BHARASUMBA: Jurnal Multidisipliner

http://azramedia-indonesia.azramediaindonesia.com/index.php/bharasumba/index
DOI : https://doi.org/10.62668/bharasumba.v4i03.1682
Email : info@azramediaindonesia.com

Open Access

LINGUISTIC DIPLOMACY: THE ROLE OF KOREAN LANGUAGE IN INDONESIA–SOUTH KOREA RELATIONS

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Info Article
Received :
24 Mei 2025
Revised :
18 Juni 2025
Accepted :
26 Juli 2025
Publication :
30 Juli 2025

Keywords:
Korean Language, Cultural Diplomacy, Bilateral Cooperation.
Kata Kunci:
Bahasa Korea, Diplomasi Budaya, Kerja Sama Bilateral

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Abstract: *In the context of globalization, the Korean language has emerged as a strategic asset in Indonesia, especially in labor mobility, academic exchange, and cultural diplomacy. This study explores how Korean language education enhances Indonesia–South Korea relations by enabling Indonesian workers to access employment through the Employment Permit System (EPS) and facilitating academic opportunities via scholarships and university partnerships. The Korean Wave (Hallyu) further fuels interest in the language, especially among youth, aligning cultural fascination with professional aspirations. Despite its growing prominence, challenges such as unequal access, limited qualified teachers, and high costs hinder equitable implementation. By adopting a qualitative methodology and analyzing secondary data, this paper argues for stronger policy support, digital solutions, and bilateral cooperation to expand language education. Ultimately, Korean language learning fosters mutual understanding, soft power, and long-term collaboration between Indonesia and South.*

Abstrak: Dalam konteks globalisasi, bahasa Korea telah muncul sebagai aset strategis di Indonesia, khususnya dalam mobilitas tenaga kerja, pertukaran akademik, dan diplomasi budaya. Studi ini mengeksplorasi bagaimana pendidikan bahasa Korea memperkuat hubungan Indonesia–Korea Selatan dengan memungkinkan pekerja Indonesia mengakses pekerjaan melalui skema Employment Permit System (EPS) dan membuka peluang akademik melalui beasiswa serta kemitraan antar universitas. Gelombang Hallyu semakin mendorong minat terhadap bahasa ini, terutama di kalangan generasi muda, menyatukan ketertarikan budaya dengan aspirasi profesional. Meskipun semakin menonjol, tantangan seperti akses yang tidak merata, keterbatasan tenaga pengajar berkualifikasi, dan tingginya biaya menjadi hambatan dalam implementasi yang adil. Dengan menggunakan metode kualitatif dan analisis data sekunder, artikel ini menekankan pentingnya dukungan kebijakan, solusi digital, dan kerja sama bilateral untuk memperluas pendidikan bahasa. Pada akhirnya, pembelajaran bahasa Korea mendorong pemahaman bersama, soft power, dan kolaborasi jangka panjang antara Indonesia dan Korea Selatan.

INTRODUCTION

In the modern global environment, language plays a pivotal role in shaping international relations, particularly in the realms of labor mobility, education, and cultural exchange. Among the various linguistic bridges being forged across Asia, the Korean language has become an essential asset for Indonesians seeking opportunities abroad—especially in South Korea. With the growing demand for Indonesian migrant workers and students in South Korea, proficiency in the Korean language has transitioned from being a mere advantage to a critical requirement. This article examines how Korean language education serves as a gateway to strengthen bilateral labor and educational cooperation, while also reinforcing broader diplomatic and cultural ties between Indonesia and South Korea.

Globalization has profoundly influenced international relations by facilitating dynamic cultural exchanges. Popular culture—comprising music, fashion, entertainment, and language—now functions as a central conduit for transmitting values, shaping identities, and fostering mutual understanding among nations (Arimba et al., 2025; Muliawan et al., 2025). This cultural force not only promotes creativity and social integration but also represents a key expression of soft power (Maulidita & Darmanto, 2025). Through the global dissemination of cultural products, nations can enhance their international image, influence global audiences, and promote peaceful engagement—without resorting to coercion. Consequently, cultural diplomacy has emerged as a strategic pillar of foreign policy, enabling states to build lasting global relationships through shared cultural affinity and cooperation (Atta et al., 2023).

This trend is especially visible in the case of Indonesia and South Korea, where bilateral cooperation is increasingly shaped by cultural and linguistic interactions. Language serves not only as a tool for communication but also as a diplomatic instrument for deepening cross-cultural understanding and people-to-people ties (Yongtao, 2015). In this context, the Korean language has gained prominence in Indonesia, supported by educational institutions, government programs, and bilateral agreements. Its role in diplomacy goes beyond education and labor—it functions as a bridge that brings societies closer and cultivates long-term partnerships built on mutual respect and cultural familiarity.

The influence of South Korean culture in Indonesia has been significantly amplified through the Korean Wave or Hallyu, a global phenomenon that continues to

reshape the preferences, values, and aspirations of Indonesian youth (Maulidita et al., 2024). K-pop, K-dramas, and Korean fashion have not only captivated audiences but have also driven a surge in Korean language learning and interest in Korean society more broadly. This cultural influence has impacted on lifestyle choices, beauty standards, and entertainment consumption patterns (Muliawan et al., 2025; Suratmi, 2023), reflecting the effectiveness of cultural soft power in shaping transnational connections. As Hallyu spreads, it opens new pathways for socio-cultural dialogue, strengthens bilateral relations, and expands opportunities for collaboration in education, labor, tourism, and innovation (Amalia, 2023; Maulidita & Darmanto, 2025).

As a direct result of this cultural and diplomatic synergy, Korean language education has gained momentum in Indonesia, particularly through initiatives like the Employment Permit System (EPS), which mandates language certification for migrant workers (Kartika, 2013). Government-backed programs, Korean cultural centers, and partnerships between universities have further supported the institutionalization of Korean language learning (Zulkifli, 2025). This development reflects a broader strategy of linguistic diplomacy, whereby language is not only a practical skill but also a symbol of cultural engagement and mutual investment (Wiliam, 2010). In turn, the strengthening of Korean language education contributes to more robust and sustainable Indonesia–South Korea relations, rooted in shared values, mutual benefit, and growing interdependence.

METHOD

This study adopted a qualitative research approach, which is particularly suitable for exploring social phenomena that require in-depth description and interpretation. Given the nature of the topic, a qualitative method was deemed appropriate as it enables a nuanced and comprehensive understanding of complex phenomena through detailed summarization and interpretation (Lambert & Lambert, 2012).

Unlike quantitative methodologies that focus on cause-and-effect relationships and statistical analysis, qualitative descriptive research aims to present a holistic view of specific events, experiences, or phenomena (Sandewlowski, 2000). This approach is particularly useful when investigating underexplored topics or re-examining previously studied subjects from a new perspective. Accordingly, this paper aims to describe the role of Korean language education in fostering bilateral labor and educational

cooperation and strengthening diplomatic and cultural ties between Indonesia and South Korea.

The data collection process involved document analysis, which entails gathering information from secondary sources. The use of secondary data proved advantageous due to its broad accessibility, including datasets compiled in prior studies, official documents available online, mass media reports, and social media content. This wide-ranging data provided a foundation for a more comprehensive and multi-faceted analysis. Document analysis involves systematically examining the content of written materials to extract relevant insights aligned with the research objectives. Therefore, secondary data was chosen as the primary data source for this research, driven by the abundance of relevant and accessible information across social and digital media platforms.

RESULTS AND DISCUSSION

Growing Labor Opportunities in South Korea

Over the past two decades, South Korea has emerged as one of the most sought-after destinations for Indonesian migrant workers (Nugroho et al, 2018). This rising trend is largely fueled by the bilateral cooperation between the governments of Indonesia and South Korea, most notably through the Employment Permit System (EPS) (Cahyaningtyas, 2021). Introduced to address South Korea's labor shortages in sectors such as manufacturing, agriculture, fisheries, and services, EPS provides structured and legal access for foreign workers (Kartika, 2013), including thousands of Indonesians each year.

Under the EPS framework, workers from participating countries can be legally hired by South Korean employers for a fixed term (Kartika, 2013). Indonesia, as one of South Korea's strategic labor-sending partners, benefits significantly from this cooperation. In return, South Korea receives a much-needed labor force that contributes to its economy, especially in industries where local labor supply is insufficient or less willing to work due to harsh conditions or relatively low pay. In a nutshell, this mutually beneficial arrangement helps address labor shortages in Korea while also reducing unemployment pressure in Indonesia.

However, access to this promising opportunity is not without its challenges. One of the central prerequisites for Indonesian applicants wishing to work under the EPS scheme is to pass the EPS-TOPIK (Employment Permit System–Test of Proficiency in

Korean) (Nugroho, 2019). This language proficiency test evaluates a candidate's ability to understand and communicate in basic Korean, primarily focusing on workplace-related vocabulary and situations. The importance of Korean language education, therefore, cannot be overstated. Without a passing score on the EPS-TOPIK, prospective Indonesian workers are automatically disqualified from participating in the program—regardless of their technical skills, experience, or motivation. As such, Korean language mastery is not simply a benefit but a mandatory gateway to employment opportunities in South Korea.

This situation highlights the strategic importance of integrating Korean language education into Indonesia's labor preparation systems, particularly those designed for vocational training and overseas placement (Darmanto et al, 2025). Government agencies, private language centers, and even universities have begun to recognize this need and respond accordingly by offering Korean language courses tailored specifically for migrant worker candidates. One such example is Universitas Madani Indonesia, whose Language Center offers Korean language and culture courses for Indonesians interested in working in South Korea. These courses not only prepare students for the EPS-TOPIK exam but also introduce them to aspects of Korean culture, workplace etiquette, and daily communication skills. The course materials are adapted from the Korean language book published by HRD Korea entitled "한국어 표준교재". This book is specifically intended for people who are learning Korean with the goal of working in Korea.

The benefits of such integration are multifaceted. First and foremost, it significantly improves employment eligibility. With thousands of applicants vying for limited job placements in Korea, passing the language test gives Indonesian workers a competitive edge. Additionally, understanding the Korean language enhances a worker's ability to adapt to Korean society and work environments (Ko et al, 2025). Many migrant workers experience culture shock upon arrival in Korea due to differences in language, social norms, and work expectations (Kim, 2022). Those who possess at least basic Korean proficiency are better equipped to overcome these challenges, allowing them to navigate daily life more effectively and build stronger relationships with employers and co-workers.

Furthermore, improved language skills help to reduce the risk of workplace conflicts, misunderstandings, and legal problems (Bahrain et al, 2023). Communication

barriers are one of the most common causes of disputes between foreign workers and employers in South Korea (Nelson, 2015). Issues such as unclear instructions, misinterpreted rules, or lack of awareness regarding rights and responsibilities can escalate quickly. Such misunderstandings not only affect productivity but can also lead to emotional stress and job dissatisfaction among workers. By ensuring that workers can understand and be understood, Korean language education plays a crucial role in promoting workplace harmony and protecting workers' welfare.

On a broader level, the promotion of Korean language learning among Indonesian workers also reflects and reinforces the deepening diplomatic and cultural ties between the two countries. South Korea and Indonesia have long enjoyed a warm relationship, supported by economic partnerships, people-to-people exchanges, and cultural diplomacy (Maulidita & Darmanto, 2024). In addition, the Korean Wave (Hallyu), characterized by the global popularity of K-pop, K-dramas, and Korean fashion, has already captivated the Indonesian public, especially the youth (Maulidita et al, 2024). This cultural affinity makes Korean language learning not just a means to a job, but also a part of a larger aspiration to connect with Korean society and culture.

As more Indonesians engage with Korean culture and language, both online and offline, they develop a greater sense of cultural empathy and mutual understanding (Jeong et al, 2017). This, in turn, benefits bilateral cooperation by fostering a more positive perception of Korea among Indonesians and vice versa. Workers who return to Indonesia after completing their contracts in Korea often share their experiences with their communities, contribute remittances to their families (Setijaningrum et al, 2023), and sometimes even become informal ambassadors of Korean culture in their hometowns (Park, 2018). Their stories and cultural familiarity often inspire others to pursue similar opportunities abroad (Park, 2018). Over time, this cycle reinforces people-to-people connections and strengthens the foundation of long-term partnership between the two nations.

Given these numerous advantages, there is a growing recognition among stakeholders—including policymakers, educators, and labor agencies—of the need to institutionalize Korean language education as part of Indonesia's broader labor mobility strategy (On & Iskandar, 2025; Usmi, 2016). In recent years, several senior high schools and vocational high schools (SMK) have introduced Korean language classes along with other foreign languages like Japanese language. In some areas, these programs are

conducted in collaboration with Korean language academy or Korean language courses. As a result, students are better equipped to meet the language requirements for overseas employment and adapt to cross-cultural environments.

Moreover, private language centers continue to play a critical role in preparing candidates for the EPS-TOPIK. Many of these centers provide intensive courses focusing not only on language but also on test-taking strategies, cultural orientation, and job readiness. Some even offer placement assistance and post-departure support to ensure that workers are fully prepared for the transition. These institutions often serve as the first point of contact for prospective migrant workers, offering personalized guidance throughout the application process. Their localized and flexible approach makes Korean language education more accessible to a broader range of learners, especially those in non-urban areas.

Despite these encouraging developments, challenges remain. Access to quality Korean language education is still limited in many parts of Indonesia, especially in rural or underserved areas. Furthermore, the costs associated with training, exam registration, and documentation can be burdensome for low-income families. As a result, many capable and motivated individuals are excluded from participating in Korean labor migration programs simply due to financial or geographic barriers. To address these issues, there is a pressing need for greater investment in language training infrastructure, subsidies for prospective migrant workers, and more equitable distribution of educational resources across the country. Government and local authorities could play a key role by allocating funds to establish community-based language centers or mobile learning units in remote areas.

Korean Language and Academic Collaboration

In recent years, the Korean language has become increasingly significant in Indonesia—not only in the context of labor migration but also within the sphere of education. While many are familiar with the role of Korean language proficiency in facilitating access to job opportunities in South Korea through programs like the Employment Permit System (EPS), its importance in academic advancement and international education is also rapidly growing.

South Korean universities have gained recognition for their high-quality education, cutting-edge research, and robust global scholarship programs (Lim & Shin, 2018). As part of their internationalization strategies, these universities actively recruit foreign

students, including a rising number from Indonesia (Byun & Kim, 2011). Several initiatives—such as the Global Korea Scholarship (GKS) and university-specific funding schemes—have created attractive pathways for Indonesian students to pursue undergraduate and postgraduate studies in South Korea (Ayhan et al, 2022). These scholarships often cover tuition, living expenses, airfare, and medical insurance, making them highly competitive and sought-after (Varpahovskis, 2022).

However, many of these academic opportunities come with a crucial requirement that is proficiency in the Korean language. While some graduate-level or STEM-related programs offer instruction in English, a significant portion of undergraduate and humanities-based courses are still taught in Korean. Even in English-medium programs, daily life in Korea—including interacting with professors, participating in student clubs, and navigating the community—often requires at least basic conversational skills in Korean (Kim et al, 2014). Therefore, knowledge of the language becomes not just an academic asset, but also a tool for integration and success in a new cultural environment (Dlaska, 2000).

Recognizing the growing academic relevance of Korean, several Indonesian educational institutions have taken proactive steps to offer Korean language course even they do not have Korean language department, such as Lia School of Foreign Language in Yogyakarta. This trend is particularly evident among universities that aim to equip students with both language and practical skills for the global job market. Schools are beginning to view Korean not merely as a foreign language, but as a strategic skill that offers concrete academic and professional benefits. Another notable example is Universitas Madani Indonesia (UMINA), which has established a dedicated Korean language center. Through this initiative, the university offers both beginner and intermediate-level Korean language courses, designed to support students interested in pursuing study abroad programs or Korean language proficiency tests (such as TOPIK). This institutional commitment reflects a broader understanding that language is not just a means of communication but a gateway to global engagement.

Korean literature has gained recognition as one of the top five most preferred choices among literature majors in Indonesia, alongside English, Japanese, Arabic, and Indonesian literature (Zulfikar, 2022). Korean language instruction initially began as an elective course at the University of Indonesia (UI) in 1986. A year later, Universitas Nasional (UNAS), a private university, established Indonesia’s first Center for Korean

Studies in 1987 and went on to launch a three-year diploma program in Korean as a foreign language in 1995. In the same year, Gadjah Mada University (UGM) introduced Korean as an additional foreign language course, which was later upgraded to a three-year diploma program in 2003. In response to increasing demand, an undergraduate degree program in Korean language studies was formally established in 2006.

Other universities soon followed suit, including UI in 2006, UGM in 2007, and Universitas Pendidikan Indonesia (UPI) in 2015, all of which introduced undergraduate programs in Korean language education. The number of such programs has continued to grow and is expected to expand further in the coming years. Most recently, in 2024, Universitas Madani Indonesia—one of the prominent private universities in East Java—launched a three-year diploma program in Korean language studies. Universitas Madani Indonesia also collaborates with the Korea Foundation to provide professors from Keimyung University, South Korea, to teach selected courses in its Korean Language Department.

In parallel, the increasing presence of Korean businesses in Indonesia—especially in sectors such as manufacturing, automotive, electronics, and retail—further underscores the need for Korean-speaking talent. Companies like Hyundai, Samsung, LG, and Lotte have invested significantly in Indonesia, establishing factories, regional headquarters, and retail chains (Shin, 2024). As these corporations expand, they are looking for local employees who not only possess technical knowledge but can also understand Korean corporate culture and communicate effectively with Korean managers or colleagues. For students in vocational schools or business programs, learning Korean translates directly into employability and career growth, both domestically and abroad.

Beyond its practical applications, learning the Korean language also offers cultural and intellectual enrichment. Korean is more than just a tool for work or study. It is a gateway to understanding the values, philosophies, and creative expressions of Korean society (Feruza, 2025). As Indonesian students explore Korean literature, film, history, and social customs, they gain deeper insights into a culture that has already become deeply influential through the Korean Wave (Hallyu) (Vee, 2024). This kind of intercultural understanding not only enhances personal development but also fosters empathy, tolerance, and global citizenship. It encourages students to think beyond national boundaries and engage meaningfully with global perspectives. In turn, this

cultural openness lays the groundwork for future academic collaboration, tourism, and people-to-people diplomacy between Indonesia and South Korea.

Academic exchange programs and language learning initiatives further serve to strengthen bilateral relations between Indonesia and South Korea (Han, 2022). Even some universities in Indonesia such as Universitas Muhammadiyah Surakarta and Universitas Islam Indonesia have offered double degree program with some universities in South Korea. When students study in Korea, they act as informal ambassadors—sharing Indonesian culture with their peers abroad and bringing Korean values and knowledge back home. Many return to Indonesia with expanded worldviews, cross-cultural competencies, and a desire to contribute positively to their communities. Over time, this exchange builds a foundation for long-term collaboration between the two nations in education, research, diplomacy, and industry.

Language, in this framework, functions as more than a communication tool—it becomes a bridge for diplomacy, collaboration, and intercultural understanding. As more Indonesians learn Korean, they gain access not only to jobs and education but also to deeper insights into Korean society, customs, and ways of thinking. This fosters a more nuanced and empathetic view of Korea, while also equipping Indonesians with skills that are increasingly valuable in a competitive global economy. For South Korea, this growing interest represents a strategic opportunity to expand its influence in Southeast Asia. By promoting Korean language education abroad, the country strengthens its international relationships, improves its image, and builds soft power in a region that is economically and geopolitically important. Indonesia, with its large population, youthful demographics, and rising middle class, is a key partner in this endeavor. Encouraging Korean language study in Indonesia does not merely benefit individual learners; it contributes to building long-term bilateral ties rooted in shared knowledge, mutual respect, and cultural affinity.

To support this momentum, there is a growing need for policy-level coordination and investment. Ministries of education, labor, and foreign affairs in both countries can work together to promote Korean language learning through joint curriculum development, teacher training programs, scholarships, and digital platforms. South Korea can also consider increasing support for Korean language departments in Indonesian universities and providing online resources for rural schools with limited access. On the Indonesian side, integrating Korean into national foreign language offerings or including

it in vocational skill-building modules could greatly enhance the reach and effectiveness of these efforts.

Challenges and the Way Forward

The increasing interest in Korean language education in Indonesia, driven by cultural fascination and professional opportunities, marks a promising shift in bilateral engagement between the two nations (Han, 2022). However, while enthusiasm continues to grow, especially among youth and vocational students, there are still significant challenges that hinder the widespread and equitable implementation of Korean language education across the country.

One of the most pressing issues is unequal access to quality Korean language instruction. Currently, the majority of formal Korean language programs are concentrated in major cities and academic hubs such as Jakarta, Yogyakarta, Surabaya, and Bandung. These areas typically have better infrastructure, access to trained teachers, and connections to international cultural institutions. In contrast, students in rural and underserved regions often have little to no access to structured Korean language education (Fariz et al, 2024). This geographic gap limits the reach of language programs and creates inequality in opportunities for students who may be equally motivated but lack the resources or institutional support to pursue their interest (Wulandari & Laksono, 2022).

One of the key challenges is the shortage of qualified Korean language teachers, particularly in vocational high schools (SMKs), where practical language training could directly impact employment opportunities. Despite growing demand, many programs in Indonesia face persistent staffing issues due to a shortage of experienced Korean language educators—both native speakers and local experts trained for specific teaching roles (Usmi, 2016). This issue mirrors broader patterns observed in Asian language education, where limited teacher availability in sub-urban or non-metropolitan areas has significantly hampered program growth and continuity (Field et al, 2024). Unlike Japanese or English, which have been long established in Indonesia's education system, Korean language programs are still relatively new and underdeveloped in terms of teacher supply and curriculum standardization.

A key solution is to expand scholarships and training programs for future Korean language teachers. By providing opportunities for Indonesian educators to study in Korea or undergo intensive language training domestically, the pool of qualified instructors can

be significantly enhanced. Programs like the Local Korean Language Teacher Education Program offered by the King Sejong Institute Foundation, which includes both theoretical and practical training, play a vital role in this process (King Sejong Institute Foundation, 2025). Similarly, the Korea Foundation's Korean Language Training Fellowship offers scholarships for language training in Korean universities, aligning with the goal to standardize certification and continuing education (Korea Foundation, 2024).

Another key area for development is the use of digital learning platforms. With the rise of mobile internet access and smartphone use across Indonesia, online education tools present an effective way to reach students in remote or underserved areas. In fact, as of 2021, approximately 199 million Indonesians are smartphone users, enabling widespread access to mobile learning platforms (Harzif et al., 2023). Recent research further demonstrates that mobile-based education can significantly expand access to higher education in remote parts of Indonesia, provided that infrastructure and digital literacy are adequately addressed (Nasar & Cahyadi, 2025). Therefore, Korean language apps, virtual classrooms, and interactive content can help overcome the geographical limitations of traditional classroom-based instruction. However, to maximize their impact, these platforms must be culturally localized, pedagogically sound, and aligned with national learning standards.

Furthermore, encouraging stronger industry-education partnerships can ensure that language education is directly linked to employment opportunities. Korean companies operating in Indonesia could collaborate with local schools and training centers to offer internship programs, guest lectures, and job placement pathways for graduates with Korean language skills. This not only strengthens the talent pipeline for businesses but also motivates students by showing them a clear return on their language investment. In South Korea, universities collaborating with international institutions have successfully implemented career training and internship programs that serve as a pipeline for future employment (Korea JoongAng Daily, 2025).

Government support will remain essential in facilitating these collaborations and ensuring policy alignment. Bilateral agreements between Indonesia and South Korea could include provisions for educational exchange, language resource sharing, and co-investment in language infrastructure. This aligns with existing frameworks of cultural diplomacy that support education and soft power initiatives (Amalia, 2023). Additionally, national and local governments could explore incentive schemes for

schools that successfully implement Korean language programs or consistently produce high-proficiency students—an approach commonly used in international educational agreements to improve program quality and outcomes (Eurydice, 2024). Such coordinated policy efforts not only enhance access and equity but also ensure the long-term sustainability of language education initiatives across diverse regions.

CONCLUSION

The growing prominence of Korean language education in Indonesia represents a strategic response to evolving labor, educational, and cultural dynamics between the two nations. With the Employment Permit System (EPS) serving as a key facilitator of legal labor migration, Korean language proficiency has become a critical requirement for Indonesian workers seeking opportunities in South Korea. As such, Korean language mastery not only improves employment prospects and workplace adaptation but also supports broader socioeconomic outcomes, such as reducing unemployment and enhancing remittance flows to local communities.

Beyond labor, Korean language education plays an essential role in strengthening academic collaboration between Indonesia and South Korea. Through initiatives such as scholarships, double-degree programs, and cultural exchanges, language learning facilitates Indonesian students' access to South Korean higher education. The increasing availability of Korean language courses in Indonesian universities, vocational schools, and private institutions reflects a growing recognition of its value—not just as a communication skill, but as a bridge to global engagement, intercultural competence, and academic mobility.

Despite these positive developments, challenges remain in ensuring equitable access to quality language education. Disparities in geographic access, limited availability of trained instructors, and the high costs of training and certification pose significant barriers, especially for students in underserved areas. Addressing these gaps requires coordinated action across sectors, including public investment in teacher training, digital learning infrastructure, and tailored curricula that meet the needs of both labor and academic pathways.

Looking ahead, continued government support and bilateral cooperation between Indonesia and South Korea will be crucial to sustaining and expanding the reach of Korean language education. Policies promoting educational exchange, resource sharing, and public–private partnerships can help institutionalize language training as part of

Indonesia's long-term strategy for workforce development and international diplomacy. In doing so, Korean language education will not only empower individuals but also contribute meaningfully to the deepening of bilateral relations and mutual understanding between the two countries.

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