



Specialization courses in the French (education and literature) study program in Indonesia and the challenges of the post-pandemic world of work

¹ Setia RINI, ² Diana ROSITA, ³ Indah Nevira TRISNA

^{1,2,3} Département de français, Universitas Lampung - Indonésie

setiarini99@yahoo.fr

RÉSUMÉ - ABSTRACT

Job opportunities for graduates of the French Language Program are currently increasingly promising. But of course, graduates must have good and even superior competencies in order to compete with graduates in the same field from various universities in Indonesia. Therefore, the existence of specialization courses is a very good step in equipping graduates with qualified competencies, especially in the French field. Specialized courts can help graduates compete with a wider range of occupations. Opportunities for graduates to get jobs will be increasingly wide open. A descriptive qualitative method will be used in the observation, data processing, and presentation of the results later. In addition, in the long term, of course, this mapping will be very useful, considering that there are quite a lot of French (education & literature) courses in Indonesia, especially in several well-known universities. Especially in the global era, the era of the industrial revolution 4.0 or 5.0, the disruptive era, and also the current existence of MBKM, which forces all levels of education and the world of work to be able to adapt and change very quickly.

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1. INTRODUCTION

French is one of the UN languages that is widely studied in any part of the world. As the 5th international language, French is also widely used by many countries as an official language as well as a language. According to <https://www.francophonie.org/la-langue-francaise-dans-le-monde-305> language French is also the 4th most spoken foreign language on the internet. Thus, it is not surprising that the French language is growing rapidly in several countries around the world, including in Indonesia. French in Indonesia is taught in high schools (SMA/SMK) and also in universities. In Lampung itself, French is taught at SMKN 3 Bandar Lampung, SMAN 1 Terusan Nunyai, SMAN 9 Bandar Lampung, SMAN 16 Bandar Lampung, SMAN 2 Bandar Lampung, and SMK Kridawisata Bandar Lampung. Meanwhile, at the higher education level, French is spread across 15 universities in Indonesia consisting of 7 Education Study Programs (Unimed, Unila, UNJ, UPI, UNY, Unnes, and Unbraw) and 8 Literature Study Programs (STBA Bandung, UI, Unpad, UGM, Unnes, Unhas, UHO, and Unima). Each of the French Study Programs (SP) has characteristics in the field of French that differentiate it from the SP others are the same in Indonesia. The fundamental characteristic that distinguishes it is related to the field of French being taught, namely literature or education. SP literature has a teaching focus only in the field of French literature. While the focus of the teaching SP is in the field of French language education. However, in general, SP education also teaches literature in certain semesters through several mandatory course such as *littérature française*, *analyse littéraire*, and others. Therefore, it can be said that it is fortunate for the students of the SP of Education, because they do not only study education but also literature.

Besides that, the differences and characteristics of the French study programs can also be seen from the specialization courses offered. The course specialization is also one of the factors in the varying profile of graduates from each SP. The diversity of graduate profiles offered by every French language study program in Indonesia certainly has a purpose. The main goal is to answer the challenges of an increasingly complex era, especially in the field of work. Competition for graduates after they have completed their studies will be faced with confidence if graduates have qualified competencies in their fields. Especially if there is other competencies that are also mastered through the Specialization Course that they choose and follow during lectures. In accordance with the expectations conveyed by the Director General of Higher Education in the Foreword to the Higher Education Curriculum Preparation Guidebook that through various colleges in Indonesia, it is expected to produce graduates who are civilized, knowledgeable, professional and competitive in the industrial era 4.0, as well as contribute to the welfare of the nation's life. (Junaidi, dkk., 2020). Therefore, every SP in colleges in Indonesia must continue to do so evaluation to curriculum continuously. This evaluation can be implemented by updating according to the development of needs and science and technology.

Therefore, responding to this global challenge, French language study programs in Indonesia are competing with each other to be able to prepare graduates who are competent in their fields. Thus it is felt necessary to conduct research related to course Specializations that are offered in French Language Study Programs in Indonesia. Apart from that, in relation to the Specialized courses in PS- PBP FKIP Unila where the researchers take shelter, of course it is also necessary to collect data related to how students are interested in the Specialized courses being offered.

Therefore, in the end it is possible to optimize the Specialization course so that it can provide skills qualified as the added value of graduates when they enter the world of work. Based on some of the things mentioned above, the formulation of the problem of this research is:

1. What specializations course are offered in French Language Study Programs throughout Indonesia??
2. What specializations course are most offered in French Language Study Programs in Indonesia?
3. What are the course specializations offered in French Language Study Programs in Indonesia?
4. How role the specializations course to challenges to world of work graduates?

1.1. College curriculum

According to Permendikbud Number 3 of 2020 Article 1, curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve College Education goals. Therefore, there are many things and processes that must be carried out by each SP to obtain and produce a curriculum right. Especially in the current disruptive era, there are more and more challenges that must be faced, more changes that must be adapted, and like it or not, requires many parties to change. Ready or not ready, college is responsible for producing educated human resources under any circumstances. Compilation and updating, maybe also changing the curriculum is a routine activity that is usually carried out at college. This is intended so that the curriculum remains in its corridor, namely in accordance with the National College Education Standards (SN-Dikti). In addition, the learning outcomes that are made to measure the achievement of graduates' abilities or competencies must also be in accordance with the achievements formulated in the qualification levels of the Indonesian National Qualifications Framework (KKNI). Therefore, along with the times: (IPTEKS) scientific vision, societal needs, as well as stakeholder needs, the government was quick to respond. The response was the implementation of a new policy in the field of higher education through the "Free Learning - Independent Campus (MBKM)" program in early 2020. Indonesian National Qualifications Framework (KKNI) according to web Kemnaker <https://skkni.kemnaker.go.id/tentang-kkni/penyetaraan-jenjang>.

Framework The Indonesian National Qualifications (KKNI) is a qualification framework for Indonesian human resources juxtaposes, equalize, and integrate education sector with the training sector and work experience in a work capability recognition scheme adapted to the structure in various work sectors. Furthermore Santoso (2015) added that The IQF is an embodiment of the quality and identity of the Indonesian nation in relation to the national education system, the national job training system and the national equality assessment system, which are owned by Indonesia to produce human resources from learning outcomes, which are owned by every Indonesian worker in creating quality work and contributions in their respective fields of work. That it can be said that the KKNI aims to harmonize "Education with the World of Work". As for the KKNI related to the world of education, namely Higher Education, the KKNI is used to determine the competency of graduates according to their level of education (S1/S2/S3) and the formulation learning outcomes formulated at the KKNI level. The education levels for S1 and S2 as well as S3 have different levels related to the competency achievements that must be achieved. To rate bachelor degree, graduates must own ability/competence most low equivalent to the learning outcomes formulated at level 6 of the KKNI. The description of the level 6 KKNI qualification level in accordance with Presidential Regulation Number 8 of 2012 which must be mastered by Bachelor graduates is as follows. Able to apply their field of expertise and utilize science, technology, and/or art (IPTEKS) in their field in solving problems and being able to adapt to the situation at hand.

Mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of specific sections in that field of knowledge in depth, and being able to formulate settlement procedural problem. Able to take decision appropriate based on the analysis of information and data, and able to provide deep guidance choose various alternative solutions independently and in groups. Responsible for their own work and can be given responsibility for the achievement of the work of the organization Higher Education National Standards (Standar Nasional Pendidikan Tinggi) (SN-Dikti).

According to Permenristekdikti Number 44 of 2015 Chapter I, Article 1, Paragraph 1, SN-Dikti is a standard unit that includes National Education Standards, plus National Research Standards, and National Community Service Standards, (Permenristek, 2015). In other words, SN- Dikti is a guideline for universities related to the Tridarma college (namely education, research, and service) as the standard that guides the implementation of these three things. Junaidi, dkk. (2020) explains that if the description of Learning Outcome Capaian Pembelajaran Lulusan (CPL) in the KKNI contains four elements, namely elements of attitude and values, elements of work ability, elements of scientific mastery, and elements of authority and responsibility, then in SN-Dikti the CPL formulation is included in one of the standards is the Graduate Competency Standards Standar Kompetensi Lulusan (SKL). In SN-Dikti, CPL consists of elements of attitude (sikap) (S), general skills (keterampilan umum) (KU), specific skills (keterampilan khusus) (KK), and knowledge

(pengetahuan) (P). Elements of attitude and general skills have been formulated in detail and listed in the attachment to the SN-Dikti, while the KK and knowledge elements must be formulated by a similar study program forum which is a feature of the graduates of the study program. Based on the CPL, the curriculum development of a study program can be expanded. Thus, it can be said that KK is the hallmark of a SP. Therefore, even though there are 15 French Language Study Programs in Indonesia, it is certain that the KK owned by one Study Program and another Study Program will be different.

1.2. Graduate profile

Graduate learning outcomes (Capaian pembelajaran lulusan) (CPL) are formulated by study programs based on graduate tracking results, stakeholder input, professional associations, consortium scientific, trend development knowledge/expertise in the future, and from the results of curriculum evaluation. It is recommended that the CPL formula contain the skills needed in the industrial era 4.0 regarding data literacy, technology literacy, and human literacy, as well as the ability to perceive signs development. Development technology can be understood as human collaboration with intelligent systems based on Internet of Things (IoT), with the ability to leverage intelligent machines are more efficient with a more synergistic environment (Rada, 2017). In the end, the CPL Prodi formulation must refer to SN- Dikti and IQF descriptors according to their level of education. CPL can also be added capabilities that reflect the uniqueness of each tertiary institution in accordance with the vision and mission, the uniqueness of the area where the tertiary institution is located.

It is recommended that the CPL formula contain the skills needed in the industrial era 4.0, including the ability to: a) data literacy, the ability to understand, read, analyze, use data and information (big data) in the digital world; b) technological literacy, the ability to understand how machines work, technology application (coding, artificial intelligence, and engineering principle); c) human literacy, the ability to understand humanities, communication and design; d) 21st century skills that grow HOTS (high order thinking skills), include Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion dan Civic responsibility; e) understanding of the industrial era 4.0 and its development; f) understanding of knowledge to be practiced for mutual benefit locally, nationally, and globally. g) learning outcomes and additional competencies that can be achieved outside the study program through the MBKM program.

1.3. Course subject

Each course contains elements of knowledge, skills, and attitudes. In accordance with SN-Dikti (2015), the level of depth and breadth of learning material for the undergraduate level is: mastering the theoretical concepts of certain fields of knowledge and skills in general and the theoretical concepts of specific sections in the fields of knowledge and skills in depth. Study materials and learning materials can be updated or developed according to the development of science and technology and the direction of the study program's knowledge development.

Independent Learning Curriculum Independent Campus (Merdeka Belajar Kampus Merdeka) (MBKM) MBKM is a learning activity outside the study program that students can take part in for a maximum of three semesters both inside and outside of higher education which consists of 8 (eight) forms, including student exchange, internship/work practice, teaching assistance in education units, research/research, project humanity, entrepreneurial activity, studies/projects independent, building a thematic real work village/college (Merdeka Handbook Learning - Merdeka Campus, 2020). The Process Standards contained in SN-Dikti are the basis for the Free Learning-Free

Campus policy in College Education. Students have the opportunity to gain learning experience outside their study program and be oriented towards acquiring the 21st century skills needed in the industry 4.0 era, including communication, collaboration, critical thinking, creative thinking, as well as computational logic and concern, (Junaidi, dkk., 2020)

Until now, in 2022, there are 15 French Language Study Programs (Program Studi Bahasa Prancis) (PSBP) spread across 15 universities in Indonesia. The 15 PSBPs consist of PS in literature and education. The 15 PSBPs can be accessed via the web below.

Table 1. Data of French Language Study Programs in Indonesia

No	University
1	Universitas Negeri Medan (Unimed) https://fbs.unimed.ac.id/jurusan/bahasa-asing/pend-b-prancis/
2	Universitas Lampung (Unila) http://franch.fkip.unila.ac.id/
3	Universitas Negeri Jakarta (UNJ) https://fbs.unj.ac.id/perancis/
4	Universitas Indonesia (UI) https://prancis.fib.ui.ac.id/
5	Universitas Pendidikan Indonesia (UPI) http://perancis.upi.edu/
6	Sekolah Tinggi Bahasa Asing (STBA) Yapari Bandung https://perancis.stbayapariaba.ac.id/
7	Universitas Padjajaran (Unpad) http://prancis.fib.unpad.ac.id/
8	Universitas Negeri Semarang (Unnes) https://unnes.ac.id/prodi/sastra-prancis-s1
9	Universitas Negeri Semarang (Unnes) https://unnes.ac.id/prodi/pendidikan-bahasa-prancis-s1
10	Universitas Negeri Yogyakarta (UNY) http://pbp.fbs.uny.ac.id/frontpage
11	Universitas Gajah Mada (UGM) https://sastraprancis.fib.ugm.ac.id/
12	Universitas Gajah Mada (UGM) https://sastraprancis.fib.ugm.ac.id/
13	Universitas Negeri Manado (Unima) https://pbperancis.unima.ac.id/
14	Universitas Halu Oleo Kendari (UHO) http://fr.fib.uho.ac.id/
15	Universitas Brawijaya (UB) http://prancis.fib.ub.ac.id/

2. METHOD

Based on the research objectives that have been described, the researcher uses a descriptive qualitative research method emphasizing observation of phenomena and researching more into the substance of the meaning of a phenomenon (Ardianto, 2019). Qualitative methods are used to answer questions about what, how, or why for a phenomenon (McCusker, K., & Gunaydin, S., 2015).

2.1. Data collection methods and techniques

Based on the instruments used in this research, the data collection methods and techniques used are also the same, namely the methods and techniques literature review. To obtain data related to the Specialized MKs offered in each French Language Study Program in Indonesia, the researchers made observations through the SP web.

2.2. Data analysis methods and techniques

Data analysis methods and techniques used in this research are content analysis and Population and Research Sample.

2.3. Research instrument

The instrument is a tool when research uses a method, (Arikunto, 2002: 126). The instrument used to collect research data is a literature study.

2.4. Population and research sample

The population of this study is 15 French Language Study Programs spread throughout Indonesia and the sample includes all Specialization Courses owned or offered by each Study Program.

2.5. Research instrument

The instrument is a tool when research uses a method, (Arikunto, 2002: 126). The instrument used to collect research data is a literature study.

3. RESULTS

Based on the results of research that has been done through literature study, namely through the website of each French Language Study Program in Indonesia, the following data are obtained related to course specialization.

Table 2. Data on course specialization in French Language Study Program in Indonesia

No	University	Owned Specilization Course
1	Unimed	1. Translation 2. Tourism 3. Secretariat 4. Hospitality 5. Banking
2	Unila	1. Tourisme 2. Translation 3. Journalism

3	UNJ	1. Literature 2. Culture 3. Translation 4. FOS (tourism)
4	UI	1. Literature 2. Culture 3. Translation 4. FOS (tourism)
5	UPI	1. Linguistics 2. Translation 3. FOS
6	STBA	1. Translation 2. FOS (language, culture, management offices and tourist, hospitality, culinary, fashion)
7	Unpad	1. Language 2. Literature 3. Linguistics and translation 4. Culture 5. Research
8	Unnes 1	1. Literature 2. Linguistics
9	Unnes 2	1. Translation 2. Tourism 3. Administration
10	UNY	1. Tourism 2. Translation
11	UGM	1. Office and business administration 2. Tourism 3. Journalism 4. Translation 5. Academic
12	Unhas	1. Literature

		2. Linguistics 3. Culture 4. Language foreign (Dutch, German) 5. Translation
13	Unima	1. Linguistics 2. Literature 3. FOS (tourism, hospitality, trade, business, secretariat, banking)
14	UHO	1. FOS (secretariat, hospitality, company, travel agent, tour guide) 2. Linguistics 3. Translation 4. Journalism
15	UB	1. Linguistics

Based on the data in the table above, it can be seen that the specialization courses given in each French language study program throughout Indonesia are quite diverse but have very close threads. Specialized French (FOS/ Français sur les Objectifs Specifics) is the most widely offered course specialization in each study program, such as tourism, hospitality, and restoration, as well as translation. As for understanding in detail regarding the distribution of MK Specialization, it can be seen through the table below.

	PS Bahasa Prancis	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
No	MK Peminatan	Unimed	Unila	UNJ	UI	UPI	STBA	Unpadj	Unnes1	Unnes2	UNY	UGM	Unhas	Unima	UHO	UB	
1	Penerjemahan	√	√	√	√	√	√	√		√	√	√	√		√	√	13
2	FOS pariwisata	√	√	√		√	√			√	√	√		√		√	10
3	FOS sekretariat	√												√	√		3
4	FOS perhotelan	√					√							√	√		4
5	FOS perbankan	√												√			2
6	Jurnalistik		√									√			√	√	4
7	Sastra			√	√			√	√				√	√		√	7
8	Budaya			√	√		√	√					√				5
9	BIPA				√												1
10	Linguistik					√		√	√				√	√	√	√	7
11	FOS perkantoran						√					√			√		3
12	FOS kuliner						√										1
13	FOS mode						√										1
14	Kebahasaan						√	√									2
15	Riset							√									1
16	FOS administrasi									√		√					2
17	Akademik											√					1
18	Bahasa asing						√						√				2
19	FOS perdagangan													√			1
20	Pengajaran															√	1
21	Kewirausahaan					√								√	√	√	4

Image 1. Distribution of MK Specializing in French Language

4. DISCUSSION

Based on data on the distribution of MK Specializations in all French language study programs in Indonesia, they can be grouped into three courses. The top and bottom specializations are as follows.

Table 3. Distribution of the Top 3 MK Specializations in French Language Study Programs in Indonesia

No	Specialized Course	Amount	Percentage
1	Translation	13	87%
2	FOS Tourism	10	67%
3	Literature & Linguistics	7	47%

Based on the data presented in the table above, Translation is the Most Major Course offered in almost all French Language Study Programs in Indonesia, namely 13 Study Programs (87%). Then MK The second and third most widely offered specializations are tourism FOS (67%) and literature and linguistics (47%). Thus it can be said that the four MKs are the special fields of French language MK that are most widely offered by almost all French language study programs in Indonesia, both education and literature. As for the Translation itself, it can be said that almost all Study Programs offer the course as Specialization Courses except for the Unnes French Literature Study Program and the Unima French Language Education Study Program. Looking at these data, indicates that Translation has enormous opportunities for graduates in the world of work. The field of translation does have very promising job opportunities with quite a large salary range. Especially if the translator has been sworn in, so of course the range of salary earned will be very large.

Therefore, almost all French language study programs in Indonesia offer course translation so that graduates can take part not only in the main French language being studied, but also have great opportunities to work in the field of translation. Apart from that, tourism FOS is also a specialization course that is widely offered in French language study programs in Indonesia, namely Unimed French language study programs, Unila, UNJ, UPI, STBA, Education Unnes, UNY, UGM, Unima, and UB. Considering that tourism in Indonesia is a rapidly developing field, the French Language Study Program in Indonesia took this opportunity to equip graduates with expertise in the French language for Tourism. This is because many foreign tourists who travel to Indonesia, including people who speak French, so of course it is a very good opportunity for graduates if they master French specifically in the field of tourism.

Furthermore, there is an MK in linguistics and literature which occupies the third position with the most offers as an MK for Specialization in French Language Study Programs (7 Study Programs). Linguistics and Literature itself is basically part of the main French language that is taught in each study program, both literature and education. Competence in the fields of linguistics and literature is also widely offered, of course because there are opportunities for graduates to have careers in these fields such as becoming lecturers in linguistics or literature, as well as practitioners/ researchers in the fields of linguistics and literature.

Table 4. Distribution of the top 3 MK Specializations in French Language Study Programs in Indonesia

No	Specialized course	Amount	Percentage
1	BIPA, Culinary FOS	1	0,07%
2	FOS fashion, research	1	0,07%

3	Akademic, FOS trade, teaching	1	0,07%
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As for course, specializations that are offered at least in several French language study programs in Indonesia are BIPA, culinary FOS, fashion FOS, trade FOS, research, academics, and teaching. There is only 1 Study Program that offers each of these Specialization courses, so it can be said that the Specialized course is a unique MK because it is only offered in certain Study Programs. In addition, the selection of the Specialization Course is of course closely related to the characteristics of the Study Program that offers it. It is possible that the university's characteristics become a reference for study programs to offer the course, even though there are rarely or even no other study programs in Indonesia who offers it. BIPA itself is only offered by the UI French Literature Study Program which is certain in this case PSP UI sees a huge opportunity for its graduates to be able to become BIPA teachers, especially abroad, namely in Frankophone countries. On the other hand, STBA Yapari Bandung also has a unique Specialization MK and the only one in their Study Program, namely FOS culinary and fashion. Of course, as one of the French Language Study Programs, which incidentally existed and existed in a culinary city, a tourist city, and a fashion city, it was a consideration for STBA to offer the two courses. Therefore, STBA French literature graduates are expected to be able to compete with many promising opportunities.

Apart from STBA, Bandung also has another French Literature Study Program (Unpadj) which offers the only MK specialization in Indonesia, namely research. As one of the well-known campuses, of course, it is Unpad's hallmark as a research campus, so it is a consideration for the UnpadJ Literature Study Program to also offer research as a specializing course. UGM also offers specialization courses which are almost similar to Unpad, namely academics. Ofcourse this is very appropriate because UGM is indeed one of the big campuses that has succeeded in producing scholars great, so that it became an inspiration for the UGM French Literature Study Program to offer an Academic Specialization course. Furthermore, there is also Unima which offers trade FOS as Specialization course, considering that trade opportunities are one of the fastest growing sectors apart from hotels and restaurants. Then the last one is UB which as a Literature Study Program offers a Course Specialization in Teaching so that graduates are expected not only to be involved in the field of literature but also to have competence and opportunities to become teachers.

4.1. Challenges of the Post-Pandemic World of Work

Related to the challenges of the world of work today, especially after the pandemic, of course this has not dampened the motivation and competitiveness of French Language Study Program graduates, both literature and education. In addition to the provision of French language skills in their main scientific fields, namely literature or education, French language graduates must be confident and have the courage to compete with graduates in other fields of the same or different fields. This is of course based, because in addition to their main French language, graduates also have competence and plus points in other fields of French including in the fields of translation, tourism, linguistics, hospitality, and others. The analogy, for example, in the field of tourism. If the competitors for French language graduates are actually from the Tourism Study Program, it is likely that the graduates only master English as a foreign language. But graduates of the French Language Study Program certainly have a plus, because apart from their scientific field (French), graduates are also skilled in the field of tourism. That is, graduates are competent in the field of tourism but also master foreign languages as a support. Of course, this plus value should be an ammunition for graduates to be able to compete and compete in the national and even international arena.

5. CONCLUSION

Based on the results of the research that has been done and refers to the formulation of the research problem, the conclusions of this study are as follows. Majoring Courses offered in French Language Study Programs spread throughout Indonesia are special courses in French which have characteristics for each field.

Most Majoring Courses offered in French Language Study Programs in Indonesia are Translation.

MK Specializations that are still few offered in French Language Study Programs in Indonesia include: BIPA, culinary FOS, fashion FOS, trade FOS, research, academics, and teaching.

Course Specialization has a very large role in the challenges of the world of work for graduates where through the provision of MK Specialization can provide more points (competencies) for graduates besides the main French language field (education/literature) studied.

The suggestions that can be conveyed regarding the research that has been carried out are as follows. This research can be done research advanced for obtain more comprehensive data both from the real side of each Study Program and also graduates. Collaboration between Study Programs can be established to continue this research so that the data and discussion obtained are more complete, not just based on references.

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