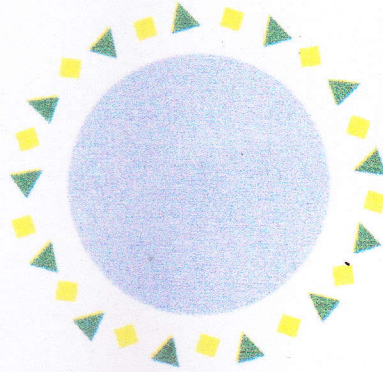
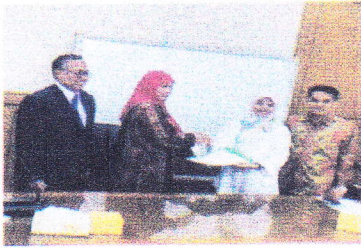




Shining Star

2nd Edition
July-December 2016

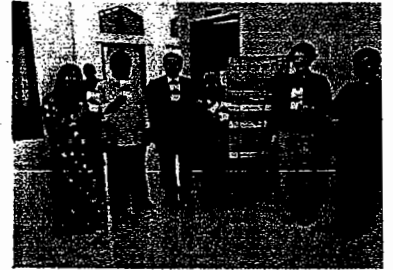
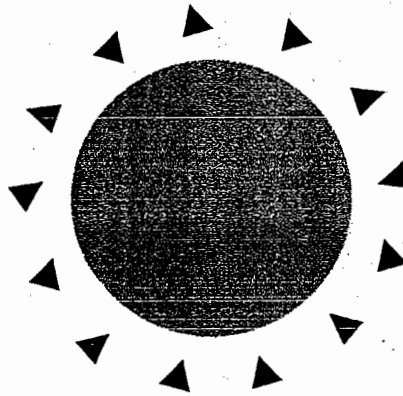


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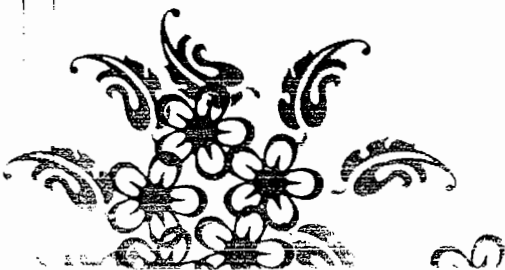


Shining Star

2nd Edition
July-December 2016



Article
Comic
Poem
Story
Wiseword



Foreword

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, the cherisher and sustainer of the worlds, for the gracious mercy and tremendous blessing that enable us to finish the next bulletin. The second bulletin 'shining star' has been published successfully at Language Center of IAIN Imam Bonjol Padang. Thank you very much is due to bulletin team who have worked hard in accomplishing this bulletin and all those who have helped and accompanied us. We want to extend our appreciation to Dr. Asrina, the head of Language Center, for providing the opportunity to conduct this bulletin. We also wish to express our deep and sincere gratitude for those who have shared ideas in completing this bulletin.

As the previous edition, shining star bulletin has given more information to the read-

ers such as opinion, poems, and short stories. This edition displays more complex information which related to the college students need of State Institute for Islamic Studies. We display not only entertaining information but also academic information such as Islamic news, histories, teaching, etc. In addition, we invite for all readers and writers who are interested in writing, you can share your ideas whatever you have to this bulletin. Through reading and writing, you can improve English language skills. We will wait for your next ideas.

Our expectations, we hope this bulletin can provide more inspiration for the campus community. The works in this bulletin are still far from perfection. Therefore, we expect the criticism and suggestions from all readers that make it better. (Editor in Chief)

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2016 LANGUAGE CENTER TRAINING PROGRAM FOR ARABIC LECTURERS

By Mela Yunanda

On July 26, 2016, Language Center held a preparatory meeting about the training program for Arabic lectures. Language Center also invited Arabic lecturers and some officials from the Institute to attend the event. For the meeting, the Rector of IAIN Imam Bonjol established a decree No: B.723/In.02/B.IV/KP.07.6/07/2016. about the Keynote Speaker and Moderator for the upcoming training program. The meeting was continued on July 28.



It is stabilized that the training program will be held from Wednesday to Friday, on 3rd to 5th August, 2016 and is divided into three sections per each day. The program began at 8:30 AM until 3:30 PM and located in the Hall of Adab and Humanities Faculty, IAIN Imam Bonjol Padang. It is equal to 15 credits meeting for the lecturers/participants.

The keynote speakers for the event were Dr. Sounia Rabhi, M.Pd.

(An Arabic Lecturer of LIPIA Jakarta), Dr. Nana Jumhana, M.A. (An Arabic Lecturer of IAIN Sultan Maulana Hasanuddin Banten), and Mukhson Nawawi, M.A. (An Arabic Lecturer in UIN Sya-rif Hidayatullah Jakarta).



On August 3rd, the keynote speaker was Dr. Sounia Rabhi, M.Pd. She presented a seminar entitled "The Phenomenon of Learning Arabic in Indonesia". The seminar was held from 09.00 AM until 03:30 PM. On August 4th, Dr.

Nana Jumhana, M.A. brought out "The Active Learning Strategies in Learning Arabic" as the main topic. The program started at 08.30 AM and finished at 3.30 PM. Mukhson Nawawi, M.A., the trainer on August 5th, was conducting "The Design of the Curriculum for Arabic". The training was also from 08.30 AM to 03.30 PM.



Arabic calligraphy: 'سنة' (Year) and 'ش' (Sh).

The Basic Ability Test of Arabic, English Academic and Al'Quran Recitation for the New Students Academic Year 2016/2017

By Widya Juli Asria

The duty of Language Center is to foster and develop the linguistic abilities of the academicians of IAIN Imam Bonjol Padang. One of the programs is the Basic Ability Test of Arabic and English academic year 2016/2017. These tests need to be conducted to determine the level of students' mastery of the foreign languages. It is considered as important that the language development of the students can be implemented right on target in accordance with the requirements or the level of student ability. Participants of the Basic Ability Test of Arabic and English are the new students (the freshmen) of IAIN Imam Bonjol Padang academic year 2016/2017. The numbers of the students were 2855 of 3096 registered students from 6 faculties of IAIN Imam Bonjol Padang. Furthermore, Language center also implemented Al-Quran recitation program. The aim of this program is to identify students ability in reciting Al-Quran as one of the prerequisite of the Institute.

The program was done on Monday, August 15 2016 at 09:00-10:30 A.M for Arabic test and it was continued with Al-Quran recitation test at 11:AM. On the next day; Tuesday August 16 it was held the English basic test. The numbers of the

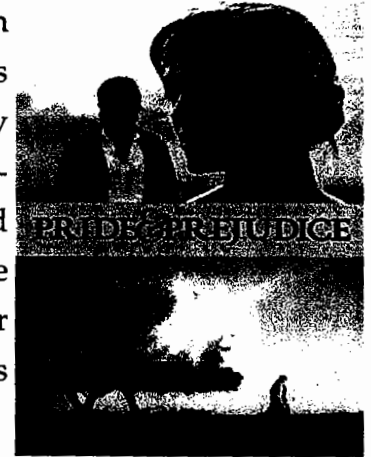
instructors who were assessed the test were about 50 instructors for Arabic test and 40 instructors for English test. It was provided by the Rector of IAIN with 50 classes which were available from 7 faculties. The result of the tests had been reported to the Head of Language center 2 weeks after the program had been done. The result of the tests were divided into three categories; Pre Basic, Basic and Intermediate level. The students with the lowest scores were categorized as the pre basic level students, while the students who got fair scores were categorized as the basic level students, eventually the students who got good and perfect scores were categorized as intermediate level students. They would be provided with the books given by the Language center based on their own level.



Ideology Trough Jane Austen's *Pride and Prejudice*

By Ulil Amri

Pride and Prejudice is a novel by Jane Austen, first published in 1813. Set in England in the early 19th century, *Pride and Prejudice* tells the story of Mr and Mrs Bennet's five unmarried daughters. The story follows the main character, Elizabeth Bennet, the second of five daughters of a country gentleman, Mr Bennet, living in Longbourn. *Pride and Prejudice* retains a fascination for modern readers, continuing near the top of lists of *most loved books*. It has become one of the most popular novels in English literature, selling over 20 million copies, and receives considerable attention from literary scholars.



The Storyline

Mrs. Bennet has five daughters. They are Jane, Elizabeth, Lydia, Kitty, and Mary. She must find husbands for her daughters. Their family are so poor, and they live in Lady Catherine grounds. When Mr. Bringley came to their town, Mrs. Bennet and their preparing her daughter to met him.

In the festival day, Bennets sisters met Mr. Bringley, his sister, and Mr. Darcy. In the party, Jane and Mr. Bringley had become in a good relationship while Elizabeth had to experience a *not-so-impressive* talk with Mr. Darcy. Elizabeth claimed that Charles Darcy is a selfish, arrogant, and unbelievably full of himself. And so did Mr. Darcy who also believed that Bennets family was materialistic; after trespassing Mrs. Bennets babbling about marrying their daughters with random rich men.

When the army came from north, Elizabeth met Mr. Wickems. He is Darcy step brothers. At first Elizabeth felt in love with him, before she figured out Wickems' true

self.

The side story was about Mr. Collins, Lady Catherine's nephew who wanted Elizabeth to be her wife. Elizabeth rejected him because she did not want to marry a stranger and she thought Mr. Collins could not make her happy. Mr. Bringley and Jane were in love and wanted to get married. Mr. Darcy stopped this marriage to save Mr. Bringley, but he didn't know that Jane was purely in love with Mr. Bringley and despite of his wealth.

When Elizabeth visited to London with her Uncle, she got a letter from Jane said that Lydia was gone missing. Lydia left the colony with Mr. Wickems and they were about to getting married. Surprisingly, Darcy assisted Lydia and Wickems' wedding. He also helped Jane and Mr. Bringley to reconcile their relationship. These acts were intended to change Elizabeth opinion about him that brought them to left behind their pride and their prejudices for each other.

The Receptions

As one of the classical literature that gains outstanding response from literary lovers, Jane Austen's *Pride and Prejudice* is rewritten for more than decades. It is actually first published in 1813, but we can still find contemporary works that are inspired from it. It was in 2013 when Jo Baker's *Longbourn* was published and anticipated by Jane Austen lovers, as well as PD James's *Death Comes to Pemberley*. Most of the writers who rewrite Jane Austen's *Pride and Prejudice* are female; they not only present the story in new form but also transform their own feminist idea through writing. The aim of the research is to describe how Jane Austen's *Pride and Prejudice* is rewritten by contemporary authors who bring out new ideas and story to the current reader.

This research is related to my previous master degree thesis entitled *Repertoire In PD James's Death Comes To Pemberley: An Application Of Wolfgang Iser's Aesthetic Response*. On my previous research, I described how PD James recreates the story based on her personal repertoire regarding the socio-cultural and historical background as well as her interpretation toward Jane Austen's *Pride and Prejudice*. While in this research, I do not only describe how the literary work is rewritten by contemporary authors but also to describe how author's new concept of feminism presents on their writing.

It is true that Jane Austen's *Pride and Prejudice* is not only rewritten by female au-

thor, some of the male authors also share the same interest. They do not only come from native English speaker, but also from other countries that are not familiar with British socio-cultural background. It was Prima Santika, an Indonesian author who is inspired by Jane Austen's *Pride and Prejudice* that makes him create his own writing entitled *Three Wedding and Jane Austen*. But since the purpose of the research is to describe the change of feminist perspective through rewriting *Pride and Prejudice*, those authors who share the same interest need to be selected based on specific criteria. In conducting the research, I will collect several works that are inspired by Jane Austen's *Pride and Prejudice*. The authors who are selected need to pass the criteria, they should be female author who use English language as their first language or an English native speaker. Their literary works are not only using *Pride and Prejudice's* characters to build the story but it also describes their personal point of view regarding women's struggle and position in society.



Hans Robert Jauss's Seven Theses and Elaine Showalter's Gynocriticism will be used as the main theory in analyzing those literary works. Hans Robert Jauss theory will describe the relationship between *Pride and Prejudice* and its reception. The theory will focus on how contemporary authors recreate the story based on their personal interpretation. As it is quoted in his book *Toward an Aesthetic of Reception* "New text evokes for the reader (listener) the horizon of expectation and rules familiar from the earlier text, which are then varied, corrected, altered, or even just reproduced". He believes that literary text is never original; it must be influenced by any other literary works that are previously written by other author.

Elaine Showalter's Gynocriticism is also used as the main theory in analyzing the literary works, but it has different focus than Hans Robert Jauss theory. Gynocriticism believes that women write their own personal ideas regarding women experience and feminist ideology through literary work. Even though both Jauss and Showalter's theory have different focus, but they will support the purpose of this research; to describe the change of feminist perspective through literary work especially for those who rewrite Jane Austen's *Pride and Prejudice*.

After describing how the contemporary authors rewrite new story based on *Pride and Prejudice* and present feminist ideology through writing, we will understand which aspects of

feminist thought that change through century as it is described in literary work. We can classify each feminist movement from author's writing style and issues, find out the reason behind its alteration, and then describe the influence of personal's experience toward the creation of literary works. As reader, we can choose our own personal perception of feminist ideology that fit to our personal value and cultural background. It will also teach us the root of feminist movement that is spread through literary work, and also inform us about how literary work is used as a media to educate women about feminist consciousness.



English and Arabic Intensive Course Program of Language Center, IAIN Imam Bonjol Padang

By Rahayu Wulaning

The intensive program of Arabic has been running since 1998 in language center of IAIN IB Padang. It was followed by English Intensive in 2013 because of the positive result of the Arabic intensive course. Arabic course should be taken by the first year students and English course could be taken by second years students from all the faculties of IAIN IB Padang. The schedule of this program starts at 04.00-05.40 pm in the afternoon so it won't disturb the regular schedules from each faculty. At first the aim of this program is to strengthen and increase students' ability in writing and speaking communicatively. Both of the languages are needed for all of the students of IAIN IB Padang in order to improve their knowledge in facing the globalization era. This is the reason why Language Center of IAIN stabilized and organized this program every semester. Furthermore, the team of the language center was trying hard to give the best implementation to the students of IAIN IB Padang. It could be seen from the verification of the name of this institution to Language Development Program in 2014.

As stated above the intensive program of Arabic and English are implemented in both semesters, odd and even semesters. The aim of the odd semester intensive English and Arabic are to give the basic knowledge about the language itself. It is expected that the students will be able to read the passage in both languages. the objective from the even semester is to give best ways in

understanding sentence pattern, good composition and fluent verbal communication.

The report of English and Arabic program from the previous semester (even 2015) were done well with \pm 3800 students from 5 faculties. with 28 English instructors and 15 Arabics instructors. The meetings were 15 credits meetings included mid term test and final term test within. The schedules were from Monday to Tuesday per week. Language centre has provided by the faculties with the classes around. The mid term test was done on March.



One Perception of The Shakespearian Poem

By Afwan

Oh Mistress Mine

Oh mistress mine! Where are you roaming?
Oh! Stay and hear; your true love's coming,
That can sing both high and low.
Trip no futher, pretty sweeting:
Journeys end in lovers meeting.
Every wise man's son doth know.

What is love? Is not hereafter.
Present mirth hath present laughter.
What's to come is still unsure:
In delay there lies no plenty:
Then come kiss me, sweet and twenty,
Youth's a stuff will not endure.

This poem tells about the man who secretly loves the woman. However, the woman thinks that the man only mock her, because at first, the man didn't love her. In the first line "Oh mistress mine! Where are you roaming?" means that the man showed his love but the woman did not get it. In the next line, the man wanted to explain his love and he wanted the woman to stay and listen to his explanation.

In this poem, the writer wanted to show the readers that love is not as easy as it seems. When the love comes, people cannot think realistically for it came directly at the speed of light.

The next line, line three "That can sing



both high and low" means that to show your love, you are allowed to do everything. The term *sing* could be interpreted as the symbol of attitude; means, in showing his love, the man might express it indirectly (symbolize by the term *low*) or directly (*high*).

The Characters in this poem were the man and the woman love each other but were unable to show their loves. The Tone of this poem is considered as *request*, for the man's expression to the woman he loves. The connotation shows in this poet might probably answer our question about how love could easily come and go. Shakespeare the writer of *Oh Mistress Mine*, maintained to use the Old English for he lived at the certain era. Shakespeare also put some rhymes in order to make it sounds like the melody in an opera song.

Inheritance

He lives by her, lives by me,
In the straight long road to the deep blue sea
On an instant legacy of nobody,
On whoever will; whoever be.

She lives by me, lives by you,
With instant disappear from me and you
With no earrings of one and two,
Written on will; will it be true?

I live by you, live by one self,
Lost from a soul that last on a grave
Last from a soul in hope you'll be brave,
Will it be will; will you behave?

You live by you, leave it alone
With no one's life, with no one's love,
Then you by then live by your own
And you, just you, without no one

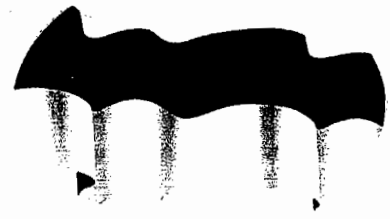
You leave it all; leave all around
With no one's will; will it be once?

(By Yusratul Aini)



HAPPY INDEPENDENCE DAY

Indonesia- August 17th



Do you know about Independence day?

By Suci Ramadhanti Febriani

Independence day is a special day for every country that has a story and values that the country was founded upon. There is a lot of ways to celebrate Independence Day. Many countries in this world have an Independence Day to remember their stories of country, such as India, Canada, America and Indonesia.

ceremonies to raise the red and white flag. The official flag raising ceremony takes place at the State Palace, where hundreds gather on bleachers to watch the event from various province. The event is broadcast live on television channels.

India Independence Day -for instance-:
August, 15th, 1945

Many people in this city celebrate their Independence Day by raising the Indian flag and giving a speech at the Red Fort in Delhi. Then the people will take to open air to fly kites a symbol of freedom. It can get competitive with adults trying to knock other adult's kites out and having quick reflexes to keep that freedom afloat.

So many ways to show pride in our

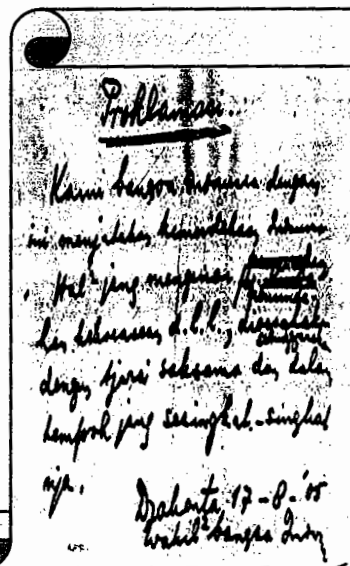
Independence Day. I and my team when I lived in the small city of Agam- Sumatera Barat, Indonesia. I celebrated Independence Day by holding "Panjat Pinang" game with the society. Besides that, I and my

As Indonesia Independence Day is in
August 17th, 1945

Proclamation of Indonesia Independence was at 10.00 a m on Friday, 17 August 1945. Declaration marked the start of the diplomatic and armed resistance of Indonesian National Revolution.

The society celebrated Independence Day every year. On the morning of August 17, the president and government officials join

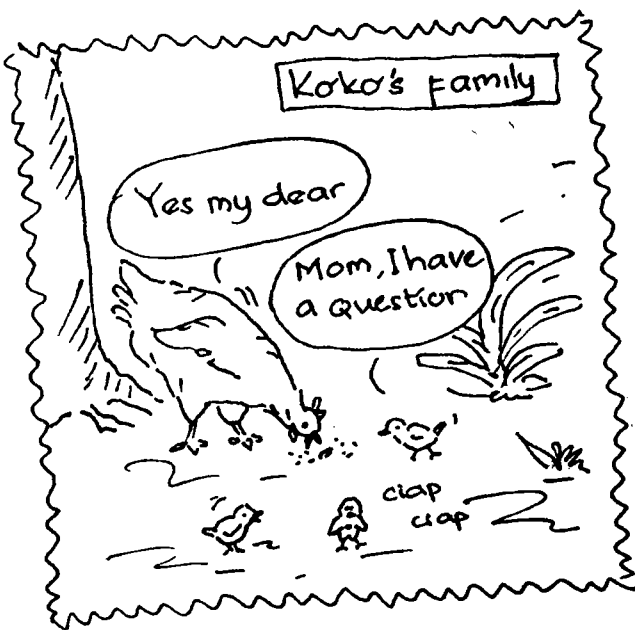
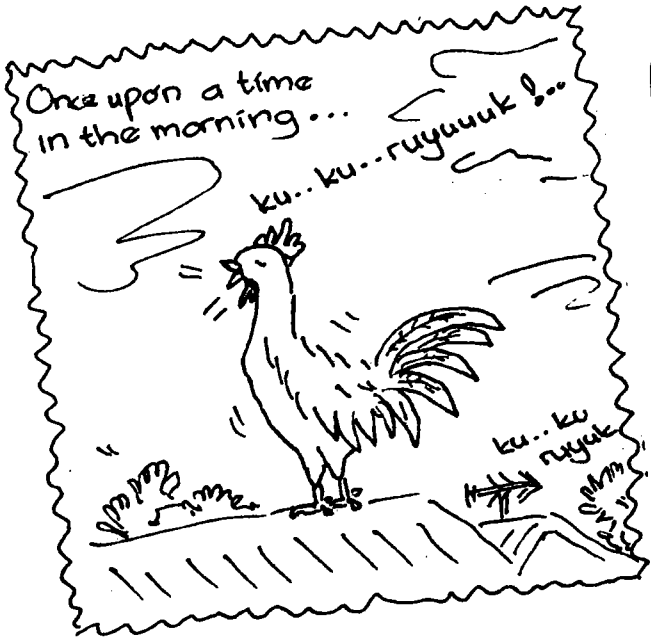
team also hold another lot of games, such as Makan Kerupuk, Balap Karung, Balap Kelereng, Tarik Tambang, and etc. This ways made me remember how to work together quickly and fastly, then get a prize. Furthermore, we must give spirit to each other, especially for youngest to fulfill Independence Day by studying hard, and getting a lot of achievement to make this country proud of us. So, have all fun you want to show your patriotism in celebrating your Independence Day.



Comic

KOKO'S FAMILY

By Husnul Hamdi



The Forbidden Library

Departure

By Nila Febrianti

It was August and its drizzle which was fascinating since the weather used to be so good and warm and the sky was supposed to be crystal clear that morning. Winburn Road, one fancy street northeast San Antonio, that morning was quite quiet. Unusual day—I might say so. The street was strangely empty; no car parked in the sideline, no annoying kids dancing in the rain, no mistresses hurriedly walks among begonias yelling at their husbands to take care of the cats or dogs or poor pinky pigs. It was August for God sake and a jelly-green eyed boy in stripes was the only person outside, watching the drizzled sky.

That's, my friends, is young Daniel Rottenbeer. He's the protagonist and yes, he might be not your favorite character but you've got to love him for he is the major reason I wrote this epic. I met him like one in a couple months and I don't really have enough reason not to like him. He's cute, unexpectedly skin, slightly tan, beige, and is the person with the strangest sense of fashion I've ever met though I firstly met him nine years later when he's twenty and not so cute anymore.

He's my postcard buddy. He sent me some postcards back in the nineties. It's what primary students did back in our time—we picked random name from the address book, send them some postcards, and if they re-

plied then we'd do the same and so on. The thing is that young Daniel and I were enjoying this policy. We haven't met each other and we might be will not seeing each other since he's from Texas and I was somewhere in Quebec. I, myself, quite surprised that we unintentionally met for he somehow decided to continue his study in Canada. It was six years ago and we're no longer the *just* postcard buddies ever since.

I believe—I mean—we did believe that we really had our personal virtual world back in postcard time. I'd told him every crazy thing in my head and he somehow managed to chronologically mention every detail of his weird thought, his clumsy teenage dreams, and everything I should mention in this epic. He's a good boy and I already realized it long before we met.

So that August was his last day in Winburn. He's eleven and three quarter and Mr. Rottenbeer sent him to a very school in the north.

"Dad and Uncle John went there and so did Mum. Everyone in the family went there— young Daniel told me. "I've never been once in the north and I guess it should be cool. They said they give us students our own bedroom and it's nothing like an attic." He wrote.

Daniel had told me that he had to live in an attic during his primary years.

He used to have his own bedroom in the second floor but ever since his sister wanted to have her personal bedroom, his dad proposed him to live in the attic. It's not a bad choice actually. The attic is super wide and Mr. Rottenbeer redecorated them super cool that he even had a gigantic transparent glossy roof on top of his bed. It's a little scary in the storm but that's the best part. He's in love with the blazing storm.

"So it's a deal." Mr. Rottenbeer spoke. "You'll be leaving tomorrow and everything's packaged. Are you sure you'll bring all of those figures?"

"I couldn't leave them here," Daniel replied. "Penny will crush them. She's not a very caring person. Beside, there're rare. I doubt I'll get to see them in store."

"Fine! You can have 'em."

His dad climbed on the wooden chair and carefully took those figures off the cabinet. There're plenty of them and he could tell Daniel really treasures them.

"I'll put her in this box. Seems like she's a little uncomfortable with those guys," said Mr. Rottenbeer. He dearly put a six inches figurine. "Can I take off his claw? It'll scratch these fellows I bet."

Mr. Rottenbeer indeed knew what to do. He bought all of those figures and personally had a room full of his own superheroes action figures. He's a cool dad and that's why Daniel had learned a lot from him. I always wonder what I would be if my dad was half

cool as Mr. Rottenbeer.

So in the end they had another two boxes of the figures. Daniel didn't prepare many clothes. He only packed three pairs of jeans, some formal trousers, a woolen jacket from Aunt May last Christmas and five to seven piece of t-shirts but he did bring some socks and gloves and lots of snapbacks.

"You're not going on vacation," his mother spoke on the phone that afternoon, "you're going for like a whole year and you only have that tiny bag of clothes?"

"Mom, it's only a year. And all of these clothes are more than enough. I can get them myself. I'm not a kid anymore. I can handle 'em," Daniel said.

"You're eleven, Christ sake. Don't you talk like a rebellious teenager! I'll speak to your dad. Hand him the phone."

"He's in the bathroom. He can't talk right now. I'll promise you everything is gonna be okay and if I have any problem I'll directly call you."

"My, my. I can't believe this." His mom panicked and sighed. "I wish I was there tonight and prepare your luggage myself. I really wish I am."

"Everything's under control. Don't worry. We're not like we guys are hopeless. We're just sometime careless but I guarantee Dad and I already included the essential things you mentioned before and tomorrow's trip will be awesome."

"But I wish, I..."

The Forbidden Library

"No, no, no, no. We're good and you have to take care of Aunt May. She needs you more. And tell her I say hello. I have to go to David's. He's clueless without me," he said hurriedly. "I love you, Mom."

"I love you too," said his Mom and she hung up.

Daniel wasn't actually going to visit David. David is his friend and they've been friends since no one could remember. They went to the same kindergarten, same primary school, and lived in the same neighborhood. They practically grew up and get bullied together.

Too bad, David and him will not going to the same school—or at least that's what they thought—since going to a faraway school somewhere in the north wasn't really a popular option.

He was sitting on a bench that afternoon. It was a small open space next to the house number fourteen and it's usually crowded with many kids and teenagers hanging around and some random couples walked and passed by but not that afternoon.

The rain was over but the grass and benches were still wet. Four or five youngsters were smoking and doing random stuff far in the left and it seemed like they didn't noticed him. Those folks usually chased Daniel and bullied him. They're famous for their nasty attitudes and everyone in the neighborhood were purposely ignoring them.

Daniel sat there for about an hour or

more. He's thinking and he's a little lost in his thought when a familiar voice called his name.

"And I thought you're dead," said the voice.

It's David Smith. He's Daniel's age, same height, pretty skinny too, dark brown hair, and slightly pale.

"Didn't hear you're coming," Daniel said. "Aren't you supposed to be downtown with your dad today?"

"We're back," he answered. "It's just a short visit and not fun at all."

"Um, lucky you!"

"Nah. Dad and I were attending someone's funeral and nothing's fun about funeral except the after lunch snack," he explained. Daniel wanted to ask about the snack but David hurriedly continue "but it also turned out that I lost my appetite because some random Dad's acquaintance started talking about the bloody accident earlier."

"Ha-ha. Seems pretty bad for me."

"So, you really are going to leave tomorrow?"

"Yeah. We'll start at the dawn, it's a long trip after all and Dad insists he'll drive me all the way. He said taking plane is destroying the moment. I don't know what it means. He's probably just wanted to go *county road*."

"That'll be fun." David said.

"I don't know. It's something new for me. It should be fun. I've never been to the north before. In fact, I've never been in any other part of the states before."

"I also am anticipating it." Daniel explained.

It's true. He did anticipate tomorrow's trip. Daniel hadn't traveled a lot. He's eleven and half and what do you expect from a kid his age. His farthest adventure was to the other side of San Angeles and that was when he and his classmate visiting some random museums back in school. That's not really an adventure.

"What about you?" Daniel asked. "Do you think your new school will be cool?"

"I have no idea. Dad brought some brochures the other days and he and Mom seriously talked about them that night. I'm totally clueless."

"I wish you're with me. It'll be great if we could go to the same school and live in the same dormitory. We could hang out all night and every night."

"Sounds great but I don't think Dad will send me there. He's a little over protective lately. I could probably go to Mason Junior High. It's only two blocks away." David said in sad tone. Daniel could see him a little disappointed but then he continued. "It's still undecided," David said. "One of the brochures is a good private school in Boston and I overheard Mom called Uncle Greg yesterday. They're talking about sending me there."

"Boston is a big city. It'll be super awesome." Daniel commented. "I still have no idea what kind of school is my school."

They both were talking for likely two

hours. The sky was turning yellow and it was the most beautiful sunset Daniel had and ever remembered in Winburn. They both went back home and David congratulated him for his upcoming journey. Daniel kicked the bottom parts of the wooden gate of the house number four and forced his lips to smile at the very house he lived for eleven and half years.

He's waking up at the very dawn and found that his father had already prepared breakfast. He grabbed the sandwiches and bit them clumsily.

"I'm in the garage!" his dad yelled.

"I know," said Daniel.

It was three at dawn and he knew that he's dad was somehow happy about their early departure. He carried every box and bags himself and he's frequently babbling about how awesome the north is. "There's a little town called Emby and there was a very delicious pretzel shop in the world... Michita is just in the corner of the hill. It's one of the nicest reservations in Texas... You'll going to love the train. Have you seen Harry Potter? It's more than that. With his dad babbling about everything, Daniel finished his breakfast with a long noisy squeak. "I'm full. And absolutely ready."

**A PHD PRE-DEPARTURE PROGRAM:
COLLABORATION BETWEEN DEAKIN UNIVERSITY, IAIN IMAM BONJOL
AND THE MINISTRY OF RELIGIOUS AFFAIRS 2016**

By Martin Kustati

A. Introduction

Deakin University in Melbourne, Australia, has set up two Higher Degree by Research (HDR) pre-departure centers in Indonesia, one at Universitas Hasnuddin with the Consortium of Eastern Indonesia State Universities (CEISU) and another at Universitas Andalas. The main aim of the centers is to deliver a program that provides pre-departure training for staff members of Indonesian universities who wish to undertake a PhD program at Deakin, referred to as a Higher Degree by Research (HDR). The program is 10 weeks long and has the following features: 1. Participants are given an English pre-test to determine eligibility for acceptance into the program. This pre-test is administered by the Deakin University English Language Institute (DUELI). Participants who obtain a score within 0.5 points of the level required to enter a PhD program at Deakin will be admitted into the program.

The content of the ten week program is as follows:

1. Intensive English language training. This is delivered by DUELI staff members who will visit the center to teach.
2. Research proposal writing workshops. These are delivered by Deakin academic staff at the center. At the end of the workshops, each participant will have a research proposal that can be used to apply to a PhD program at Deakin.
3. Discussion about academic culture at Deakin and life in Melbourne.
4. Advice and instruction about submitting an application to Deakin.
5. Deakin will identify supervisors for each qualified applicant.

DUELI administers a post-test at the end of

the ten week program.

Participants who pass the test and complete the program successfully can apply to Deakin and receive a LoA (Letter of Acceptance).

Program costs are paid by Deakin: This includes travel of DUELI and academic staff members to the program and their accommodation (partner university in Indonesia may be asked to provide local transportation to and from the airport and between the hotel and the university), pre- and post-tests, and English study materials.

The central feature of the program is Deakin's provision of appropriate training and preparation before staff members undertake study at Deakin.

At present, the Ministry of Religious Affairs has launched a five year, 5,000 PhD initiatives. It is anticipated that some of the participants in this initiative will study overseas. One of the challenges in achieving this goal will be to prepare staff members to successfully undertake overseas study at an advanced level. The pre-departure program described above may be a way to address these challenges.



B. Deakin-IAIN Imam Bonjol-Ministry of Religious Affairs collaboration

Deakin, IAIN Imam Bonjol and the Ministry have established a collaborative program

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similar to the one described in introduction part. Deakin has considerable experience in running such programs. Two groups have completed the ten week program at each of the current locations. The program has been adjusted as necessary for the collaborative program.

Deakin, IAIN Imam Bonjol and the Ministry of Religious Affairs established a program that prepared staff members from the universities under the Ministry for PhD programs at Deakin. The preliminary structure of the Program is:

Participants in the Program must complete an English language post-test and achieve the IELTS level required by Deakin for the faculty in which

Week	Activity	Note
1-2	Intensive English instruction	DUELI staff
3-5	Intensive English instruction	IAIN Imam Bonjol staff
6	Seminar and workshop on research proposal writing, academic culture and the nature of Deakin PhD, living in Melbourne	Deakin academic staff
7-9	Intensive English instruction	IAIN Imam Bonjol staff
10	Review and post-test	DUELI staff

they intend to undertake their HDR in order to successfully complete the Program. Requirements for each faculty are:

10 successful participants passed for pre-test, as follows:

Faculty	Arts and Education	Business and Law	Health	Science, Engineering and Built Environment	Institute for Frontier Materials
IELTS	Band C: Overall 7.0, no band less than 6.5	Band C: Overall 7.0, no band less than 6.5	Band C: Overall 7.0, no band less than 6.5	Band B: Overall 6.5, no band less than 6.0	Band B: Overall 6.5, no band less than 6.0

They, then, should followed the training for ten week program for batch 1 from May to

Name	Institution	Mobile Number	Email
BayuSen-jahari	STAIN Curup	085368232919	senjahari@gmail.co
Desfitranita	STAIN Curup	085274862226	desfitranita@gmail.com
Dinovia Fannil Kher	STIT Syech Burhanuddin Pariaman	081266449705	menik.rezineddin@gmail.com
Hidayat Azmi	IAIN Imam Bonjol Padang	085274710480	marvelouse_80@yahoo.co.id
Lailatul Husna	IAIN Imam Bonjol Padang	081363350661	lani-na_klova@yahoo.co.id
Liesma Maywarni Siregar	IAIN Imam Bonjol Padang	081264357727	liesmamsiregar@gmail.com
Muhamad Rezi	STIT SyechBurhanuddin Pariaman	081270279727	etze_zee@yahoo.com
Najmah Sayuti	IAIN Imam Bonjol Padang	085211734039	nsayuti@gmail.com
Yuhardi	IAIN Imam Bonjol Padang	085265967570	isa-yuhardi@yahoo.com
Widya Juli-Astria	IAIN Imam Bonjol Padang	081267672777	widyajuliastria@gmail.com

September 2016. The ten week program has been held at IAIN Imam Bonjol.

1. Sonya Schedule

Sonya was the first instructor from Deakin university. Her schedule was from May 16 to May 27 in 2016.

2. The Schedule of Prof. Ismet Fanany and Rebecca

A PHD PRE-DEPARTURE PROGRAM:

Pre-departure mid-program activities
HDR Research Project Writing
General Guidelines and Timetable

Facilitators:

Professor Ismet Fanany, PhD
(ismet.fanany@deakin.edu.au)

Rebecca Fanany, PhD
(rebecca.fanany@deakin.edu.au)

IAIN Imam Bonjol, Padang, 6-10 May 2016

Class hours: 9:00am-12.30pm

Because the program takes place during the fasting

instead, participants are expected to do assignments in the afternoon.

3. Local Instructors' Schedule

3 Successful participants who has passed for post-test. They are: 1. Dinovia Fannil Kher (STIT

Preparation stage at IAIN Imam Bonjol, Padang, before 6 June		
By 31 May	Participants send rough draft of their HDR research projects to facilitators by email	Program participants
At IAIN Imam Bonjol, Padang, 6-10 June		
Monday 1 June	Discussion about issues and problems in writing HDR research proposals	Participants and facilitators
	Choosing a research topic with reference to the draft proposals	Facilitators
	Writing a research proposal with reference to draft proposals	Facilitators
	Proposal draft revision (afternoon assignment to be submitted by 8am, Tuesday, 7 May)	Participants
Tuesday 7 June	Referencing and related issues	Facilitators
	Reviewing literature	Facilitators
Wednesday 8 June	Academic Language	Facilitators
	Feedback/comments on the draft proposals	Facilitators
	Proposal draft revision (afternoon assignment to be submitted by 8am, Thursday, 9 May)	Participants
Thursday 9 June	Studying at Deakin and living in Melbourne	Facilitators
	HDR at Deakin and application issues	Facilitators
Friday 10 June	Final proposals returned to participants	Facilitators

Schedule of EAP				
Deakin Predeparture Center - IAIN Imam Bonjol Padang				
Batch 1				
MK	DCH	DTI	HDL	DCH
01	02	03	04	05
MK	DCH	DTI	HDL	DCH
06	07	08	09	10
MK	DCH	DTI	HDL	DCH
11	12	13	14	15
MK	DCH	Post-Test		DCH
16	17	18		19
Note:				
MK		: Martin Kustati (Reading)		
DCH		: Diana Chitra Hasan (Writing)		
DTI		: Diah Tjahaya Iman (Speaking)		
HDL		: Hadeli (Listening)		
NFN		: Nofel Nofardi, SS.M.Hum		

Syech Burhanuddin Pariaman); 2. Bayu Senjahari (STAIN Curup); 3. Lailatul Husna (IAIN Imam Bonjol Padang). They are hoped to receive scholarships from the Ministry.

C. Conclusion and Recommendation

The program for batch 1 has run successfully, although there are some weaknesses that should be revised for the next program. This collaboration is really needed as an effort to solve the institutional

month, there will be no classes in the afternoon;

A PHD PRE-DEPARTURE PROGRAM:

isolations in the local, national, regional, and international level, particularly toward achieving better academic quality. The general coverage of this collaboration should include the state of affiliation or technical assistance, institutional research, scholarship, and learning resources.

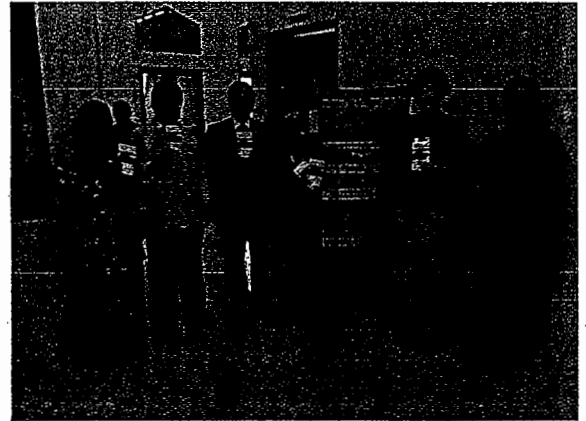
Furthermore, various problems in academic affairs, institution, resources, and costs faced by the university may be tackled through the collaboration of and among the universities or institution both in and overseas. Based on its autonomy, every institution of higher education have an authority to state the purpose and develop their programs, then, State Institute for Islamic Studies 'Imam Bonjol' of Padang has developed collaboration among three parties.

The program can be modified as required. For example, the following additions may be considered as part of this specific collaboration:

1. If candidates are already qualified (for example, they recently completed a master's degree in an English speaking country or achieve a high enough score on the pre-test), they may apply to Deakin without completing the program. They may undertake additional English language training at Deakin once they are admitted to a PhD program with a scholarship from the Ministry. They may take a 10 week course at DUELI without tuition fees (the Ministry will provide living expenses).
2. The ten-week pre-departure program may also be held in Melbourne in addition to Padang. For example, the Ministry may have priority areas and may wish to send staff in these fields who pass the pre-test to Deakin for a ten week pro-

gram. This might result in parallel ten week programs, one in Melbourne and one in Padang.

Other options may be considered as required.





**P
O
E
M**



Perseverance

**We have to revive
To reach a new hope
Plung into desperate abyss
Not Argument to have fun**

**Failure is not enemy
That imprison the perseverance
Make the friends and lifestory
That coloured the days full with meaning**

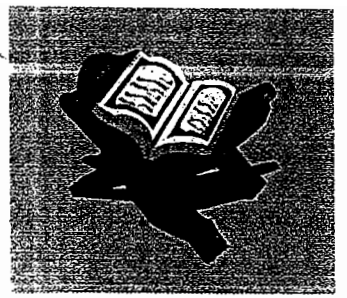
**Future full with blessing
Waiting for with sweet smile**

مَنْ جَدَّ وَجَدَ

**Where there is a will
There is a way**

(By Amri Amir)

WISEWORD OF QURANIC VERSES



BY ABDUL MANAN

واستعينوا بالصبر والصلوة وإنها لكبيرة إلا على الخاشعين
(البقرة : ٤٥)

“Seek (God’s) help with patient perseverance and prayer, it is indeed hard, except to those who bring a lowly spirit”.



إن المنافقين في الدرك الأسفل من النار ولن تجد لهم نصيرا
(النساء : ١٤٥)

“The hypocrites will be in the lowest depths of the fire, no helper wilt thou find for them”



وعسى أن تكرهوا شيئا وهو خير لكم وعسى أن تحبوا شيئا وهو
شر لكم (البقرة : ٢١٦)

“And you dislike it but it is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you”

مثل الذين ينفقون أموالهم في سبيل الله كمثل حبة أنبتت سبع سنابل
في كل سنبل مائة حبة (البقرة : ٢٦١)

“The parable of those who spend their substance in the way of God is that of a grain of corn, it groweth seven ears, and each ear hath a hundred grains”

ما أصابك من حسنة فمن الله وما أصابك من سيئة فمن نفسك
(النساء : ٧٩)

“ Whatever good happens to thee is from (God) Allah but whatever evil happens to thee is from thy (own) soul”