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Demand and Training Pathways for "Chinese + Vocational" Talent In Indonesia: Trends and Development Strategies

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ABSTRACT

This study explores the demand for "Chinese + Vocational" talents in Indonesia and the pathways for their cultivation. Using a mixed-methods approach that combines surveys and interviews, the findings reveal a significant need for such talents, particularly in trade, tourism, and artificial intelligence industries. Data analysis using Excel and SPSS 29.0, complemented by thematic analysis of interview transcripts, reveals a notable demand in trade (65.8%), tourism (58.3%), and artificial intelligence industries (52.1%). Grounded in Gardner's social-educational model and Dornyei's second-language motivation self-system, the study highlights the critical role of learner motivation. Notably, 61.9% of respondents cited career advancement as their primary reason for learning Chinese, emphasizing the strong link between language acquisition and professional aspirations. Despite this demand, the current "Chinese + Vocational" curriculum faces significant challenges, including rigid structures, a shortage of qualified instructors, and limited teaching resources. Moreover, 79.7% of Indonesian learners have only intermediate or lower Chinese proficiency, limiting their ability to use the language in professional settings. To effectively address these challenges, this study recommends aligning curricula with market needs, strengthening faculty development, integrating diverse teaching resources, and enhancing school-enterprise collaborations. These findings offer valuable insights into implementing "Chinese + Vocational" education in Indonesia and have broader implications for international Chinese language education. The study underscores the importance of continuous adaptation, strategic refinement in talent cultivation, and global academic collaboration.

Keywords:
Indonesia, Chinese + Vocational, Talent Demand, Training Pathway, Curriculum Development, Chinese Language Proficiency

INTRODUCTION

The bilateral relationship between China and Indonesia has grown significantly in recent years, deepening economic and trade cooperation. In 2024, during Prabowo's visit to China, a business matchmaking event in Jakarta attracted widespread attention from both countries' business communities (Chairunnisa et al., 2025; Darmawan & Desfarika Putri, 2021; Mahfud, 2014; Marukawa, 2021; Nitasya Filza et al., 2024). The Indonesian government also launched the first "Chinese Enterprises Going Global: In-Depth Indonesia Tour" to strengthen economic collaboration, bringing together representatives from 100 Chinese enterprises and approximately 150 Indonesian enterprises. This initiative aimed to explore investment opportunities across various sectors, including food and ingredients, trade, agriculture, fisheries, industrial parks, and logistics, encouraging deeper participation from Chinese investors in Indonesia's economic development (Chen Xiaofang, 2024).

As Indonesia continues to expand its commercial strategies, the entry of large enterprises has not only optimized resource allocation and increased efficiency but has also contributed to the growth of local businesses. This economic transformation has created a growing demand for specialized professionals, particularly interdisciplinary talent proficient in both Chinese and vocational skills. In addition, the increasing global

interactions with China have led to a surge in demand for “Chinese + Vocational” talent in various countries. Scholars have conducted in-depth studies on this topic in Thailand (Wen Qiumin, 2021), Russia (Bu Yanxin, 2023), the Central African Republic (Dou Huanxin, 2024), and Vietnam (Peng Jianling, 2024). How does the demand for “Chinese + Vocational” talent in Indonesia compare with similar initiatives in China, Thailand, or Africa?

The demand for “Chinese + Vocational” education is closely linked to learner motivation and career aspirations. According to Gardner’s Socio-Educational Model (1985), language learners are driven by two primary types of motivation: integrative motivation (learning a language to integrate into a culture) and instrumental motivation (learning for career or economic benefits). The findings of this study align with Gardner’s framework, as 61.9% of respondents identified career development as their primary motivation for learning Chinese. Additionally, Dörnyei’s L2 Motivational Self System (2005) suggests that learners envision a “future self” who successfully uses a second language in their career, reinforcing sustained engagement in language acquisition. These theories help explain why the demand for “Chinese + Vocational” education is increasing in Indonesia, where Chinese proficiency is perceived as a pathway to employment in multinational corporations and trade sectors.

In language teaching, “demand” refers to learners’ need for the target language. Initially applied in English for Specific Purposes (ESP), demand analysis now encompasses linguistic, emotional, curricular, and institutional needs, as well as students’ motivations and learning requirements (Galloway et al., 2024; Jordán Enamorado, 2025; Lasekan, 2024; Martín-González & Chaves-Yuste, 2024). For Chinese curriculum designers, understanding learners’ needs involves identifying the specific forms of Chinese they will use, the required skills, communicative tasks, and relevant language environments (Guo Rui, 2015). Hutchinson and Waters (1993:55) further categorized “target needs” into required knowledge, missing knowledge, and desired knowledge. Traditionally, curriculum design has been shaped by institutional perspectives, often overlooking actual student needs. Addressing these gaps is crucial for the development of well-structured “Chinese + Vocational” programs that align with industry and workforce requirements in Indonesia.

Given these gaps, this study contributes novel insights by: (1) providing the first comprehensive empirical analysis of “Chinese + Vocational” talent demand specifically in the Indonesian context using a validated needs analysis framework; (2) integrating both quantitative demand assessment and qualitative stakeholder perspectives through a mixed-methods design; (3) applying established second language acquisition motivation theories (Gardner, Dörnyei) to explain patterns in vocational Chinese learning contexts; and (4) developing evidence-based curriculum development recommendations tailored to Indonesia's specific industrial structure, educational system constraints, and learner characteristics. Unlike previous studies examining single countries or comparing broad regional patterns, this research offers granular analysis of Indonesia's unique demand profile while situating findings within established theoretical frameworks, thereby

advancing both practical curriculum development and theoretical understanding of language-vocational education integration.

This study aims to analyze the specific demand for "Chinese + Vocational" talent in Indonesia by examining industry requirements, student learning needs, and curriculum effectiveness. Through this analysis, the paper will identify key challenges and propose strategies for designing Chinese language curricula that align with Indonesia's evolving workforce demands. By doing so, it seeks to contribute to the development of well-structured educational programs that effectively prepare Indonesian professionals for an increasingly interconnected global economy.

METHOD

To truly grasp the demand for "Chinese+Vocational" talent in the Indonesian market, we conducted a demand analysis study. Our research methodology combines quantitative and qualitative approaches, employing a self-developed research framework (see Table 1). We designed questionnaires and interviews to collect data, ensuring a comprehensive understanding of demand. Based on previous research and Indonesia's' real-world context, our questionnaire covers various dimensions, including personal information, Chinese learning experiences, career planning and perceptions, and course expectations, to obtain complete and detailed demand information.

Data was collected using a self-developed questionnaire distributed through various online platforms. A total of 265 questionnaires were collected and analyzed using Excel and SPSS 29.0. Semi-structured interviews were also conducted with corporate representatives to gain deeper insights into industry demand.

Table 1: "Chinese+Vocational" Talent Demand Analysis Framework

Basic Information	**Gender**
	Age
	Region
	Current Occupation
Language Proficiency	1. Are you currently learning Chinese, or have you learned Chinese before?
	2. What is your primary motivation for learning Chinese?
	3. What is your current level of Chinese proficiency?
	4. What are your main ways of learning Chinese?
Career Planning and Awareness of "Chinese+Vocational" Education	5. Do you plan to pursue a China-related career in the future?
	6. Which China-related career field are you interested in?
	7. Are you familiar with the "Chinese+Vocational" education model?
	8. To what extent do you think "Chinese+Vocational" courses will benefit your career development?
	9. If you are given the opportunity, how interested would you be in taking "Chinese+Vocational" courses?
	10. In your desired career, how important do you think Chinese proficiency is?

	11. Besides Chinese proficiency, what other skills or knowledge do you think are necessary for your desired career?
Expectations and Needs for “Chinese+Vocational” Courses	12. If you had the opportunity to take “Chinese+Vocational” courses, what aspects of improvement would you expect the most?
	13. What is the most important factor when choosing a “Chinese+Vocational” course?
	14. What type of teaching mode do you expect for “Chinese+Vocational” courses?
	15. What are your expectations for the assessment methods in “Chinese+Vocational” courses?
	16. What aspects do you think the course materials should emphasize?
	17. How many course hours do you think are appropriate for “Chinese+Vocational” courses?
	18. Assuming each class is 45 minutes, how many classes per week do you prefer?
	19. What do you think should be the language proportion in “Chinese+Vocational” courses?
	20. Do you hope that “Chinese+Vocational” courses can lead to internationally recognized certificates or qualifications?
	21. If you do not plan to take “Chinese+Vocational” courses, what is your main reason?
Market and Industry Demand	22. What do you think is the current global market demand for “Chinese+Vocational” talent?
	23. Which industries or companies do you think have the most urgent demand for “Chinese+Vocational” talent?
	24. What do you think are the main challenges in promoting “Chinese+Vocational” education?
	25. Would you like “Chinese+Vocational” courses to collaborate with relevant industry associations or international organizations?

RESULT AND DISCUSSION

Findings

In addition, to gain a deeper understanding of corporate and societal demand for “Chinese + Vocational” talent, we conducted interviews with relevant corporate representatives. We also know that social media platforms in Indonesia such as Website, Instagram and Twitter, as well as various educational platforms, are rich in diverse information related to "Chinese + Vocational", providing extensive data resources for exploring learners' needs and talent trends.

Take Instagram, a mainstream social media platform, as an example. It has a large user base in Indonesia. Through professional web crawler tools, by setting precise keywords such as "Chinese vocational courses", "Application of Chinese in the workplace", and "Indonesian Chinese workplace skills", it is possible to capture a large number of relevant posts and comments. For instance, some Indonesian professionals share their experiences of using Chinese in communication during cooperation projects with Chinese enterprises, or express their eagerness to master specific Chinese vocational

skills, such as writing business contracts and trade negotiation terms. These contents can directly reflect the demand for "Chinese + Vocational" capabilities in actual work scenarios.

In terms of educational platforms, some online Chinese - learning websites and apps in Indonesia contain massive learning data. For example, a well - known Chinese - learning app records users' learning trajectories, including course selection, learning duration, and test scores. By using data mining techniques to analyze these data, if it is found that a large number of users frequently study business Chinese courses, but spend a long time on specific modules (such as Chinese expressions in cross - border e - commerce business processes) and have a high error rate in tests, this clearly shows learners' learning confusions and key needs in this field.

In addition, through the integration and cross - analysis of data from different platforms, it is possible to further explore potential talent demand trends. When the discussion heat about "Chinese + New Energy" on social media continues to rise, and at the same time, the number of enrollments and learning duration of relevant courses on educational platforms also increase steadily, combined with the development plan of Indonesia's new energy industry, it can be reasonably predicted that the demand for compound talents who understand both Chinese and possess new energy professional knowledge in this field will increase significantly in the future.

Due to space limitations, we selectively present some of the survey results here. If percentage data sufficiently explains the findings, we do not include separate SPSS data tables. Based on the collected demand analysis data, we identified key correlations in the following aspects:

The Relationship Between Learning Motivation and Career Planning

Based on the cross-tabulation analysis of multiple responses, the Chi-square test shows a p-value of 0.001*, less than or equal to 0.05. Indicates statistical significance at the $\alpha = 0.05$ level, demonstrating a significant difference in the motivations (Q2) of different respondents regarding their choices (Q5, Q6). In other words, learner motivation to study Chinese is closely related to their future career aspirations in China-related fields. As a result, the stronger the learner’s motivation to pursue a China-related career, the more diversified their preferred career fields are. Therefore, from this perspective, the demand for “Chinese+Vocational” courses is urgent. It is crucial to focus on tailoring “Chinese+Vocational” courses in various professional fields to meet learner needs.

The demand for "Chinese + Vocational" education is closely linked to learner motivation and career aspirations. According to Gardner’s Socio-Educational Model (1985), language learners are driven by two primary types of motivation: integrative motivation (learning a language to integrate into a culture) and instrumental motivation (learning for career or economic benefits). The findings of this study align with Gardner’s framework, as 61.9% of respondents identified career development as their primary motivation for learning Chinese. Additionally, Dörnyei’s L2 Motivational Self System (2005) suggests that learners envision a "future self" who successfully uses a second

language in their career, reinforcing sustained engagement in language acquisition. These theories help explain why the demand for "Chinese + Vocational" education is increasing in Indonesia, where Chinese proficiency is perceived as a pathway to employment in multinational corporations and trade sectors. This study's findings indicate that learner motivation aligns with Dörnyei’s model, as many students view Chinese proficiency as a stepping stone for career advancement in sectors such as trade, tourism, and international business.

Table 2: The Relationship Between Learning Motivation and Pursuing China-Related Careers and Fields

Question	Pearson Chi-Square Test	Significance
In your desired profession, how important do you think Chinese language proficiency is?	10.868	0.093
Apart from Chinese language proficiency, what other skills or knowledge do you think are necessary for your desired profession?	43.623	<.001*
If given the opportunity to participate in a "Chinese+Vocational" course, what aspects would you most like to improve in the course?	60.913	<.001*
***. The Chi-square statistic is significant at the 0.05 level.**		

The Relationship Between Chinese Proficiency and “Chinese+Vocational” Practical Skills

In international Chinese education, mastering basic Chinese knowledge and skills can be assessed through proficiency levels. Traditionally, Chinese language proficiency was evaluate based on general communication abilities rather than professional communication skills. For example, for approximately 79.7% of intermediate and beginner learners Chinese proficiency allows them to master new vocabulary and engage in daily communication or discussions on general topics. However, in the workplace, learners may not be able to use their basic knowledge to complete job tasks. Therefore, we aim to analyze whether there is a correlation between “Chinese proficiency” and practical skills in various fields.

Table 3: Correlation Between Chinese Proficiency and Desired Skills in the Profession

	Do you plan to pursue a China-related career in the future?			Which China-related career fields would you like to pursue?								
What is your main motivation for learning Chinese?	Yes	No	Maybe	IT	TS	CBE	HM	E&T	C&AE	TR&D	HS	Other

Personal interest and hobby	61	14	70	78	52	45	16	68	62	38	12	7
Plan to study in China	43	3	25	42	34	25	12	37	28	23	10	4
Career development needs	75	10	79	93	63	49	26	66	56	38	16	12
Influence from family or friends	34	12	55	53	31	33	12	39	30	21	13	11
Interest in Chinese culture	50	12	59	62	47	34	13	58	54	32	14	8
Other	0	1	0	0	1	0	0	0	0	0	0	0
Pearson Chi-Square Test	40.763			157.887								
Significance	<.001*			<.001*								

The cross-tabulation analysis through multiple response analysis shows that the p-value for the Chi-square test between “Chinese proficiency” and “the degree to which Chinese plays a role in the desired profession” is 0.093. Since the p-value is greater than 0.05, there is no statistical significance at this level. This suggests that there is no significant difference in the degree to which Chinese proficiency is considered important in the desired profession across different proficiency levels. In other words, learners with different levels of Chinese proficiency do not significantly differ in their views on whether Chinese will play a role in their profession. Regardless of their proficiency stage, most learners believe that their current level of Chinese proficiency does not have a substantial impact. However, learners feel that, aside from Chinese proficiency, they need to improve their professional skills to enhance their career prospects.

The Relationship Between “Chinese+Vocational” Course Design and Market Adaptability

With the growing popularity of international Chinese education, the internationalization of vocational education, and the ongoing promotion of ideas such as the community of shared future for mankind, the demand for “Chinese+Vocational” courses has a promising development outlook. The “Chinese+Vocational” educational model has become a way to train foreign frontline employees to use Chinese for workplace communication. The “Chinese+Vocational” course must meet the practical needs of learners when they work in foreign-related enterprises in the future.

Although some universities in Indonesia offer Chinese courses focused on business careers, these courses have not fully met and aligned with the actual needs. The existing courses are relatively simplistic and lack substantial innovation. Besides offering single-type courses, the curriculum design has not yet fully adapted to the practical needs of learners for their future careers. Although there are Chinese business courses available, the courses offered do not match the professional demands of the market, which may negatively affect learners' employment opportunities.

Table 4: Correlation Between "Chinese+Vocational" Talent Demand and the Degree of Assistance the Course Provides for Future Career Development

Question	How do you think the "Chinese+Vocational" course will help your future career development?	
	Pearson Chi-Square Test	Significance
What do you think is the current demand for "Chinese+Vocational" talent in the international market?	55.347	<.001*
*. The Chi-square statistic is significant at the 0.05 level.		

From the correlated data in Table 4, we can see that the "Chinese+Vocational" courses assistance in future development and the "Chinese+Vocational" talent demand, as shown in the multiple response analysis cross-tabulation, have a Chi-square test significance p-value of 0.001. Since the p-value is less than or equal to 0.05, this indicates that the two are correlated.

The Relationship Between the Teaching Mode of the "Chinese+Vocational" Course and Course Requirements

From the data we obtained, learners place great importance on aspects such as the assessment methods, course materials, course scheduling, and course certification. However, there is no significant correlation when it comes to the choice of teaching language.

Table 5: The Relationship Between the Teaching Mode of the "Chinese+Vocational" Course and Course Requirements

Question	What type of teaching mode do you expect the "Chinese+Vocational" course to adopt?	
	Pearson Chi-Square Test	Significance
What are your expectations for the assessment methods of the "Chinese+Vocational" course?	100.989	<.001*
What aspects do you think the textbook for the "Chinese+Vocational" course should focus on?	237.536	<.001*
How many class hours do you think would be appropriate for the "Chinese+Vocational" course?	231.893	<.001*
What should the proportion of the teaching language be in the "Chinese+Vocational" course?	35.714	0.058
Would you like the "Chinese+Vocational" course to offer an internationally recognized certificate or qualification?	56.969	<.001*
***. The Chi-square statistic is significant at the 0.05 level.**		

It seems that the "Chinese+Vocational" course must have a targeted teaching approach, flexible scheduling, and goal-oriented course outcomes. Therefore, the

teaching mode of the course must analyze all demand-related issues to align with the actual needs of the learners and their future career development. The "Chinese+Vocational" course can be scientifically and reasonably designed only by doing so. However, based on the current course offerings, most institutions and universities still follow traditional teaching methods, such as using the Chinese proficiency exam guidelines or traditional business course syllabi, which limit the choices for learners. Therefore, to meet these demands, the course structure must appropriately consider aspects such as textbook content, scheduling, and the language of instruction. Otherwise, it will impact the effectiveness of the teaching.

Analysis of the Current Status of "Chinese+Vocational" Course Offerings in Indonesia

Many universities in Indonesia, in order to enhance the global competitiveness of Indonesian students and professionals and have initiated collaborations with Chinese institutions through innovations in Chinese education and cross-field cooperation. In recent years, in 2023, the Ministry of Education Center for Chinese and Foreign Language Exchange and Cooperation partnered with Chinese Learning Innovation Centers at six Indonesian universities (Chinese as a Foreign Language Network, 2023). In 2024, Chinese Road (中文路) reached an agreement with two well-known Indonesian universities to promote Chinese education through AI technology (Indonesian Chinese Community, 2024).

Vocational education aims to bridge the gap between theoretical knowledge and practical workforce skills. Traditional Competency-Based Education (CBE) models emphasize skill mastery over time-bound learning, making them highly applicable to "Chinese + Vocational" training. Tyler's Rationale (1949) also provides a foundational approach to curriculum design, suggesting that educational programs should be structured based on clear learning objectives, relevant experiences, and measurable outcomes. Current "Chinese + Vocational" programs in Indonesia primarily follow HSK-based syllabi, which do not fully integrate professional language applications. By incorporating constructivist learning principles, where students engage in real-world industry scenarios, curriculum developers can enhance both language proficiency and vocational competence. Additionally, Work-Based Learning (WBL) models and Kolb's Experiential Learning Theory (1984) suggest that hands-on training and industry internships enhance learning outcomes. This study highlights the need to integrate practical learning experiences such as workplace simulations, internships, and mentorship programs into "Chinese + Vocational" curricula to ensure students are workforce-ready.

Based on the current "Chinese+Vocational" course offerings and demand analysis data in Indonesia, we summarize the following points:

Current Curriculum System is Relatively Monotonous, Lacking Diversified Courses

At present, in the field of "Chinese+Vocational" courses, most institutions, universities, and companies tend to set courses based on the standards of the Chinese

proficiency tests (HSK), without fully considering the actual employment situations of the learners or their future career development. According to the survey data, most Indonesian learners Chinese proficiency is below the intermediate level, which becomes a challenge for them in career planning and development. Learners not only need to master basic Chinese language knowledge and skills but also need to acquire specialized Chinese knowledge and professional skills. In real-world career scenarios, some learners are aware of the importance of Chinese in the workplace, but they only focus on basic knowledge and skills, neglecting specialized knowledge and skills in Chinese, which makes it difficult for them to meet job requirements.

From the results of the chi-square test, the significance P-value is 0.412, which is greater than 0.05. This indicates that the urgent demand for future “Chinese+Vocational” talents in society is not limited to a single direction, nor is it confined to the business sector, but has already infiltrated various industries. However, the current “Chinese+Vocational” courses have unclear positioning and fail to adequately consider the dynamic changes in society’s demand for talent. As a result, there is a gap between Indonesian Chinese institutions and universities and the actual needs of society. This leads to a mismatch in course content, which fails to keep pace with the updating of industry knowledge, and the practical learning outcomes are not prominent enough. Therefore, some studies suggest that vocational colleges should optimize the training model for “Chinese+Career Skills” composite talents, focusing on four dimensions: optimizing the positioning of “Chinese+Career Skills” composite talents, building a cross-professional service integration capacity assurance system for “Chinese+Career Skills”, creating a structured teaching team for “Chinese + Career Skills”, and establishing a multi-dimensional evaluation system for “Chinese + Career Skills” composite talents (Tian Xifeng, Yang Maoya, 2024).

Table 6: “Chinese+Vocational” Talent Demand Urgency and the Association with the Helpfulness of Courses for Future Career Development:

Question	Pearson Chi-Square Test	Significance
Which industries or companies do you think have the most urgent demand for 'Chinese + Career' talents?	18.670	0.412
*. The Chi-square statistic is significant at the 0.05 level.		

Bottleneck in Professional Teaching Staff

A high-quality, highly professional, and specialized teaching staff is an essential resource for the development of international Chinese education at the top level. However, many countries still face challenges with their professional teaching teams (Sun Lili, 2025; Liu Song, 2024), which affects the quality enhancement of “Chinese+Vocational” courses. The Indonesian market is no exception. According to the current state of Chinese education in Indonesia, the development of the teaching staff is still in the “infusion” stage, especially in the case of professional Chinese language teachers (Gao Huangwei, 2024). With the growing demand for “Chinese+Vocational” courses in Indonesia, about 64.9% of the respondents consider the qualifications of the

teaching staff and the teacher-rich experience as important factors. This data suggests that there are non-professional issues with the current teaching staff, which fails to showcase the unique characteristics of "Chinese+Vocational" courses and cannot achieve the best outcomes in meeting the needs of the learners. Consequently, the effectiveness of the "Chinese+Vocational" courses falls short of meeting the market demand from businesses.

Therefore, having a teaching team with both professionalism and rich experience plays a crucial role in enhancing the quality of the "Chinese+Vocational" courses, meeting market demand, and improving the overall learning experience.

Lack of Teaching Resources

With the rapid development of China economy and the increasing cooperation between China and Indonesia, the demand for "Chinese+Vocational" talent across various industries has grown significantly. In the survey question "Which industries or companies do you think have the most urgent need for talent?", the demand for "Chinese+Vocational" talent from different industries was generally high. Among them, 65.8% of respondents believe that multinational companies have the highest demand, while the demand from cultural communication and exchange companies was the lowest, at only 44.2%.

Regarding the selection of "Chinese+Vocational" courses, about 71.2% of respondents hope the courses will be specialized and targeted to help them acquire professional knowledge and apply the skills they learn more quickly. As for the textbook content, approximately 75.4% of respondents believe that it should incorporate more real-world case studies.

Digital teaching resources play a key role in course instruction, as they can promptly reflect the latest developments in the industry and technological advancements. If resources are insufficient, the teaching content cannot be updated promptly. Currently, many institutions, universities, and companies design "Chinese+Vocational" courses based on the HSK (Chinese Proficiency Test) standards, without fully considering the actual employment situations of the learners. The survey results show that most Indonesian learners have an intermediate or lower level of Chinese, making it difficult for them to learn "Chinese+Vocational" courses. Learners not only need to master basic Chinese language knowledge and skills but also need to acquire professional Chinese knowledge and specialized skills.

However, in reality, some learners only focus on basic Chinese knowledge and skills, neglecting the importance of professional knowledge and skills, which makes it difficult for them to meet the demands of job positions. Additionally, the current "Chinese+Vocational" courses lack clear positioning and have not adequately considered the dynamic changes in societal demands for talent. This leads to a gap between the courses offered by Indonesian Chinese institutions and universities and the actual societal demand for talent. As a result, course content is outdated, and the effectiveness of practical learning is insufficient.

Course Scheduling and Cost Issues

The survey shows that approximately 54.5% of respondents emphasize the importance of flexible learning schedules and methods. This reflects the fact that professionals often face the challenge of balancing work, life, and other commitments, making it difficult to dedicate large, fixed blocks of time to learning. They need courses that allow them to adjust their learning pace and schedule according to their circumstances.

However, only about 3.8% of respondents recognize the blended learning model (a combination of online and offline teaching) and hope for flexible scheduling. Online learning enables students to utilize fragmented time, such as during their commute or lunch breaks, to learn theoretical knowledge or watch instructional videos via mobile devices. Offline classes can be scheduled on weekends or specific holidays, offering more interactive learning activities such as practical exercises and case discussions. This model meets the need for flexibility while still ensuring effective learning outcomes.

Course scheduling is closely related to course costs. When considering the cost of a course, learners weigh the expense against the expected learning outcomes. For courses that are well-timed and help them improve their professional skills and competitiveness, they may be willing to pay a higher fee. In the current market environment, course costs need to be assessed considering various factors. Learners expect that the cost should align with the value provided by the course, including the professionalism of the content, the effectiveness of teaching methods, and the flexibility of the schedule.

Thus, a well-structured course schedule can enhance the appeal and effectiveness of the course. At the same time, the pricing needs to strike a balance, offering a competitive value for money that satisfies learners' expectations. Future course development and promotion should take these factors into full consideration to improve the course's market competitiveness.

Discussion

In the context of the booming development of international Chinese education, conducting a cross - cultural comparison of the cultivation of "Chinese + Vocational" talents in Indonesia with that in Thailand and Russia can provide valuable experience for Indonesia. Thailand and Indonesia are both located in Asia, sharing some similarities in culture as they are both influenced by diverse cultures. Moreover, both countries have demands for "Chinese + Vocational" talents in fields such as tourism and trade. Russia, with its vast territory and unique culture, has a different economic structure and industrial demands compared to Indonesia. This comparison is comprehensive and representative.

In terms of curriculum design, Thailand's "Chinese + Vocational" courses are closely integrated with its advantageous industries such as tourism and agriculture. Taking the tourism major as an example, a large number of Thai tourism - related cultural elements are incorporated into the courses, such as the introduction of Thai traditional festivals and characteristic cuisines. Chinese teaching is carried out around tourism service scenarios, such as hotel reception and scenic spot interpretation, which is highly

practical. Russia, on the other hand, designs courses according to its own industrial demands in energy, technology, and other fields. In the "Chinese + Vocational" courses for the energy sector, it focuses on the teaching of professional vocabulary, covering terms in industries such as oil and natural gas. At the same time, it uses case studies of China - Russia energy cooperation projects in teaching to enhance students' practical application ability. In contrast, the current curriculum design in Indonesia is mostly based on the HSK standards, with insufficient integration of local industrial characteristics and relatively single - content courses.

Regarding teaching methods, Thailand often adopts situational teaching methods, simulating real - life tourism scenarios to allow students to practice their Chinese communication skills in practical situations. Meanwhile, it uses multimedia resources to showcase cultural characteristics, enhancing students' learning interest. Russia focuses on case - based teaching and group cooperative learning. By analyzing cases of China - Russia cooperation projects, students are guided to discuss and solve practical problems, cultivating their teamwork and problem - solving abilities. In comparison, some courses in Indonesia still mainly adopt traditional lecture - based teaching methods, with less student participation and practical opportunities.

In terms of talent cultivation goals, Thailand aims to cultivate application - oriented talents who can proficiently use Chinese for communication in tourism, trade, and other fields and understand the cultural differences between China and Thailand. Russia focuses on cultivating compound talents with professional knowledge and Chinese communication skills who can promote bilateral project development in energy and technology cooperation. Currently, the cultivation goals in Indonesia are not clear and specific enough, and they have not fully combined with local industrial development needs.

From a cross - cultural perspective, the reasons for these differences are mainly related to the cultures, economic structures, and educational concepts of each country. Thailand has an open and inclusive culture, and its developed tourism industry emphasizes the cultivation of students' communication skills in practical scenarios. Russia has strong scientific and technological strength, and its energy industry accounts for a large proportion in the economy. Therefore, its education emphasizes the combination of professional knowledge and practice. Indonesia should learn from Thailand's practice of integrating local cultural characteristics into the curriculum, optimize the curriculum content according to its own industrial demands in tourism, trade, and other fields. It should also learn from Russia's case - based teaching and group cooperative learning methods to improve students' practical and teamwork abilities. Additionally, Indonesia should clarify its talent cultivation goals, closely focus on local industrial development needs, and cultivate compound "Chinese + Vocational" talents to improve the quality of talent cultivation and meet market demands.

Optimizing Curriculum Design Based on Societal Talent Demand
Building a Curriculum Framework Aligned with Industry Demand

One of the core challenges in "Chinese + Vocational" education is aligning training programs with industry demands. Bridgstock’s Graduate Employability Model (2009) argues that employability is not just about academic knowledge but also industry-relevant skills, networking opportunities, and career adaptability. Similarly, the Tuning Educational Structures in Europe framework suggests that vocational programs should integrate internships, industry mentorship, and practical assessments to ensure graduates meet labor market needs. Moreover, the Triple Helix Model (Etzkowitz & Leydesdorff, 2000) emphasizes the importance of university-industry-government collaboration in vocational training. Our research highlights a mismatch between existing "Chinese + Vocational" curricula and employer expectations, underscoring the need for deeper school-enterprise collaborations to develop practical, career-oriented language training programs. Strengthening internship programs and work placements based on Bridgstock’s Employability Model will address the identified skill gaps and enhance the employability of graduates in Chinese-related industries.

With the development of the social economy, the demand for talent has also changed. The importance of constructing a course structure for “Chinese + Vocational” courses lies in closely aligning with the needs of industry development, supplying talent suited for the industry, driving industry upgrades, and improving the quality of “Chinese + Vocational” talent cultivation, thus enhancing student’s employment competitiveness. This course structure has significant advantages. Not only is the course content highly targeted but it is also designed according to industry demands, covering both professional knowledge and skills. Practical teaching accounts for a large proportion, with courses combining on-campus training centers and off-campus internship bases, offering hands-on opportunities. There is close cooperation with the enterprises, which participates in course development and teaching guidance to ensure the content stays up-to-date. Additionally, a flexible teaching model is adopted, using digital platforms to make learning more convenient for students. This structure comprehensively enhances students' abilities, helping them better adapt to the workplace.

Implementation of a Tiered and Categorized Teaching Model

The “Chinese + Vocational” talent demanders are the main participants in the “Chinese + Vocational” course. The Chinese proficiency and vocational needs of different learners vary widely. Based on the actual situation of the learners, we can precisely divide them into three levels: beginner, intermediate, and advanced. The beginner stage focuses on solidifying the basics, providing a foundation for learners with little or weak prior knowledge; the intermediate stage emphasizes skill development, suitable for learners with a certain foundation who seek to improve their professional abilities; the advanced stage focuses on professional deepening, meeting the advanced needs of learners with high-level skills and practical experience, fully considering the starting point and development goals of learners at each level. Additionally, the teaching content closely aligns with the abilities and needs of learners at each level. This can improve learning efficiency and enhance the targeting of the teaching. Therefore, the

course content is closely designed around vocational needs. Through learning, students can acquire knowledge and skills directly related to their profession. This helps students better meet workplace requirements, enhance their career competitiveness, and lay a solid foundation for future career development.

Strengthening Faculty Development

Professional Development and Training System for Teachers

The China-Indonesia joint teacher training mechanism aims to comprehensively improve teachers' professional qualities and teaching abilities. The training goal is to build a team of teachers who are not only proficient in Chinese teaching and can meet the learning needs of students at all levels but also possess solid vocational skills and knowledge and have a deep understanding of Indonesian culture. The training methods combine online and offline approaches, including expert lectures, case analyses, field visits, and internships, as well as group discussions and exchanges. Finally, an assessment mechanism is established, where teachers undergo both theoretical and practical evaluations after the training, and the effectiveness of teaching is tracked. Based on evaluations from students, peers, and supervisors, the training content and methods are adjusted and optimized.

Introduction of Dual-Qualified Teachers and Industry Experts

The introduction plan focuses on the “Chinese + Vocational” teaching model. The “Dual-Teacher Partnership” is based on cooperative teaching theory, facilitating two-way cooperation between domestic and international vocational and technical teachers and Chinese language teachers. This can quickly alleviate the shortage of teachers in the “Chinese + Vocational Skills” program (Liu Song, 2024). The goal is to enhance the practicality of teaching, allowing dual-teacher instructors to combine Chinese language teaching with vocational skills through their proficiency in Chinese and industry experience. It also enriches the teaching perspective by bringing in front-line experiences from industry experts, providing the course with market trends, real-world problems, and solutions. Additionally, it optimizes the teaching staff structure, compensates for knowledge gaps in the existing faculty, and meets the diverse teaching needs.

Integrate teaching resources

Integrating these theoretical frameworks provides a structured approach to improving "Chinese + Vocational" education in Indonesia. By aligning motivation theories with learner needs, adopting competency-based vocational models, and strengthening industry-education collaborations, educational institutions can enhance training effectiveness and graduate employability. Future curriculum revisions should integrate simulated work environments to enhance real-world applicability, following Kolb’s Experiential Learning framework. Additionally, strengthening internship programs and industry partnerships will ensure students acquire not only language proficiency but also vocational expertise, addressing employer needs. Future research

should explore how these frameworks can be adapted to different industry sectors and professional roles, ensuring a sustainable and responsive "Chinese + Vocational" education system.

Development of Locally Adapted Teaching Materials

The development goal for localized materials is to closely align with Indonesia’s educational needs, allowing students to understand industry knowledge while learning Chinese and preparing them for employment. It incorporates Chinese and Indonesian cultural customs and language habits to enhance the textbooks' affinity and readability, reduce learning difficulty, and stimulate interest in learning. It ensures the content is practical and improves students' competitiveness in the job market. The participants include Chinese educators who, with their rich teaching and curriculum design experience, oversee the Chinese teaching system. Indonesian teachers provide suggestions on the presentation and difficulty level of the textbooks from the perspective of local students. Industry personnel contribute by providing industry examples, work processes, and industry-specific terminology, ensuring the textbooks are aligned with industry practices.

Building Digital Teaching Platforms and Resource Sharing

In the emerging and strategically significant interdisciplinary teaching field of “Chinese + Vocational”, building a fully functional digital platform has become an inevitable trend. The core goal of building the platform has far-reaching, multi-dimensional impacts. From a temporal and spatial perspective, breaking the limitations of time and space aims to provide Indonesian students with a borderless learning environment. With the help of network infrastructure, students can access the learning interface at any time and place, enabling ubiquitous learning, which greatly enhances the flexibility and autonomy of learning.

Deepening School-Enterprise Cooperation and Practical Teaching

The improvement of the school-enterprise collaborative education mechanism aims to comprehensively deepen the cooperation between schools and enterprises, achieving precise alignment between talent cultivation and market demand. In terms of curriculum development, both schools and enterprises work together. Enterprises provide firsthand materials based on industry trends and actual job requirements, while schools leverage their professional educational resources and faculty to translate enterprise needs into scientifically sound and reasonable course content. This includes integrating case analysis, practical operations, and other elements to ensure that the courses are both professional and practical.

Regarding internships and employment, schools and enterprises establish close ties. Enterprises provide students with a wide range of internship positions, allowing them to gain experience in a real workplace and enhance their practical skills. The school manages and guides the internships to ensure their effectiveness. Additionally, enterprises

prioritize hiring outstanding interns, achieving effective connections between internships and employment, and providing students with a clear career development path.

For faculty exchange, schools and enterprises interact in both directions. Enterprise experts come to campus to give lectures, participate in teaching, and share industry experience and operational skills. School teachers go to enterprises to understand the latest industry trends, enhance their practical teaching abilities, and improve course content. Moreover, schools and enterprises jointly establish on-campus training centers and off-campus internship bases, simulating real work scenarios and providing students with ample practice opportunities to enhance their practical abilities and professional qualities.

In the era of booming digital and green economies, Indonesia's industrial landscape is evolving, presenting fresh opportunities and challenges for "Chinese + Vocational" education. Exploring the demands of this concept in emerging fields can better match educational provisions with the job market's changing needs.

In cross-border e-commerce operations, as Indonesia deepens trade with China, Chinese proficiency is crucial. When dealing with Chinese suppliers, professionals must use Chinese to negotiate, discuss product details, and manage orders. Understanding Chinese business etiquette can also affect partnership success. On Chinese e-commerce platforms, employees need to navigate interfaces, read product descriptions, and interact with customers, which requires language skills and knowledge of Chinese e-commerce rules and consumer preferences.

The renewable energy sector is another area with a growing demand for "Chinese + Vocational" talent. With China leading in renewable energy technologies and actively participating in international projects, Chinese is an important working language. In solar and wind power collaborations, Chinese - speaking professionals are needed to communicate on technical, management, and financial aspects. They must understand Chinese - written technical documents and be culturally aware to work well with Chinese teams.

To address these emerging needs, Indonesian educational institutions should adjust their curricula. Courses for cross-border e-commerce could cover Chinese business communication, platform operation, and consumer behavior analysis. In renewable energy, curricula might include Chinese technical language in the field, cooperation cases, and cross-cultural communication. This equips students for these dynamic sectors, enhancing their job-market competitiveness and promoting Indonesia's economic development in the digital and green era.

CONCLUSION

This study demonstrates a significant and growing demand for "Chinese + Vocational" talents in Indonesia, driven by deepening bilateral economic ties and clear instrumental motivations among learners. However, the current educational provision is hindered by a misaligned curriculum, insufficient qualified instructors, and a lack of practical, industry-relevant teaching resources. To bridge this gap, it is recommended that future training strategies prioritize the development of dynamic, industry-aligned curricula, invest in building a robust dual-qualified teaching force, deepen school-enterprise collaborations for practical immersion, and leverage digital platforms for resource sharing. For future research, longitudinal studies tracking the employment outcomes of graduates from such programs, as well as comparative analyses of effective "Chinese + Vocational" models across different ASEAN member states, would provide critical insights for further refining policy and pedagogical approaches to meet evolving market needs.

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