

Indonesia's Diplomacy in Establishing the Indonesian Language as an Official Language of UNESCO

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Abstract

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This research aims to explain Indonesia's diplomacy to make Bahasa Indonesia an official language at UNESCO. This research was conducted because Indonesian is one of the languages with the largest number of speakers in the world. In addition, Indonesian is also a form of Indonesia's soft power to the world. This research applied the concept of language as power and diplomacy theory for analysis, utilizing a literature review approach. The results of this study show that Indonesian diplomacy is carried out through shuttle diplomacy and total diplomacy, by mobilizing all components of the nation as well as sustainable actions in accordance with the mandate of the Ministry of Education and Culture Regulation. So that all elements of the nation have a duty to do this through various ways. One of them is done through educational channels such as BIPA, or cooperative institutions with governments in various countries to study Indonesia comprehensively. This BIPA phenomenon is the first step to learning about Indonesia holistically. Indonesian diplomacy is also successful because various countries have used Indonesian as part of communication in addition to the official language, for example Vietnam, Canada, Poland, Australia etc.

Keywords: BIPA; Indonesian language; Soft power; Total diplomacy

1. INTRODUCTION

Indonesia, with its cultural diversity spread evenly from Sabang to Merauke, has proven that its cultural heritage is an important element in the context of international relations. One of the concrete evidence is the use of batik presented at the United Nations General Assembly in 2022. Not only that, traditional musical performances such as angklung and gamelan also

characterise Indonesian art. Other cultural elements such as dance and culinary are also an integral part of Indonesia's identity and a strong instrument of public diplomacy. Overall, this cultural diversity is a key point in the country's soft power to influence and attract the attention of other nations and countries to favour Indonesia. The importance of culture as soft power is reflected in the fact that Indonesia does not need to rely on military force to achieve its influence, for example Indonesian culinary delights such as Pisang Goreng and Padang Rice have an appeal that can touch the tastes and captivate the hearts of other nations, making this cultural element part of the soft power that preserves culture while influencing other countries. This concept aligns with Joseph Nye's (2008) view of soft power, which is persuasive without involving physical force, focusing on aspects of culture, art, and education.

Indonesia has a rich component of soft power, especially in arts and culture. Culture itself develops from anthropological or civilizational, and sociological or social interaction perspectives. The elements of culture involve aspects such as religion, art, language, and others. Language, as an important instrument in culture, becomes a medium of communication that connects the messenger with the receiver. A good communication process, as expressed by Mulyana (2008), requires an effective communication medium, which can be language or other tools that are able to convey messages well. Language also has a significant role in creating an effective communication process, through verbal and non-verbal language.

In the study of international relations, language is considered as a force of manipulation, perception, and influence. Carlsnaes explains that the science of international relations is built from the point of view of root sciences such as military science, government science, and including language. In addition, the perspective of political geography also plays an important role in the formation of this science (Carlsnaes, Risse, & Simmons, 2002).

The existence of many languages in the world, despite the UN having 193 member states, shows that not all countries have the power to make their language an international language. English, French, Arabic, Mandarin, Russian and Spanish are the five recognised international languages. This language power is also reflected in study abroad requirements for Indonesians, where a good IELTS or TOEFL score is required as proof of language ability. In the 70-80s, Indonesia was once a study destination for many international students, indicating an interest in building the strength of the Indonesian language. Today, there are Indonesian-speaking schools in many developed countries such as Australia, the Netherlands, Japan, and others. Some universities in these countries have made Indonesian an important language to learn. The recent decision by UNESCO, the UN agency for education, to designate Indonesian as an official language, shows that the power of Indonesian is increasingly recognised at the international level. The construction of language and the deconstruction of science have the potential to make Indonesia more advanced, considering that most scientific works from the West generally use English. Therefore, this research will dig deeper into Indonesia's diplomacy strategy to make Indonesian an official language at UNESCO.

Thus, this paper will answer the question, what are the opportunities and challenges of Indonesian diplomacy in realising Indonesian as a UNESCO language? This research aims to explain the opportunities and challenges of Indonesian diplomacy in realizing Indonesian as a UNESCO language.

Several studies have discussed the Indonesian language which is a strength for the Indonesian nation and how the potential of Indonesian to become an international language, such as research from Simanjuntak (2018), two factors that influence the potential use of Indonesian (BI) as an international language include intracultural and extracultural. The intralingual factor involves the sustainability of the Indonesian language system, including spelling regulations governed by the General Guidelines for Indonesian Spelling and the General Guidelines for Term Formation. These factors ensure that BI has a solid foundation as an official language resmi (Handoko, Fahmi, Kurniawan, Artating, & Sinaga, 2019). On the other hand, extra-linguistic factors involve the positive attitude of Indonesian speakers, which is reflected in the enthusiasm of Indonesians to use Indonesian language (Handoko et al., 2019). Nevertheless, the potential of Indonesian to become an international language

continues to progress, but efforts are needed to overcome the challenges of standardising the language for use by both locals and foreigners (Lopez, 2019).

In this case, language can be a powerful tool for a state and at the same time serve as a form of soft power that contributes to state influence and international relations as described by Grzywacz (2012). A country's language policy can have significant implications, as it not only covers linguistic knowledge but also supports the country's foreign policy. For example, Indonesia's foreign language policy is instrumental in strengthening its regional and global profile, enabling the country to play an important role in building a political and security community in organisations such as ASEAN (Grzywacz, 2012). Challenges in standardising Indonesian for use by locals and foreigners include varying levels of proficiency among foreigners, the use of informal language in formal settings, the lack of a strong basis for communication, and the need for formal Indonesian standards. In addition, code-switching between formal and informal Indonesian creates barriers for foreigners to learn the language. Basically, to improve the position of Indonesian as an international language, concrete steps need to be taken, such as upgrading by integrating formal and informal methods in language training programmes for foreigners. More crucially, the application of formal language standards should be stricter, by strengthening spelling regulations and term formation guidelines, and most importantly, diplomatic efforts need to be increased to promote global enthusiasm for Bahasa Indonesia.

2. ANALYTICAL FRAMEWORK

2.1. *Language is Power*

In international relations, Carlsnaes, Risse and Simmons (2002), reveal that modernist linguistic constructivism views that language has a central role in shaping social reality. Proponents such as Friedrich Kratochwil and Nicholas Onuf highlight that understanding social reality involves the process by which language and rules shape social facts. They emphasise how social rules and "speech acts" influence each other, forming a shared constitution between individuals and society. Language plays a powerful role in a state's power, serving as a non-military form of attraction that contributes to state influence and international relations. A country's language policy can have a significant impact, not only limited to linguistic understanding, but also being an enabler of the country's foreign policy. Furthermore, Carlsnaes reveals that social communication and practical rationality depend on language as a means of disseminating and institutionalising ideas. Constructivism adds value by explaining the role of language in social life, where language becomes a medium for inter-subjective meaning formation (Carlsnaes et al., 2002). 'Speech acts' have an 'illocutionary' dimension, not only describing reality, but also constructing it.

Furthermore, language policy can be considered a form of 'language engineering,' where its effectiveness can be categorised based on changes in economic, technological, social, and political factors. The implementation and development of a national language plays an important role in shaping a sense of national identity, which is key to successful state-building (Grzywacz, 2012).

Language promotion efforts abroad are interpreted as part of their cultural policy, which usually takes the form of teaching programmes in other countries and the establishment of cultural and cultural centres. An effective language policy is considered an indispensable element of soft power resources that support foreign policy, as well as contributing to better intercultural understanding (Grzywacz, 2012). Therefore, language can be considered a strength for a country, serving as a cultural diplomacy tool that strengthens international relations and plays a role in expanding a country's global influence.

2.2. *Diplomacy*

Diplomacy is understood as the conduct of relations between sovereign states through official institutions either based at home or abroad that are useful for establishing regular relations. Diplomacy becomes the main means by which states can communicate with each

other, or in other words, diplomacy is used as the communication system of the international community. In practice, there are three types of diplomacy that have developed. The first, the first track of diplomacy, refers to mediation efforts undertaken by one or more states and includes international organisations within them. This track emphasises formal diplomacy between state governments, better known as traditional diplomacy (Berridge & James, 2003).

Next is the second track of diplomacy, also referred to as 'citizen diplomacy' or 'citizen diplomacy', involving the public as diplomatic actors and involving the government. In other words, it is a form of government diplomacy waged on the people. This method of diplomacy was first used by an American diplomat named Joseph Montville in 1981. Two Track Diplomacy is also called Twin Track Diplomacy (Berridge & James, 2003). The last one is multi-track diplomacy. In their book *Multi-Track Diplomacy: A System Approach to Peace*, Louise Diamond and John McDonald discuss the concept of multi-track diplomacy. Through these tracks, international peace is seen as a living system and as a representation of the various actions taken in the process of achieving peace and peace-building in the international arena, multi-track diplomacy is considered a conceptual framework. All elements are linked to each other, as shown by the cobweb model. These include the various activities of individuals, organisations and communities working together to achieve global peace (Diamond and Mc.Donald, 1996). This research will explore the role of language as a key force for a nation's identity, with a focus on Indonesia's diplomacy in realising Bahasa Indonesia as a UNESCO language. Through the concept of multi-track diplomacy, the research will explore the roles of the government, non-governmental sector and society in achieving this goal. By identifying opportunities and challenges, the research aims to understand the complexity of the diplomacy process, including the influence of cultural diplomacy, education, and cross-sectoral cooperation. An in-depth analysis of these dynamics is expected to provide better insights into Indonesia's efforts in strengthening the position of Bahasa Indonesia at the international level.

3. RESEARCH METHOD

3.1. Research Approach

This research uses a qualitative paradigm. Qualitative research is research that tries to connect empirical facts found in the field. Qualitative research is research that describes, interprets a phenomenon. In order to answer the problems that occur qualitative is research that explains phenomena that are not in numerical form but in the form of descriptions of facts through narratives Neuman, 2011; Lamont, 2015; Creswell, 2008; Bakry, 2015). In this study, the author describes the empirical facts of the importance of language in the study of International Relations which is used as power in global politics. Language is power will be a medium of diplomacy to achieve national interests. This research uses a case study method. Case study research is research that explains one case in detail, which then draws conclusions based on phenomena that occur in the form of generalisations (Bakry, 2015; Lamont, 2015; Neuman, 2011). This research will describe Indonesia's on-site strategy in making the language an official language of UNESCO. This case will be explained using the concept of public diplomacy so as to get a comprehensive answer.

3.2. Data Collection Techniques

This research utilises two types of data, namely secondary data and primary data, as an integral part of the data source. Secondary data is obtained through literature studies from several government documents related to the use of Indonesian, Indonesian Diplomacy through language, journal articles, previous research, and articles from the internet. Primary data is obtained through in-depth interviews that will be conducted with The Ministry of Foreign Affairs, the Ministry's Centre for Strategic Development and Language Diplomacy, linguists, and representatives from UNESCO. By combining these two types of data, this research is

expected to present a comprehensive and in-depth analysis of Indonesia's diplomacy strategy to realise Indonesian as a UNESCO language.

3.3. Data Analysis Techniques

This research adopts a triangulation analysis approach, a methodology that involves using data from multiple sources to strengthen the validity and reliability of research findings. Triangulation in this context refers to the combination of data obtained from different informants, such as policy makers, policy actors, and policy evaluators, as described by Ikbar (2006) and Bakri (2015). This approach aims to minimise bias and improve the accuracy of the analysis through a blend of diverse perspectives. In addition, this research also applies the data analysis technique proposed by Fathun (2021). Through a process of reduction, classification and inference, this database analysis allows for a structured and systematic arrangement of data. Data reduction assists in identifying and collating key elements, classification facilitates organising data based on specific criteria, and inference provides the basis for in-depth interpretation. By combining triangulation and database analysis techniques, this research aims to provide a more holistic and in-depth understanding of Indonesia's diplomatic strategy in realising Indonesian as a UNESCO language.

4. FINDING AND DISCUSSION

Indonesia is a country that practices foreign policy through diplomacy. Diplomacy is the main instrument in achieving national interests. This has been stated in Law No. 37 of 1999. The mandate of the law explains that Indonesian diplomacy must be flexible, transparent in order to achieve national interests. One of Indonesia's national interests is to make Bahasa Indonesia an official language at UNESCO. And it was achieved in 2023. This situation shows that the quality of Indonesian diplomacy is quite qualified in achieving the country's interests.

Indonesia's national interest by making Indonesian an official language at UNESCO is the interest of Indonesia's soft power. Why is this important, because Nye (2008) said that soft power has 3 elements, namely art, culture and education. The three elements certainly require language as an element in building communication and persuasion. As stated by George Kenan that diplomacy is the Art of international relations (Nicolson, 1969). Furthermore, Wight said that diplomacy is an engine in international relations. Hadley Bull also said that diplomacy is a way for countries to achieve national interests through persuasion (Carlhaes, 2013). Therefore, diplomacy and language cannot be separated, because all national interests are articulated through language. This is based on language as a medium that makes the interlocutor understand what is meant to be conveyed. In other words, language has political power to become a control and even a doctrine in voicing national interests.

Indonesia makes Indonesian language part of its soft power interests. This is because it has become part of the mandate of Permendikbud No. 44 of 2019. The regulation implies the role of all parties who are Indonesian citizens to be able to disseminate Indonesian. This step is a form of total diplomacy and shuttle diplomacy. Total diplomacy here means mobilising all components of the nation and shuttle diplomacy means diplomacy by the actors involved is carried out continuously. Both of these, in the end, succeeded in bringing Indonesian to become an official language at UNESCO.

The success of Indonesian diplomacy cannot be separated from empirical facts about foreign responses that favour Indonesian as a medium of communication. This can be seen that in Canada, Indonesian is the second language after English. Then in Japan and Poland there are special studies about Indonesia. In the Asia Pacific region such as Thailand and Australia there are also institutions that teach Indonesian for Foreign Speakers or abbreviated as BIPA. The role of BIPA is also very important as a medium for learning Indonesian and also knowledge about Indonesia more broadly. According to the data below, it can be seen how countries in the world use Indonesian by region.

Table 1. Data on Indonesian Language Usage in Various Regions

Region	Use of Bahasa Indonesia
Asia	<p>Based on data released by the Data and Information Centre of the Ministry of Education, Culture and Research (2021), it is known that the number of BIPA learners on the Asian continent has grown significantly during the period 2015 to 2020. In 2015, the number of learners was recorded to be relatively low, at 1,151 people. However, there was a significant spike in 2016, with the number of learners increasing dramatically to 8,669 people. This upward trend continued and reached its peak in 2017 with 14,999 learners. The increase was most likely influenced by the local BIPA teacher empowerment programmes that were active at the time.</p> <p>Although there was a slight decrease in 2018 with the number of learners reaching 13,363 people, this figure is still relatively high. However, the downward trend continued into 2019 and 2020, with 11,180 and 6,819 learners respectively. This decline may be due to various factors, including a decrease in programme intensity, education policies in these countries, or other challenges such as changing interest in other languages and the COVID-19 pandemic.</p> <p>Overall, the total number of BIPA learners in Asia during the period 2015 to 2020 reached 56,181 people. This figure indicates a significant interest in Indonesian language learning in the region. Ho Chi Minh City in Vietnam, for example, has declared Bahasa Indonesia as a second language since December 2007, which shows recognition of the importance of Bahasa Indonesia in the Asian region. However, to ensure sustainability and an increase in the number of BIPA learners, it is necessary to strengthen existing programmes, cooperation between countries, policy adaptation according to local needs, and continuous monitoring and evaluation (Wuriyanto, 2015).</p>
Europe	<p>The development of the number of BIPA learners in Europe shows an interesting trend from 2015 to 2020. Based on data released by the Data and Information Centre of the Ministry of Education, Culture and Research (2021), in 2015, there were only 29 BIPA learners, all of whom came from France. However, this number increased significantly in 2016 to 410 learners after Italy and Germany started adopting the BIPA programme. This upward trend continued into 2017 with the number of learners reaching 497, reflecting the growing interest in Bahasa Indonesia in Europe.</p> <p>The peak of the increase occurred in 2018, when the number of BIPA learners jumped sharply to 1,690. Countries with BIPA learners include Austria, Bulgaria, Finland, England, Italy, Germany, France, Poland, and Greece. This increase was most likely driven by the BIPA local teacher empowerment programme that improved access and quality of learning in some European countries. However, in 2019, the number of learners decreased to 707, indicating fluctuations that may be caused by various factors, such as a decrease in programme support or changes in interest in learning. This decline continued in 2020, when the number</p>

	<p>of learners decreased to 561 due to the impact of the Covid-19 pandemic that disrupted teaching and learning activities. Nevertheless, BIPA learning continues to take place online, showing that European citizens' interest in learning Indonesian remains high despite the challenging conditions.</p> <p>Overall, from 2015 to 2020, the total number of BIPA learners in Europe reached 3,894. Although there are fluctuations in the number of learners from year to year, the general trend shows a significant increase in interest in Indonesian language learning in Continental Europe. This indicates that the BIPA programme has successfully attracted attention in the region, although challenges such as the pandemic have affected the number of learners in recent years. With the right strategy, this potential can continue to be developed, especially through the adaptation of technology in online learning and increased cooperation with educational institutions in various European countries.</p> <p>In addition to European countries such as Austria, Italy and France that have adopted BIPA programmes, there are several other countries that are also serious about learning Indonesian. The Netherlands, for example, has a long historical relationship with Indonesia, and Indonesian is formally taught at Leiden University. In the UK, Indonesian is part of the curriculum at the School of Oriental and African Studies (SOAS), with additional resources such as the British Library of Malay and Indonesian Manuscripts. Germany has also included Bahasa Indonesia in the curriculum of Passau University, which is open to students and the public. In Russia, Indonesian language teaching dates back to the beginning of diplomatic relations between the two countries, with universities such as Lomonosov Moscow State University offering specialised classes. Ukraine has also shown significant interest, with Taras Shevchenko University in Kiev providing Indonesian study programmes for undergraduate and postgraduate students (Ma'rufah & Arsanti, 2021).</p> <p>Overall, more and more European countries are integrating Bahasa Indonesia into their education programmes. This not only strengthens diplomatic and cultural ties between Indonesia and European countries but also shows great potential in expanding the influence of Indonesian language and culture in the international arena.</p>
America	<p>In the Americas, there are significant Indonesian diaspora communities, particularly in the United States, Canada and Suriname. Citing data from the United States Census Bureau (2022), there are at least 60,000 people who speak Indonesian there. Statistics Canada (2021) also shows that around 4,150 people often use Indonesian at home. Furthermore, as many as 570 thousand Indonesian descendants also live in Suriname, which has a similar history of colonialism with Indonesia (Lendong, 2021). In these three countries, enthusiasm for learning and using Indonesian can be seen from the opening of Indonesian language study programmes. In the United States alone, there are at least 25 educational institutions that open this programme including Yale University, University of Hawaii at Manoa, Harvard University, Indiana University, Stanford University, and many more (Audrey, Sari and Mubarak, 2023).</p> <p>Quoting from the Data and Information Centre of Kemdikbudristek (2021), the trend in the number of BIPA learners in the Americas shows a consistent increase. In 2016, the BIPA programme in the United States began to attract 109 students. From 2016 to 2019, this number increased to 300. Due to the Covid-19 pandemic,</p>

	<p>in 2020, the number of BIPA learners dropped to 224. But overall, the interest of US citizens to learn Indonesian continues to increase, where the number of BIPA learners in the continental United States from 2015 to 2020 was recorded at 777 people. Furthermore, by 2023 at least in the US there are 360 people registered as BIPA programme participants and 79% of them are US citizens (Audrey et al., 2023). In Canada itself, there are currently two BIPA institutions, namely at the Consulate General in Vancouver and the University of Victoria, several high schools in Ottawa also make Indonesian as extracurricular. In Suriname, Indonesian always goes hand in hand with Javanese, in some schools Indonesian is also taught as a foreign language to children of Surinamese Javanese descent. Some television and radio broadcasts often use Indonesian alongside Javanese, especially in segments about Indonesia. Furthermore, at least currently in Suriname there is one BIPA institution, namely at the Indonesian Embassy in Paramaribo, Suriname. Selain ketiga negara diatas, program BIPA juga terdapat di KBRI Lima, Peru. In addition to the three countries above, the BIPA programme is also available at the Indonesian Embassy in Lima, Peru.</p>
Africa	<p>The Asia-Africa Conference in Bandung in 1955 has encouraged good interaction between Indonesia and countries on the African continent, including in terms of language. Indonesian language users and learners in Africa so far are widely spread in Egypt, Tunisia, and Morocco. The large number of Indonesian students at Al-Azhar in Egypt has made the local population familiar with and able to pronounce some Indonesian vocabulary. In addition, Mohammed V University in Morocco has also made Indonesian an elective course (Tabloid Diplomasi, 2017).</p> <p>Quoting from the Data and Information Centre of Kemdikbudristek (2021), at least in 2015, there were 53 students studying BIPA, then increased to 5,453 in 2019. In 2020, the development of the number of BIPA students on the African continent has decreased due to the Covid-19 pandemic. However, the interest of Egyptians and Tunisians in learning Indonesian is quite large, as shown by the upward trend in the number of BIPA students from 2015 to 2019. Overall, the number of BIPA learners on the African continent from 2015 to 2020 reached 8,729 people. The enthusiasm for learning Indonesian can also be seen from the large number of participants in the Indonesian language class organised by the Indonesian Embassy in Dakar, Senegal, in 2021. At least 95 people from Senegal, Sierra Leone, Gambia, Mali and Ivory Coast enrolled in the programme (Sinaga, 2021). To accommodate interest and promote Indonesian in Africa, there are currently at least 17 BIPA institutions spread across South Africa, Egypt and Tunisia.</p>

Source: Processed by the author from various sources

The data shows that the dissemination of Indonesian has been extraordinary as part of the medium of communication. This is one of the strong driving factors to make Indonesian an official language of UNESCO, because it already has a base community of learners abroad.

Indonesian as an official language also plays an important role in increasing foreign tourist visits to Indonesia. Based on data from the Indonesian Central Bureau of Statistics (2024), there has been a significant increase in foreign tourist visits to Indonesia from various regions of the world, which can be attributed to the recognition of Indonesian as an official language of UNESCO. This recognition opens up opportunities to introduce Indonesian more widely in various fields, such as diplomacy, education, tourism, and international business, which indirectly strengthens Indonesia's attractiveness. The use of Indonesian in diplomacy further introduces Indonesia on the global stage, strengthens relations between countries, and brings Indonesians closer to the international community. In tourism and business, a more

recognisable Bahasa Indonesia also enriches the experience of foreign tourists, creates lasting impressions, and attracts new investment in local culture-based creative economy sectors. This opens up opportunities for Indonesia's creative industries to further develop, while strengthening the competitiveness of tourism and cultural products in the global market. Overall, UNESCO's recognition of the Indonesian language will not only increase foreign tourist interest, but also provide a great opportunity for Indonesia to strengthen its position in the global economy, attract investment, and introduce its rich culture and creative products to the world (Nasrullah, 2024).

Travellers from Asia visiting Indonesia in 2021 were recorded at 1,433,067 people, increased to 3,834,486 people in 2022, and jumped dramatically to 7,231,413 people in 2023. From Europe, the number of tourists who came in 2021 was 55,906 people, increased significantly to 960,410 people in 2022, and reached 2,000,559 people in 2023. Meanwhile, American tourists visiting Indonesia increased from 25,073 people in 2021 to 260,095 people in 2022, and then to 566,883 people in 2023. Visits from Africa also show an increasing trend, with 2,341 people in 2021, increasing to 29,682 people in 2022, and reaching 71,652 people in 2023. Finally, tourists from Oceania visiting Indonesia were recorded at 35,504 people in 2021, increasing dramatically to 722,524 people in 2022, and then jumping to 1,625,760 people in 2023. This data shows the positive impact of international recognition of Bahasa Indonesia in attracting more foreign tourists to Indonesia.

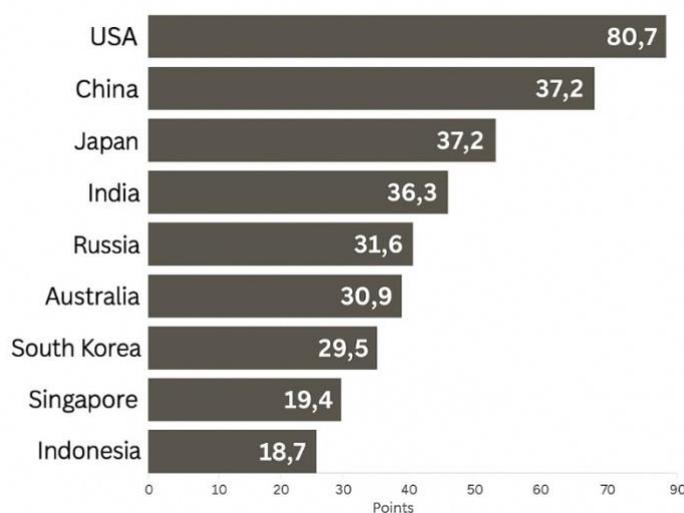
The increasing trend of BIPA learners is also influential, because learning Bahasa Indonesia will facilitate communication between foreign tourists and residents in the visit location. This is due to a number of problems so far in Indonesia is the weakness of tour guides to master foreign languages. The implication makes it difficult to communicate because there is no direction in travelling. Data shows that foreign tourists coming to Indonesia from Asia, Europe, America and Australia are very large. The data indicates that the government must be able to facilitate tourists to be able to enjoy tourism in Indonesia easily and efficiently. One of them is by training tour guides to become guides who can explain tourist spots which will then be profitable for Indonesia. This is where people-diplomacy is shown. This is because each tour guide will explain every tour in Indonesia. This condition is part of soft power which shows that language will be a medium that makes it easier to communicate and interact.

In addition, Indonesian will determine its cultural role. This is because the inauguration of Bahasa Indonesia as a UNESCO language shows Indonesia's political power to make Bahasa Indonesia a major force in ASEAN. Indonesian, which comes from the Malay family, is a key element in the establishment of ASEAN as a regional organisation. This means that it has long been Indonesia's dream to make Bahasa Indonesia the official language of ASEAN. In addition, Indonesia seems to emphasise that the language in Malay culture is represented by Bahasa Indonesia and this is what makes Malaysia feel less agreeable in accepting Bahasa Indonesia as an official language at UNESCO.

However, Indonesia's diplomacy does not have to stop here. Indonesia must continue to show the quality of its diplomacy by making Indonesian an official language at the United Nations. By making Indonesian an official language at UNESCO as the first step to becoming an international language. Historical traces show that most of the official languages in the UN are influenced by countries elected as permanent members of the UN Security Council. These five countries, the victors and dominant parties after the war, represent the global powers that remain today. When they became permanent members of the Security Council, their influence extended to various elements, including language. Because of this, the languages of these five countries are recognised as international languages.

Indonesia has this opportunity. Moreover, Indonesia has no trace of being part of the agreement in the war so that it becomes part of the permanent members of the UN security council. One of Indonesia's strategic positions is to become a non-permanent member of the UN security council. This is an opportunity to make Indonesian as part of the official language in the UN. Being elected as a non-permanent member of the UN security council is certainly something to be proud of. If Indonesia has more influence, it will make it easier for Indonesian

as a political force to be recognised as an international language. This means that it has an important relationship with Indonesia's role in the UN, because when a country has influence, the impact will also have implications for various other elements. This has been done by China, which has made Mandarin an important language in international relations. Why does that happen, because China is able to show its influence. Therefore, with this influence, many want to know about China and the dictum that has always been a doctrine is that when you want to learn something, learn through the language. This is because it is with language that we can know what each set of interests means. Even language becomes part of the doctrine to control the country to acknowledge that the language is a political power that has a pulling force to follow. that is why it takes the support of many parties so that Indonesia can make the official language in sharing international organisations. Because if that happens, the quality of Indonesian diplomacy cannot be doubted. Why is this important, according to the Lowy Institute data release (2023) shows that Indonesia is one of the countries that has good quality diplomacy. Note the data below.



Graphic 1. List of countries with the strongest influence in Asia
Source: Lowy Institute (2023)

The data shows that Indonesia ranks 9th out of 26 countries in terms of overall strength with a score of 19.4 out of 100. Indonesia is a middle power in Asia and is one of six countries in the region to record a positive increase in score. In this case Indonesia performed best in the aspects of defence and diplomatic influence,

Thus it is important to carry out total diplomacy and shuttle diplomacy so that Indonesian can become an international language. This is important because it also has to do with Indonesia's educational interests. So far, there are many experts in Indonesia who have good quality and qualifications. However, to publish their research results, they are required to have native English language skills. And this is difficult to realise by Indonesian researchers to publish articles in international journals. This is because these journals demand standardised language according to their version. Whereas language is multi perception and multi articulation. Thus, if Indonesian can become part of the official language of UNESCO, this shows that the strength of the Indonesian language is getting better, especially in the future if it succeeds in becoming an official language at the UN.

5. CONCLUSION

Indonesian has great potential to become an international language through effective diplomacy. Indonesia's language diplomacy, which combines elements of culture, art and education, has paid off with Bahasa Indonesia being recognised as an official UNESCO language in 2023. This success not only demonstrates the quality of Indonesia's diplomacy but

also emphasises the importance of language as a key instrument in achieving national interests. It also reflects a strategy that involves various approaches, including shuttle diplomacy and total diplomacy, as well as the utilisation of educational channels such as the BIPA programme. Despite challenges, such as researchers' difficulties in publishing their research due to the demand for English language skills, global interest in Indonesian language learning has shown positive developments. Data from 2015 to 2020 shows an increase in the number of BIPA learners in Europe, America, and Africa, despite fluctuations due to the Covid-19 pandemic.

The success of this diplomacy has not only increased the status and influence of Bahasa Indonesia in the international arena, but also contributed to better communication between foreigners and locals in Indonesia. Therefore, it is important to continue to support language policies that can strengthen Indonesia's diplomacy and international relations by developing adaptive and innovative diplomacy strategies to maintain and increase its influence in the international world.

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