IMPROVING THE PROFESSIONAL COMPETENCE OF INDONESIAN LANGUAGE TEACHERS FOR FOREIGN SPEAKERS (BIPA) THROUGH THE DEVELOPMENT OF INTERACTIVE DIGITAL-BASED RANDI MODEL TRAINING

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Abstract	This study aims to develop an interactive digital-based RANDI training management model to improve the professional competence of Indonesian teachers for Foreign Speakers (BIPA). The RANDI model integrates five main elements: Reframing, Affinity, Neocognitive, Digital Interactive, and Integration. This research uses the Research and Development (R&D) method of Borg and Gall, with ten systematic stages, starting from information collection to dissemination of final results. Data was obtained through interviews, observations, questionnaires, and professional competency tests. The limited trial was conducted in 15 participants and the broad trial was conducted in 40 participants. Data analysis is carried out in three main stapes: need analysis,a expert validation and product testing. The results showed an increase in the average competency test score from 63 in a limited trial to 71 in a wide trial. The trainees showed an increased understanding of the Indonesian National Work Competency Standards (SKKNI) for BIPA Teachers and were able to implement technology-based teaching materials more effectively. This training model also improves teachers' skills in utilizing interactive digital platforms, such as Google Suite, Kahoot, and Articulate Storyline 3. The RANDI model has proven to be effective and relevant in improving the professional competence of BIPA teachers in the digital era. Thus, this model is expected to be a reference in the development of similar training programs in the future.
Keywords	RANDI Training, Professional Competence, BIPA Instructors, Interactive Digital, SKKNI.

INTRODUCTION

The development of globalization and the increasing interest of the international community to learn Indonesian, has an impact on the need for competent and professional teachers The professional competencies of teachers cover a wide range of aspects, including technical knowledge in a particular field, interpersonal skills, managerial skills, and the ability to overcome challenges that may arise in the work environment (Darsan et al., 2023; Sumarno et al., 2023) Indonesian for Foreign Speakers (BIPA) teachers, in particular, must master four main competencies, namely: pedagogic, personality, social, and professional integrated in BIPA learning materials based on local wisdom. However, however, the professional competence of BIPA teachers is still not fully in accordance with the BIPA Teaching Competency Standards (SKP) launched by SEAMEO QITEP in Language (SEAQIL) in July 2022. In addition, the development of information and communication technology also requires BIPA teachers not only to master teaching materials but also to be able to utilize digital technology in the learning process. Mastery of digital technology includes the ability to use digital platforms, because digital platforms and applications are considered positive when used as tools for learning mediation, and can be focused on the application of knowledge discussed in class.

Training management in the field of education, especially for BIPA teaching, has become a topic that has been discussed quite a lot in recent years. Research related to BIPA teacher training includes those conducted by Fitriyani & Astuti (2022). The research shows the importance of a training model for teachers using digital-based interactive multimedia to improve the quality of learning both online and offline. Another research was conducted (Hardilawati et al., 2020). This research shows that training that utilizes digital platforms such as Google Suite and Articulate Storyline 3 is very effective in improving technology-based learning management. Teachers who take part in this training are able to create more dynamic and interactive learning materials, helping the teaching and learning process to be more interesting and effective. This research also offers a training model that is not only technology-based but also tailored to the specific needs of BIPA teachers. This growing research interest is echoed in more recent studies. Safitri & Nurkamto (2023) developed an interactive digital module based on local wisdom that proved effective in increasing foreign students' engagement with Indonesian culture while also enhancing teachers' contextual teaching strategies. (Saputra et al., 2022) examined digital platform-based teacher training at

SEAQIL, finding notable improvements in pedagogical and professional competencies following online training via Zoom, Google Classroom, and Moodle. (Siregar 2020) further emphasized the urgency for BIPA teachers to enhance their professional competencies in response to the challenges of the Industrial Revolution 4.0, particularly in terms of curriculum adaptation and digital literacy.

In another study, Wahpiyudin et al. (2024) explore the implementation of blended learning in BIPA teacher training. Their findings showed that combining online and offline instruction greatly enhanced teachers' skills in instructional media development and adaptability to diverse learner contexts. (Suyitno et al., 2019) Highlighted the importance of integrating local cultural values into BIPA instructional materials, underscoring the need for social competence in building meaningful interactions with foreign learners. Similarly, recent studies by Astuti et al. (2021) and Pramesti et al. (2023) emphasize the growing necessity of context-based digital pedagogical training, especially in multicultural classrooms. Astuti et al. (2021) found that digital platforms tailored with localized content significantly improve teacher confidence and learner engagement. (Pramesti et al., 2023) Reported that the integration of indigenous cultural narratives into digital BIPA modules contributes positively to cross-cultural understanding and learner motivation. Collectively, these studies underscore the importance of continuous, context-responsive professional development programs that integrate digital technologies and local cultural content to enhance BIPA teachers' competencies in the modern educational landscape.

Based on the problems and research that have been carried out, the development of an interactive digital-based RANDI Model training management is carried out to improve the professional competence of BIPA teachers. The RANDI model is a new approach that offers interactive digital-based solutions in teacher training with concepts such as relevance, adaptation, navigation, digitalization, and interactivity to adjust to the needs of BIPA teachers in the digital era. The RANDI (Reframing, Affinity, Neocognitive, Digital Interactive, and Integration) model is designed to provide solutions to the challenges faced by BIPA teachers with a more relevant, adaptive, and technology-based approach. This research aims to: (1) develop an interactive digital-based RANDI training management model that is relevant, adaptive, and in accordance with the needs of BIPA teachers. (2) improving the professional competence of BIPA teachers through training that utilizes interactive digital technology. From this research, it is hoped that an interactive digital-based RANDI training management model can be produced that can be used in the field to

improve the professional competence of BIPA teachers.

METHOD

The data used in this study consists of qualitative and quantitative data. The qualitative data were obtained from validator input during the validation stage, as well as input from curriculum experts, training management experts, and subject matter experts. Meanwhile, the quantitative data were derived from the assessment of BIPA teachers' professional competence and the responses of instructors and training participants. The results of data analysis serve as the basis for revising the developed product.

This study employs the Research and Development (R&D) method, as it aims to design, develop, and validate a digital-based training model for enhancing the professional competence of Indonesian for Foreign Speakers (BIPA) teachers. The results of data analysis serve as the foundation for revising and refining the developed product throughout each stage of development. The research follows a systematic sequence of ten steps adapted from the Borg and Gall R&D model, detailed as follows:

1. Research and Information Gathering: This initial phase includes conducting a needs analysis through surveys and interviews with BIPA practitioners and stakeholders to identify current challenges in professional competence. A comprehensive literature review is also conducted to map existing models of teacher training, especially those integrating digital platforms and local cultural content. Small-scale field studies are carried out to gather data on current teaching practices, digital readiness, and alignment with SEAQIL's BIPATeaching Competency Standards (SKP).

2. Planning: Based on the information collected, the planning phase involves defining the core skills required to meet professional competency standards, particularly pedagogical, professional, personal, and social competencies. Specific training goals are formulated for the digital-based RANDI model (Reinforcing and Advancing BIPA Digital Instruction). This phase also includes mapping out learning sequences and modules, identifying appropriate digital tools, and designing a small-scale feasibility trial.

3. Develop Preliminary Form of Product: The development of the initial prototype includes the creation of a BIPA Teacher Training Handbook, digital learning modules incorporating interactive multimedia and local cultural elements, and evaluation instruments to assess changes in teachers'

professional competencies. Supporting materials and implementation procedures are also developed at this stage.

4. Preliminary Field Testing: A small-scale trial is conducted involving a limited number of BIPA teachers in select institutions. Data is collected using interviews, observations, and structured questionnaires to assess usability, relevance, and clarity of the training materials. The data is then analyzed to identify gaps and areas for refinement.

5. Main Product Revision: Revisions are made based on feedback from experts and participants in the preliminary field test. The content, instructional design, and technological features of the training modules are improved. Expert validation is conducted to ensure the revised product aligns with competency standards and digital pedagogy principles.

6. Main Field Testing: This stage involves a larger group of BIPA teachers across diverse institutions. A pre-test and post-test design is employed to measure improvements in professional competence before and after training. Data from questionnaires and performance assessments are compared to determine the training's effectiveness relative to the initial trial results.

7. Operational Product Revision: Following the main field test, the training product is revised again based on expert recommendations and empirical data. Improvements may include adjustments to the digital interface, refinement of instructional strategies, and integration of more localized content.

8. Operational Field Testing: The product is tested in a broader range of educational settings with a more diverse population of BIPA teachers. This stage is critical for assessing scalability and adaptability. Comprehensive data collection through interviews, observations, and questionnaires is conducted to evaluate implementation fidelity, participant satisfaction, and training impact.

9. Final Product Revision: Based on operational testing, the final version of the product is produced. All feedback and data are used to ensure the product is accurate, practical, and fully aligned with the intended objectives. This final revision ensures the product is ready for wide-scale use.

10. Dissemination and Implementation: The final training model and supporting materials are disseminated through academic publications, professional conferences, and workshops. Collaboration with publishers and language education institutions is pursued to distribute the BIPA Teacher Professional Competency Development Handbook. Monitoring systems are put in place to track product use, gather feedback from end users, and support continuous quality improvement.

Through these ten detailed steps, the study not only produces a training model tailored to the evolving needs of BIPA teachers in the digital era but also ensures that the product is pedagogically sound, culturally relevant, and technologically adaptive.

The research was conducted on BIPA lecturers in DKI Jakarta. A small-scale trial was conducted on 15 lecturers from September 23 to 25, 2024, and a wide-scale trial was conducted on 40 lecturers from December 5 to 7, 2024. The research was conducted in Kampung Bloombank, DKI Jakarta. The data sources included the competency test results of BIPA instructors who hold SKKNI certification, as well as responses from both trainers and participants of the RANDI training program. The population comprised all BIPA instructors in DKI Jakarta. Samples were selected purposively by dividing the population into two groups: a limited trial group and a wider trial group.

The data analysis techniques followed the Research and Development (R&D) model by Borg and Gall, which consists of three stages. In the first stage, a needs analysis was conducted by analyzing data descriptively to identify existing gaps and training needs. The second stage involved expert validation, in which the scores from expert assessments were analyzed qualitatively to evaluate the relevance and accuracy of the developed product. Finally, in the field testing stage, results from the field trials were analyzed using descriptive statistics to determine the average scores and assess the effectiveness of the product.

FINDINGS AND DISCUSSION

Findings

1. Research and Information Collecting

The initial stage of this research involved collecting relevant information for the development of a training curriculum for BIPA (Bahasa Indonesia for Foreign Speakers) teachers using the RANDI model (Reframing, Affinity, Neocognitive, Digital Interactive, Integration). This data was collected through literature reviews, needs analyses, and document studies of the Indonesian National Work Competency Standards (SKKNI) for BIPA teachers. The insights gained from this stage served as the foundation for designing the curriculum, training management, and instructional materials.

2. Planning and Product Development

Based on the information collected in the initial stage, the planning and development phase focused on designing a comprehensive training model for BIPA (Bahasa Indonesia for Foreign Speakers) teachers, structured around the RANDI model: **Reframing, Affinity, Neocognitive, Digital Interactive, and Integration**. This phase was critical to ensure that the resulting training curriculum, management system, and learning materials were responsive to identified needs and aligned with the Indonesian National Work Competency Standards (SKKNI) for BIPA teachers.

a. **Defining Learning Objectives and Competency Targets.**

The first step in the planning process was to define specific learning objectives and competency targets based on the SKKNI for BIPA teachers. These competencies include pedagogical, professional, personal, and social capabilities required for teaching Bahasa Indonesia to foreign learners. Each competency was then mapped to the five dimensions of the RANDI model, ensuring comprehensive coverage and coherence.

b. **Designing the Training Curriculum.**

A modular curriculum was developed, in which each module corresponds to one or more RANDI dimensions:

- **Reframing**: Focused on building participants' awareness of their professional identity as BIPA educators and understanding global trends in language teaching.

- **Affinity**: Emphasized the importance of interpersonal communication, empathy, and the creation of inclusive learning environments for diverse learners.

- **Neocognitive**: Introduced cognitive-based strategies for teaching language skills (listening, speaking, reading, writing) in line with current educational psychology.

- **Digital Interactive**: Provided training on the use of digital tools and platforms (e.g., LMS, video-based instruction, interactive modules) in BIPA classrooms.

- **Integration**: Encouraged participants to synthesize learned content into practical applications, such as designing lesson plans, teaching materials, and conducting peer teaching.

Each module included clearly stated outcomes, learning materials, instructional strategies, learning activities, and assessment tools.

c. Developing the Training Management System

A systematic training management structure was created to support the effective implementation of the curriculum. This structure included a detailed training schedule outlining the time allocations for each module to ensure balanced and efficient learning. Comprehensive guidelines were developed for facilitators and trainers to maintain instructional consistency and quality. Participant orientation materials were also prepared to provide clear expectations and foster readiness before training began. To evaluate the effectiveness of the program, both pre- and post-training evaluation instruments were designed, along with monitoring tools to assess participant engagement and satisfaction throughout the training process. Lastly, certification criteria were established based on the participants' mastery of competencies and active participation in the training sessions. This system was designed to be flexible and scalable for both in-person and blended learning formats.

d. Creating Instructional Materials

Instructional materials were developed to effectively support the delivery of the curriculum and to align with the RANDI framework. These materials consisted of comprehensive training manuals and participant handbooks, PowerPoint slides, handouts, and relevant reading resources designed to reinforce key concepts. To enhance contextual understanding, the materials included case studies and real-world scenarios drawn from authentic BIPA teaching experiences. In addition, interactive digital content such as quizzes, e-learning modules, and instructional videos was created to increase learner engagement. Cultural inserts and localized narratives were incorporated to foster intercultural understanding and promote relevance to diverse learner backgrounds. Formative assessment tools, including checklists, rubrics, and self-reflection sheets, were also developed to support ongoing evaluation and self-assessment. All materials were designed following sound instructional design principles, ensuring clarity, coherence, learner engagement, and accessibility for a wide range of participants.

3. Preliminary Product Validation (Expert Review)

The initial product was validated by experts in three areas: curriculum, training management, and instructional materials. The assessment used a 5-point scale. The following tables present the expert evaluation results.

Table 1. Curriculum Aspects

It	Component	Assessment Scale				
		1	2	3	4	5
1	The training curriculum is developed in accordance with the SKKNI for BIPA Teachers				√	
2	The training curriculum has competency standards					√
3	The training curriculum has basic competencies					√
4	The training curriculum has competency indicators					√
5	The training curriculum has a structure of training materials					√
6	The training curriculum explains the content of the training material					√
7	The training curriculum explains the summary of training subjects				√	
8	The training curriculum has a learning experience				√	
9	The preparation of the training curriculum is correct				√	
1 0	The preparation of the training curriculum is adjusted to the competence of BIPA teachers.					√

The overall expert evaluation reflects a strong curriculum design, especially in terms of aligning with competency standards, incorporating structured and clearly defined learning outcomes, and providing relevant material for BIPA teacher development. Minor adjustments may be needed in the summarization of subjects, the enhancement of learning experiences, and procedural accuracy to further strengthen the curriculum's effectiveness.

Table 2. Aspects of Training Management

No	Component	Assessment Scale				
		1	2	3	4	5
1	The training design is in accordance with the SKKNI for BIPA Teachers.				√	
2	The training design is already competency-based.					√
3	The training design is in accordance with the training curriculum that is made.					√
4	Training design has clear steps.					√
5	The design of the training is oriented according to the needs of the participants.				√	
6	The training design has a JP that is in accordance with the competency unit.				√	
7	Training design has training evaluation.					√
8	The training is designed with clear calculations.					√
9	The training is designed with the right training materials.				√	
10	The training is designed according to the professional competency needs of BIPA teachers.					√

The expert review confirms that the training design is robust, competency-based, and aligned with the curriculum and national standards (SKKNI). It has clear implementation steps, a proper evaluation system, and relevant materials. Minor refinements in addressing participant

needs and aligning JP more precisely could further strengthen the overall training design quality.

Table 3. Material Aspects

N o	Component	Assessment Scale				
		1	2	3	4	5
1	The training materials are made in accordance with the SKKNI for BIPA Teachers.					√
2	Training materials are developed in accordance with the training curriculum that has been made.					√
3	The training material uses the right systematics.				√	
4	The training materials are written in easy-to-understand language.				√	
5	The training materials are well designed.				√	
6	The training materials are made in accordance with the training design that has been made.					√
7	The training materials are easy to use.					√
8	The training material has an evaluation.					√
9	The training materials are made clear and appropriate.					√
10	Interesting training materials.				√	

The expert assessment of the material aspect reveals that the training materials are well-prepared, relevant, and aligned with both SKKNI and the training curriculum. Strengths include clear structure, user-friendliness, and alignment with the overall training design. Areas for improvement include enhancing the systematic arrangement, language clarity, and visual appeal to further optimize the learning experience.

4. Preliminary Field Testing

Based on expert assessment, the model is feasible to be tested in the field on a limited basis. A limited trial activity was carried out on September 23-25, 2024, at the Bloombank Language Village with the theme of Professional Competence of BIPA Teachers with SKKNI. The activity ran smoothly, with the results of this activity as follows.

a. Participants understand and know the Indonesian National Competency Work Standards for BIPA Teachers issued by the Ministry of Manpower in January 2024.

b. Participants exchanged stories about the problems they had faced and discussed them to find the best solution to the problem.

c. Participants can take a series of initial tests of the Indonesian Language Proficiency Test.

d. Participants were able to make teaching plans and activities in BIPA classes, the history of the development of the Indonesian language, BIPA teaching methods, and manage BIPA as a bridge of diplomacy.

In the trial activity, a professional competency test was also carried out for BIPA teachers, with the results of the Competency Test of the trainees as follows: of the 15 participants who took part in the training, they worked on 50 items with an average score of 63. The average response of the trainees had a score of 76 (Good), and the instructor's response of 79 (Good). Based on the results of the limited trial, the expert team gave some inputs, as follows:

Table 4. Suggestions from the Expert Team and Improvement of Limited Trial Results

It	Suggestion	Repair
Results of Curriculum Aspect Revision		
1 . The training time is too fast at the reframing stage		Increase the time in the reframing stage by 30 minutes
2 . At the digital interractive and integration stage, participants are not fully active		The instructor motivates participants to be actively involved in the discussion activities and conclude the training material
Results of the Revision of Training Management Aspects		
1 . The design of the training activity time is still not optimal		The design of training activity timings has been improved and rearranged to be more effective
Results of the Revision of Material Aspects		
1 . It is recommended that the images in the module be given captions and taken based on examples of cases related to regional culture in Indonesia		Changing the image based on the case examples in the module and being given an example of one of the cultures in Indonesia
2. Fix some of the tagged words		Fixed some words marked with capital letters

The expert assessment of the material aspect reveals that the training materials are well-prepared, relevant, and aligned with both SKKNI and the training curriculum. Strengths include clear structure, user-friendliness, and alignment with the overall training design. Areas for improvement include enhancing the systematic arrangement, language clarity, and visual appeal to further optimize the learning experience.

5. Main Field Testing

After improvements were made to the RANDI training management model as a result of a limited trial, a wide trial activity was carried out on December 5-7, 2024, at the Bloombank Language Village with the theme of Professional Competence of BIPA Teachers with SKKNI. The results of this activity are as follows.

a. Participants understand and know the Indonesian National Competency Work Standards for BIPA Teachers issued by the Ministry of Manpower in January 2024.

b. Participants exchanged stories about the problems they had faced and discussed them to find the best solution to the problem.

c. Participants can take a series of initial tests of the Indonesian Language Proficiency Test.

d. Participants were able to make teaching plans and activities in BIPA classes, the history of the development of the Indonesian language, BIPA teaching methods, and manage BIPA as a bridge of diplomacy.

e. Changing participants' views on the BIPA teaching methods that they have been doing so far

In the trial activity, a professional competency test was also carried out for BIPA teachers, with the results of the Competency Test of the trainees as follows: from 40 participants who took part in the training, they worked on 50 items with an average score of 71. The average response of the trainees had a score of 80 (Good), and the instructor's response of 83 (Good).

Discussion

The findings indicate that the RANDI Model (Reframing, Affinity, Neocognitive, Digital Interactive, and Integration) substantially enhances the professional competence of BIPA (Bahasa Indonesia for Foreign Speakers) teachers by integrating technology-rich instruction with pedagogic, social, personality, and professional competencies. The model's use of digital platforms such as Google Suite, Kahoot, and Articulate Storyline 3 corresponded with improved competency test scores, an average of 63 in the limited trial and 71 in the wide-scale trial, demonstrating a clear positive effect on teachers' ability to design technology-based materials. These outcomes align with recent research indicating that technology-based training significantly improves teacher competencies (Sinlae et al., 2025).

(Amilusholihah & Ramadhan, 2025) Reported that structured professional development enhances both digital competence and teaching quality, particularly in secondary school settings. Similarly, (Runge et al., 2023) emphasized that digital-competence-related beliefs empower educators and improve instructional effectiveness. (Rahim et al., 2023) Demonstrated the continued need for digital readiness training among pre-service teachers in Indonesia, while Marisa et al. (2024) linked EFL teachers' digital proficiency to stronger professional identity and classroom performance. (Priyantin & Herawati, 2023) also identified narrative strategies and self-initiated training as crucial for overcoming digital skill gaps.

Further supporting this, Munadzomah (2023) found that most Indonesian teachers remain at the "Integration" or "Explorer" level of the European DigCompEdu framework and require structured guidance to progress toward leadership-level competence. On a broader scale, Wong & Moorhouse (2021) found that digital competence directly enhances the effectiveness of language teaching in Hong Kong, and Santos et al. (2022) confirmed that higher education faculty with higher levels of digital competence tend to positively influence student outcomes.

(El-Hamamsy et al., 2023) Validated the scalability of cascade training models for building digital competencies, while (Yulin & Danso, 2025) highlighted the critical role of pedagogical readiness and institutional support for successful digital transformation in education. (Hizam et al., 2021) Associated digital competency components with improved use of learning management systems like Moodle and overall teacher performance, through the lens of Task–Technology Fit theory. (Zhao et al., 2021) Brought attention to persistent digital competence gaps across educational contexts.

(Utami et al., 2019) Underscored the role of digital literacy awareness as foundational for professional development in the context of Education 4.0. Additionally, Ridzki et al. (2025) discussed how digital tools are reshaping educational management practices in Indonesia, thus supporting institutional innovation. Collectively, these studies reinforce the relevance of the RANDI Model's emphasis on interactive digital media and its alignment with (Mayer, 2005) multimedia learning theory and (Garrison & Anderson, 2004) community of inquiry framework, which highlights the importance of dialogical and collaborative learning environments.

Moreover, participant satisfaction with the RANDI training model was high, ranging from 76 in limited trials to 80% in wider implementations. Instructor responses were also positive, increasing from 79 to 83, indicating the model's practicality and usability. These results echo findings by Habibi et al. (2021), who argue that well-designed and engaging training models increase learner motivation and Rheznanda (2023) emphasize the instructor's multifaceted role in facilitating effective and engaging technology-enhanced training environments.

Overall, the RANDI Model exemplifies how targeted, technology-integrated professional development—aligned with Indonesia's SKKNI framework and international standards can sustainably enhance BIPA teacher competence while fostering pedagogical innovation in the digital era.

CONCLUSION

Based on the results of research and development (R&D) conducted under the title Training Development for BIPA Teachers with an Interactive Digital-Based BIPA Model, it has been proven to improve the competence of BIPA Teaching Professionals with an average score of 63 in the limited test and 71 in the wide trial. The participants' responses to the RANDI model change in the boba test were limited to 76 and in the wide trial of 80, while the response of the instructor in the limited trial was 79, and in the wide trial was 83. This shows that the use of the interactive digital-based RANDI training management model has been proven to have a significant impact on improving the professional competence of BIPA (Indonesian for Foreign Speakers) teachers. Through this training, teachers not only acquire technical skills in the use of various digital tools and platforms, but also are able to integrate technology with more innovative and adaptive pedagogical methods.

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