In recent years, educational professionals all over the world have shown a growing awareness of the role of languages. More and more schools are adopting an international curriculum framework that focuses on international mindedness as a form of globalization, and mother tongue development and maintenance plays a major role.

The PYP acknowledges that development of mother tongue language is crucial for both cognitive development and maintaining cultural identity. This vision aligns with the efforts of UNESCO in promoting linguistic and cultural diversity by proclaiming International Mother Language Day each year on February 21. Acknowledging the diversity of language by emphasizing mother tongue in the curriculum enables students to enrich their understanding and improve their performance. Research by Cummins and Danesi indicates that students following a mother-tongue maintenance and development programme receive benefits such as: better results in mainstream subjects, even better than second language students who do not maintain their mother tongue, and retain a positive attitude towards their mother tongue. (*Bakers and Prys Jones 1998).

As an authorized IB school, Global Jaya School recognizes the importance of mother tongue language through the school vision and mission. It states that Global Jaya School facilitates the development of lifelong learners “who are respectful, moral individuals who take pride in their national heritage”. The school develops students’ communication skills to actualize their academic potential in both English and Bahasa Indonesia.

To achieve this, the Primary school has implemented a bilingual programme where the majority of students’ mother tongue is also used as the language of instruction. This focus on mother tongue language within an international curriculum framework has seen the school grow rapidly since opening in 1995. In recent years, as the school population has diversified further programmes have been developed to cater for student needs. This includes the introduction of Korean mother tongue support. This individualized programme allows Korean students to develop their mother tongue language skills during the school day and under the guidance of a native speaking teacher.

Identifying the mother tongue language needs within any school is an ongoing process as students move into and out of the school. Catering for all needs is extremely difficult, but the importance of facilitating needs within the school day or through after school activities is vital to students’ language development in all languages.


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Promoting Mother Tongue

The language of instruction is English. So, how does a school with more than forty cultures in its student cohort promote mother tongue?

The document, Language and learning in IB programmes, describes the role of language as “…central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship”.

At ACG School Jakarta we not only acknowledge the role of language as described above, and the benefit of promoting the mother tongue, we live it as part of every day school life. I will briefly describe some strategies we use at our school.

In the English Language Support Programme the team adopted the learner’s perspective. Imagine you have just arrived from another Asian country where not even the script is familiar. You need pencils. Dilemma! You don’t have a clue where they are in the room. Then to your relief not only is there a picture of pencils, but the word is written in the language you know. This allows students to engage with learning as they and their language is valued in a real way. Many of our classroom signs are written in English, Bahasa Indonesia and Korean.

It goes beyond the language however as language is embedded in our cultures. Need to learn how to write a procedure in English? See Ms Joanne’s students making gimbap. We are teaching English as we value the culture from which the students come.

Need to assess whether a student, newly arrived from Japan, has grasped the Central idea? We let the parents know the Central Idea and they help at home talking in their mother tongue about the topic. The child then gave an oral presentation in his mother tongue. Working through another student, as translator, we were able to ask questions and yes, he certainly had grasped the Central Idea.

Need to tell the parents about our programme? We provide the presentations in two languages. In Ms Bianca’s class the central idea, lines of inquiry, learner profile attributes and attitudes are displayed in three languages. This underlines our commitment to promoting and valuing mother tongue. It underlines our commitment to intercultural awareness and international-mindedness.

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1 Language and Learning in IB programmes International Baccalaureate, United Kingdom 2009 page 3
How can we promote mother tongue?

Mother tongue has been a critical point in education. The IB itself is committed to promoting the mother tongue within the programme. We also need to teach in a way that fosters transfer of concepts and skills from the students’ mother tongue and identity to their current context and language.

**Strategies that Sekolah Buin Batu implements to promote mother tongue:**

Unit learning and discussion

- Unit about family histories and heritage, culture, beliefs.
- The identity of a child, their culture and language is a huge part that needs to be fostered so that the child is both intrinsically and extrinsically motivated to learn.
- Integrated Bahasa Indonesia competencies (poems, essays, writing procedural text).
- Bahasa Indonesia Integrated songs (Arts - Music).
- Differentiated learning.
- In this case grouping students who need support in understanding the concept through the language of instruction will ease them to engage within the learning process.

School celebrations and events

Assembly:
- National anthem
- Bahasa Indonesia integrated songs

A role play conducted in Bahasa Indonesia to show the Bahasa integrated unit learning.

Singing the national anthem, ‘Indonesia Raya’ in every class assembly.

Reading Bahasa Indonesia poems in assemblies. The poems were constructed during the learning in the class.

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Supporting Students’ Mother Tongue

Standard A.7 of the *IB programme standards and practices* states that “the school places importance on language learning, including mother tongue, host country language and other languages”. The practice supporting students’ mother tongue does not only apply to the PYP but also to the other three IB programmes – MYP, DP and Career-related Programme.

As shown in many studies, a strong mother tongue supports the learning of an additional language. In the research literature, mother tongue is also referred to as first language, native language, heritage language, language known best, and language used most.

Language experts emphasized that students who maintain their proficiency in their mother tongue learn another language quickly. Noted linguist Jim Cummins stressed that children who have a strong foundation in their mother tongue develop stronger literacy abilities in the school language. Eithne Gallagher, author of *Equal Rights to the Curriculum: Many Languages, One Message*, pointed out that home languages are important and should be used as cognitive tools.

Renowned educator Roma Chumak-Horbatsch argued that home languages are a significant part of the whole child and connects the child to others such as the family and community. Prominent linguist Colin Baker also asserted that the mother tongue is usually the first language that is used to care for and nurture the child and if the language used to communicate love and caring fades away then the child may think that the feelings of caring have vanished as well.

One of the ways to nurture students’ home languages is to provide mother tongue classes. Teachers do not need to be the only ones teaching in the classroom. They can ask for help from parents and other members of the school community. Parents should view themselves as partners with the school in teaching children their native language. At home, parents can read to their children in their mother tongue and provide materials in their own language. Learning does not only take place within the four walls of the classroom.

Chinese artists in Indonesia share their work with BINUS students

Award-winning Indonesian author Murti Bunanta tells a story to BINUS students

Article continues on Page 5
Schools may also consider conducting parent information sessions or parent workshops about language learning, including the importance of supporting mother tongue. In Indonesia and elsewhere, there are parents who just want their children to speak and write in English only and forget about their mother tongue. However, languages are part of one’s identity and students lose a vital aspect of themselves, including their culture when they are discouraged to speak in their mother tongue. Implementing an English-only policy is also a no-no in IB World Schools.

Another way of supporting students' mother tongue is by creating a multi-literate print environment in the classroom. Although monolingual teachers cannot teach students' native languages, they can build a multi-literate community. They can also create opportunities for students to share children's literature in their mother tongue and have some signs written in different languages.

Celebrating “International Mother Language Day”, which falls on February 21 is also one way of fostering mother tongue development. At BINUS SCHOOL Simprug, we celebrated this year’s International Mother Language Day as part of our “Literacy Week”, wherein we had various events in PYP, MYP and DP promoting the use of our students’ heritage languages. In our 2015 Literacy Week, our students conducted assemblies in Indonesian, Chinese and English, which are the three main home languages of our students. We also invited community members, including authors and artists to discuss their work and culture in their mother tongue with our students.

Through discussions with educators from other IB World Schools in different countries, the following practices on how they support mother tongue development of their students was constructed:

- Books and multi-media in different languages are available in our classrooms and school libraries.
- When our Chinese students have group work, we allow them to discuss in their mother tongue.
- After-school mother tongue classes are conducted with support from parents and staff of foreign embassies.
- During our PYP exhibition, three-way conference and student-led conference, our students can speak in their mother tongue.
- We translate school letters in different languages for our school community.
- We ask students to translate important words and concepts into their mother tongue and display the translations in our classrooms.
- We have co-teachers in the classroom to support the mother tongue of our students.
- We have translated signs around the school.
- We involve parents in explaining the units of inquiry to their children at home using their mother tongue.
- We sometimes group students based on their mother tongue.
- We have a schedule for silent reading for students to read books in their mother tongue.
- Students have a “new word book” where they can write new words in their mother tongue as well as new words that they learn in English.

By Richel Langit-Dursin  
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Globalization allows people to move from one country to another for different purposes, including education, job opportunities and travel. As a result, learning a second language has become a necessity to keep up with the rest of the world. It opens new windows to view the world and impacts literacy in one’s mother tongue language. In Mentari School Jakarta, teachers are often concerned that students would not learn the Bahasa Indonesia language well. They would not take pride in the culture and country they originate from. Children with a strong foundation in their mother tongue language develop stronger literacy abilities in the language used at school. Thus, developing Bahasa Indonesia and passing it down to our students’ needs commitment from both school and at home. As a result, Mentari School Jakarta has come up with strategies to promote Bahasa Indonesia as our mother tongue language.

**Strategies**
- Speak only in Bahasa Indonesia when they are in Bahasa Indonesia class.
- Devote time in class to reading and writing in Bahasa Indonesia until students are able to read and write independently.
- Library visits on a weekly basis and borrow books written in Bahasa Indonesia.
- Provide a reading log. This allows teachers to check their reading progress. Students may write titles, difficult words, draw pictures, write summaries or analyze the book in their reading log.
- Personal journals in Bahasa Indonesia so students can write down their experiences, stories or just jot down their feelings.
- Tell stories and discuss topics the children are interested in or curious to learn more. This aids in building oral and vocabulary skills.
- Books, magazines, newspaper and multimedia are available in Bahasa Indonesia in the classrooms. These resources are useful tools that allow for engaging activities, such as discussions about current events.
- Provide a merit system to encourage Bahasa Indonesia among the students.
- Celebrate Indonesian culture (folk songs, dances, traditional games, traditions, food, etc. in Bahasa Indonesia). It creates memorable firsthand experiences and builds cultural pride.
- Listen to songs and watch movies in Bahasa Indonesia.
- Communicate expectations to parents. They can encourage and support their child in developing Bahasa Indonesia at home.

Learning more than one language is a challenge. However, providing a nurturing environment both at school and at home are important keys to allow students to enjoy learning in their mother tongue language.

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Promoting Mother Tongue Language at Mentari School Jakarta
Promoting mother tongue development – the importance of the school’s language policy

Promoting mother tongue development through our whole school language policy is extremely important. We feel that the basis for a strong commitment to promoting mother tongue stems from this language policy. In any school, representatives from across the school, e.g. teachers and parents as well as administrators, should be involved in developing the language policy and feedback should be sought from the whole school community before it is finalised.

“A student’s first language is important as a basis and tool to learn other languages. Mother tongue development is therefore valued. The time taken to acquire an additional language is dependent on the level of competence in the first language, as the first language assists in conceptual understanding and higher order thinking.

At Bandung Independent School, we believe that students learn additional languages best when mother tongue language development is actively encouraged and supported. Discussions in a language other than English enable ideas to be discussed and learning to be consolidated.

The mother tongue language is the one that is most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used in the home. The term mother tongue may denote the language learnt first; the language identified with as a ‘native’ speaker; the language known best or the language used most. The first language is the one that the individual is most proficient in. BIS encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. Certainly, learners with basic literacy skills in their mother tongue are able to transfer some of these understandings and concepts when learning another language.

Use of all languages is encouraged and teachers are expected to promote mother tongue language. The ability to communicate in a variety of modes and in more than one language is essential to the concept of an international education that promotes intercultural understanding. As part of our commitment to developing internationally minded people, our school practices nurture the diversity of our multilingual and multicultural school. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem and additive bilingualism, where another language and culture does not replace that of the mother tongue. The identity of each student at our school is also affirmed through our school environment which recognizes and embraces the diversity of cultures and perspectives in our school. We exploit the diversity of cultures and perspectives to enhance learning and we promote mother-tongue development through liaising with parents. Students are free to use any language outside the classroom as long as others are not excluded. We recognise that a student’s first language is important as a basis and tool to learn other languages, classroom teachers allow discussions in a language other than English which enable ideas to be discussed and learning to be consolidated. Teachers explicitly activate students’ prior understanding, using the mother tongue if appropriate and possible or encouraging student use of the mother tongue. Teachers scaffold new learning, for example allowing the use of a mother tongue to carry out research that would be impossible for the learner in English.
At BIS, the importance of supporting the development and maintenance of the mother tongue for all learners is recognised. The development of structures and systems for the support and maintenance of mother tongue is vital for cognitive development and in maintaining cultural identity. Long-term academic achievement, including the learning of additional languages, can be linked with success in mother tongue development. Parents seeking mother tongue or first language support for their children will be assisted by locating suitable teachers and providing free use of school facilities outside the school day for this purpose.

Communication with parents is done in home language whenever possible to allow the family to be involved in the child’s learning. When there is a need, communication is sent in Chinese, Korean and Indonesian. For example, parents are asked to send requests for interpreters or translators to the school before any given school event at which parental attendance is required. In addition, before the student-led conferences, parents are referred to the relevant translation of the IB learner profile along with a translation of the questions that we suggest parents ask their child at the conference. Our weekly newsletter ‘BIS Buzz’ is published in English and Indonesian. PYP workshops are offered in Indonesian, Korean and Chinese and these workshops include discussion about the importance of maintaining the mother tongue.

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**Mother Tongue and the IB Standards and Practices**

**A7. The school places importance on language learning, including mother tongue, host country language and other languages.**

**PYP Requirements**

**A7.b The school supports mother tongue and host country language learning.**

*(Programme standards and practices, January 2014)*
Sing the Language – How Music Can Support Mother-Tongue Acquisition
(In this case, Bahasa Indonesia)

One of the challenges of working in a multicultural environment is to face the multilingual phenomenon that exists. In an educational setting this multilingual phenomenon becomes much more scrutinized. As one of the goals of a school is to develop its students, then that goal should also include the development of each students’ native language or mother-tongue.

Through this article I would like to share practical strategies on how mother-tongue can be supported in school, particularly during music class or music time.

Sing It Out! The Concept

When one mentions music and mother-tongue, we are often referring to the musician-educator, Zoltan Kodaly. Here are some of the strategies Kodaly referred to when discussing the relationship between music and mother-tongue:

- Begin with real life experience – singing and “doing” the music
- Start at an early age (3-4 years old) – golden age of cognitive development
- Start with primary tonal instrument - our voice
- Base it on our environment – folk songs
- Clarity in intonation – pronunciation, articulation and vocal projection
- Rhythm awareness – not just with music but with the language in which the music/song is composed

With the focus on children of 3–4 years old and in the context of a multilingual environment, present day music teachers can start to embrace the whole class by focusing on point number five and six. I love to invite younger students to feel the legato of singing – ma and the staccato of singing – pa (derived from the basic instinctual syllables of mama and papa). This practice ensures that we don’t hinder their mother-tongue progression (which is considered much more challenging inside a one-language-for-all community). At the same time the choice of vowel and consonant aims to nurture clarity development in vocal articulation and pronunciation. In the case of a once a week class, after five or six weeks I started to expose the students to simple nursery rhymes.

Mother-Tongue and Bilingualism (Multilingualism)

“Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language.”

Jim Cummins – 2001, Bilingual Children’s Mother Tongue: Why is it Important for Education?

With the older students, the importance of mother-tongue becomes much clearer and with this, the influence of the parents and the family should be scrutinized more. Aligned with this perspective, I exposed 5–6 year old students to some original simple songs (a simple melody line) which they later needed to sing with their parents and translate into their mother tongue language. Through this activity students were exposed to a basic word “composition” process.

After having the song translated into their language, the students needed to share it in the classroom. In the classroom I encouraged all students to sing the song in the translated language. Whilst the music teacher can still focus on “brings songs from home to share” and “uses voice to learn songs” (IB PYP Music Scope and Sequence Phase 1 Responding), at the same time it supports the respective native student to build their mother tongue ability and other students’ multilingualism.

Great Example as a Starting Point

“A teacher’s speaking voice, used wisely, is a powerful teaching tool. It can be used to set the desired atmosphere in a room” (Jean Ashworth Bartle – Sound Advice Becoming a Better Children’s Choir Conductor)

The words of Jeanne Ashworth Bartle above reiterate what Kodaly also mentions regarding the influence of the sound quality being heard by the students. The younger the students the more their learning response acts like a sponge which absorbs, records, and documents every live experience. The different quality of sound being heard will lead to the different quality of sound later produced by the children.
This brings up a couple of points which need to be stressed. The first one (which is addressed directly by the quotation) is that the (music) teacher themselves must become a role model on how to produce proper voices. The second point is that the student needs to be exposed to examples of language usage in music which incorporates a high-quality sound aspect. The aspects include recording quality, music arrangements, and music instruments.

In the context of Indonesia and Bahasa Indonesia as the mother-tongue, below is a list of song recordings which I use in classroom as learning resources (to be listened to and sung) for students 7 years old and up. All of these recording resources show high-quality in all the three aspects mentioned above and also their Bahasa Vocabulary are age-appropriate, basic, and used daily.

### 7 – 9 Years Old

<table>
<thead>
<tr>
<th>Song/Album Title</th>
<th>Performing Artist</th>
<th>Composer/Arranger</th>
<th>Accompaniment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Songs/Libur Telah Tiba</td>
<td>Tasya Kamila</td>
<td>AT Mahmud</td>
<td>Band and Midi Instrument</td>
</tr>
<tr>
<td>All Songs/Petualangan Sherina</td>
<td>Sherina Munaf</td>
<td>Elfa Secioria</td>
<td>Band, Live Orchestra, &amp; Midi Instrument</td>
</tr>
</tbody>
</table>

### 10 – 12 Years Old

<table>
<thead>
<tr>
<th>Song/Album Title</th>
<th>Performing Artist</th>
<th>Composer/Arranger</th>
<th>Accompaniment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Songs/Petualangan Sherina</td>
<td>Sherina Munaf</td>
<td>Elfa Secioria</td>
<td>Band, Live Orchestra, &amp; Midi Instrument</td>
</tr>
</tbody>
</table>

### > 13 Years Old

<table>
<thead>
<tr>
<th>Song/Album Title</th>
<th>Performing Artist</th>
<th>Composer/Arranger</th>
<th>Accompaniment</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Bunga di Tepi Jalan” / Tribute to Koes Plus</td>
<td>Duta SO 7</td>
<td>Koes Plus/Erwin Gutawa</td>
<td>Live Band &amp; Orchestra</td>
</tr>
<tr>
<td>“Indo-vers” / Pop Circus</td>
<td>Project Pop</td>
<td>Project Pop</td>
<td>Band &amp; Midi Instruments</td>
</tr>
<tr>
<td>“Kapan-Kapan” / Tribute to Koes Plus</td>
<td>Swara 17</td>
<td>Koes Plus/Erwin Gutawa</td>
<td>Live Band &amp; Orchestra</td>
</tr>
<tr>
<td>“Laskar Pelangi” / Laskar Pelangi Ost.</td>
<td>Nidji</td>
<td>Nidji/Nidji</td>
<td>Live Band &amp; Orchestra</td>
</tr>
<tr>
<td>“Medley Nusantara I dan Dunia” / Indosiar Salute to Koes Plus</td>
<td>Trio Lestari</td>
<td>Koes Plus/Trio Lestari (Glenn Fredly, Tompi, Sandy Sondhoro)</td>
<td>Live Band</td>
</tr>
<tr>
<td>“Musik Jazz” / Live at Planet Design Indonesia</td>
<td>Seurieus feat. Rieka Roslan</td>
<td>Seurieus/Seurieus</td>
<td>Live Acoustic Band</td>
</tr>
<tr>
<td>“Rumah Kita” / Single by Sony Music</td>
<td>Indonesian Voices</td>
<td>Ian Antonio/Stephen Santoso</td>
<td>Live Band</td>
</tr>
</tbody>
</table>

Beside these songs I also compose my own musical lines to be used with the younger students (3 – 5 years old). If you would like to use them in your class please email jc.natal@acgedu.com and I will happily send the music sheet soft copy.

**By JC Natal**
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References used in this article can be found on page 12
References from Sing the Language – How Music Can Support Mother-Tongue Acquisition
(In this case, Bahasa Indonesia)

Primary Years Programme Arts Scope and Sequence (2009). Switzerland: International Baccalaureate Organization.

Visual Overview of this issue
For all of the Visual Learners among us, here is a visual representation of some of the main points shared throughout this issue.
The following documents are available on the OCC in Bahasa Indonesia.

- Tata laksana PTD: kerangka kurikulum untuk pendidikan internasional tingkat dasar (Making the PYP happen: A curriculum framework for international primary education)
- Tata laksana: kepemimpinan pedagogis dalam suatu sekolah PTD (Making the PYP happen: Pedagogical leadership in a PYP school)
- Dasar-dasar pelaksanaan PTD (The Primary Years Programme A basis for practice)
- Program Tingkat Dasar sebagai model pembelajaran transdisipliner (The Primary Years Programme as a model of transdisciplinary learning)
- Mengembangkan program inkuiri transdisiplin (Developing a transdisciplinary programme of inquiry)
- Panduan Eksibisi (Exhibition guidelines)
- Contoh lembar perencanaan PTD (PYP planner template)
- Pengantar cakupan dan urutan PTD (PYP scope and sequence)
- Standar dan pelaksanaan program (Programme standards and practices)
- Panduan dalam mengembangkan kebijakan bahasa di sekolah (Guidelines for developing a school language policy)
- PYP English-Bahasa Indonesia Glossary

The use of these documents can assist teacher and parent understanding of the programme.

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**How should our school language policy address Mother Tongue?**

According to the IB Guidelines for Developing a Language Policy, a school’s language policy should:

- recognize that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication
- outline how students are to learn at least one language in addition to their mother tongue
- describe how the development and maintenance of the mother tongue for all learners is to be supported
- ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue (the document Learning in a language other than mother tongue in IB programmes provides further details on these practices and should be read when a language policy is being compiled)
- describe how the language of the host country is to be promoted

*(Guidelines for Developing a Language Policy, April 2008)*
New publication available on the OCC

(Information taken directly from the OCC website - PYP section
http://occ.ibo.org/ibis/occ/home/NewsCatMain.cfm?subject=pypxx&NewsType=programme)

PYP review Q&A’s (23/07/2015)
The PYP review Questions and Answers (Q&As) are updated and now accessible on the Sharing PYP blog; available in English, French and Spanish.

To receive more information about the PYP review, watch for updates via the Sharing PYP blog, IB eNewsletters, direct emails, and on the OCC.

Additional opportunities to collaborate on the PYP review will be posted on the Sharing PYP blog, via Twitter @ibpyp and in the IB eNewsletters.

If PYP coordinators and teachers have any other questions regarding the PYP review, please contact ibid@ibo.org.

May 2016 Issue

The May issue of the PYP Dunia Newsletter will focus on the theme of ‘Living the Learner Profile’.

If you would like to submit an article or perhaps have a suggestion of what you would like included in the next publication, please email Sarah Verdaguer at Global Jaya School (sarah@globaljaya.com).

Deadline: May 1st, 2016

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