratni S. K. 7. Talitha Ardelia Syifa R. 8. Triasuci Putri Ramadhanty
2.	Workshop on Validation of Thematic-Integrative Learning Module	1–4 July 2019 (Bogor, Jawa Barat)	20	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian 4. Susi Fauziah 5. Nirwansyah 6. Rizma Angga Puspita 7. Rina Dwiyan
		12–15 August 2019 (DKI Jakarta)	20	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian 4. Susi Fauziah 5. Nirwansyah 6. Rizma Angga Puspita 7. Rina Dwiyan
3.	FGD selection of Papers of the 10th AISOFOLL	31 July 2019 (DKI Jakarta)	-	1. Prof. Dr Emi Emilia (Universitas Pendidikan Indonesia) 2. Dr Sisilia Halimi (Universitas Indonesia) 3. Dr Hananto (Universitas Pelita Harapan) 4. Prof. Dr Endry Boeriswati (Universitas Negeri Jakarta) 5. Esra Nelvi M. Siagian (SEAMEO QITEP in Language)
4.	(Coordination Meeting) Finalisation of Language Teaching Module for Lower Secondary School level	20 September 2019 (DKI Jakarta)	13	Pusat Kurikulum & Perbukuan (Centre for Curriculum and Books, Indonesian MOEC) : 1. Yusri Saad 2. Neneng Kadariyah  Universitas Pendidikan Indonesia: Dr Engkos Kosasih
5.	Workshop on Book Development: Good Practices on the Utilisation of Learning Media in Language Teaching	11–15 November 2019 (Depok, Jawa Barat)	37	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian 4. Itra Safitri 5. Hasanatul Hamidah 6. Rina Dwiyan 7. Limala Ratni S. K. 8. Reni Anggraeni
6.	FGD on Development of 21st Century Skills Module	4 March 2020 (DKI Jakarta)	9	1. M. Yusri Saad Pusat Kurikulum & Perbukuan (Centre for Curriculum and Books, Indonesian MOEC) 2. Dr E. Kosasih (Universitas Pendidikan Indonesia)
7.	FGD on Development of Research Methodology on Language Teaching Module	13 March 2020 (DKI Jakarta)	8	1. Dr Felicia N. Utorodewo (Universitas Indonesia) 2. Dr Ifan Iskandar (Universitas Negeri Jakarta)

8.	Focus Group Discussion (FGD): Selection of Proposals of SEA-QIL REGRANTS 2020	22 April 2020 (DKI Jakarta)	8	1. Prof. Dr Emi Emilia (Universitas Pendidikan Indonesia) 2. Dr Sisilia Halimi (Universitas Indonesia) 3. Dr Hananto (Universitas Pelita Harapan)  Universitas Negeri Jakarta: 4. Prof. Dr Endry Boeriswati 5. Dr Ananto Kusuma Seta 6. Dr Ifan Iskandar
<b>Total</b>			<b>155</b>	<b>57</b>
<b>B. Capacity Building</b>				
1.	National Seminar on HOTS-based Language Teaching Strategies on Language, mathematics and Science	15 July 2019 (DKI Jakarta)	206	1. Dr Supriano 2. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 3. Dr Ganung Anggraeni (SEAMEO QITEP in Mathematics) 4. Dr Elly Herliani (SEAMEO QITEP in Science)
2.	Finalisation of Language Learning Model Videos	26–28 August 2019 (DI Yogyakarta)	15	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Esra Nelvi M. Siagian 3. Rina Dwiyan 4. Rizma Angga Puspita
3.	HOTS-based Language Teaching Models	3–6 September 2019 (Medan, Sumatra Utara)	69	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Esra Nelvi M. Siagian 3. Nirwansyah 4. Reski Alam Gasalba
4.	Workshop ECAFE Learning for Upper Secondary and Vocational School Teachers	18–26 September 2019 (Padang, Sumatra Barat)	234	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Esra Nelvi M. Siagian 3. Itra Safitri 4. Reski Alam Gasalba
5.	APCEIU-SEAQIL Global Citizenship Education Storytelling Contest	14–16 September 2019 (Depok, Jawa Barat)	-	Indonesia: 1. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 2. Dr Elvy Usmirawati (SMA Negeri Unggulan MH. Thamrin Jakarta) 3. Emilia Nazir (INABBY/The International Board on Books for Young People (IBBY)-Indonesian section)  Philippines: 1. Lea Espallardo (Philippine Educational Theater Association PETA) 2. Edna Marie "Tin" Bartolome  Thailand: Atthapol Anunthavorasakul (Chulalongkorn University)
6.	Online Language Training	July–October 2019	-	SEAMEO QITEP in Language:
	• Discovery Learning Model		42	1. Susi Fauziah
	• Project-Based Learning Model		43	2. Nirwansyah
	• Text-Based Learning Model		40	3. Reski Alam Gasalba
7.	Seminar on 21 <sup>st</sup> Century Curriculum	31 October 2019 (Depok, Jawa Barat)	100	4. Rizma Angga Puspita 5. Talitha Ardelia Syifa R. 6. Triasuci Putri Ramadhanty
8.	Seminar on Classroom Action Research	24 October 2019 (Depok, Jawa Barat)	71	1. Dr Bambang Indriyanto (SEAMEO QITEP in Language) 2. Dr Hananto (Universitas Pelita Harapan) 3. Dr Ifan Iskandar (Universitas Negeri Jakarta) 4. Dyah Sapta Wulandari (SMA Negeri 99 Jakarta) 5. Meli Melgawati (SMA Negeri 66 Jakarta) 6. Ahmad Rojali (SMA Negeri 94 Jakarta)
9.	Annual International Symposium of Foreign Language Learning (the 10 <sup>th</sup> AISOFOLL)	11–15 November 2019 (Bogor, Jawa Barat)	130	Keynote Speakers: 1. Prof. Datuk Dr. N.S. Rajendran 2. Dr ONO, Yuichi 3. Dr Jo-Ann Netto-Shek 4. Prof. Dr Muhammad Kamarul Kabilan Abdullah 5. Dr Rainer-E. Wicke 6. Dr Bambang Indriyanto
<b>Total</b>			<b>945</b>	<b>45</b>

C. Recognition and Benchmarking				
1.	GESS Exhibition 2019	18–20 September 2019 (DKI Jakarta)	-	Esra Nelvi M. Siagian (SEAMEO QITEP in Language)
Total			-	1

No	Activity	Date	Participants	Resource Persons
KRA II Regional Visibility				
A. Strengthening Linkages with Inter-Centre, National, Regional and International Institutions				
1	Dissemination of SEAQIL's Program in 4 provinces:			
	a. DKI Jakarta	4 October 2019	11	1. Dr Muhammad Husin 2. Dr Bambang Indriyanto 3. Esra Nelvi M. Siagian
	b. Jambi	7 October 2019	16	1. Misrin Adi 2. Dr Sumharmoko
	c. Sulawesi Selatan	11 October 2019	15	1. Dr Setiawan Aswad 2. Esra Nelvi M. Siagian 3. Dr Sumharmoko
	d. Nusa Tenggara Timur	8 November 2019	16	1. Benyamin Lola 2. Dr Bambang Indriyanto 3. Esra Nelvi M. Siagian
2	Initiation of Collaboration Meeting	3 October 2019 (DKI Jakarta)	19	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Esra Nelvi M. Siagian
Total			77	13

No	Activity	Date	Participants	Resource Persons
KRA III Solid Resource Base				
A. Management Efficiency				
1.	Implementation of Foreign Language Learning Model	12 July 2019 (Pontianak, Kalimantan Barat)	18	SEAMEO QITEP in Language: 1. Dr Bambang Indriyanto 2. Dr Sumharmoko 3. Esra Nelvi M. Siagian
		17 July 2019 (Medan, Sumatra Utara)	16	Pontianak, West Kalimantan: Fatmawati
		19 July 2019 (Padang, Sumatra Barat)	13	Padang, West Sumatra: Adib Alfikri
		27 August 2019 (DI Yogyakarta)	14	Medan, North Sumatra: R. Zuhri Bintang Yogyakarta, DI Yogyakarta: R. Kadamanta Baskara Aji
2.	50 <sup>th</sup> SEAMEO Council Conference	22–25 July 2019 (Kuala Lumpur, Malaysia)	4	-
3.	10 <sup>th</sup> Governing Board Meeting	23–27 September 2019 (Medan, Sumatra Utara)	31	-
4.	Centre Director Meeting 2019	5–8 Agustus 2019 (Bangkok, Thailand)	2	-
5.	42 <sup>nd</sup> High Officials Meeting	27–28 November 2019 (Bangkok, Thailand)	2	-
Total			100	7





# PRIORITISING LANGUAGES, ADVANCING EDUCATION



SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)  
REGIONAL CENTRE FOR QUALITY IMPROVEMENT FOR TEACHERS AND  
EDUCATION PERSONNEL (QITEP) IN LANGUAGE [SEAQIL]

## VISION

An innovative Centre of professional excellence in multi-literacy education for language teachers and education personnel within the framework of sustainable development

## MISSION

To provide quality multi-lingual and multi-literacy programmes of professional excellence for language teachers and education personnel through innovative ways of resource sharing, research and development and networking

## GOALS

To improve the quality of language teachers through the learning resources development, capacity building as well as research and development

To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development

## CORE VALUES

Innovative Spirit

Commitment towards Quality

Cooperation

Customer Satisfaction

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