

Ten Years of Malang Confucius Institute in Promoting Chinese Language and Culture in Indonesia Higher Education: Its Development and Challenge

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The development of Chinese language learning in Indonesia, which is currently very rapid, is a result of the hard work carried out by the Confucius Institute (CI). Within ten years, the CI has spread its wings to various regions of Indonesia, including Malang. CI Malang was founded in collaboration between Universitas Negeri Malang in Indonesia and Guangxi Normal University in China. The CI Malang became a branch of the CI established by Guangxi Normal University overseas. Although the impact that CI has had on the Chinese language and culture is great, there are several challenges faced by CI, such as the difficulties adapting to Indonesia's diverse culture, the absence of a Chinese learning curriculum owned by Indonesia, and differences in the digitalization system Indonesian and Chinese. These challenges can motivate CI to successfully adapt to local conditions and fully play its role as a language and culture bridge to achieve sustainable and innovative development and build a better platform for cultural exchanges and friendly exchanges between China and Indonesia.

Keywords: Confucius Institutes, Indonesia, promoting the Chinese language, development and challenge

INTRODUCTION

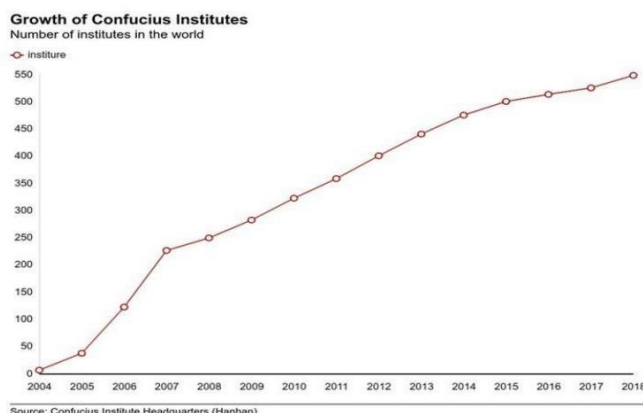
The Chinese government has devised several plans to promote economic development and cultural exchange worldwide to enhance the world's understanding of the Chinese language and culture. In the education sector, China has built the Confucius Institute (CI) as an "important window for the world" to get to know China and as an effort to strengthen China's friendship and cooperation with other countries (Guirong, 2017).

The establishment of CI is based on foreign institutions' experiences in promoting languages worldwide. For example, the British Council has invested large sums of money promoting English worldwide. Currently, researchers take as an example the similarities between CI and the British Council regarding education. First, both are cultural institutions to promote friendly understanding and support the continued development of international education. In particular, the British Council provides several free online language classes and has a series of projects to provide opportunities for people who wish to study abroad; at the same time, CI also offers many Chinese learning materials and book donations. Second, the structure of the two organizations is similar. Both were co-founded with government support; each is run as a charity. The British Council works closely with all UK governments to ensure strategic alignment with UK policy priorities as outlined by (britishcouncil.org, 2017).

Meanwhile, CI can leverage China's 'soft power' and help it project its image as a welcoming country (Paradise, 2009). Third, both have participated in deciding and organizing professional language tests. The British Council provided IELTS, and Hanban founded the HSK (HanyuShuipingKaoshi) international language exam, now the new world standard test of Chinese language proficiency (Starr, 2009).

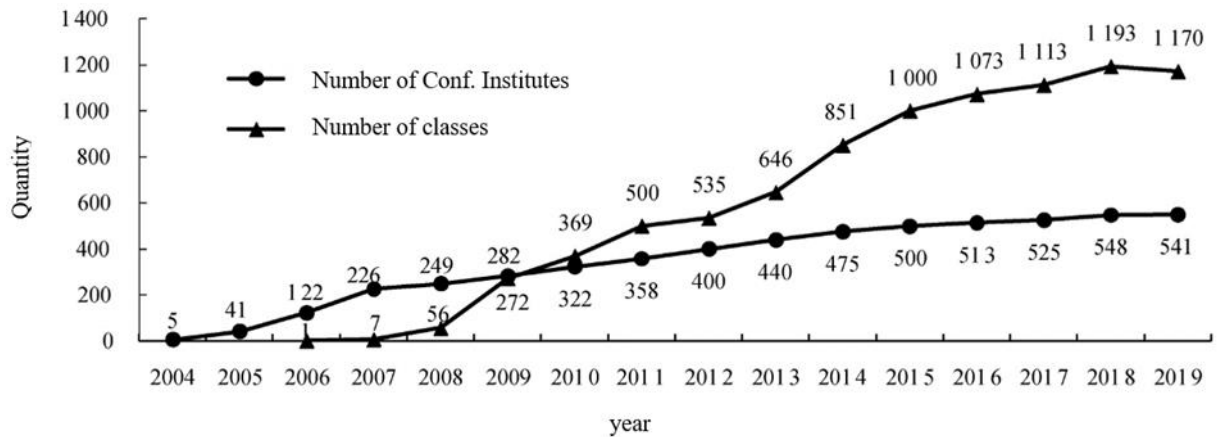
The CI Unit is not a completely independent institution like other language institutes. It must first cooperate with universities in countries that wish to collaborate (Host Country University) with the approval and management of the Confucius Institute Headquarters (Hanban) (Ferdiansyah, 2019), which now changed its name to the Center for Language Education and Cooperation (CLEC) and the Chinese International Education Foundation (CIEF) in Beijing.

FIGURE 1
GROWTH OF CONFUCIUS INSTITUTES WORLDWIDE



Confucius Institutes, 2019

FIGURE 2
DEVELOPMENT OF THE NUMBER OF CONFUCIUS INSTITUTE AND
CONFUCIUS CLASSROOMS



Based on the two diagrams above (Figure 1 and Figure 2), the distribution of CI numbers worldwide has increased rapidly from year to year, from 2004 to 2019. This rapid increase is inversely proportional to other foreign institutions with a long-standing duration. Every year there is an increase in CI units on a global scale (Ferdiansyah, 2019). As of December 2019, China has established 550 Confucius Institutes and 1,172 Confucius Classrooms for primary and secondary schools in 162 countries (Censorship, 2021). Since its establishment, within 18 years of CI's establishment, there has been a surge of several hundred percent. This massive development cannot be separated from the management of each CI unit worldwide. CI has provided services to tens of millions of students from various countries to learn Mandarin and understand Chinese culture. CI has been working hard to build a network in disseminating the Chinese language and culture to help the Chinese language and culture spread worldwide. After the development and improvement, CI has experienced growth from small leaps to giant leaps. This statement makes CI a model for overseas education, cultural exchange, and cooperation in China (Lan, 2017).

This CI has played an important role in promoting international Chinese language education development and has become an important platform for learning about China, including Indonesia. As the main institution for teaching the Chinese language and cultural exchange, CI is a platform for Indonesians to learn Chinese.

The Development History of the Confucius Institute in Indonesia

With the rapid economic Development of China and Indonesia, China is known to have the OBOR (One Belt One Road) project, which has now been revised to become the Belt Road Initiative (BRI) project. BRI in 2013 aimed to connect the Eurasian economy with infrastructure, trade, and investment (Anam & Ristiyani, 2018). The goal of learning Mandarin is to understand the Chinese language and culture. Currently, many countries are learning Mandarin to get more significant opportunities to cooperate with these countries because many business people from other countries believe China can give satisfactory results. Job seekers in China also consider that this country can provide a good income. This statement encourages more and more people from outside China to be interested in learning Mandarin, including Indonesia.

Promoting the Chinese language internationally in Indonesia is disseminating information and cultural exchanges by the Chinese community using the Chinese language and characters as a bridge to the world. This is China's cultural communication strategy, which has an important meaning in enhancing the power of Chinese culture. International Chinese language communication is a real need in the BRI project. The BRI project has provided policy support and cultural exchange between China and Indonesia and played an important role in promoting ties between nations in countries along the route. Scientific teaching of Chinese

is the idea of developing Confucius Institutes in countries along the BRI project route, expanding the Development of Confucius Institutes in countries along the BRI project, as well as increasing the operation of the Confucius Institute in countries along the BRI project, playing a role in promoting the Confucius Institute in learning Mandarin internationally and ultimately promoting the realization of BRI project development aspirations.

Regarding the BRI project mentioned earlier, on April 27, 2019, 23 Memorandums of Understanding (MoU) were signed between many Indonesian and Chinese business people at the Belt Road Initiative (BRI) II Summit in Beijing (Sugianto, 2020). With this BRI project, it is hoped that language, cultural and economic exchanges between Indonesia and China will become more frequent. China is the largest exporter of manufactured goods to Indonesia. Almost all manufactured goods sold on the Indonesian market are imported products from China. It can be seen that Indonesia is a potential economic cooperation partner for China (Yudilla, 2019). The more Chinese companies that develop in Indonesia, the more it will impact the development of learning Mandarin. In recent years, with the support of the two governments, learning Mandarin in Indonesia has made tremendous progress.

2010 is the year that marks the 60th anniversary of the establishment of diplomatic relations between China and Indonesia. The two governments jointly designated this year as the “China-Indonesia Friendship Year” (Embassy of the People’s Republic of China in the Republic of Indonesia, 2010). The Indonesian Ministry of Education has selected six universities to establish the Confucius Institute further to enhance educational exchanges and cooperation between the two countries. It is these universities that will cooperate with Chinese universities. The six Indonesian tertiary institutions are Al-Azhar Indonesia University, Universitas Negeri Malang, Tanjung Pura University in West Kalimantan, Maranatha Christian University in Bandung, Surabaya State University and Hasanuddin University in Makassar (Lan, 2017). Currently, there are eight Confucius Institutes in Indonesia. Two more additions include the Confucius Institute at Sebelas Maret University, Solo, established in 2019, and the Confucius Institute at Udayana University, Bali, established in 2021.

The Confucius Institute, based at Universitas Negeri Malang (Malang Confucius Institute), is one of eight Confucius Institutes in Indonesia. Malang Confucius Institute, which CIEF and CLEC support, organizes Chinese language and culture learning. Malang Confucius Institute was established in 2010 to further enhance educational exchanges and cooperation between Indonesia and China.

Malang Confucius Institute does not only serve Universitas Negeri Malang students in learning the Chinese Language but also serves the people of Malang City and its surroundings who want to learn the Chinese language and culture. Malang Confucius Institute has good quality Chinese language and culture teaching due to the support from teachers and lecturers from Guangxi Normal University, China.

The Development of the Malang Confucius Institute in Indonesia in the Past Ten Years

Malang Confucius Institute (CI UM) was founded in collaboration between Universitas Negeri Malang in Indonesia and Guangxi Normal University in China. The UM Confucius Institute/Chinese Language Center was established on March 14, 2011, and became a branch of the Confucius Institute/Chinese Language Center established by Guangxi Normal University overseas.

Since its establishment, the Development of CI UM has been very rapid. It has become a cultural resource and foundation that function as a communication link between China and the city of Malang and its surroundings, playing an active role in encouraging the teaching of Mandarin in Indonesia and fostering positive communication about culture and education between the two countries.

Guangxi Normal University and Universitas Negeri Malang are very experienced in education and culture. Therefore, CI UM focuses on popularising Mandarin worldwide, collaborating with the Mandarin Language Education study program at the Universitas Negeri Malang, and holding high-quality Mandarin courses and cultural and academic exchange activities. Now, the Mandarin Language Education Study Program has graduated eleven batches of students and will continue to improve the teaching of Mandarin steadily. Stimulate the enthusiasm of Indonesian students to learn Chinese and expand the international influence of Mandarin.

In the last ten years, CI UM has focused on one university and tried to expand its wings by collaborating with several other universities in East Java. CI UM currently has six teaching branches, the CI Office of Universitas Negeri Malang as the center, and five other teaching components at the Muhammadiyah University of Malang in 2016, Brawijaya University in 2018, Ma Chung University in 2018, Semarang State University in 2017, and Elyon International Christian School in Surabaya in 2015. Educating Chinese Language Study Program students and learning Chinese in Indonesia is the main task of CI UM. In addition, CI UM organizes activities to teach the Chinese language and culture to the community and various activities in several schools. During these ten years, CI UM has made positive and effective efforts in many aspects, such as cooperation in education, student exchanges, and teacher exchanges, and the results have been extraordinary. Since its establishment, CI UM has developed rapidly and has relatively strong management compared to other CIs in Indonesia.

Based on interviews with six university leaders who collaborated with CI for ten years, CI Management has considerably impacted learning Chinese in Indonesia. Before there was CI, the average Chinese taught it was not up to Putonghoa standards. The Chinese language taught is influenced by the accents of each region in Indonesia. Since there was CI, learning Chinese has developed rapidly, and more and more Indonesian students are interested in learning more about the Chinese language and Chinese culture. In addition, the Chinese Language is not only studied by people of Chinese descent in Indonesia. Many Indonesians from various ethnic groups have started to speak Chinese fluently.

The presence of CI greatly helps universities in Malang. The benefits received during the ten years of CI's establishment in Malang are getting Chinese language and culture teachers from foreign speakers for free, CI opening up opportunities for collaboration in other fields, both with Guangxi Normal University and other universities in China and providing free Mandarin language and culture courses for students, lecturers, and education staff. In addition, CI also provides an opportunity for study programs to receive the facilities CI offers to develop study programs. CI also organizes various national and international seminars to support language and culture education in Indonesia. In addition, CI UM also strengthens the Mandarin Language Education study program in Indonesia. Besides formal education, CI is a language and cultural bridge between China and Indonesia through cultural activities. Every year, CI holds several festivals, for example, the Chinese New Year and Mid-Autumn Festival. CI is also involved in coloring community service activities for lecturers and students so that CI can get CI UM to become a bridge between Malang universities and the Chinese community in the vicinity.

Judging from the widening of the wings of cooperation between CI UM and Universities in Malang, this collaboration aims to focus on teaching students in the Chinese study program and outside the existing Mandarin study program. In Malang, like only at UMM, which did not have a Chinese Language Study Program. CI UM and UMM opened Mandarin language classes for students of other majors interested in learning Mandarin. This collaborative project signifies CI UM's strong management in developing Chinese learning in Indonesia.

Challenges of the Malang Confucius Institute for the Development of Learning Chinese in Indonesia

In 2019, the Global Confucius Institute Conference was renamed International Chinese Education Conference, with the theme of Innovation and Development of International Chinese Education in the New Era; from *Teaching Chinese as a Foreign Language to International Chinese Education to International Chinese Education*, the connotation and extension are broader. The name change is the conceptual innovation of the international promotion of the Chinese language under the new situation and the display of the content of the Confucius Institute that needs to be enriched and perfected.

After years of rapid expansion, the Confucius Institute faces challenges and difficulties as it grows. Some scholars analyzed the four major dilemmas of trust, structure, management, and quality faced by Confucius Institutes in the new era from the perspective of macro governance. The trust dilemma mainly refers to the over-interpretation of the institutional attributes of Confucius Institutes and the political prejudices that lead to questioning the legitimacy of their existence and facing a crisis of recognition. The structural dilemma mainly refers to the unreasonable regional distribution structure of Confucius Institutes;

that is, Confucius Institutes are mostly distributed in countries and regions with high economic and social development. Taking Africa, America, and Europe as examples, there are 61 in 46 African countries; 138 in 27 countries in North America and Latin America; 187 in 42 countries in Europe(Myklebus, 2020). From an average point of view, Africa is much higher than Europe. This uneven distribution will lead to an uneven distribution of resources. In addition, the structural dilemma is also reflected in the asymmetry of the supply and demand structure. The fundamental core is the difference between the teaching content and cultural presentation of the Confucius Institute, the local people's actual needs, and the deviation between supply and demand. The management dilemma means that the management mechanism of the Confucius Institute is not standardized enough, and the evaluation feedback mechanism is not sound enough, which leads to the overall low effect of the Confucius Institute; Participation and sense of gain are low.

In addition to the dilemmas mentioned above, the bottleneck faced by the development of Confucius Institutes is also reflected in the following: Without accurate localization, Confucius Institutes have a long way to go as a unit of multiculturalism to integrate into the local culture; the content of running schools is relatively single, Based on the experiential language and culture education model, lack of professional discipline support, and no disciplinary system; failing to integrate with the local, national education system truly, some foreign partner colleges treat the Confucius Institute as a project only. Chinese teaching and courses are not officially recognized, and so on.

The above is a problem faced by CI globally, while One of the thorny issues in establishing Indonesia's CI was naming the institute. The Chinese government marketed the institute under the Confucius brand, but the Indonesian government hesitated to use it because Confucianism is recognized as a religion in Indonesia. Underlying that was the political and historical process of the existence of Confucianism in Indonesia. Confucianism, generally viewed as the religion of the Chinese-Indonesians, was first officially legalized as one of Indonesia's six religions before the regime change in 1965. After Suharto seized power, Confucianism remained legalized until the Ministry of Interior issued a circular in 1978 prohibiting people from entering 'Confucianism' in the 'religion' column of the Indonesian identity card. The Confucian religion re-ascended in 2000 under the new democratic president, Abdurrahman Wahid, who repealed the circular and other related assimilation policies(Theo, 2018).

At first, Indonesia's rejection was unacceptable to the Chinese government, as Confucius is the official brand. The National Coordinating Association for Mandarin Education (Badan Koordinasi Pendidikan Bahasa Mandarin/BKPBM prepared five names. The Chinese Embassy in Indonesia rejected two of them; the remaining three were left to Indonesia to choose from. The Deputy Minister picked Pusat Bahasa Mandarin (Mandarin Language Centre) rather than Pusat Bahasa dan Budaya Mandarin (Mandarin Language and Cultural Center) or Pusat Bahasa Tionghoa (Tionghoa Language Center). Since then, Pusat Bahasa Mandarin (PBM) has been used consistently for CI in Indonesian, whereas Confucius Institutes is still used in English. So that currently, all CIs in Indonesia use the name Mandarin Language Center (PBM). For CI in Malang, it is called the Pusat Bahasa Mandarin (PBM Malang).

CI's naming was the first challenge faced by CI when it entered Indonesia. The second challenge CI Malang faces is adapting to a diverse Indonesian society, such as differences in ethnicity, race, culture, and religion. During the ten years since CI was founded in Malang, several collaborations have been carried out so that CI can blend in with the Indonesian people. One of them is cooperating with an Islamic boarding school in Probolinggo. Every year, CI holds Chinese language and culture workshops and sends a Chinese language teacher to teach there. Besides cooperating with schools, CI collaborates with government agencies in Malang or multinational companies in Indonesia. In 2014, CI held a Chinese New Year festival at the biggest mall in Malang, aiming to introduce the Chinese language and culture to the wider community. Since the holding of activities in public, CI is better known by the poor community. Many people have started contacting CI regarding Chinese cooperation or scholarships to China.

The third challenge CI faces is establishing CI in Malang at the same time as establishing the Chinese Language Education Study Program at Universitas Negeri Malang. This study program was selected based on a mandate from the Indonesian government, which had just signed a partnership with the Chinese government. The difficulty faced is that learning is hampered because the university does not have an International Mandarin learning curriculum. At the same time, CI did not understand the existing

curriculum in Indonesia. So that CI needs to develop a curriculum for learning Mandarin that can accommodate two countries. This problem became a tough challenge for CI in the first year.

Although CI Management has had a very good impact in Indonesia, there are still problems facing CI today. In this era of globalization, everything has been done digitally. But the problem that arises is the digitization system owned by China, and Indonesia is very different. Indonesian lecturers and students often cannot use the design made in China because they have to be connected to WeChat. At the same time, Wechat in Indonesia is difficult to use because when registering, it must be verified first by a Chinese person or someone who has used Wechat. Such a system greatly hinders students from communicating with people currently in China. This problem also occurs with Chinese people who want to share with Indonesians. In Indonesia; everyone uses WhatsApp applications to communicate with each other. Still, if Chinese people want to use WhatsApp, they must first enable VPN to activate WhatsApp. Activities like this are very difficult for each other, especially in establishing cooperation between the two countries. It would be better if the Chinese government could handle this system better using a more cross-border system, especially between Indonesia and China. So that communication can run smoothly between each other.

THE TRANSFORMATION AND DEVELOPMENT OF CONFUCIUS INSTITUTES IN THE FUTURE

The three transformations mentioned above are the problems that Confucius Institutes must solve in school thinking, school status, and school content in the new development period. How do we upgrade files and develop connotations to make Confucius Institutes run innovatively? The author believes that the combination of three aspects should be promoted:

Integrate With the Professional Development of Students in Terms of Talent Training Goals

Reserve talent. With the continuous penetration of the *Belt and Road* concept of a community of destiny, a community of responsibility, a community of interests, etc., China will build high-quality local Chinese teachers and a professional and technical army that *knows Chinese, knows technology, and understands Chinese* through multi-party cooperation. The Confucius Institute is basically to train talents, and the question of what kind of talents should be cultivated should be the priority. Broad consensus should be reached on serving the new demand for talent in the *Belt and Road* initiative. That is to say, the skills cultivated should be combined with the student's personal future career development to effectively improve the effectiveness of Confucius Institutes and enhance their attractiveness. Particularly in Africa and Asia, some Confucius Institutes should encourage the training of *Chinese + vocational skills* interdisciplinary talents and cultivate professional talents who understand Chinese and technology. For example, the Confucius Institute at the University of Rwanda, based on the national conditions of Rwanda and the characteristics of the development of the Confucius Institute, has established a school-running goal of characterized, professional, and comprehensive (Lingyuan et al., 2014; Stambach & Wamalwa, 2018) and explored a school-running model that combines Chinese language training with vocational training. Cooperating with African bamboo weaving organizations and various Chinese-funded enterprises, China has cultivated many professional talents who understand bamboo weaving technology and textile technology, solved the employment problems of many local people, and made great contributions to local employment and economic development. Although Chinese vocational training is popular, it is not a long-term solution to not have a vocational teacher who understands both Chinese and technology. Therefore, Confucius Institutes should cooperate with local colleges and universities to set up relevant professional vocational Chinese majors and systematically train them.

Cooperative colleges can integrate the resources of brother vocational and technical colleges, optimize the professional structure of expatriate teachers, highlight the characteristics of professionalization, and help train local Chinese language experienced teachers so that the development of Confucius Institutes can be implemented. The *language and culture + vocational and technical education* characteristic school-running model is an effective model for Confucius Institutes to improve the school-running level.

Integrate With Industry Needs in Terms of a Talent Training Model

The talents cultivated by the Confucius Institute should serve local enterprises and develop specialized Chinese skills for pillar industries and industries with special needs. For example, tourism is one of the world's most important economic sectors (Nations, 2021), one of the important industries supporting many countries' economies. It (Jiang & Xu, 2022) by all countries as the target country and core market for their tourism economic growth. Tourism Chinese, hotel Chinese, aviation Chinese, and other special courses related to the tourism industry have become popular Confucius Institutes. Some Confucius Institutes have customized vocational Chinese training courses for local airports, hotels, banks, travel agencies, and other institutions and cultivated batch after batch of technical talents who understand Chinese. For example, the Confucius Institute at Khon Kaen in Thailand has established a high-speed rail Chinese training class, which has trained more than 100 railway technical personnel for Thai society (Xin, 2021); the Confucius Institute for Vocational Education in Ethiopia has successively opened mechatronics, body materials and technology, and heavy-duty vehicle technology. Moreover, other diversified vocational pieces of training help the local engineering, construction, and machinery manufacturing industries. In addition, the Confucius Institute at Egerton University in Kenya has trained many talents who can speak Chinese and understand agricultural technology for the local agrarian field (He, 2018).

It can be seen that the Confucius Institute's *Chinese + Industry Needs* training model is flexible and diverse, and one policy can be implemented for each institution. However, continuous innovation and the need to integrate into the local area, meet market demand, and serve social development are required. The students of the Confucius Institute will become compound talents with good Chinese proficiency and relevant vocational skills. Confucius Institutes also need to cooperate with local Chinese and foreign companies. Provide staff training and communication platforms for Chinese and foreign companies, which will help them increase their visibility and influence. All parties will work together to create a shared platform for the entire industry chain of international practical Chinese talents, starting with fast and smooth communication in Chinese, opening up the functional Chinese talent incubation chain, To quickly cultivating a group of outstanding professional skills who understand Chinese, have the expertise, can innovate, and can start a business for the local community, and provide support for Chinese-language professional talents for the local society and Industry. Conversely, enterprises in various industries also provide Confucius Institutes with multiple types of support, such as funds and resources, to achieve win-win cooperation.

Adhere to the Combination of Reasonable Dispatch and Local Training in the Construction of Faculty

The overseas demand for Chinese talent has soared year after year, and relying only on the Chinese teachers of the Confucius Institute is far from solving the contradiction between supply and demand. The local Chinese teaching staff is far from enough. How to make overseas Chinese education develop in a long-term and healthy manner? As a Chinese language and culture promotion agency, Chinese people believe that the Confucius Institute should pay special attention to the combination of Chinese teachers' blood transfusion and hematopoiesis functions to achieve sustainable development truly.

Blood transfusion refers to Chinese teachers and Chinese language teaching volunteers sent by China. They have strongly supported the development of Chinese teaching in various countries. However, these blood transfusion measures should guarantee a certain number and pay special attention to sending teachers in the long run. Professional structure, professional and technical teachers with special skills should also occupy a certain proportion. As a comprehensive dispatch platform for the dispatch of Chinese language teachers in the region, Confucius Institutes in various parts radiate the cities and surrounding areas where the colleges are located and change the actual practice of assigning a publicly-sponsored teacher to a school, allowing the flow of teachers and allowing each teacher to follow their own major the director teaches in many schools in the region to improve the rationality and efficiency of teacher input. The so-called hematopoiesis is to train local Chinese teachers. Local teachers are more aware of students' conditions and needs and are not separated in language and culture. They are more helpful in cultivating Chinese talents that meet the needs of local society. The development of Chinese language teaching in various countries

can only rely on local Chinese teachers. The Confucius Institute can plan and consider constructing the Chinese language teacher team in the region according to the two methods of *education training* and *on-the-job training*. The *Education training* first is to promote the opening of Chinese-related majors in the university, as the goal of Confucius Institute teaching after entering the *maternal* university credit system; the second is to strengthen cooperation with universities in the region that offer Chinese majors and actively contact the country Cooperative colleges, and universities carry out 2+2 or 3+1 joint education; third, make full use of the Confucius Institute scholarship program, recommend outstanding students with potential and willing to engage in Chinese teaching to study for a degree in China, and cultivate high-level Chinese Teacher talents. *On-the-job training* is mainly carried out locally by Confucius Institutes, and it is necessary to be good at cooperating with local education authorities or organizations to organize training.

CONCLUSION

Ten years of establishing CI in Malang has had a very good impact on learning Chinese in Indonesia. Based on the results of interviews with school leaders who have collaborated with CI so far, schools in Malang are greatly helped by the presence of CI in Malang. CI is a bridge that unites Indonesian and Chinese cultures. With the establishment of CI in Indonesia, Mandarin is also developing rapidly; many schools are starting to open Chinese classes or courses. Currently, not only people of Chinese descent can speak Mandarin fluently, but thanks to CI, many native Indonesians are also fluent in Mandarin. Although the impact that CI has had on Mandarin is great, there are several challenges faced by CI, such as the rejection of the name Confucius Institute by the Indonesian government, difficulties adapting to Indonesia's diverse culture, the absence of a Mandarin learning curriculum owned by Indonesia, and differences in the digitalization system Indonesian and Chinese. CI must adapt to local conditions and fully play its role as a language and culture bridge to achieve sustainable and innovative development and build a better platform for cultural exchanges and friendly exchanges between China and Indonesia. Confucius Institutes should actively explore the three chances, earnestly promote them and adhere to the path of character development.

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