Korean Studies Promotion Project
Final Report
(Overseas Korean Studies Incubation Program)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Research for Status and Future Direction of Korean Study in Indonesia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Period</td>
<td>2013. 12. 23~2014. 12.22 (1 year)</td>
</tr>
<tr>
<td>Project Grant Received</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>40 million won</td>
</tr>
<tr>
<td>Number of Project Participants</td>
<td>Project Director 1&lt;br&gt;Co-researcher 3&lt;br&gt;Research Assistant 2&lt;br&gt;Total 6</td>
</tr>
<tr>
<td>Signatures</td>
<td>Project Director Name: Park Eun Hee, Ph.D&lt;br&gt;Affiliation &amp; Position: Director of Korean Center in Maranatha Christian University&lt;br&gt;E-mail: <a href="mailto:eunhee99@hanmail.net">eunhee99@hanmail.net</a> (Signature)</td>
</tr>
<tr>
<td></td>
<td>Authorized Representative of the Administrative Entity Name: Ir. Yusak Gunadi Santoso, M.M.&lt;br&gt;Affiliation &amp; Position: Rector of Maranatha Christian University&lt;br&gt;E-mail: <a href="mailto:yusakgunadi@yahoo.com">yusakgunadi@yahoo.com</a> (Signature)</td>
</tr>
</tbody>
</table>
Abstract of Project Results

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Research for Status and Future Direction of Korean Study in Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>Park Eun Hee</td>
</tr>
</tbody>
</table>

1. Summary of research

Korean Studies, which studies and develops the unique value of Korea, is composed of many fields such as language, geography, politics, economic, and social aspects and culture. Recently, the study has been expanding its area by including the study of Korea’s recent sociology, and such expansion of study has caught the attention of the world and Koreanology has been amplifying internationally.

I have described concepts and characteristics of Korean Studies, current states of Korean Studies across world regions by using the other paper, and Korean Studies in Indonesia by making up a questionnaire about Korean Studies. In this section, I will summarize the previous review and suggest future directions and agenda of Korean Studies in Indonesia, based on the current state of Korean Studies in both Indonesia and Korea.

First, we should request the increase of financial supports from South Korea. There is statistical evidence that establishment of institutes of Korean Studies increased three times in 1980s and nine times in 1990s, when there were financial supports from Korea. For the progress of Korean Studies in Indonesia, it is essential to identify the financial status of Korea and put efforts to earn funds from the Korean government. Continuing efforts of both local needs and experts' requests enable to get supports from Korea.

We have experiences that continuous efforts result in the progress of Korean Studies.

Second, we need to develop the curriculum of Korean Studies in Indonesia in order to give a systematic teaching program to middle school and high school, university.

Third, we need to expand professional experts (native Koreans and equivalent experts) who can dedicate to the development of Korean Studies in Indonesia. Those experts should be able to collaborate with scholars of Chinese and Japanese Studies, expand the influence of Korean Studies in Indonesia, communicate with local schools and Korean Communities, and get supports from the Korean government.

Forth, we need to make best textbook and to develop teaching skill of Korean Studies.
in Indonesia because there aren't available textbook and specific teaching skill of Korean Studies.

Fifth, we need to establish systems of teaching Korean Studies in school and university more than before in order to give student more chances to learn Korean language and to study Korean Studies inexpensively.

Sixth, the external factors of social and political relationship between the two countries is prompting initiation of Korean Studies in Indonesia. And it is time to advertise the value of Korean Studies perse, which can be the fundamentals for the development of Korean Studies.

2. Expected effects

Indonesia’s Studies Research on Current Situation and Future Direction for Koreanology hones in on the importance of persistent, rather than transitory, interest. In addition, this study presents the direction for development of Korean Studies and also assists in lifting the spirit of Korean presence across Indonesia.

Along with that, the Maranatha Christian University shows interest in adding Korean Studies major and soon promises the opening of the Department of Korean Studies. As the project of spreading Koreanology throughout Indonesia is performed, the addition of Korean Studies as a major in Maranatha Christian University can be expected to be quicker than the appointed time. Through the University of Christian Maranatha Bandung area, further research based Studies in Indonesia will further strengthen the foundation of the studies.

It is expected that studies on the current status and future direction for Koreanology should be an instrument for global connection not only to Maranatha Christian University but also in Bandung and various other cities in Indonesia. Also through an in depth research conducted by a Koreanology scholar in Bandung city, where Koreanology is weak, we expect and hope that the soft power of Koreanology will strengthen by expanding the network of Koreanology scholars from all over the regions of Indonesia.

3. Methods of utilization of the research results

The method used is descriptive analysis because of problems tested and investigated based on the portraits, drawings, and descriptions obtained in the field that are factual, concrete, and objective. Data collection techniques used was observation, questionnaire, interviews, and literature studies. The primary data source is the Koreans who are in Java and its surroundings,
while the secondary data in the form of articles from newspapers, magazines, internet and textbooks.

### 4. Key words
Korean Studies, Indonesia, financial supports, curriculum, professional experts, textbook, teaching skill, social and political relationship.

※ Abstract should be entered on the website concurrently.
## 1. Performance Results

### 1. Project Achievements (summary)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Original Plan</th>
<th>Number of achievements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of articles</td>
<td>(1) Journal of ZENIT&lt;br&gt;(2) The International Journal of Social Sciences,&lt;br&gt;(3) 국학 연구 (한국학중앙연구원)</td>
<td>1) ISSN 2252-6749&lt;br&gt;2) ISSN:2305-4557</td>
<td></td>
</tr>
<tr>
<td>Books or textbooks published</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic activities</td>
<td>1. Get to know Korea: Chance and Challenge&lt;br&gt;2. The Role of Korean Study in Indonesia Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>“The Importance of Korean Studies”&lt;br&gt;Griya Ilmu, Monday, 26 January 2015&lt;br&gt;Kompas / Klasika</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

※ In case if there are no contents relevant to the items, things can be modified through addition or reduction. However, the original plan and number of achievements should be provided accurately.

### 2. Details of Project Achievements

#### A. Journal Articles (Fill in only if there are any)

<table>
<thead>
<tr>
<th>No.</th>
<th>Title of article</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>“Analysis of Interest Levels in Korean Studies Among Pupils and Students in Indonesia”</td>
<td>Dr. Dra. Rosida Tiurma Manurung, M. Hum and Park Eun Hee, Ph.D</td>
</tr>
<tr>
<td>(2)</td>
<td>“The Adaptation of Korean eating culture in Korean Restaurant at Bandung” (in Process)</td>
<td>Dr. Krismanto Kusbiantors and Park Eun Hee, Ph.D</td>
</tr>
<tr>
<td>(3)</td>
<td>“세계 속 인도네시아 한국학의 현황과 발전 방향” (in process)</td>
<td>전재갑, 박은희</td>
</tr>
</tbody>
</table>
### Name of Journal

| (1) Journal of ZENIT  
| (2) The International Journal of Social Sciences,  
| (3) 국학 연구(한국학중앙연구원) |

### Type of the Academic Journal

| 1) ISSN 2252-6749  
| 2) ISSN:2305-4557  
| 3) |

### Relevance to the Project

The relevance of this journal to the project is to make more people more aware about the existence of Korean Studies and their influence in Indonesia. Also, this journal can be an inspiration for the future relations between the two countries.

### Publication Date

| (1) Volume 3/Nomor 2/ Agustus 2014  
| (2) 32nd Volume of TIJOSS,  
| (3) 국학 연구,  4월말 예정 |

### Notes

---

### B. Books (published or to be published) (Fill in if there are any)

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevance to the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publication Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

### C. Academic Activities (Fill in only if there are any)

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of seminar (or conference)</th>
<th>Place</th>
</tr>
</thead>
</table>
|     | Get to know Korea: Chance and Challenge  
|     | The Role of Korean Study in Indonesia Career  
| 1. | 170 persons  
| 2. | 350 persons  
|     | Maranatha Christian University |

<table>
<thead>
<tr>
<th>Number of Papers Presented</th>
</tr>
</thead>
</table>
| 1. 170 persons  
| 2. 350 persons |

<table>
<thead>
<tr>
<th>Relevance to the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

This seminar was held to make Indonesian people, especially people in Bandung more aware about the existence of Korean Studies.
| Date               | 1. 26 April 2014  
|                   | 2. 28 August 2014 |
| Notes             | Many people pay attention to the Korean culture and created a program of study Korea. |

**D. Opening Lectures (Fill in only if there are any)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>Relevance to the Project</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>We will try to open courses Korea study in faculty of Literature at Maranatha Christian University</td>
</tr>
</tbody>
</table>
II. Final Report

➢ There is no format to follow for the final report.
➢ It shall include original project objectives, accomplishment of planned activities, project results, any achievements that is relevant to the project, suggestions to AKS regarding this program and so on.
➢ Particularly, please provide detailed information about the development in Korean Studies if there has been any remarkable achievement.

1) Introduction

Koreanology, which studies the unique value of Korea, is developed across the various sectors such as politics, economy, society, culture, language, history, geography, etc. Moreover, recently the study on Korea's modern society has also been included to which has extended the range of Koreanology. This development of Koreanology has certainly grabbed the attention of the world and has developed itself further globally.

Studies of Koreanology have also increased its presence in Indonesia. Koreanology has been developed as a major offered in Universities such as: National University of Indonesia, Gajamada University, and the University National Studies; and many colleges and universities has been developing classes to offer Korean and these facts support the increasing attention of Koreanology by Indonesians well.

King Sejong created and promulgated Hangeul and by doing so, Korea had a unique language for itself and the people of Korea had their language to speak and to write with. Love for his people that the King had created a unique language for a country. I have learnt the phrase “Trees with deep and strong root are not swayed with wind” without realizing any meaning into it but as I live in Indonesia and teach Korean to Indonesians, I have developed pride and gratefulness to King Sejong.

This area of Bandung, Indonesia is famous as the Asian African conference venue in 1995. And by forming the group “Group of people who love Korea (HanSaMo),” which consists of about 1,500 members; it has shown a particular love towards Korea. Indonesian people have developed their interest of Korea by various motives. What is clear, though, is that the people who want to learn Korean culture is increasing and they are looking for a teacher who can teach them the Korean
An article about a program to train Indonesians as teachers to teach Korean has been reported in the local Indonesian newspaper. The program will be held by the Indonesian government. The program is available to Japanese or English majors and the training program is for 3 months. By reading this article I have realized that the Indonesian government is highly encouraging Korean. Thus at this point, I think it is significant to study and examine the way to develop Koreanology because it will help settle Koreanology appropriately into Indonesia.

Indonesia has about 50,000 Koreans. These people are Koreans but they are not expert enough to teach Korean Studies (i.e. Koreanology). They can teach Koreans and culture unto the only limit of what they have grown up with. However, to settle Koreanology, I personally believe that a study and examination of Koreanology is required by expert level personnel. Therefore, South Korea is trying to collaborate with various expertise to develop the understanding of status of Koreanology present in Indonesia now and to also develop the future direction of Koreanology.

It can be said that Koreanology in Indonesia is just at the very beginning stage. So at this point to develop the proper understanding about the present status of Koreanology in Indonesia and to research methods to further advance Koreanology is necessary and important.

It is a fact that Korea is a nation that has a very strong culture. Culture is always consistently maintained from generation to generation by people for centuries. Korean culture still practiced and used as a self-identity in their daily lives. Anywhere, in all corners of the world, there is always a unique place called Korea Regional spread throughout Southeast Asia, America, Europe, and even South Africa. In Indonesia, Korean culture has affected people's lives. Interaction thus making Korean culture becomes familiar, penetrated into the life attitude; affect the construction of thinking, way of life, and the values of local arts and culture of Indonesia.

Korean culture has a positive contribution to enrich the wealth of local knowledge of Indonesia, especially the wealth of art and culture. Like the fact that we see that the influence of Korean culture is very pronounced in a tribe in Bau-Bau city on Buton Island, Southeast Sulawesi, which implements Korean letters, Hangeul, to transcribe their native language called 'Cia-Cia language'. Local governments began to teach Korean writing system to the primary school using textbooks with Korean writing for about 4 hours per week. Seoul National University professor Lee Ho-Young helped create the Korean language textbooks for ethnic minorities in Indonesia was to preserve their identity and culture. Based on observations obtained and portrait view in the field, the influence of Korean culture is very strong in Indonesia and a real contribution once in contributing
to enrich the local arts and culture. So strong Korean cultural values influence our culture, making Korean culture has been applied in the daily life of the Indonesian nation.

The method used is descriptive analysis because of problems tested and investigated based on the portraits, drawings, descriptions, and Perian obtained in the field that are factual, concrete, and objective. Data collection techniques used was observation, interviews, and literature studies. The primary data source is the Koreans who are in Java and its surroundings, while the secondary data in the form of articles from newspapers, magazines, and textbooks.

Given this research, it is expected the emergence of a positive perception of the people of Indonesia to study Korean. The presence of Korean culture in Indonesian land becomes valuable, positive, and also raises the prestige of art and creative culture. In this study we also were making a research about Indonesian politics, economics, education, how Indonesian people lived in so many culture, and also the art of Indonesia. And the second, the direction of Korean Studies in Indonesia. How it actually works for both countries and what is the advantage for both of the countries. Besides all the above, this research also discuss about how Korea development in Bandung. Bandung as the second big city and has a big population in Indonesia after Jakarta become a good place to analyze how people here knowing Korea and make Korea as a big issue that affect them both in term of Korean culture, language and entertainment.

This situation that impact Indonesia makes a few Universities like University of Indonesia and Gajah Mada University concerns about it. That is one of the reasons they starts to make a research about Korean Study for the past nine years. Start from the beginning of the mutual relationship between Korea-Indonesia. And what are the main roles of the developing in Korean Studies in Indonesia. The research results are mainly taken from the research in a few High Schools and also a few Universities. It was gathering from the questionnaires to show the real impact of Korean studies in Indonesia. In purpose, this research discusses how future direction of Korean studies in Indonesia. It brings a good connection between both country and open chance for people to get a job and cooperates each other.

2) Discussion and Research

I. Indonesia

The Republic of Indonesia, the world's fourth most populous nation, has 203 million people living on nearly one thousand permanently settled islands. Some two-to-three hundred ethnic
groups with their own languages and dialects range in population from the Javanese (about 70 million) and Sundanese (about 30 million) on Java, to peoples numbering in the thousands on remote islands.

The name Indonesia, meaning Indian Islands, was coined by an Englishman, J. R. Logan, in Malaya in 1850. Derived from the Greek, *Indos* (India) and *nesos* (island), it has parallels in Melanesia, "black islands"; Micronesia, "small islands"; and Polynesia, "many islands." A German geographer, Adolf Bastian, used it in the title of his book, *Indonesien*, in 1884, and in 1928 nationalists adopted it as the name of their hoped-for nation.

Indonesian cuisine reflects regional, ethnic, Chinese, Middle Eastern, Indian, and Western influences, and daily food quality, quantity, and diversity vary greatly by socioeconomic class, season, and ecological conditions. Rice is a staple element in most regional cooking and the center of general Indonesian cuisine. (Government employees receive monthly rice rations in addition to salaries.) Side dishes of meat, fish, eggs, and vegetables and a variety of condiments and sauces using chili peppers and other spices accompany rice. The cuisine of Java and Bali has the greatest variety, while that of the Batak has much less, even in affluent homes, and is marked by more rice and fewer side dishes. And rice is not the staple everywhere: in Maluku and parts of Sulawesi it is sago, and in West Timor it is maize (corn), with rice consumed only for ceremonial occasions. Among the Rotinese, palm sugar is fundamental to the diet.

- **Economic**

  Indonesia’s economic freedom score is 58.1, making its economy the 105th freest in the 2015 Index. Its score has deteriorated by 0.4 point since last year, reflecting declines in business freedom, the control of government spending, and monetary freedom that counterbalance improvements in freedom from corruption and labor freedom. Indonesia is ranked 22nd out of 41 countries in the Asia–Pacific region, and its overall score is below the world and regional averages.

  Steady growth in economic freedom over the past five years has tapered off more recently. However, since 2011, economic freedom in Indonesia has advanced by over 2.0 points, reflecting a more sustained commitment to opening up the financial sectors and improving the investment regime. Other changes have led to score advances in six of the 10 economic freedoms, reflecting relatively broad-based policy improvements.

  Nonetheless, economic freedom remains weakly entrenched in Indonesia. The judiciary has demonstrated some independence, but corruption is present. Overregulation of the business and
labor markets leads to inefficiencies in labor supply and business formation. Despite its presence in a dynamic East Asian trading network, Indonesia remains relatively closed off from the global marketplace.

About 60 percent of the population is farmers who produce subsistence and market-oriented crops such as rice, vegetables, fruit, tea, coffee, sugar, and spices. Large plantations are devoted to oil palm, rubber, sugar, and sisel for domestic use and export, though in some areas rubber trees are owned and tapped by farmers. Common farm animals are cattle, water buffalo, horses, chickens, and, in non-Muslim areas, pigs. Both freshwater and ocean fishing are important to village and national economies. Timber and processed wood, especially in Kalimantan and Sumatra, are important for both domestic consumption and export, while oil, natural gas, tin, copper, aluminum, and gold are exploited mainly for export. In colonial times, Indonesia was characterized as having a "dual economy." One part was oriented to agriculture and small crafts for domestic consumption and was largely conducted by native Indonesians; the other part was export-oriented plantation agriculture and mining (and the service industries supporting them), and was dominated by the Dutch and other Europeans and by the Chinese. Though Indonesians are now important in both aspects of the economy and the Dutch/European role is no longer so direct, many features of that dual economy remain, and along with it are continuing ethnic and social dissatisfactions that arise from it. And nowadays many countries are investing in Indonesia such as China, Korea, Japan, United State, and Australia for example in the field of textiles, technology, state security, human resources and transportation. President of Indonesia, Mr. Joko Widodo currently enroll Indonesia in cooperation with the international conferences that followed Summit (KTT), Asia Pacific Economy Cooperation, ASEAN, and G20.

**Politics**

INDONESIA can credibly claim to be South-East Asia's most democratic country. That does not solely reflect weak competition—though of course in a democracy contest it takes little to beat Cambodia, Vietnam, Myanmar or, these days, Thailand. It also shows, as we wrote last month, that unlike in Singapore or Malaysia, government in Indonesia actually changes hands. The presidential election in July was the world's largest one-day contest (India has more voters but spreads the election out over several weeks), and Joko "Jokowi" Widodo's victory upended the country's politics.
During 2000, Indonesia was in deep governmental crisis and various institutions were being redesigned. The 1945 constitution of the republic, however, mandates six organs of the state: the People's Consultative Assembly (Majelis Permusyawaratan Rakyat, or MPR), the presidency, the People's Representative Council (Dewan Perwakilan Rakyat, or DPR), the Supreme Advisory Council (Dewan Pertimbangan Agung), the State Audit Board (Badan Pemeriksa Keuangan), and the Supreme Court (Mahkamah Agung).

The president is elected by the MPR, which consists of one thousand members from various walks of life—farmers to businesspeople, students to soldiers—who meet once every five years to elect the president and endorse his or her coming five-year plan. The vice president is selected by the president.

For the first time, Indonesians elected to their country's highest office someone without ties to either the military or previous rulers. Jokowi is the eldest son of a timber collector, raised in a shack on a flood-prone riverbank in central Java. He did not offer voters promises of glory or elegant speeches (he is in fact a notoriously awkward public speaker); instead, he ran on a record of good governance and constituent service, earned during his tenure first as mayor of Solo, his hometown, then as governor of Jakarta. He is very open and kind to other countries and gets a good sight from them to cooperate. When Indonesians elected him president, the old order took it on the chin. Early this morning, that order fought back.

- Education

  **Child Rearing and Education.** In the government education system, generally, quantity has prevailed over quality. Facilities remain poorly equipped and salaries remain so low that many teachers must take additional jobs to support their families.

  **Higher Education.** The colonial government greatly limited education in Dutch and the vernaculars, and people were primarily trained for civil service and industrial and health professions. At the time of independence in 1950, the republic had few schools or university faculties. Mass education became a major government priority for the next five decades. Today many Indonesians have earned advanced degrees abroad and most have returned to serve their country. In this effort the government has received considerable support from the World Bank, United Nation agencies, foreign governments, and private foundations. Increasingly, better-educated people serve at all levels in national and regional governments, and the private sector has benefitted greatly from these educational efforts. Private Muslim and Christian elementary and secondary schools, universities
and institutes, which are found in major cities and the countryside, combine secular subjects and religious education.

Higher education has suffered from a lecture-based system, poor laboratories, a shortage of adequate textbooks in Indonesian, and a poor level of English-language proficiency, which keeps many students from using such foreign textbooks as are available. Research in universities is limited and mainly serves government projects or private enterprise and allows researchers to supplement their salaries.

- **Arts**

Stone sculptures of the elaborate Hindu variety in Java or the ornate sarcophagi of Sumatra are archaeological remains of value, but only in Bali is elaborate stone carving still done (apart from that which may decorate some upscale Jakarta homes or public buildings). Wood carving is more common. The cottage carving industry of Bali finds a wide domestic and international market for its statues of people, deities, and animals, many of which are finely artistic, some hackneyed. Perhaps the most common carving is in the urban furniture industry, mainly in Java, where ornately carved sofas and chairs are very popular. Traditional puppet or animal carvings of the mountain Batak of Sumatra or the upriver Dayak of Kalimantan are now mainly for tourists, though they once showed rich artistry (now largely seen in museums). The Toraja homes are still elaborately carved, and small examples of these carvings are sold to tourists. Toraja carve decorations on large bamboo tubes used for carrying palm wine or rice, and people in eastern Indonesia decorate small bamboo tubes that carry lime used in betel chewing. Among contemporary urban artists, painting on canvas or making batik is much more common than making sculpture.

Indonesian textiles are becoming more widely known overseas. Batik is the Javanese word for "dot" or "stipple"; ikat, a Malay-Indonesian word for "to tie," is a type of cloth that is tie-dyed before weaving. Batik textiles were made in royal courts and cottages, but also became a major commercial industry in Java and Bali, an industry that has experienced economic vicissitudes over the decades. Batik cloth varies enormously in artistry, elaboration, quality, and cost. Formal occasions require that Javanese, Sundanese and Balinese women wear whole cloths wrapped ornately to form a skirt. Men nowadays do so only at their marriage (or if they are in royal courts or are performers in gamelan, dance, or theater). Long-sleeved batik shirts are now accepted formal social wear for men of all ethnic backgrounds, though formal wear for men also includes civil service uniforms, shirts and ties, or Western suits.
Performance Arts.

Performance arts are diverse and include: Javanese and Balinese gong-chime orchestras (gamelan) and shadow plays (wayang), Sundanese bamboo orchestras (angklung), Muslim orchestral music at family events or Muslim holiday celebrations, trance dances (reog) from east Java, the dramatic barong dance or the monkey dances for tourists on Bali, Batak puppet dances, horse puppet dances of south Sumatra, Rotinese singers with lontar leaf mandolins, and the dances for ritual and life-cycle events performed by Indonesia's many outer island ethnic groups. All such arts use indigenously produced costumes and musical instruments, of which the Balinese barong costumes and the metalworking of the gamelan orchestra are the most complex. Best known in Indonesia is the Javanese and Balinese shadow puppet theater based on the Ramayana epic, with its brilliant puppeteers (dalang) who may manipulate over a hundred puppets in all-night oral performances accompanied by a gamelan orchestra. Bali is best known for the diversity of its performance arts. Despite the fact that Bali draws visitors from around the world, and its troupes perform overseas, most Balinese performers are villagers for whom art complements farming.

Sources: http://www.everyculture.com/Ge-It/Indonesia.html

II. Korean Culture in Indonesia

Since the establishment of diplomatic relations between Korea and Indonesia in 1973, both countries have maintained a close relationship in the fields of politics, economics, culture and others. The friendly bilateral relations between the two countries are indeed admirable which is marked by the frequent visits of both Presidents and their high ranking officials.

It is well-recognized that the two countries complementary each other. The Indonesia's abundant of natural resources and rich of biodiversity coupled by labor forces and market potential will bear fruit shall they be well-managed by the Korean high-technology, capital and skilled-management. This condition has indeed shown by the increasing trade, investment and economic cooperation as well as the strengthening of political and socio-cultural cooperation between the two countries.

In the diplomatic and political areas, the two countries have strengthened their cooperation in the field of anti-corruption, combating terrorism and transnational crimes, inter-parliamentary, defense industry, youth and sport, education, health and natural disaster just to name a few. Since 1980’s until now President of Korea always visited Indonesia every years, and also President of Indonesia visited Korea in 2000 until now
The two leaders also stressed the importance of greater partnership between Indonesia and Korea in strengthening multilateralism as well as promoting regional and international peace, stability and economic development. The two countries have also established a solid roadmap for promoting mutually beneficial ties as recommended by the Eminent Persons' Group (EPG) which was established to further chart out the strategic partnership in a more action oriented plan.

Until today bilateral relations and cooperation between the two countries have gone well without any serious obstacles. The two countries continually strive to enhance and promote their relationship by expanding the existing forms of cooperation, in the bilateral, regional as well as international field. The Korean government has always supported Indonesian government on its efforts to maintain its national integrity.

Korean cultural expansion in Indonesia recently influence Indonesians in many aspects, such as in technology, tourism, and culinary, with some reasons. The form of cultural expansion is Korean drama, movie, and music industries which nowadays have already internationally popular.

It is obvious that recently many Korean cultural expansion interference the Indonesian market of electrical technologies. Just as people watch drama, they just like seeing an advertisement which shown the quality and feature of Korean electrical product. As people seeing that, they start to buy those products. Nowadays, many Indonesians use Korean made. If we look this through Korean point of view, this result is the increasing of Korean product's sale.

Furthermore, Korean culture also influences Indonesian in tourism so that many Indonesians travel to Korea for good. Since many Korean dramas, movie, and music video show Korea’s view, people become interested to go to Korea. Therefore along with the increasing of the foreigners visited Korea, their foreign exchange will also be increased.

Moreover, by chip in their culinary product in many media, they make people fall in love with Korean Culinary. People start curious about the food taste. This is a good breakthrough for Korean people to open new industries. So, they made Korean restaurant in Indonesia and make many profit from it.

Indonesian teenager smite with Korean culture in the last times. They found more than Indonesian culture itself. Many of them thought that Korean culture was interesting and had different kind of culture. Korean culture in this through is not traditional culture of Korea, but new culture that created by interested person. Many factors that make them love Korean culture, and it will different each other. The elements which very influence it can be seen from music and style.
Korean Wave or it can be called as Hallyu Wave is has most powerful element that can catch out Indonesian teenagers attention in music area. Korea or in the specific is South Korea has many group idol, like boy band and girl band. Their music genre is totally different, like Super Junior, SHINee, Bigbang and TVXQ. Therefore, Korean wave commonly, can bringing the fans of hallyu wave studying about Korean culture.

Style is most prominent factor that very had an in with culture interaction, this factor made Indonesian teenagers addicted with Korean style. Unique colour in their t-shirt, once in a while this style seems odd, their messy hair but still matching with their pretty face, are active power for this style exactly. Many of Indonesian teenagers wearing this style when they get dressed, though many people in Indonesia thought this style improper in this country, but the teenager whom addicted with Korean fashion still wearing this style as their trendsetter.

Korean culture has these powers to influence Indonesian teenagers with their culture. Unique and innovation made this culture looks attractive. We could like and love any cultures, but make an attempt to settle our culture before addicted to foreign culture.

III. Bandung Area

Bandung is a capital of West Java province, Java Island, Indonesia. Bandung became a tourist destination because it is located at highlands with cool temperature and comfortable. In addition Bandung also known as “Paris van Java” in Dutch or Paris of Java because there are a lot of tourist attractions that can be visited and it is so called as European tropics during the colonial era. The developments of Bandung are rapid and widespread. Previous Bandung has bought 5 city functions those are as the city government, commerce, industry, culture, tourism.

Since April 1955, Bandung becomes a place to do a conference once per four years so-called Asia-Africa Conference. 29 countries are Afganistan, Yordania, Saudi Arabia, Burma, Kamboja, Srilanka, Jepang, Laos, Sudan, Ethiopia, Libanon, Suriah, Filipina, Liberia, Turki, Ghana, Libya, Vietnam Selatan, India, Thailand, Vietnam Utara, Indonesia, Mesir, Yaman, Irak, Nepal, Pakistan, Iran, and RRC. This conference will be held again this year on 19-23 April 2015 at 2 different cities, Bandung and Jakarta as the 60 times. Theme of the meeting this time is straightening cooperation of South countries.

Nowadays, people in Bandung are very into Korea. A lot of teenagers in Bandung like K-Pop, K-Drama, and also Korean Language. It can be proofed that there are some community related to Korea such as Bandung cover dance community, Korean community, Hansamo and so on.
It has been happened since few years ago that Korean becomes famous in Bandung. Young people whose love dancing and love K-Pop are joining into community or group that can teach them or canalize into cover dance which is dancing an original choreography of a song from group idol then joining some competitions. The others like to watch Korean drama start from junior high school students until moms, they are like it. Some of elementary students whose understand in English also like it because mostly they watch Korean drama via online that available with Indonesian or English subtitle. The impacts of these two Korean waves make them want to know what Korea is. How Korean artist become famous or beauty and handsome? How they are skilful? How Korea is look like in reality? And many question. They also want to learn Korean language, they want to know their lovely artist talk about without read any subtitle and also they want to come to Korea because they are curious about it. That is why, in Bandung, there are several private places to learn Korean language.

Bandung also has good relations with South Korea in international cooperation. For example in 2012, Bandung regency Indonesia and Go Seong province of Gangwon South Korea had a signing by H. Dadang M. Naser, SH, S.Ip as Bandung regent and Mr. Hwang Jong Guk as Go Seong regent in collaboration of waste management of water resources and clean water, environmental management, tourism, agriculture, economy and trade, infrastructure, human resource development, education and culture and social development. This meeting was happen at Bale Winaya Soreang, Bandung regency on Tuesday 8 of May.

Furthermore, in 2013, Bandung got an honour to be the second city in celebrating Korean Film Festival after Jakarta. This event usually held only in Jakarta but at this time and also a celebration of 40 years Indonesia-Korea collaboration, Bandung become part of it. The purpose of this event is not only to introduce to Indonesian about entertainment but also culture of Korea. Some of the Showing movie shows some particular culture that might be good to know. This event was held on Thursday 13 of June at Blitzmegaplex, Paris van Java, and Bandung with 10 movies Indonesia and Korea.

IV. Korean Studies

Since 19th century, Korean Studies outside of the Korean Peninsula have been continually developed and broadened. Four different world regions (i.e., North and South America, Europe, Northeast Asia, and Southeast Asia) have launched Korean Studies at different times and developed different versions of Korean Studies.
All Korean Studies aim to contribute to the development of South Korea, individual country researching on Korean studies, and the entire world. In this sense, it is necessary to conduct academic research on area studies, besides Korean Studies, in order for mutual understanding and benefits. For instance, both Korean Studies in Indonesia and Indonesian Studies in Korea help facilitate the two countries’ exchange, cooperation, and mutual development. Likewise, it is desirable to study other countries in the hope of mutual understanding, cooperation, and benefits in the global scope.

The purpose of this article is to investigate future directions of Korean Studies in Indonesia. First, after defining the concept of Korean Studies, I examine how Korean studies have progressed across different world regions. This work helps researchers identify progress and status of Korean Studies in Indonesia, by comparing them with those of Korea Studies in other world regions. Next, I overview the current research state of Korean Studies in Indonesia and discuss identified problems in Indonesia. Finally, I provide future directions and agenda of Korean Studies in Indonesia based on the aforementioned discussion.

As this study is close to a brown bag seminar rather than an empirical research presentation, I focus on the following two themes: (a) the current state of Korean Studies across world regions, and (b) future direction of Korean Studies in Indonesia, based on the literature review.

A. Concepts and Characteristics of Korean Studies

Korean Studies are one branch of area studies pertaining to particular geographical regions. Consideration of nationality also allows conceptualizing diverse area studies: Indonesian, Vietnamese, Thai, Japanese, American, Chinese Studies, and so forth. A scholarship of Korean Studies is one of the area studies. Reflection of the regional features can define Korean Studies. Korean Studies are defined as fields of scholarship that studies all objects, phenomena, products, and activities relevant to regions of Korea.¹

Under the premise of the regional characteristics, Korea Studies can be listed as sub-disciplines: natural science, psychoanalysis, psychology, sociology, philosophy, history, literary science, folklore, mathematics, physics, etc. Accordingly, Korean studies can be further categorized depending on what subjects are studied in relation to Korea. However, the most

prominent disciplines describing Korean Studies are humanities, sociology, and political science. In this sense, Korean Studies often refer to these three academic disciplines.2

As described earlier, geographical characteristics are inevitably used to describe Korean Studies. Next, Korean studies are also closely related to nationality. As an interdisciplinary scholarship, Korean studies are comprehensive, which consist of a variety of academic disciplines, which, as a contemporary scholarship. To summarize, Korean studies have dual characteristics: specificity as one of area studies, and comprehensiveness including diverse academic disciplines.

Korean Studies are both objective and subjective. In the perspective of foreign scholars, Korean Studies are one of objective area studies. However, Korean scholars cannot but investigate themselves through subjective lenses. Thus, Korean Studies are dialectic that they should combine both objectivity and subjectivity. The nature of subjectivity and objectivity also relates to universality and individuality of academic study. Therefore, the task of Korean Studies is also dialectic. While it should reveal specific regional characteristics of Korea, it has to reach the universal status of academic study based on the identified specificity.

Therefore, Korean Studies are necessarily directional: directionalities of comprehensiveness and specificity-those of objectivity and subjectivity as academic study, and those of universality and individuality as academic requirement. Although these directionalities seem different to each other, there is a common directionality, academic excellence, which covers all of the diverse directionalities. The academic excellence requires seeking truth as value-free approach, uplifting human values, expanding good beliefs, and promoting social justice. In other words, Korean Studies should play roles in exploring universal truth for humankind through methodology of Korean Studies, uplifting humanity through Korean ethics and values, applying the explored truth into real society with beliefs, and providing detailed practices. The directional goals are achievable in diverse areas: seeking truth as pure academic approach, uplifting humanity in the dimensions of ideology and ethics, expanding truth in sociopolitical planes, and detailed practices through specific academic methodologies. I believe that Korean Studies will gain academic excellence and contribute to the prosperity of humankind when these directionalities, as a whole, are achieved.

B. The Current State of Korean Studies in Different World Regions

This section provides an overview about the present conditions of Korean Studies across the world. I describe the past and present states of Korean studies according to the world regions, as considering when the studies began and how they developed. The analyses help us understand the present research conditions of Korean Studies in Indonesia, which in turn guide future directions.

The current states of Korean Studies in the world can be divided into four big different regions: North and South America, Europe, Northeast Asia, and Southeast Asia.

**North and South America**

In the United States, several schools opened lectures of Korean Studies: Columbia University in 1930s; Southern California University in 1942; University of Washington in 1944; and University of Hawaii in 1946. In terms of research progress, the former two schools are in the developing stage, whereas the later two schools are in the maturity stage. As distinctive features, these schools set up a department of (East) Asian studies, focusing on Korean Studies in their department programs. In Canada, University of British Columbia (UBC) established Korean lectures in 1982, reaching a maturity stage. However, comparing with Chinese and Japanese Studies, Korean Studies in these regions still lag behind.

In the Central and South America, the first relevant lectures to Korean Studies were addressed in a course of history of religion at the University of Buenos Aires in 1960s. There are several universities providing lectures about Korean: National Autonomous University of Mexico, Autonomous University of Nayarit (Universidad Autónoma de Nayarit), and University of Colima in Mexico, and University of São Paulo in Brazil. In particular, National Autonomous University of Mexico has provided lectures about Korean Studies since mid-1980s, and University of Mexico is the first institution to run a master program of Korean Studies in the regions of Central and Southern America. Research programs of Korean Studies and Korean lectures were established at University of Guadalajara in 1991 and University of Colima in Mexico in 1995. Associations for Korean Studies in these regions (e.g., Latin American Studies Association of Korea, Associations for Korean Studies in Argentina, Mexico, Brazil) intermittently hold academic conferences of Korean Studies in South America. However, Korean Studies in the Central and Southern America are in the beginning stages and still rely on the supports from the South Korea.

**Europe**

---

Lectures of Korean Studies were opened at INALCO (Institute national des langue’s et civilisations orientates; National Institute of Oriental Languages and Civilizations), France in 1944, University of London, England in 1946, and Ludwig Maximillian University of Munich, Germany in 1950. The research states of Korean Studies in France and England where Korean Studies were established in earlier times, are in the maturity stage, while Korean Studies in Germany are still in the beginning stage. According to French university association for Korean studies, there are 11 higher education institutions teaching Korean and conducting Korean Studies: INALCO, University of Paris, EHESS (École des Hautes Etudes en Sciences Socials; School for Advanced Studies in Social Sciences), Jean Moulin University Lyon III, Michel de Montaigne Bordeaux 3 University, Aix-Marseille University I, University of Technology of Belfort-Montbéliard, La Rochelle University, University of Le Havre, University of Rouen, and Paris Institute of Political Studies (Sciences Po). An identified problem from these institutions is a need for faculty members specializing in Korean Studies. In case of Germany, Humboldt University of Berlin was associated with North Korea in the past, and has made a relationship with South Korea after the German reunification in 1990. At this university, a research centre for Korean Studies was established with two full professors and four assistant professors. In 1996, Korean Studies at this university promoted an independent study program, a seminar for Korea Studies (Seminar für Koreanistik). There are other higher institutions giving Korean lectures: University of Bonn, Ruhr University Bochum, University of Hamburg, Eberhard Karls University of Tübingen, etc. Korean Studies in Germany gain less attention and with lack of faculty members, researchers in that region rarely suggest future directions.

Northeast Asia (China, Mongolia, Japan, and Russia)

Research institutions of Korean Studies were established at different times in the region of Northeast Asia. Russia was the first. Russia reaches a maturity research stage: Saint Petersburg State University opened lectures of Korean Studies in 1897, followed by Far Eastern National University in 1900. In addition, Moscow State University installed International Centre for Korean

---


Studies, and Russian Academy of Sciences established a Centre for Korean Studies under the Institute of Far Eastern Studies. Despite 150 years in the research history, progress of Korean Studies is slow in Russia. Although South Korean Government has been supporting them since 1980s, the research institutions still lack curriculum for Korean Studies, teaching materials, teachers, and facility supports. In Japan, Korean Studies also has a long history. University of Tokyo opened lectures of Korean Studies in 1916, so did Kyoto University (unclear date). Their early research was related to Japanese colonization of Korea. However, their research policies have changed nowadays. In Mongolia, Korean language education began in 1990, at the year of the establishment of South Korea-Mongolia relationship. Recently, lectures of Korean language education are provided in 5 Mongolian national universities (i.e., National University of Mongolia, University of Humanities, Mongolian State University of Education, Mongolian University of Science and Technology, and National Ulaanbaatar University) and 20 private universities (e.g., Ulaanbaatar University, Orkhon University, Korea-Mongolia Technical College). Korean Studies in Mongolia encounter similar problems: lack of interests in education of Korean Studies, skill-based Korean language education, and shortage of professional teachers and teaching materials.

A progress of Korean Studies in China seems exceptional. In 1946, Nanjing National College of Oriental Languages in Chung Ching established the first department of Korean language and culture in China; later this college was merged into Peking University in 1949. At the same year, 1949, a department of Korean language and literature was established in Yanbian; similar departments appeared at the Beijing University of Foreign Trade and Luoyang Foreign Languages University. Until 1980s, there were only a few institutions for Korean Studies in China, due to her close association with North Korea in the Cold War era. After the establishment of diplomatic relations between South Korea and China, the relations between the two countries have significantly extended. As a result, there are 211 Korean language departments among 2,300 universities. The number of Korean language departments ranks the third highest in China, after English and Japanese. As Korean Studies in China are inclined to Korean language and literature, it

---


is requested to expand range and scope of research, including Korean politics, economy, and history.\(^8\)

**Southeast Asia (Vietnam, Thailand, Malaysia)**

After the establishment of the diplomatic relations with South Korea in 1992, Vietnamese higher education schools have established departments of Korean Studies: Vietnam National University Hochiminh City University of Social Science and Humanities in 1994, and other university institutions (e.g., Hanoi University, Hong Bang University, University of Dalat, University of Danag, Hue University).\(^9\) Students' preference toward Korea is attributed to Korean economy and culture rather than the Korean literature, history, ideology, politics, and geography. For those who want to get a job in Korean companies, the popularity of Korean Studies is mainly from their realistic concerns. However, there are concerns about lack of teaching materials for Korean language education, as well as a problem with teacher quality.

In Thailand, College of Humanities and Social Sciences at the Prince of Songkla University provided Korean Studies as one of free electives since the first semester, in 1986.\(^10\) At that time, the Thai public as well as intellectuals showed less interested in Korea. As students' enrolment grew in Korean Studies, the Songkla University provided Korean Studies as a minor degree program in 1992, and a major degree program in 1999. Chulalongkorn University, a top leading university in Thailand, opened Korean language as a public lecture for public in 1998, and then established Korean language education as a regular liberal arts class in 1991. In 1994, Burapha University also took Korean language as a liberal arts class. In total, there are 14 universities (15 campuses) that provide Korean language education. Among them, 5 universities choose Korean language as a major degree program; this trend increases nowadays. As in case of other countries, there are concerns about shortage of teachers and materials and lack of research interests in Korean


Studies. Korean Studies in Thailand attach high attention to contemporary Korea, rather than other topics.

After official ties between Korea and Malaysia in 1961, tight economic links between the two countries have continued after 1980s. In 2007, Korea is one of the top ten trade countries in Malaysia. Malaysian universities provided Korean language education program in 1980s. For instance, free electives of Korean language were opened in University of Malaya, University of Technology, and National University of Malaysia. In addition, Korean language courses were opened at the University Putra Malaysia in 1990s and Science Malaysia University in 2006. In particular, University of Malaya has provided Korean language education as one of courses of Korean Studies in the department of East Asian Studies since 1996. Usually, there are small numbers of students and lecturers in Korean Studies. In addition, Malaysian scholars of Korean Studies focus on Korean history, policy, security, culture, and economy. They need supports in order to expand research interests in Korean Studies.

C. The Current State of Korean Studies in Indonesia

Diplomatic relation between Indonesia and Korea was established in 1949; thereafter, relationship between the two countries has developed based on the economic links. However, the need for Korean culture including “Korean Wave” (한류; 韓流; Hallyu) was not high, compared with other Asian countries. In addition, classes of Korean Studies at Indonesian universities opened relatively late, in late-1980s.

The first class of Korean language education in Indonesia was opened at National University, a private university, in 1987. Department of Korean language education was established at National University in 1994 and Gadjah Mada University in 1995, yet, they were three-year certificate programs. The National University earned government licensing of Korean language education later and conferred degrees to 2005 graduates. Similar process was shown at the Gadjah Mada University. Indonesia University (University of Indonesia), the top leading university in

---


Indonesia, opened intermittently Korean language courses, depending on the status of faculty members.

These are some of the curriculum language education in National University:

1. Korean Language VI (HMKR600008)
2. Academic Indonesian Language (HMIN600001)
3. Korean Language Bisnis (HMKR600026)
4. Basic Korean Language A (HMKR630001)
5. Basic Korean Language B (HMKR630002)
6. Korean Language I (HMKR630003)
7. Korean Language II (HMKR600004)
8. Korean Language III (HMKR630005)
9. Korean Language IV (HMKR600006)
10. Korean Language V (HMKR630007)
11. Korean Culture Industry (HMKR600024)
12. Theory and Methods Basics of Kebu Research (HMAS600004)
13. Korean Language Fonetic and Morphology (HMKR600012)
14. Indonesian Culture (HMAS600001)
15. Korean Society Belief (HMKR600018)
16. Corespondence in Korean Language (HMKR630029)
17. Community Service Program (UIGE600999)
18. People and Indonesian Society (UIISH600001)
19. Society and Korean Culture (HMKR600016)
20. Korean Teaching Methods (HMKR600032)
22. MPK Buddhism (UIGE600014)
23. MPK Hinduism (UIGE600013)
24. MPK Muslim (UIGE600010)
25. MPK Kong Hu Cu Belief (UIGE600015)
26. MPK Christian Katolik (UIGE600011)
27. MPK Christian Protestan (UIGE600012)
28. MPK English (UIGE600003)
29. MPK Basketball (UIGE600040)
30. MPK Volleyball (UIGE600041)
31. MPK Badminton (UIGE600042)
32. MPK Futsal (UIGE600043)
33. MPK Hockey (UIGE600044)
34. MPK Football (UIGE600045)
35. MPK Softball (UIGE600046)
36. MPK Tennis (UIGE600047)
37. MPK Table Tennis (UIGE600048)
38. MPK Movie Appreciation Art (UIGE600020)
39. MPK Batik Art (UIGE600021)
40. MPK Photography (UIGE600022)
41. MPK Calligraphy (UIGE600023)
42. MPK Karawitan Art and Bali Dance (UIGE600025)
43. MPK Java Karawitan Art (UIGE600024)
44. MPK Comic Art (UIGE600026)
45. MPK Painting (UIGE600027)
46. MPK Music and Vocalization (UIGE600028)
47. MPK Theater art (UIGE600029)
48. MPK Wayang Art (UIGE600030)
49. MPK Intergrated level A (UIGE600001)
50. MPK Intergrated level B (UIGE600002)
51. Introduction to Modern Philosophy and Thought (HMPH600001)
52. Introduction to Korean Culture (HMKR600010)
53. Introduction to Literature (HMLT600001)
54. Introduction to General Linguistics (HMLN600001)
55. Introduction to Korean History (HMKR600009)
56. Assessment of Korean Drama (HMKR630021)
57. Assessment of Korean Prose (HMKR630017)
58. Assessment of Korean Poem (HMKR600025)
59. History of Korean History (HMKR630013)
60. History of Korean Contemporar (HMKR600015)
61. History of Modern Korea (HMKR600011)
62. Korean Language Semantic (HMKR630020)  
63. Thesis (HMKR600030)  
64. Study of Korean Literature (HMKR630027)  
65. Translation of Indonesia-Korea (HMKR630028)  
66. Translation of Korea-Indonesia I (HMKR630022)  
67. Translation of Korea-Indonesia II (HMKR600023)  

Total Credits: 144 Credits  
Period of Study: 8 – 12 semester  
Program requirements:  
(1) MK Mandatory by University 18 Credits;  
(2) MK Mandatory Clumos 3 Credits  
(3) MK Mandatory by Faculty 12 Credits  
(4) MK Mandatory Study Program 93 Credits  
(5) MK Thesis 5 Credits  
(6) MK Choices 13 Credits.
Also, in the sentence below are some of the curriculums in Gajah Mada University:

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Course</th>
<th>Credit</th>
<th>No.</th>
<th>Code</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER I</td>
<td>SEMESTER II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>DBU 1102</td>
<td>Pancasila</td>
<td>2</td>
<td>1.</td>
<td>DBU 1203</td>
<td>Citizenship</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>DBU 1101</td>
<td>Islam</td>
<td>2</td>
<td>2.</td>
<td>DBU 1205</td>
<td>English II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DBU 1101</td>
<td>Christianity</td>
<td>2</td>
<td>3.</td>
<td>DBU 1207</td>
<td>Indonesian Culture</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DBU 1101</td>
<td>Catholics</td>
<td>2</td>
<td>4.</td>
<td>DBH 1201</td>
<td>Reading II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DBU 1101</td>
<td>Hindu</td>
<td>2</td>
<td>5.</td>
<td>DBH 1202</td>
<td>Speaking II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DBU 1101</td>
<td>Budha</td>
<td>2</td>
<td>6.</td>
<td>DBH 1203</td>
<td>Writing II</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>DBU 1104</td>
<td>Indonesian</td>
<td>2</td>
<td>7.</td>
<td>DBU 1204</td>
<td>Listening II</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>DBU 1105</td>
<td>English I</td>
<td>2</td>
<td>8.</td>
<td>DBH 1205</td>
<td>Grammar II</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>DBH 1101</td>
<td>Contemporary Korea</td>
<td>2</td>
<td>9.</td>
<td>DBH 1209</td>
<td>General Computer</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>DBH 1101</td>
<td>Reading I</td>
<td>4</td>
<td>10.</td>
<td>DBU 1203</td>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>DBH 1102</td>
<td>Speaking I</td>
<td>2</td>
<td>11.</td>
<td>DBU 1207</td>
<td>Public relations</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>DBH 1103</td>
<td>Writing I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>DBH 1104</td>
<td>Listening I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>DBH 1105</td>
<td>Grammar I</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>DBP 1105</td>
<td>Introduction to Tourism</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credit 24

Credit 24
### SEMESTER III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBP 3511</td>
<td>Etiquette and Psychology</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2301</td>
<td>Reading III</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2302</td>
<td>Speaking III</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2303</td>
<td>Writing III</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2304</td>
<td>Listening III</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2305</td>
<td>Grammar III</td>
<td>4</td>
</tr>
<tr>
<td>DBH 2306</td>
<td>Hanca</td>
<td>2</td>
</tr>
<tr>
<td>DBP 2406</td>
<td>Japanese I</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2311</td>
<td>Translation I</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2310</td>
<td>Business Korean I</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2309</td>
<td>Hangeul in Computer (HWP)</td>
<td>2</td>
</tr>
</tbody>
</table>

### SEMESTER IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBH 2401</td>
<td>Reading IV</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2402</td>
<td>Speaking IV</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2403</td>
<td>Writing IV</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2404</td>
<td>Listening IV</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2405</td>
<td>Grammar IV</td>
<td>4</td>
</tr>
<tr>
<td>DBP 2508</td>
<td>Japanese II</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2410</td>
<td>Business Korean II</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2411</td>
<td>Translation II</td>
<td>2</td>
</tr>
<tr>
<td>DBP 2408</td>
<td>Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>DBH 2416</td>
<td>Cross-cultural understanding</td>
<td>2</td>
</tr>
<tr>
<td>DBU 3514</td>
<td>Research method</td>
<td>4</td>
</tr>
</tbody>
</table>

### SEMESTER V

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBH 3501</td>
<td>Reading V</td>
<td>2</td>
</tr>
<tr>
<td>DBH 3502</td>
<td>Speaking V</td>
<td>2</td>
</tr>
<tr>
<td>DBH 3503</td>
<td>Writing V</td>
<td>2</td>
</tr>
<tr>
<td>DBH 3504</td>
<td>Listening V</td>
<td>2</td>
</tr>
<tr>
<td>DBH 3505</td>
<td>Grammar V</td>
<td>4</td>
</tr>
<tr>
<td>DBH 3512</td>
<td>Korean for Tourism</td>
<td>2</td>
</tr>
<tr>
<td>DBH 3514</td>
<td>Korean economy</td>
<td>2</td>
</tr>
<tr>
<td>DBU 3515</td>
<td>Korean history</td>
<td>2</td>
</tr>
</tbody>
</table>

### SEMESTER VI

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBU 3602</td>
<td>Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

**Number of credit = 114 credits**  
**Thesis = 4 credits**  
**Total = 118 credits**  

This program requires the students to acquire at least 110 credits to graduate from the 3-year program.
Recently, Korean language and culture become popular in Indonesia, due to high international exchange between Indonesia and Korea, as well as influence of Korean Drama. Since Indonesia University established 4-years bachelor program of Korean Language and Culture in September 2006, Indonesian universities have installed Korean language programs: as follows 3-year certificate programs and 4-year regular undergraduate programs in thee universities (four campuses): Indonesia University (4-year program), Gadjah Mada University (3-year and 4-year programs), and National University (3-year program).

To prove the relationship between University Indonesia and Korea, here are parts of the interview with one of the representative from University Indonesia, Mr. Zaini, MA, as the coordinator for Korean Language Program Study in Faculty of Science Culture, Indonesia University.

Q: When is this Korean culture and language is open for public, and what is the background of this faculty to be opened?
A: Korean culture and language program is built on 16 august 2006; there is a philosophy why it has to be built in 16 august that’s because Korean Independence Day is on 15 august while Indonesian Independence Day is on 17 august. That’s why we choose 16 august as the day between those two Independence Day to make us remember about both of nation’s independance day.

Q: How many graduates are already produced?
A: 80 – 100 graduates which succeeded from 2006 until now. And now there are 180 actives student.

Q: How many classes Korean Culture and Language program are divided?
A: Now is divided into three classes which there are only two in the past. Related to the request, the interest is going high but the lecturer is limited. In the end, we maximize compatible output.

Q: what is the thaw of UI’s curriculum?
A: beside the language there is also the culture that has been following or base in the curriculum. It can be proved that many people from many institutions looking for our graduates explicitly. However, some of them are not graduates yet has been needed by some of institutions. The graduates are needed will be accommodated in shelters and then will be spread to all over Indonesia and also Korea. As example sent to a steel mill in Pohang, some of them are also accepted to continue their study in Korea.

Q: Are there a lot of native speakers?
A: We have 5 native speakers until now; they are from KOIKA, Korean Foundation or Korean Women Organization in Indonesia (association).

Q: How the history of this program since 2006-2014? Are there any difficulties?
A: Recently, we have trouble to get human resources, ratio of lecturers and students is not balance. Then we recruiting students who graduated for master degrees become teacher or we catch some freelance students and make them a teacher here (graduated from this program).

Q: How to choose a teacher or lecturer? Base on the information that we have are 15 lecturers, a lecturer continuing his/her study and 5 native speakers.
A: Native speaker usually changed. When we are choosing prospective teachers, we will do an interview as the first step to remind that finding good teachers or lecturers is difficult. Actually, we are late build this program in 2006 it should be since 90’s. But when that time we still have problem to build this program. Perhaps in the future, Korean Centre will become next pioneer for this program. Some information tell about UPI (Indonesia University of Education) will also open Korean major. UI and Maranatha Christian University will start from Korean Centre. We have a lot of enthusiast people until thousands who wants join with this program. Averagely 1000 participants we only accept 50 persons seen from statistic data. Because of the number of teacher which not much we can only open 3 classes. We do not want the students are not study effectively because of a lot of people in the class. We teach TOPIK test until level 4 otherwise in Korea the level minimum for TOPIK is level 5. Thus, after graduated it just need to fluent it. Several times compete in “Speaking” competition will get first place. All this time our graduates can spread to some areas and most of them work in industry such as banking and work at related companies. But percentage becomes teacher just a little. All of it backs to the students self.

Q: Do you have any special programs for 5-10 years later?
A: For the program is following to the faculty but we might open East Asia master degrees for this program included China, Japan and Korea. So the power of East Asia will lead because all this time uses America. Leading in magister process, now East Asia study still in process because it will be difficult if stand-alone consider to Korea is still new. Doing it is to accommodate evolving needs, needs people who can speak Korean. It can be seen that America and Europe (hand gesture = the participants is decreasing). Japan is also boring, thus show up of Korea has new power. Also in technology such as Smartphone Samsung and so on, and also the lifestyle of Indonesian society began to refer to Korea. Knowledge about Korea is also needed. So we can also take part in it as in the form of investment and a lot of other things. When Korea takes part in International, we also
can participate. Korean knowing that eventually there will be a relationship could be balanced and have a relationship as a partner. From which we can see, from the region between Korea and ASEAN is increasingly important. So that ASEAN community 2015 can be part of Southeast Asia. While, on the global context, if Korea invests in a form of business or partnership it can be a good opportunity in the future. It can be seen that many of students that are willing to be accepted in their favourite job. What is the use in enlisting to the favourite program if when they are graduated later they have to compete in the work life and maybe being a unemployed. For the Korea itself I can see that there's still many opportunity that can be offers by it that is from what I’ve been observed. Overall they can be accepted in the work life, while the first interest is mainly different. Like for the junior high and senior high students mostly join the courses to be able to freely listen to their favourite k-pop or k-drama. There is a group of people like Hansamo in Bandung; however Hansamo is actually a place to learn some skills not as a structural activity. That is why if Maranatha wants to open an Korean Literature, this can be a good opportunity to make a good business also to be a place for the people who really wants to enrol in Korean Literature in Bandung but didn't have the place yet. This also can be a good infestation, with many of Korean Business came to open their business in Indonesia, for example the take-over that Korean make small market, in block M, Jakarta. While the France is already satisfied to take over, Korea is just about to know about the market in Indonesia and can compete with the local business. This is the Korean's chance to expand when the other Asian think it's not really worthy, and yet with the middle-class economy people started to picking their things. That is why now more people need a human resources that know about Korea. This Study program can be one of the ways to open that chance.

Rosida : however we here still need to fight hard because our Literature (English, Japanese, and Chinese) is not as popular as the other that is why it’s very vulnerable to open another study program.

We can see like in UNAS, they have 2 language program studies Korean and English. There the English program is already collapse. That’s why we need to have a good strategy and commitment. We have to foreseen the future. We as education institution have to be able to catch an opportunity of course with an enough human resources. Of not, then make some schedule to write a ready people so that when the time is come it can be done regularly. If we want to know about Korean technology we also need people who know about Korea. It also happens in Hanna Bank. I hope your university can make a good program that in the future can develop and rise.
Q: Are there any Korean courses right now?
A: well, Korean courses are still there in LBI. But, the course is only in Saturday.
Q: is there any unique curriculum where it heading?
A: we make the curriculum by ourselves, first we make workshop before opening a new program study, where we need to find a benchmark. In that workshop we’ll explain what the relation to the university is. After that we'll start to discuss about what should be teach in the curriculum. If Maranatha is willing to open it you also have to see the condition universally. It goes back to the majority that will be taking it.

In terms of education of Korean Studies, lectures of Korean language education open first, and then those of Korean culture and Korean history are provided. In cases of Gadjah Mada University and National University, common developing patterns appear in Korean Studies of the Indonesian universities. First, Korean lectures are provided in the university research institutes. Next, after Korean language classes are provided as elective liberal arts, other classes of Korean Studies (e.g., Korean literature, culture, and history) are opened as new lectures. Finally, department programs of Korean Studies are established.

It is important to ask how Korean Studies are taught in Indonesia. As other countries where Korean language education increases for various reasons (e.g., business, employments, international marriage, academic interest), demanding for Korean language education is also high in Indonesia. There are two approaches for Korean education in Indonesia: public sector and private sector. The public institutions consist of government agencies and educational institutions. Recently, Korean language education for government officials is provided in Indonesian Labour Institute, Ministry of Foreign Affairs, and Java City Hall. Educational institutions are divided into Indonesian local schools and Korean international schools. While local schools provide practical Korean lessons, Korean international schools such as Jakarta International Korean School teach Korean language as a similar educative approach in South Korea.

Korean education in Indonesian universities has two types of courses: regular courses and irregular courses. The regular courses are liberal arts classes, a 3-year certificate program and a 4-year undergraduate program. The liberal arts classes are credited courses, The 3-year certificate program is similar to a 2-year college program in South Korea, and the 4-year undergraduate programs in Indonesia is also similar to that in South Korean. Irregular courses are non-credited informal classes, provided by university research institutes or university language institutes.
It is difficult to figure out the current state of Korean language education in private sectors. There are three types of private Korean language education: Korean education for Korean second generations, private academy (hagwon, for-profit institute or cram school), and private organizations like missionary organizations. Miral-school and other organizations provide Korean education for the second generations in weekend school or after-school: there are about 10 organizations in the entire Indonesia. They not only instruct Korean second generations but teach also local Indonesians about basic Korean.

Less is surveyed for private academies of Korean language. Yet, the number of Korean academies increases, whose main role is to help Indonesians get jobs. In Jakarta, Koreans run about four or five academies. As private organizations, churches or missionary organizations usually provide Korean language classrooms. The private Korean education, often run by Christian schools, spreads out in the entire Indonesia.

With regard to Korean education in Indonesian universities, most classes of Korean Studies are Korean language education. There are three types of classes of Korean Studies: liberal arts, introductory college courses (D3; 3-year college course), and S1 classes for 4-year college courses. Korean lectures belong to S1 regular classes. Currently, there are four departments of Korean Studies in Indonesian universities: Both Indonesia University (UI) and Gadjah Mada University have 4-years bachelor programs, while UGM and National University have 3-year programs. Universities providing liberal arts classes and/or irregular courses include Hasanudin University, University of Lambung Mangkurat, University of North Sumatra, etc.

UNAS and UGM have Korean Language Departments, a 3-year certificate program and a 4-year regular undergraduate program, respectively. The departments have only a few of Korean Studies lectures, focusing mainly on Korean language acquisition and translation and interpretation of Korean language. Other universities without regular courses of Korean Studies usually provide liberal arts courses as well as classes operated by university language institutions. Seven universities including Hasanudin University open Korean language classes, as irregular, credited courses.

The current state of Korean Studies in these universities is described in terms of university curriculum. First, Indonesia University has a department of Korean Language and Culture (Program Korea history, language, and culture) under the faculty of humanities. Thus, the department program provides Korean language, but what’s more it offers diverse classes of Korean Studies such as Korean culture, literature, economy, politics, and history. In a big picture, the UI curriculum
of Korean Studies consist of comprehensive character education, basis of humanities, major courses, Korean language, major electives, and thesis. Under the major courses, there are course details: Korean language, Korean literature, Korean history, and Korean cultural history. Next, Korean language courses provide several stages of courses. Finally, under the major electives, there are advanced Korean linguistics, Korean culture, Korean economy, and Korea and Society.

Gadjah Mada University is the first university in Indonesia providing Korean courses. In addition to Korean lectures and 3-years program of Korean Studies, this university has established a centre for Korean Studies. Before the establishment of Korean Language Department, UGM provided Korean language courses and diverse courses of Korean Studies (e.g., culture, literature, society, economy). However, after the establishment of Korean Language Department, the school focuses on Korean language education. While UI and National University classify Korean subjects as five areas (i.e., Korean grammar, speaking, listening, reading, and writing), UGM categorizes six areas (i.e., Korean grammar, conversation, reading, listening, practice, and composition) and provides the subjects according to semesters. At this university, courses are not detailed such as Korean history, literature, society and economy, and culture and arts. The number of Korean language classes in UGM is much more than twice the number of other Korean Studies classes. The problem is also attributed to the low number of faculty members within the 3-years program, while it runs similar to the 4-year program.

Korean Language Department at the National University focuses on practical Korean language education rather than professional classes. It was opened as training courses in 1994, and then earned education license in 2005. Most classes are Korean language education. At the junior level, there is neither class of writing nor listening. Although classes of Korean history and Korean culture open to register, these classes are provided only for freshmen. The practical classes of communication and Korean computer technology reveal that this school emphasizes on vocational education.13

Both UI and UNAS open Korean history and culture for freshmen; it is problematic because students experience the Korean Studies when they do not reach proficient level of Korean. In addition, lectures neither local professionals, nor native Korean majoring in Korean Studies. These are identified limitations relevant to Korean Studies in Indonesia.

13 The curriculum of this school is related to students’ purposeful selection of Korean Studies. The first reason is getting a job, second is learning Korean, and third is studying at graduate level.
The current state of Korean Studies in Indonesia indicates several problems as follows. First, there is lack of professional faculty members, which is also a common problem arising in other countries. Local professionals are low in number, and some native Korean speakers are not specialized in Korean Studies. Second, it is not easy to find and use adequate teaching materials. Many teaching materials for Korean language education are based on the situations and events in Seoul, a capital of Korea, which in turn makes Indonesian students difficult to learn Korean. Whole language (language integration) teaching approach, a main educational approach in Korea, does not fit with Indonesian university curricula that teach language domains separately. In particular, teaching materials of Korean Studies other than Korean language are nearly unavailable. Third, there are problems in implementation of curriculum. In many curricula, courses often overlap, and some required courses are missed. The problem of overlapping and missing courses is related to the teaching competence of local professionals as to what courses they can teach or cannot. For instance, there is lack of courses of learning Chinese characters, which is essential to learning Korean language. When reviewing the three aforementioned universities, curricula across these universities are not systematically related to each other. Curriculum operates less effectively because classes of Korean language education proceed without consideration of other Korean Studies classes. In addition, there is a lack of association between a large number of non-major instructors and small professional faculty members. Many Korean volunteer instructors teaching Korean language cannot afford to link Korean language to other parts of Korean Studies. Education of Korean Studies will be successful when relevant courses are provided effectively. Here is some information about University and Private Lessons which available Korean language to learn.

<table>
<thead>
<tr>
<th>School/University</th>
<th>Program</th>
<th></th>
</tr>
</thead>
</table>
| Universitas Indonesia | Study of Culture and Korean Language program | - National University in Jakarta
|                    |         | - Indonesia’s first Established Department.
|                    |         | - Offered 144 Credits, and opened 42 Courses
<p>|                    |         | - Currently 111 People attending. |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Operating Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitas Gajah Mada (UGM)</td>
<td>Study of Korean Language program</td>
</tr>
<tr>
<td></td>
<td>- 1&lt;sup&gt;st&lt;/sup&gt; Year 43 people, 2&lt;sup&gt;nd&lt;/sup&gt; year 27 People, 3&lt;sup&gt;rd&lt;/sup&gt; year 41 People.</td>
</tr>
<tr>
<td></td>
<td>- National University in Djogyakarta</td>
</tr>
<tr>
<td></td>
<td>- Offered 147 Credits, and opened 47 Courses</td>
</tr>
<tr>
<td></td>
<td>- The current freshmen approximately 80 People.</td>
</tr>
<tr>
<td>Study of Korean Language program</td>
<td></td>
</tr>
<tr>
<td>UNAS</td>
<td>Korean Language major</td>
</tr>
<tr>
<td></td>
<td>- National University in Jakarta</td>
</tr>
<tr>
<td></td>
<td>- Opening 94 unauthorized department</td>
</tr>
<tr>
<td></td>
<td>- Offered 110 Credits, and opened 24 Courses</td>
</tr>
<tr>
<td></td>
<td>- The current freshmen approximately 60 People.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>University Operating Conditions</td>
<td></td>
</tr>
<tr>
<td>UNAS</td>
<td>• Makasar, Sulawesi Island</td>
</tr>
<tr>
<td></td>
<td>• Korean Outlined in Humanities Elective.</td>
</tr>
<tr>
<td></td>
<td>• Currently the Department to established preparations.</td>
</tr>
<tr>
<td>Lambung Mangkurat University</td>
<td>• Banjarmasin, Kalimantan Island</td>
</tr>
<tr>
<td></td>
<td>• Operating in Irregular Courses</td>
</tr>
<tr>
<td>Institution</td>
<td>Address</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Diponegoro University             | • Semarang, Java Island  
• Operating in Irregular Courses |         |
| Padjajaran University             | • Bandung, Java Island  
• Established a four-year regular course |         |
| Sekolah Tinggi Ilmu Bahasa        | • Jakarta  
• 3 year of training department |         |
| Sumatra University                | • Medan, Sumatra Island  
• 3 year of training department |         |
| Islam University                  | • Jogyakarta, Java Island  
• Irregular course of Korean Subject |         |
| Admajaya University               | • Jakarta Catholic University  
• Application of Korean Language |         |
| Maranatha Christian University    | • Bandung, Java Island  
• Irregular course of Korean Subject |         |

<table>
<thead>
<tr>
<th>Intitution</th>
<th>Address</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNP Training center</td>
<td>Komplek Margahayu Raya (Metro) Jl. Merkuri Utara XI No. 12</td>
<td>Bandung</td>
</tr>
<tr>
<td>Homey Korean les</td>
<td>Gedung SMA Nasional Jl. Sadang Serang No. 17</td>
<td>Bandung</td>
</tr>
<tr>
<td>Korean class</td>
<td>Paskal Hyper Square Blok A No. 37 Lt. 3</td>
<td>Bandung</td>
</tr>
<tr>
<td>Korean course</td>
<td>Jl. Unpar 1 No. 7</td>
<td>Bandung</td>
</tr>
<tr>
<td>Korean course</td>
<td>Ruko Jatimakur No. A12 Jl. Raya Jatimakur, Pondok Gede</td>
<td>Bekasi</td>
</tr>
<tr>
<td>Korean course</td>
<td>Equity Tower 17th F1, SCBD Lot 9, Jl. Sudirman Kav 52-53</td>
<td>Jakarta</td>
</tr>
<tr>
<td>Korean course</td>
<td>Jl. Raya Singosari No. 1</td>
<td>Malang</td>
</tr>
<tr>
<td>Korean course</td>
<td>Komplek Cemara Asri, Jl.</td>
<td>Medan</td>
</tr>
</tbody>
</table>
V. Research of Korean Studies for University students

To support and ensure the target in cooperation in the field of education between the two countries, the questionnaire was distributed to university students as respondents. Below are the results of the questionnaires distributed to 98 respondents.

1) Knowledge and Insights on Korea

From the results of the questionnaire, it was found that who knows what, how, and what kind of Korean culture is definitely 89 people from a total of 98 questionnaires were distributed, while 9 people do not know for sure.

It shows that respondents who know exactly what the Korean culture, if entered in percent, as much as 91% of respondents claim to know Korean culture, while 9% were not well informed about Korean culture. The younger generations, including students, later become infatuated something that smells Korea, both the technology and culture that carried through the culture of K-pop and K-dramas.

2) An interest in Korean Language Learning

According to the results of the questionnaire, it was found that students in London who are interested to learn the Korean language is exactly 73 people from a total of 98 questionnaires were distributed, while 25 people do not know for sure.
It shows that the respondents were interested in learning the Korean language, if included in the percent, by 74% of respondents expressed interest in learning the Korean language, while 26% are not so interested in learning the Korean language.

3) Ability to Speak Korean

According to the results of the questionnaire, it was found that students who have the ability to speak Korean is exactly 26 respondents from a total of 98 questionnaires were distributed, while 72 respondents did not have interest.

It shows that the respondents were interested in learning the Korean language, if included in the percent, by 27% of respondents expressed interest in learning the Korean language, while the other 73% are not so interested in learning the Korean language.

Great interest in learning and mastering the Korean language evolved in tandem with admiration and fanaticism of the songs full of love and drama presented by Korea. Creativity is capable of promoting Korean culture in packs of songs and play a variety of romantic love is so powerful draw fans around the world, including Indonesia.

4) The level of intensity of use of the Korean language

From the results of the questionnaire, it was found that students often use the Korean language is exactly 10 people from a total of 98 questionnaires were distributed, while 88 students did not use it.

It shows that respondents are actively using the Korean language, if included in percent, as much as 10% of respondents, while 88% are not using it.

5) The intensity level of Korean Listening

According to the respondents, it was found that students who listened and listened to the conversation in Korean language with certainty is 78 people from a total of 98 questionnaires were distributed, while 20 people do not know for sure. It shows that the respondents are actively listening to the conversation in Korean, if entered in percent, as much as 80% of respondents, while 20% are passively listening to a conversation in Korean.

6) Difficulties to Learn Korean
From the results of the questionnaire, it was found that students who experience difficulty when learning the Korean language is for sure is 74 people from a total of 98 questionnaires were distributed, while 24 people do not know for sure. It shows that the respondents who have difficulty Korea, if entered in percent, as much as 76% of respondents claim to know Korean culture, while the other 24% not well informed about Korean culture.

According to respondents, the Korean language has a higher level of difficulty than English or Arabic.

7) The level of curiosity towards Korean

From the results of the questionnaire, it was found that students who are interested to know what, how, and what exactly is the Korean language is 51 orang of a total of 98 questionnaires were distributed, while 47 people do not know for sure.

It shows that the respondent students who are interested to know what, how, and what kind of Korean language, if included in percent, as much as 52% of respondents expressed interest in knowing the Korean language, while 48% are not interested in the Korean language.

8) Level of Interest in Korean Culture

From the results of the questionnaire, it was found that students who are interested in knowing what, how, and what kind of Korean culture is definitely 76 people from a total of 98 questionnaires were distributed, while 22 people do not know for sure. It shows that respondents who know exactly what the Korean culture, if entered in percent, as much as 78% of the respondents are interested to know Korean culture, while the other 12% are not so interested in knowing about the Korean culture.

9) Studying the level of interest for Korean Culture

Judging from the results of the questionnaire, it was found that who want to learn Korean culture is definitely 69 people from a total of 98 questionnaires were distributed, while 29 people are not interested to learn.

It shows that respondents who know exactly what the Korean culture, if entered in percent, as much as 70% of respondents expressed interest in studying Korean culture, while the other 30% are not so interested to learn about Korean culture.
10) The intensity level of information search on Korean Culture

With the Internet, students can now access all the information about Korean culture required by them, well informed about music, fashion, film, science, and news about Korea. According to the results of the questionnaire, it was found that often find out about Korean culture is definitely 48 people from a total of 98 questionnaires were distributed, while 50 people do not know for sure. It shows that respondents who frequently access information about Korean culture, if included in the percent, 49% of respondents stated often looking for information about Korean culture, while the other 51% are rarely looking for information about Korean culture.

11) The insight level of K-pop.

According to the results of the questionnaire, it is found that people who know exactly what K-pop is, is 90 out of 98 questionnaires, while 8 people do not know for sure. It shows that respondents who know exactly about K-pop, if we put it into percent, 92% of respondents claimed to know K-pop, while the other 8% not so know about K-pop.

12) The Popularity of K-pop

According to the results of the questionnaire, it is found that people who likes K-pop are 83 people out of 98 questionnaires, while 15 people do not like it. It shows that respondents who likes K-pop, if we change it into percent, 85% of respondents expressed love and know K-pop, while the other 15% are not so fond of the K-pop.

13) The Positive Potential of K-pop

According to the results of the questionnaire, it is found that people who agree with the positive potential of K-pop is 70 out of 98 questionnaires, while 28 people do not know about it. It shows that respondents who know exactly the positive potential of K-pop, if included into per cent, 71 % of respondents claimed to know the positive potential of K-pop, while on the other hand there are 29 % respondents who does not know well the information about the positive potential of K-pop. The popularity is increasing, especially on June 4, 2011 Indonesia commotion with a festival called "KIMCHI K-POP" (Korean Idols Music Concert Hosted in Indonesia). It is located in Senayan Jakarta, Super Junior (Suju) appear stomping K-pop lovers, which also brings another guest star from Korea, Park Jung Min, The Boss, Girl 's Day and X-5.
14) Potential Negative K-pop

The Negative potential that arises is the number of students in Indonesia imitates K-pop singers, which is not suited to their personality. Actually, there is no harm to like or attracted to K-pop, as long as we could control and limit our passion towards Korean culture. According to the results of the questionnaire, it is found that people who know about the negative potential of K-pop is 87 people out of 98 questionnaires, while 11 people do not know for sure. It shows there are 89% respondents who know exactly the negative potential of K-pop, while on another hand there are 11% who does not so know about K-pop. Potential negative K-pop is the marginalization of traditional Indonesian music. Indonesian young generation, tend to be consumptive and hedonic to buy accessories, apparel, and K-pop album and life style such as K-pop artists.

15) The Intensity level of Searching Information about K-pop

According to the results of the questionnaire, it is found that people who often find out about K-pop is definitely 35 people out of 98 questionnaires, while 63 people do not know for sure. It shows that respondents who frequently access information about K-pop, if included in the per cent, 36% of respondents stated often look for information about K-pop, while the other 63% are rarely look for it.

16) The level of knowledge about K-drama

According to the results of the questionnaire, it is found that people who knows, what it is K-dramas are exactly 90 people out of 98 questionnaires, while 8 people do not know for sure. It shows there are 92% of respondents claimed to know K-dramas, while 8% do not know well informed about K-drama.

17) Intensity level Impressions Watching K – dramas

According to the results of the questionnaire, it is found that people who often watching K-drama is 80 people out of 98 questionnaires, while 18 people are rarely watching it. It shows that respondents who know that often watch the show K - drama , if included in the per cent , 82 % of respondents stated often watch K - dramas , while the other 18 % not so often watch the show K - drama In Indonesia , the spread of the culture of ginseng country started around 2002 with the screening of one of the icons of Korean culture is a drama series titled " Autumn in My Heart " or " Autumn Tale " is more popular with the title of " Endless Love ", aired Indosiar TV station. The
success of the Korean drama series known as Korean dramas (K-drama) followed by other Korean drama. The level of intensity of watching Korean drama is comparatively high. The success of the Korean drama series known as Korean dramas (K-drama) followed by other Korean drama. Nowadays, there are so many Korean dramas that appeared on Indonesian television screen, such as Full House, Sassy Girl Chunhyang, Jewel in The Palace, and many more.

18) The popularity of K-drama

In accordance with the results of the questionnaire, it is found that people who knows what it is K-drama are 72 people out of 98 questionnaires while 26 people do not know for sure. It shows that respondents there are 73% respondents who know exactly what K-drama, while 27% respondents do not know about K-drama. Popularity of K-drama among Indonesian students makes their interest with the Korean culture increased. This is due to the presence of several Korean actors also works as a singer to become an idol for students.

19) The Positive Potential of K-drama

According to the results of the questionnaire, it is found there are 81 people from 98 questionnaires who claim the positive potential of K-drama, while 17 people do not know for sure. It shows there are 83% respondents who claim to know exactly the positive potential of K-drama, while 17% do not know about the positive potential of drama.

20) Potential Negative K-drama

From the results of the questionnaire, it is found there are 40 people from 98 questionnaires who know the negative potential of K-drama, and 58 people do not know for sure. It shows there are 41% respondents who know exactly negative potential K-drama, while 59% do not know about the negative impact of K-dramas. Interest in K-dramas can be potentially negative, for example, especially young people will be more interested in Korean culture than the culture of Indonesia itself.

21) Interest to study in Korea

According to the results of the questionnaire, it is found that students who interested in studying Korea are exactly 61 people from of 98 questionnaires, while 37 people are not interested.
It shows there are 62% of the respondents want to study in Korea, while 38% respondents do not want to.

22) The Level of Interest in Student Exchange to Korea.

According to the results of the questionnaire, it is found that students who are interested in Student Exchange to Korea are 86 people out of 98 questionnaires, while 12 people do not know for sure. It shows there are 88% respondents are interested in the Student Exchange to Korea, while 12% are not so interested.

23) The Level of Interest in Continuing Master and Doctor (PhD) Degree in Korea

Generally, people who are interested in continuing studies of Master and Doctor degrees in Korea is because they have an interest to learn the Korean language and culture. From the results of the questionnaire, it is found that students who are interested in continuing to study Korean are 69 people out of 98 questionnaires, while 29 people are not interested. It shows that the respondents who are interested in continuing to study Korean, if included in the per cent, there are 70% of respondents expressed interest in continuing the study of Master and Doctor Degree, while the other 30% are not so interested.

VI. Research of Korean Studies for Senior High School

In Indonesia, Senior high school students are dominant data that can be proved to show how Indonesian students interest into Korea, Korean Study and Korean Culture. To make sure of the condition of the interest level of Korea in Indonesia we also make a survey by going to two schools.

A. Results of the Questionnaire Data with Respondents on total students of two high schools, SMAK BPPK Bandung Students and SMAK Paulus Bandung

Based on questionnaires analysis results that distributed to 30 respondents from SMAK BPPK students Bandung, and analysis results that distributed to 48 respondents from SMAK Paulus students Bandung, obtained the following results. As a note some of the questions are not filled by the respondent.

1) Gender of the Respondent
From the results of the questionnaires, we know that 41 respondents are Male, while 38 of the respondent are Female.

2) Age of the Respondent

Base on the result of the questionnaires, we know that 2 respondents are on the age between 8-13, and 71 respondents are on the age between 14-20. While, 5 respondents are in the age of 31 or more.

3) How the respondent get to know about Korea.

From the results of the questionnaires, 9 respondents know about Korea from the wars that was happened, 8 respondents know about Korea from the progress of Korean Economic, 2 respondents know about Korea through Korea Olympic Games, the 25 respondents says they know about Korea through Korean Drama, and 38 respondents know Korea from K-pop and stuff.

4) What the respondent wants to learn

The result of the questionnaires show varieties of interest in Korea, 54 respondents wants to learn about Korean Language. And 11 respondents want to learn about Korean Literature and Korean History; another 11 respondents want to learn about Economic and Politic in Korea. 5 respondents want to learn about Philosophy and History of Korea. While, there are 5 respondents wants to learn about Korean Culture. And 1 respondent did not answer this question.

5) Why the respondent wants to learn Korean Language

Base on the results of the questionnaires, it shows that 13 respondents want to learn about Korea so they can work in Korea or Korean company. 42 respondents shows that they want to learn about Korea to develop their interest about Korea, while 13 respondents says they want to learn Korea to Study in Korea. And 6 respondents wants to learn Korean Language to do a research in Korea.

6) If respondent has learned Korean, how long they have learned it
From the results of the questionnaires, 41 respondents have learned Korean Language for 6 months or a year. And, 5 respondents already learned Korean Language for a year or two. And the rest of the respondents never learn Korean Language.

7) **What else do they want to learn about Korea, except for their language**

Base on the results, except for their language some of the respondents show interest to other field of Korea. The results show that 33 respondents want to learn about Korean Literature. 15 respondents wants to learn about the Korean Folk Story, another 14 respondents wants to learn about the Economic and Korean Politic the other 10 respondents want to learn about Korean philosophy and History.

8) **What is the obstacle to learn about Korea**

Base on the questionnaires, it shows what is the obstacle that respondents face when they want to learn about Korea. 16 respondents says the lack of learning institution, and another 14 respondent says it’s because the lack of opportunity to learn, 9 respondents says another thing they say it’s because the low condition of education in Indonesia, and the rest of the respondents, 31 of them say it’s because of the cost that is too high.

9) **What are the element to learn Korea**

From the results of the questionnaires, we know about another element needed by the respondent to help them learn about Korea. 34 respondents say they cannot learn about Korea because of the limited good Korean teacher, 19 respondents say they needed good learning materials. 10 respondents say they need a good financial to learn about Korea, and 10 respondents says they cannot learn about Korea because of the lack of learning system.

VII. **Korean Studies Discussed on thesis in Indonesia**

In this part we will explain about some of the thesis that was wrote by some of students major in Language & Korean Culture in University of Indonesia. The student name Nesya Amellita[1] wrote a thesis talking about the existence of Hallyu (Korean Popular Culture Wave) in Indonesia. How Korean Hallyu can develop and take over the fame that was once crowned by Hollywood, Bollywood, Taiwan, and Japan. There are also a student name Adina Dwirezanti[2] talking about the existence of Korean Wave as a part of Korean political diplomacy activities. Not
only from the Korean Hallyu aspect but also some of the thesis are talking about Korean History, like one of the students name Putri Noor Anggraheni\textsuperscript{[3]} talking about the third-generation ethic identity of Zainichi Koreans formed through the interaction between internal factors-What we think about our identity-and external-how people see us-in the process of their socialization in Japanese society. Korean culture heritage also become one of the study written by Leni Ambar Muslihatin\textsuperscript{[4]}, about how South Korea showing maturity in the management of cultural heritage protection through legislative endorsement of cultural property protection and government administrative structure-oriented long-term, as well as in the international activity of the mission for the sake of reinforcing national identity. As the feminism become part of world concern Nur Fajria Yuliantini\textsuperscript{[5]} talked about the role of Korean Women in Joseon era to modern women in terms of Confucianism. The purpose of this study to determine the changing role of women Joseon only limited to the domestic affairs of modern day Korea to enter the workforce. From this descriptive qualitative study it can be concluded that the changing role of women to modern Korean Joseon positive and negative impacts.

As the growing of Korean Culture through the world, Korean men also starts to married not only to the other Korean women but also women from another country, as in this case were concerned Ainan Indallah\textsuperscript{[6]} who are making a thesis about the influence of the change of residence Korean husband domination in transnational marriages Korea and Indonesia in Jakarta. The main of this study is to describe the systematic and scientific influence of residence to the dominance of the husband in marriage performed by a Korean man with Indonesian women. Aside from marriage cross-country, one of the Korean culture known by people are the drinking culture, this become one of the topic written by Rismawati\textsuperscript{[7]} The purpose of this study is to investigate and understand the drinking culture in terms of the social life of the Korean people. The results of this study are drinking culture in Korea is something that cannot be eliminated from the social life of the community because of this culture is a culture that has existed since time immemorial and has an important role in the social life of the Korean people.

When talking about Korean Hallyu we cannot forget that this mostly can happen because of the diplomatic relationship with Indonesia for a long time, like one of the student name Heidy Ruswitasari\textsuperscript{[8]} thesis about This thesis discusses the behavior of the ASEAN countries savings 5 3 i.e. Indonesia, Malaysia, Singapore, Thailand, the Philippines, Japan, China and Korea, from 1991-2007 and its implications to the problem of global imbalances. Not only from political view but also from the Law that we can learn from Korea as what Arindra Maharany\textsuperscript{[9]} stated about
Juridical review on application of international law instrument in cross-border insolvency regulation in Indonesia, Singapore, Malaysia, Thailand, South Korea, and Japan. In the development of global economy and international business transactions, cross-border bankruptcy issues are often found and became a global problem.

VIII. Future Direction of Korean Study in Indonesia

Korean Studies aim to contribute to the development of South Korea, individual country researching on Korean studies, and the entire world. In this sense, it is necessary to conduct academic research on area studies, besides Korean Studies, in order for mutual understanding and benefits. For instance, both Korean Studies in Indonesia and Indonesian Studies in Korea help facilitate the two countries’ exchange, cooperation, and mutual development. Likewise, it is desirable to study other countries in the hope of mutual understanding, cooperation, and benefits in the global scope. Future directions and agenda of Korean Studies in Indonesia based on the current state of Korean Studies in both Indonesia and Korea.

Status and situation of Korea, Indonesia on world regions, in view of the situation, such as a comprehensive survey of the needs identified through the new direction for the development of Indonesian studies are as follows: The first priority tasks to be carried out for the development of Indonesian studies can be said to extend financial support to the policy. It is a common phenomenon in the early stages of study begins. However, support for local coordination and cooperation in various organizations that support domestic Korean Studies intersect. This is the way how to extend the range in all directions in order to get financial support. It is a university that has a regular program and Korean Studies: University of Indonesia (UI), National University of Gajah Mada ((UGM), National University (UNAS) should be determined to help adjust the Korean Studies education such as courses and subjects option already conducted by the University of Hasanuddin, University of Lampung Mangkurat, Diponegoro University, Padjadjaran University, College of Linguistics, University of North Sumatra Islamic University, University of Atma Jaya, Maranatha Christian University and is needed to support differentiated so that Korean and Korean subjects the establishment of a regular process. So now the University of Indonesia in early stage development stage and other universities are developing step-by-step assistance is necessary to have a comprehensive plan to enter the full early stage. In addition, you must train staff to develop a curriculum dedicated to Korean (school) education through systematic organizational support for Indonesia, according to local circumstances, and to develop teaching materials for local education.
In particular, by expanding the confirmation came as the official institution in questioner results
vicious cut the cost by providing low-cost opportunity to get Korean (school) education of good
quality. In particular, as Maranatha Christian University that provides Korean language course this
supported by Korea and also will support another University who are going to start opening Korean
language teaching.

What is necessary for Korean language and Korean Studies are an excellent of a Korean
professional teacher, trained teaching staff. This is still the local area; especially in Korean world
which is always have a big issue that emerged in the region lies in its early stages. Survey results
revealed as considering the point that Indonesian people would like to learn Korean language with
the real Korean teacher and Korean teachers with the ability to push the Indonesian students to
study. Indonesian students need the teacher from Korea to teaching Korean literature and Korean
history. The first problem is how to make an excellence professor specializing in Korean studies
and second is to make a teacher speaking Indonesia language well and the third to make Indonesian
teacher studied in Korea and following regular Korean education.

The following is the development of the education curriculum. This curriculum is needed to
develop a course in interdisciplinary, and in consideration of the mutual correlation of these organic
operating putting together a curriculum subjects systematically. Korean (study) needed most survey
participants expressed interest in the development of the curriculum as a high school and college
students to consider the terms of teaching by developing a curriculum that leads to Korean language,
Korean history, Korean culture, including the University’s profile. Making the Korean language and
Korean studies courses as a second language in elementary education, and this is the basis for
studying in earnest to be able to go to Korea and go to study in University and Graduate School,
creating an organic interdisciplinary university starting in second language deeper that he should be
able to lead and reach what the Korean studies required for each grade, there is a need to develop a
wide range of subjects under the coordinates of a consistent curriculum for the operation of Korean
Studies. Especially high school student’s needs opportunity for Korean education, which in
conjunction to University education is an urgent need. As identified in the survey results,
Indonesian students want to learn Korean history, philosophy, folklore, politics, and the course of
economic development, etc as indicated in order without age and gender. Another survey results
indicates that the improvement of the education system can be a benefit to support the development
of the curriculum. That development courses that meet the local and the education system should be improved in a best way.

Course designed on the basis of the curriculum, textbooks are very important as a vehicle to implement the specific objectives of the course should develop teaching materials. The Korean language or Korean-related books, is necessary to create the reorganization to fit local circumstances in Indonesia. It is also a matter of informing Korea unilaterally, we also insist on non-native speakers of the language teaching method, Indonesia need to help the Korean-authored symbols and stimulate students' curiosity and find a plan that can attract to a new textbook to meet local conditions needs. Indonesian student’s need to be familiar with the national language education, it is necessary to reorganize the materials in consideration. Textbook Development Committee organized a working organization or national language education in Indonesia, the first good English education system, such as the study of other languages and also the way in conjunction with the Korean language and education, and Korean studies through a thorough site survey for each grade level hierarchical materials order, it is necessary to develop systems in accordance with the region-specific. Current, teaching materials needs develop to be considered students’ which is learn Korean language for one or two years and no more than four years.

And the development of teaching methods is needed to put the books made in accordance with the curriculum development in physical education. As English is the global English language teaching as well as a varieties of disciplines have had so many advances, see this previous case, we need to develop new teaching methods rather independently by injecting a wide range of information with the Korean only. According to this research, Many Indonesian people know about Korea from Korean movies and K-pop, they want to learn most areas of Korea literature, history, and philosophy. When Korea makes Korean text book, that information must be add for Indonesian people. So, it must be easier to Korean Studies settle in Indonesia. Even if the export of Korean language and Korean education look weak compared to another countries used English, Korea use this systematically implement strategy in Indonesian Studies, so could make progress as soon as possible. With various materials development and to develop effective teaching methods Korean, and Korean classes should be able to stimulate the desire to continue so efficient and fun for Indonesian people. This is also one of the reasons associated with learning Korean. Many students can certainly lay through the development of a long-term approach to the task of teaching methods to the outpost and the first time begin to learn Korean as a hobby and then to Korea in developing
the study or work and prefer to align with Korean. South Korea can be said to be endless to develop a pedagogy related to the content of traditional Korea culture, new developments and the development of modern food culture, lifestyle, room, Korean literature, folklore, etc.

To extend these things with easy and steady that should be strengthen cooperation and exchanges between the two countries to local needs. This has been deepening relations between the two countries in order to promote the interests of the two countries to strengthen exchanges and cooperation, and this it is necessary to identify each other to contribute to global development. Of course, our country may have different priorities in the process of concentration and against the world, but even among the ASEAN countries, Indonesia is the most country in the front line resources and development potential, now the two countries is very friendly atmosphere and then Korean Studies easy to settle in Indonesia rather than other country.

3) Conclusion

So far, the existing status of the concept and nature of Korean Studies in the world, including Indonesia, based on this, taking the results of a new survey will be carried out in any direction to plan the development of Korean Studies in Indonesia.

First, systematically expanded support is urgently needed in the development of Indonesian Studies. Currently developing the university step by step, it supporting to raise the university to be ready to step in early stages, Korean studies and language educational institutions expand opportunities of Korean education, as the contents of the curriculum development and Korean studies and language professional teacher, developing teaching materials and teaching methods, such as specific area where the systemic support is needed.

Second, there is a need for the development of the curriculum. This is as to establish an overall system of Korean language made in Indonesia as an important curricula in conjunction with the hierarchical college, university and inter-university, inter-disciplinary field of study curriculum, local needs Korean studies and language considering this our requires the development of the curriculum.
Third, specialized manpower to professional studies are needed. Indonesia considers manpower as a strategy to develop Korean studies. The strategy is to make the manpower to be professional and knowledgeable for Korean studies, literature, and history.

Fourth, it is necessary for the development of teaching materials and teaching methods. Korean studies and language is situated at an early stage in Indonesia as an urgent need for the development of Korean education-related materials. Provided under the system of local Indonesian national language courses, foreign language textbooks and reference to our consideration with characteristics such as language teaching should develop materials for the local conditions and then develop primarily in the field of teaching Korean to expand sequentially. Teaching methods are based on general principles of language education, while a variety of our popular culture, especially now in South Korea, including the hit song drama and traditional culture, literature and folklore, food, life, and incorporated a variety of our own proprietary information, teaching methods should be developed.

Fifth, expanding the opportunities for the establishment of educational institutions, increasing institutional Korean studies and language education should provide a cost-effective advanced Korean studies and language education. It becomes a problem because it was expensive due to the lack of institutions that appear to be factors in the survey as the most impaired as it approaches the Korean studies and language.

Sixth, there is a need for an increase in the ongoing cooperation between the two countries. This is because both the development direction indicated above can be ensured excellence based on the cooperation between the two countries made. Korea is an important country in Indonesia, because of Korean studies and language, expansion of cooperation turns to be the main base.

4) References
# Project Participants’ List

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Affiliation and Position</th>
<th>Role</th>
<th>Participation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>Park Eun Hee</td>
<td>Director of Korean Center</td>
<td>Director</td>
<td>2013. 12. 23~2014. 12.22</td>
</tr>
<tr>
<td>Co-researchers</td>
<td>Rosida Tiurma Manurung</td>
<td>Professor</td>
<td>Co-researchers</td>
<td>2013. 12. 23~2014. 12.22</td>
</tr>
<tr>
<td></td>
<td>Jeon Jae Gang</td>
<td>Professor</td>
<td>Co-researchers</td>
<td>2013. 12. 23~2014. 12.22</td>
</tr>
<tr>
<td></td>
<td>Krismanto Kusbiantoro</td>
<td>Professor</td>
<td>Co-researchers</td>
<td>2013. 12. 23~2014. 12.22</td>
</tr>
</tbody>
</table>

※ Please include every member who belonged to the project group.