

Development of Internationalization Program Guide for Early Childhood Teacher Education Department Faculty Of Educational Sciences

Wantoro¹, Diana², Yuli Kurniawati Sugiono Pranoto³

^{1,2,3} Department of Early Childhood Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

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ABSTRACT

The research aims to explore practical experiences related to the implementation of internationalization in ECTE Departments that already have international classes. The approach used is descriptive quantitative research, with the research sample being lecturers and students in the international class, a total of 15 lecturers and 15 students, each taken from 5 classes in three batches. The results showed that the implementation of the learning process in the international class was generally the same for learning activities, starting with prayer, delivery of apperceptions and materials, group discussions in the form of case studies or project approaches. In addition, at the beginning of the first meeting, lecturers usually provide reinforcement and motivation for students in international classes. The facilities and infrastructure provided in the international class are adequate, starting from classrooms, internet networks and lecture materials. The need for program guidelines will guide students in carrying out lectures while in international classes.

Keywords: Internationalization, Program Guide, ECTE Department

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Corresponding Author:

Wantoro

Department of Early Childhood Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

Email: wantoro@mail.unnes.ac.id

1. INTRODUCTION

The ECTE Department was originally established as a response to changes in national policy in the field of teachers, namely increasing the qualification requirements for ECE teachers/education from what was originally a Diploma II to a Diploma IV or bachelor's degree. (Kementrian Pendidikan Nasional RI, 2014). In its development, this study program received a warm welcome from the public, in line with the mainstreaming and strengthening of the position of ECE both at the level of community needs and at the national policy level. Strengthening the position of ECE mentioned above also positively affects the position of the ECTE Study Program. This is evident in a number of roles and active contributions of study programs at both national and international levels.

The background and purpose of establishing internationalization in the ECTE Department is inseparable from the internationalization process at Universitas Negeri Semarang this is based on UNNES's vision to become a university with a conservation perspective and international reputation (UNNES, 2019). In line with this, since 2013 the university has designed and developed a strategy to achieve this vision. One of them is opening study program grants to open international classes, where this grant program is funded by the Islamic Development Bank (IDB). Of the 80 study programs in 8 faculties at the university that proposed the grant program, the Faculty of Education had the opportunity and passed the selection to open international classes that were echoed by the ECTE study program. After going through a long mentoring process by the UNNES Curriculum Development Consultant (CDC) through the IDB program, and officially in 2015 the ECTE department opened international classes.

Internationalization emerged as a response to diversity and multiculturalism in an effort to create global competence. In an increasingly economical, socially and culturally interdependent world, diversity issues also attract a lot of attention in this program. stated by (Purwantoyo et al., 2019) that the existence of an internationalization program provides an opportunity for students to have knowledge and experience at the international level. This has also been carried out by the ECTE Department in its work program since 2012 which started this internationalization program by participating in various academic agendas on an international scale. The ECTE department has also initiated international activities, where in 2018 it received the Erasmus + Grant program which provides opportunities for students and teaching staff to be able to carry out student exchanges and staff exchanges at Trnava University for approximately 5 months for each class.

The output of this research is part of the strategic plan of Universitas Negeri Semarang which includes curriculum, learning model and evaluation, human resource development, advice and infrastructure, management, supervision and financing of quality and character education (UNNES, 2019). This research is important to do because it supports plans that have been prepared by tertiary institutions where management studies, especially improving service quality, are a concern. Semarang State University as a teaching higher education institution continues to strive to produce products in the field of education with various research activities, one of which is research proposed to develop internationalization program guidelines, especially for departments that have carried out the mandate as majors that open international classes. This internationalization guide will later become a practical guide which is the result of practical experience that has been carried out by the ECTE Department in implementing international classes.



Figure 1 Research Roadmap

This research began in 2013 starting with the submission and preparation of international classes at the university level, then in 2016 the ECTE Department opened the first international class and there were 30 students. In 2021 the recognition of AQAS international accreditation and in 2022 create an international class guide as the output of institutional research.

2. METHOD

Qualitative research method is a research method based on post-positivism philosophy, used to research on natural object conditions, where the researcher is the key instrument, sampling of data sources is done purposively and snowball, collection techniques are triangulation, data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono. 2010: 15). A sampling technique in which the researcher mixes subjects in the population so that all subjects are considered equal. Thus, the researcher gives equal rights to each subject to have the opportunity to be selected as a sample.

Data collection techniques were carried out by observation and interviews with research samples as well as documentation on the learning tools used in learning. In this study, the data analysis that will be carried out by researchers is using the data analysis model of Miles and Huberman, where the steps used are preceded by data reduction, data presentation, and the last is drawing conclusions.

The researcher collects as much data as possible through in-depth observation and interviews, then the researcher reduces the data, namely sorting out only the necessary data, while the unnecessary data will be removed. After that, the researcher tries to present the data in a detailed, organized, and easy-to-understand relationship in a narrative form. The last step in the analysis of this data is the researcher will draw conclusions. This conclusion will be valid if accompanied by real and strong evidence. The conclusion of this research will be a new finding that has never existed before.

3. RESULTS AND DISCUSSION

1) Results

International Class Implementation Mechanism

International class at a university is a mandatory thing that must be implemented by the university in order to face the challenges of the world of education in the future. Management must be able to respond to the demands and challenges of changes in the strategic environment (Agus

Santosa, 2017). Davidson (2001) suggests that change is a shift from the current state to a desired state in the future, which can be in the form of implementing new ways, following new paths, adopting new technologies, installing new systems, following new management procedures, merging, reorganization, or the occurrence of a very significant disruptive event.

The more advanced a human civilization is, it demands changes that can occur at any time and time. Universities that have commitment and readiness towards international class are universities that can respond to changes, so that the educational institutions they establish will exist according to the challenges of the times. Only in preparing for this international class requires a process that is not easy and requires commitment from the organizers. (Echchabi & Al-Hajri, 2018) in his research explained that the existence of an internationalization program had an impact on improving the performance of both staff, students and institutions.

The description of prerequisites, definitions, and needs shows that different elements have different roles in the internationalization of higher education. These elements have been defined in various ways such as mechanisms, facilitators, activities, challenges, factors and strategies. The strategy is applied to describe the activities carried out by the university to integrate global aspects into research, teaching, service functions, policies and management systems (Zolfaghari et al., 2009)

The implementation of the international class that has been carried out by the ECTE Department since 2015 is a long journey towards an internalization process. The process of becoming an international class for ECTE majors is not an easy thing, because the input obtained during the first selection process is still internal, by involving regular students to take the international class selection test at the start and being accepted as new students. The ECTE Department basically already has foreign students from Turkey who have conducted lectures at the ECTE Department before there were international classes. For two years, in line with the implementation of international classes, the students in each international class are regular students who have English skills that can be said to be Fairly Good and Good. To be precise, in 2017 one international class student from Thailand had registered through the system provided by the University as an international class student.

This was confirmed through an interview conducted by RW as one of the Department Functionaries who stated that:

In previous years using internal selection after students were accepted as students, in the current year using a direct registration selection system (since registering as prospective students).

The mechanism for admitting students to international classes has been handled directly by the University. Departments are given the authority to conduct interviews during the selection process as a form of strengthening and ensuring that students are ready to become international class students.

Implementation of Lectures in International Class

The steps in the process of teaching and learning activities for international class students are basically the same as for regular students, where the class is opened by lecturers with the same flow, as described in interviews conducted by several lecturers in international classes, including the following:

The learning process begins with greetings, prayers before lectures, review of the previous week's material, delivery of today's lecture material, discussions, reinforcement of today's material, conveying information on material to be discussed next week, end of lecture prayers, closing greetings.(Wr-AH)

Always begins by motivating and providing information on activities that will later be carried out in international classes. Also informs what is the difference between international and regular classes.(Wr-RW)

The initial reinforcement was given to students in the international class, where at first the internal selection of regular students who took the previous selection test was enough to have an impact on the mentality of prospective students in the international class. Regular students who take part in the selection do not fully have the desire to enter the international class, so the lecturers who enter at the beginning of the lecture provide reinforcement and motivation for students who enter the international class. After learning begins the lecturer provides reinforcements as stated by Ennis as quoted by Fisher (2009) reveals that critical thinking is reasonable and reflective thinking that is focused on making decisions about what to do or believe. Critical thinking skills indicators include (1) giving simple explanations (elementary clarification); (2) building basic skills (basic support); (3) conclude (inference); (4) make further clarification (advance clarification); and (5) strategy and tactics.

The facilitation carried out by lecturers who teach in international classes is also more flexible, the first reinforcement is in terms of the language of instruction used during the learning process. The results of interviews with international students describe that

Using English and Indonesian, mix.(Wr-WT)

The above results are corroborated by student statements that lecturers in international classes still tolerate students who do not yet have good English skills, material explanations and in-class communication.

The learning process is quite supportive for students who do not have foreign language skills, especially English, which is quite good. Lecturers' experience with an international reputation regarding PAUD really helps students to know and understand the world of PAUD more broadly. Discussions are also built interactively, so that they can form creative thinking patterns for students, especially in terms of solving problems.(Wr-AG)

During the seven-year journey of implementing international classes at the ECTE Department, they are still improving and developing, both in the selection process, implementation and evaluation of learning programs. The implementation of the learning approach activities carried out in international classes is very varied, learning activities are managed as attractively as possible so that students are interactive and develop students' abilities as prospective ECE teachers who will later have the potential to enter the international arena.

Trying to make learning and teaching activities interesting and fun. Inviting students to think deeper about discussing the material, not only the lecturer who provides explanations and is the main source; but involves students looking for answers using various search sources, and discussing them with other students.(Wr-RW)

Project based learning. (Wr-EW)

In addition, the learning process in class uses problem based learning, case study. Several practical courses in the ECTE Department do require student learning activities in the form of project based learning, which produces student works in the form of performances, two-dimensional and three-dimensional works, as well as products of ideas in curriculum development and in other subjects.

Facility and Infrastructure Support

The existence of an international class in the ECTE major requires the fulfillment of facilities and infrastructure that support the learning process, whether it is carried out online, offline, or even hybrid. The ECTE Department strives to provide maximum facility services for all students in the department, especially in international classes. Adequate services and facilities are testimonies from students who have experienced learning and using the facilities and infrastructure provided by the ECTE Department. Developing and improving a tertiary institution is inseparable from improving Human Resources and HR as well as supporting infrastructure to optimize the provision of services to students (Maisah, 2020). The following are the results of interviews with international class student testimonials.

Adequate learning facilities. Clean classrooms are supported by good lighting, making the classroom feel comfortable.(Wr-CN)

Comfortable classrooms, internet, and sometimes lecturers who invite lecturers from foreign universities.(Wr- AG)

The room is air-conditioned, has an LCD projector, has a computer, comfortable chairs, material and knowledge from qualified lecturers.(Wr-MR)

Based on the results of the interviews obtained related to the implementation of international classes, that the ECTE Department does not yet have its own guidelines regarding the implementation of international classes. The flow of selection and acceptance of international class students is carried out centrally by the university, study programs are given the authority to conduct interviews with prospective students who have passed the English language proficiency selection stage carried out by the university. The existence of guidelines for organizing international classes will help prospective students and students in international classes understand the curricula and programs that exist in international majors in each department, especially the ECTE major.

2) Discussion

Internationalization is a process of integrating on an international, intercultural and global scale in one container at the tertiary level (Knights, 2004). The internationalization program is part of the program at all tertiary institutions in Indonesia, this is in line with ranking in the implementation of international classes, so universities are required to move towards internationalization and support the world class university program. To deal with these opportunities and challenges, the most decisive factor is the ability of national competitiveness whose actors include all development stakeholders from both the government and private sectors and the community, including Higher Education as the provider of education.(Sulaiman, 2015).

The ECTE major is one of the majors that has an international class, which has been running for more than seven years. Until now, the international class format is still the same as other regular classes, only the use of the language of instruction is different between international classes and regular classes.

The development of resources for both students, lecturers and staff related to international classes is also still in the process of being developed. Human resources at the university, for example: lecturers, students, and administrative staff from these three elements must all work together and have a shared commitment to realize the program designed (Soejarwao, 2022). Lecturers in the ECTE major have followed competency as lecturers in international classes, however, sometimes they are faced with the ability of students who are "forced" during the initial selection to enter international classes, so that sometimes the language used does not fully use English in certain courses.

Prospective students and international class students need to know the various information needed in the selection and implementation process in the desired major, especially in majors that have international classes. The current guidelines in universities should have up-to-date data and information related to implementation. On the other hand, improving language skills especially English is also needed by students as stated by (Cantu, 2013)to improve the English skills of international students it is advisable to set up conversation groups as well as encourage them to seek help in writing centres.

4. CONCLUSION

The results of research related to the format of international classes at the ECTE Department show that the implementation of international classes breaks down into: 1) the implementation of lecture activities in international classes begins with other routine lecture activities, but at the beginning of the meeting a large portion is given to strengthening and motivating students. In addition, the language of instruction used is English, although it has not been fully implemented because there are still many students who need to understand the material; 2) the support of very adequate infrastructure is still needed for students in international classes because international class students are still moving class, so as to maximize all classes having the same infrastructure as the international class special room which only has one class.

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