PLANNING INTERNATIONAL CLASSES
INCEPTION STAGE OF INTERNATIONAL CURRICULUM DEVELOPMENT PROGRAM

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ABSTRACT
In 2010, the Government of Indonesia signed soft loan agreement with Islamic Development Bank (IDB) related with IDB project which will be conducted by and for Semarang State University (Unnes). In 2011, the agreement was declared effective and one of the project components of the project is the development of International curriculum as the complement of other project components. The biggest portion of the project is spent for infrastructure building and laboratory equipment procurement and only a small portion is designated for curriculum development. The international curriculum development is divided into four stages: inception, syllabus, handout & application and dissemination stages. This research revolves around the conformity between the planning and program outputs and investigates the perception of the stakeholders in the inception stage. The results of this research is expected to serve as recommendation material for the upcoming three stages.

Field of Research: Curriculum, Higher Education, Internationalization

1. Background
This research aims to contribute in the internationalization process of Semarang State University and is expected to become a template for other universities which would like to prepare for international classes from scratch. Internationalization which is designed by Unnes focuses on the university potential acceptability as an institution through its graduates in the middle of global competition.

The university acceptability as an institution can be assessed at a glance through the number of international students who study at the university. As an institution which want to be accepted internationally, Unnes should attempt to be an appropriate and interesting place for international students. However according to the data acquired from the university accreditation administered by the National Accreditation Body in 2013, the number of international students who take degree program at Unnes ranges between only 20 to 30 students per year. If the number of non degree students added to the equation, the number of the international students at Unnes never reaches more than 70 students per year. The portion of international students compared to the domestic students is to small noting that Unnes has 31.162 students in total (source: Unnes integrated academic system, accurate by 25 Feb 2014 at 00.56 Indonesian Western Time).
There are some main factors which cause Unnes cannot attract international students to study at the university.

a. Publication and Promotion materials including Unnes website have not been launched in English or Bilingual format.

b. Unnes has not had study programs or course which are fully taught in international language and/or use international curriculum.

c. Unnes has not had appropriate main or supporting infrastructure to support the productivity and comfort for international students.

d. Semarang, the city where the university is located, is not one of the main destinations for international students.

On the other hand, the acceptability of Unnes graduates in the global competition cannot yet be measured empirically. This is because the trace study held by the university has not yet been able to produce the exact number of how many Unnes graduates who work for international agency, multinational corporations, ministry of foreign affair and institutions/corporations in foreign countries. In order to get rough illustration of global recognition of Unnes graduates, the average TOEFL score of the graduates can be used as indicators. In 2013, the average score of the graduates TOEFL is 443.03. This score is far below the minimum TOEFL needed to be enrolled at most universities in Australia or the US which is 550. The score is also well below the normal minimum TOEFL score requested by most multinational companies (TOEFL>500).

Using above illustration, Unnes acceptability in the middle of global competition as an institutions or as group of graduates can be considered as not satisfactorily. Based on the data above, Unnes through the funding from Islamic Development Bank, proposes two main activities to support the acceleration of Unnes internationalization: (1) the building of international level physical infrastructures and (2) the curriculum development of international classes. This study only focuses on the second.

Looking at the whole process, in order to establish international curriculum at Semarang State University, four main stages are needed (Rokhman & Pratama, 2013). The following figure explains the four stages needed in the curriculum development.
The funding allocation of the international curriculum development component from IDB at Unnes is not as big as the fund allocated for the infrastructure project. Nevertheless, the funding value can be considered as big enough compared with similar internal curriculum development activities administered before at the university. The target of this curriculum work is to activate 10 international study programs whose teaching media and delivery are using international language and the curriculum uses international standard.

The international curriculum development through IDB funding is a lengthy process which takes 30 months, involves 18 experts from Indonesia and 3 experts from New Zealand, project management unit, technical teams and 81 study programs. It also covers 4 main stage and 20 sub-stages including a number of workshops and thousands of curriculum documents. Due to high level of complexity, a structured study is deemed suitable to observe, supervise, record, analyze and evaluate the whole process involved in Unnes international curriculum development. The external experts hired by Unnes, by default, produce evaluation and monitoring document in their own version and using their own angles. Internal evaluation is needed to see whether there are any gaps between internal evaluation and external evaluation.

With this kind of research in form of a case study towards international curriculum development, a sound reference is made to be utilised by all parties who have the willingness to accelerate the internationalization process at the higher education through curriculum internationalization at the level of study program (department).
2. Research Problems
The problems investigated in this research are as follows: (1) do the outputs of the inception stage of
the international study program curriculum development at Unnes has been produced based on the
planning prescribed in the terms of reference (TOR) made by the university management? and (2) to
what extent the stakeholders perceive the administration of the inception stage?

3. International Curriculum Development
According to Cheserek (2011), curriculum is a structural learning program for degree of diploma or
certain certificate which brings together all the criteria including the requirements of teaching staff,
amademic program duration, admission requirements, content and assessment. Therefore for this
purpose, in a university, Cheserek argues these following items must be inserted into all of the curricula:

- Requirements for registration
- Purpose
- Scope
- Courses and the specific content
- Duration
- Modes of Assessment
- Standard reference
- Honor in academic including certificates

To see the curriculum development in an environment that can be controlled, Wolf (2007) designed a
model of curriculum development which can be divided into three, as follow:

- Curriculum Visioning. At this stage, the current curriculum applied by the study program is
evaluated. Wolf put an example that in the University of Guelph, four level of Kirkpatrick evaluation
is used to evaluate the recent and applied curriculum. The SWOT standard analysis can be used at
this stage. The core of this stage is to encourage the faculty members and students to identify the
skills needed in the new curriculum that does not exist in the old curriculum.

- Curriculum Development. At this stage, according to Wolf, lecturers of each course are set up to
meet every goal needed. Some areas which must be considered are: The purpose of the program,
key area, effort done to develop each key area, The desired level of complexity and method of
learning, as well as the learning and assessment used.

- Alignment, Coordination and Development. The stage of activity done in this phase is to test the
courses which are being reviewed and if necessary, combining some courses if considered to achieve
the same goal. Training, seminars and conferences on development that is being done is also very
necessary. At least for the attempt of cycles repair can be done at least once in three years.

During the lecture delivered by Sheehan and Kirkland (2010) at Ohio State University, there are at least
six stages which can be run by the university to develop curriculum.

- Identifying the problem and assessing the needs in general
  In identifying problems, a university must know the problem characteristics in the educational
world. Experts involved should also know the realization of the concept.
- The assessment of needs for the targeted students
  A university must know the audience and what they need.
• Setting specific and measurable goals
A university must know what final goal influencing all of the actions which need to be taken. The goals must be specific and measurable. The choice made should be based on the content of curriculum. Communicating the goals clearly and proposing the most effective methods of learning are the priority.

• Designing the learning strategy
A university must identify the educational strategy which will be led toward the achieved curricular.

• Through the stage of implementation
A university must identify the resources, support and other factors to be able to implement the curriculum successfully.

• Evaluation and feedback
Draw the plan to evaluate the effectiveness of the curriculum. Close the holes and prepare information about Continuous Quality Improvement.

4. Research Methodology
The design of the research is a case study. A case study can be classified as qualitative study aimed to record and evaluate an activity or project that is a consequence of a policy.

According to the guide to case study written by Colorado State University, types of case study which develops recently are categorized into four types, as follow:

• Illustrative Case Study
• Exploratory or Pilot Case Studies
• Cumulative Case Study
• Critical Instance Case Study

In this study, the researcher will use the first type of case study which is illustrative case study. The fundamental objective of conducting this research type is to provide a comprehensive documentation for parties who have an interest in the development of internal and external curriculum.

Some documents which will be reviewed in this research are:

• Terms of Reference (TOR) Curriculum Development Consultant
• Contact between Curriculum Development Consultant and Unnes
• Documents assistance of Curriculum Development Consultant
• Routine reports, activity reports and final report stage of inception of Curriculum Development Consultant
• Presentation material delivered by Curriculum Development Consultant
• Proposals of Internasionalization of 10 study programs
• Selection documents of the big 20 and 10 of study programs

The stakeholders who will be interviewed or surveyed in this research are:

• The representative of the related ministry
• The representative of Project Management Unit
• The representatives of the study programs
• The representative of Curriculum Development Consultant (CDC)
5. Results of the Research

There are two parts which are presented in this discussion to answer two formulas of statements of problem.

The first question of the research problems statement is “Do the outputs of the inception stage of the international study program curriculum development at Unnes has been produced based on the planning prescribed in the terms of reference (TOR) made by the university management?” Through the study of documents, questionnaires, interviews and focus group discussions can be concluded several points regarding the planning feasibility of curriculum development work in TOR with the output produced by the consultant:

- Through the analysis of the research results can be concluded that all of the activities required in TOR have been done by the consultant and have fulfilled the minimum requirement in TOR. From 7 activities required in TOR, the consultant has carried out 7 activities.
- Through the analysis of the results of this research, it can be concluded that all the documents that must be produced by the consultants well completed. From five types of documents requested by the TOR, the consultant has provided 5 documents.
- Through the analysis of the research result, it can be inferred that all of the experts provided by the consultants have fulfilled the requirements in TOR. Consultants have complied 18 local experts and 3 foreign experts with conformance qualification by 90%.

Although in quantity and formal requirements, the consultants have met the TOR made by the university, some records may be seen in the following points:

- There is difference perception between the IDB (donor) and PMU (executor) in the working methods of the program. IDB requires the work by a third party (consultant) while the PMU requires running the work by way of self-management. PMU or Unnes is considered having no experience in working with consultant service.
- Term of Reference/ TOR contains the entire work which must be done by the consultants of curriculum including the number of experts’ needs and schedule.
- TOR document mentioned above is not detail in setting rights and obligations of the executor (PMU) or clients (Study programs), in consequence there are some different argument during the progress of work in developing the curriculum.
- The selection process from 81 study programs into 10 study programs is decided as the part of the consultants’ contract. What happened is the experts who have been contracted from the beginning cannot be ascertained from the selected study programs. In the future implementation there would be gap of knowledge and expertise because even though they are allied but cannot be assured in detail coming from the same selected study programs.
- The data coming from the daily note or journal and evaluation by individual experts are poor. The control cards contain only the attendance and suggestions that are formal and minimalist.
- In preparing proposals, PMU seems not predict the problem of the study programs and experts in dealing with foreign language before.

The analysis of perceptions and expectations of stakeholders can be analyzed from the results of the research which are able to be seen from the following matrix.
Table 1. Analysis of Perception and Cross Motivation between Stakeholders

<table>
<thead>
<tr>
<th>Perception about</th>
<th>PMU Response</th>
<th>Study Programs Response</th>
<th>Consultants Response</th>
<th>Ministry Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of program internationalization</td>
<td>Very important</td>
<td>Important</td>
<td>Very important</td>
<td>Important</td>
</tr>
<tr>
<td>The schedule at the stage of inception</td>
<td>Quite effective</td>
<td>Quite effective</td>
<td>Quite effective</td>
<td>N/A</td>
</tr>
<tr>
<td>The Finalization of Curriculum development to the final stage</td>
<td>Very confident</td>
<td>Less confident</td>
<td>Confident</td>
<td>Confident</td>
</tr>
<tr>
<td>The study programs have strong intention to carry out the curriculum work</td>
<td>Strong</td>
<td>Very strong</td>
<td>Strong enough</td>
<td>N/A</td>
</tr>
<tr>
<td>Satisfaction toward the performance of consultants</td>
<td>Less satisfied</td>
<td>Less satisfied</td>
<td>Satisfied</td>
<td>N/A</td>
</tr>
<tr>
<td>Satisfaction toward the performance of PMU/executor</td>
<td>Satisfied</td>
<td>Less satisfied</td>
<td>Satisfied</td>
<td>N/A</td>
</tr>
<tr>
<td>Satisfaction toward the performance of study programs</td>
<td>Satisfied</td>
<td>Satisfied</td>
<td>Satisfied</td>
<td>N/A</td>
</tr>
<tr>
<td>The ability (potency) of the study programs to finish the next stages</td>
<td>Potential enough</td>
<td>Potential enough</td>
<td>Potential enough</td>
<td>N/A</td>
</tr>
<tr>
<td>Understanding toward the project of curriculum development</td>
<td>Very Understand</td>
<td>Less understand</td>
<td>understand</td>
<td>Less understand</td>
</tr>
</tbody>
</table>

From the table above can be inferred some tendency as follow:

- Either PMU, Study programs, Consultants and Ministry agree that the program of curriculum development is very important and strategic in order to internationalize Unnes.
- Either PMU, Study programs, Consultants and Ministry agree that Unnes have the capital needed to finish through the stages of international curriculum development.
- The three parties directly involved in the project have a problem of confidence in each other. Satisfaction of one party against the other party is quite low. Satisfaction toward own performance is quite high.
- Not all of the stakeholders understand the concept of TOR made by the University (PMU). It may be caused by lack of socialization.
6. Conclusion
From the research, there are some aspects which can be inferred from the result of survey, interview and FGD with stakeholders.

- Some main aspects which must be internationalized in the university are: the curriculum of the university, infrastructure including classrooms, supporting equipment and ICT, increasing recognition and international cooperation and Human Resources including the ability to write journals and teach using foreign language.
- All parties believe that international classes can be held with variety of conditions and prerequisites that must be met.
- Obstacles that can impede the way of the curriculum internationalization are: limited mastery of foreign languages, the constraints of infrastructure, motivation and mindset constraints, overloading lecturer job and education ecosystem problem.
- The progress achieved during the inception stage are: insight into the international curriculum, study programs’ specification, same perception on passing profile, accommodation of KKNI, courses specifications for foreign students, assessment, and curriculum standards according to international reference.
- Some inputs for improvement of activities are as follows: more effective schedule of activities, smoother and open communication, producing guidelines for stakeholders, and clarifying job description of all stakeholders.
References


