

RESEARCH REPORT



Internationalization At Home: Designing International General Education Curricula

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2018

ABSTRACT

Global competitiveness has necessitated universities worldwide to undertake vast and expensive measures to redesign and revamp their curricula, improve their students' services, and other similar measures. The term internationalization is not limited to the use of English as the medium of instruction or the number of international students. Internationalization of higher education has taken a much more profound meaning that encompasses strategies and approaches to instill global perspective in their learning, teaching, and research activities.

The objectives of this study are to examine stakeholders' needs and expectations on international general education curricula and to design new international curricula. We distributed surveys for college students, professors, high school students, and parents. We employ quantitative method to understand students and professors' perception about the importance, the benefits, and the drawbacks of general education, the importance of having courses containing international coverage, and participants' perceived goals of general education program. We use our question prompts to obtain in-depth information about participants' reflection, experiences, and perception of internationalized general education. The interview and FGD are intended to elicit responses from business owners, students, and lecturers.

The findings suggested that general education courses needs revamping or modification in order to be relevant with the 21st century skills. Students need to be equipped with various soft skills necessary for them to be more competitive in the work places. The quantitative data from this study found that time management, leadership skills, communication skills, self-discipline were among the most important soft skills that students need to learn while they are in college.

Keywords: internationalization at home, curricula, soft skills, general education

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CHAPTER 1

INTRODUCTION

1.1 Background

Many universities undertake expansive and expensive endeavors to achieve the so-called global competitiveness. They make significant efforts to improve their global standing. The term ‘internationalization of higher education’ is commonly associated with the use of English as a medium of instruction, the number of international students, international agreements, and international accreditation status (Knight, 2015). However, Bradenburg and de Wit (2011) argued that internationalization should not be limited to such indicators. That term should be defined as an effort for people to “understand and define their role within a global community, transcending the national borders, and embracing the concepts of sustainability...”. Beelen & Jones (2015) use the term internalization at home to refer to “purposeful integration of international and intercultural dimension into the formal and informal curriculum for all students, within the domestic learning environments”. Internationalization encompasses some shifts in the core activities in a university such as teaching, learning, and research.

While many universities abroad have shifted their strategies and approaches to instill global perspectives in their courses, only top universities in Indonesia open such programs. For instance, University of Indonesia, Gajah Mada University, and Bandung Institute of Technology are some of the public universities which use internalization at home.

Since its inception, Soegijapranata Catholic University has progressed rapidly. The university has become one of the destinations for high school graduates all over Indonesia. Parents send their children to study in Soegijapranata Catholic University because of the quality

of education and good programs as well as the fact that it is one of the most prominent Catholic universities in Indonesia. However, to strengthen its strategic positioning and achieve global competitiveness, it is necessary for the university to upgrade the undergraduate curricula with important skills for the 21st century. Some of the skills are problem solving skills, critical thinking, team work, and leadership. University graduates are often viewed as incapable of accomplishing their tasks or difficult to acclimatize in the new workplace. They are knowledgeable about their field but they cannot work well with their superiors and other people in their workplace. They lack intercultural and linguistic competences. This prompts Soegijapranata Catholic University to redesign the undergraduate curricula. The university is planning to incorporate general education courses to equip students with intercultural awareness and English language competences.

This endeavor is in line with the most recent plan of the Ministry of Research, Technology, and Higher Education in Indonesia to revamp the general education courses in Indonesian universities. The Ministry has acknowledged the needs to equip the university graduates with courses that can invoke compassion, sharpen leadership skill, strengthen students' communication/IT skills, encourage analytical/creative/logical thinking, and refine ASEAN/global culture awareness.

As stipulated in the Indonesian Law No 12 in 2012, the general courses in Indonesian universities consist of State Ideology – Pancasila, Religiosity, Civics, and Indonesian Language. While these courses are sufficient to strengthen the spirit of nationalism and patriotism, they have not been well-designed to include the 21st century skills that graduates need the most. Most of these courses focus on the local, regional, and national issues and have yet touched on the international issues. Therefore, Soegijapranata Catholic University is willing

to take several steps ahead of other universities by redesigning the existing general courses and adding new general education courses. These new courses will be expected to support whole person education. In other words, it aims to nurture individuals who are able to become caring leaders, respond to global challenges, value interdependence and capacity to establish network, valorize individual strengths to compete globally, and strongly uphold ethics, responsibility, integrity, and justice. This curriculum design will be expected to set a new level of higher education venture. Indonesia, only very few universities offer this type of education model. However, many excellent universities in Asia such as NUS, Lingnan University, and Hongkong Baptist University have begun this type of education model to respond to the demand of quality education and superior student services. This proposal will touch on general education curricula, better interactions among all university constituents, the cultivation of international ally-focused research topics and innovative uses of digital technology.

Soegijapranata Catholic University has the capability to implement this proposal. First and foremost, the university has human resources needed to accomplish the objectives of this proposal. Many of its faculty members are graduates from reputable overseas universities who are willing to embrace new ideas, adopt new teaching methods, and create new modules and syllabus. Moreover, some of our faculty members are or were United Board Fellows who have been engaged in whole person education and general education development in Asia and United States. Second, the university possesses strong leadership culture which encourages anyone to actively participate in all of its actions for improvement. Third, the university has the necessary facilities to implement the proposal. Four, as previously stated, the university has become one of the students' college choices. Many students in Soegijapranata Catholic University come from all over Indonesia.

This study was written and submitted to the United Board in anticipation of the opening of new study programs which will be conducted mainly in English in Soegijapranata Catholic University new campus. The curricula of these new study programs will incorporate more varied and better general education courses. This proposal consists of several stages including preliminary research / study, workshops, training and seminars. Given the opening of the international programs at Soegijapranata Catholic University has become one of the priorities in the Soegijapranata Catholic University, then the success of this proposed project is very important.

This project is also in accordance with the contents of the United Board of Institutional Grants Program Guidelines 2017-2018 which state that projects should be designed to strengthen institutional capacity by enriching undergraduate education through the development of new or improved curricula, design of new academic programs or student services on campus, or other means.

1.2 Problem Formulation

This study attempts to answer the following questions:

- a. How do stakeholders perceive the existing general education curricula?
- b. What are the stakeholders' needs and expectations on international general education curricula?
- c. What kind of soft skills and subjects do stakeholders perceive as important for college students?

1.3 Purpose of the study

The main purposes of this study are to:

- a. find out how stakeholders perceive the existing general education curricula.
- b. examine the stakeholders' needs and expectations on international general education curricula.
- c. Investigate the kind of soft skills and subjects do stakeholders perceive as important for college student

1.4 Scope of the study

This study discussed the evaluation of the existing general education curriculum in the university. In addition, this study focused on the perceptions of the university's stakeholder of the general education curriculum and the soft skills needed to equip college students.

1.5 Significance of the study

The results of this study on the international general education curricula will contribute a scholarly discussion on the evaluation of the general education curricula. The findings of this study will be useful for the university to revamp and modify the general education curricula.

CHAPTER 2

LITERATURE REVIEW

This section delineates some conceptual frameworks on internationalization of higher education.

2.1 The Impact of Globalization on Higher Education

Globalization is a phenomenon that has fundamentally changed human life. Globalization changes the human's perspective of the world, the way people live and the way people relate to one another. One characteristic of globalization is the migration of people in the world so that 'the world seemed borderless'.

Anthony McGrew in Reich (1998) states that globalization constitutes a multiplicity of linkages and interconnections that transcend the nation states (and by implication the societies) which make up the modern world system. He defines globalization as:

a process through which events, decisions and activities in one part of the world can come to have a significant consequence for individuals and communities in quite distant parts of the globe (p.4).

Higher education has also been profoundly affected by globalization. The way globalization affects higher education policy and academic institution is simple, but the implications are surprisingly complex. For higher education, globalization encompasses multifarious external forces ---social, economic, and technological---forces that shape the realities of the 21st century. Some of the elements of globalization are the advancement of information technology, the finance of higher, the commercialization of higher education, students and faculty mobility, global dissemination of ideas, and the use of English as the language of science (Altbach, 2013c). To survive, higher educational institutions have to accept these external forces and adapt

to new challenges well. The complex forces are the ones that affect the universities worldwide the most. In his book introduction Altbach (2013c) states that:

Globalization produces realities that affect higher education. An international knowledge network – dependent on the internet, increased use of English as the main scientific language, and growing linkages among academic institution – is now central reality of academe. The traditional academic centers, especially in the large English-speaking countries, dominate the world system, and many universities especially in the developing world find themselves involved but peripheral in the network. International student mobility increases, with flows largely from developing and middle-income countries to the traditional academic centers (p.7).

Mass access of higher education is also quite recent phenomenon globally. The sociologist Martin Trow argued that most nations, at varying times, will move forward mass or universal participation in postsecondary education. While some developing countries still educate fewer than 10 percent of the age group, Altbach (2013c) states that almost all countries have dramatically increased their participation rates. The “logic” of massification according to Altbach is inevitable, and includes an overall lowering of academic standards, greater social mobility for a growing segment of the population, new patterns of funding higher education, and increasingly diversified higher education systems in most countries (Altbach, Reisberg, Rumbley, 2009).

2.2 Internationalization of Higher Education, International Curriculum and Internationalization at Home

In the last decade, institutions of higher education, national governments, and (inter)national organizations, according to de Wit, have become more proactive, comprehensive,

diverse, and innovative in their approaches to internationalization. While such terms are increasing in number and frequently used, the challenge is to align rhetoric with practice. Furthermore he states that internationalization should be used as a driver of quality and innovation and reflect growing interest in ensuring the majority of students and staff are engaged in and changed by the internationalization agenda. Coherent and connected approaches to international education, which address epistemological, praxis, and ontological elements of all students' development, are urgently needed. Focusing attention on these goals has the capacity to transform an institution's approach to internationalization and the identity of the institution (de Wit & Leask, 2015).

Curriculum is a key factor in implementing the internationalization of higher education. Recently, according to de Wit, questions related to the relationship between the internationalization of higher education, the curriculum, and the disciplines have been raised. Wit states that:

The curriculum is the vehicle by which the development of epistemological, praxis, and ontological elements can be incorporated into the life and learning of today's students, ensuring that they graduate ready and willing to make a positive difference in the world of tomorrow. ... Institutional mission, ethos, policies, and priorities influence approaches taken to internationalization. The local context—the social, cultural, political, and economic conditions—provides opportunities and challenges for internationalization of the curriculum. Different national and regional contexts provide different options for internationalization of the curriculum. ... Discipline communities are a strong driver of approaches to content selection, teaching, learning, and curriculum design in the national and global contexts. Critical decisions about whose knowledge will

be included in the curriculum and how to teach and assess learning, are determined by the discipline community. Disciplinary, institutional, local, national, regional, and global factors interact in different ways to facilitate and inhibit, drive, and shape approaches to internationalization, including the way in which learning outcomes are defined, taught, and assessed.

The definition by Betty Leask (2015) addresses these points:

Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

Although there is still a strong focus on the abroad side of internationalization, there is an ever stronger call for attention to the internationalization of the curriculum at home. There is increasing recognition of the need for institutions to pay more attention to involve more, and even all, students in internationalization. The focus is, however, shifting slowly and more is imagined than achieved.

The concept of internationalization at home plays a useful role in certain contexts, particularly where the emphasis of internationalization efforts has traditionally been on mobility. It is increasingly clear that mobility can bring substantial benefits to participants, and countries around the world are seeking to increase the number of students taking part. However, it is also recognized that mobile students will continue to make up a relatively small proportion of the student body, and internationalization at home is a convenient term to designate internationalization activity aimed at the whole student body (Bellen & Jones, 2015)

Furthermore, the definition of internationalization at home as mentioned by Jos Bellen and Elspeth Jones (2015) is "... the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments."

The definition states by Bellen & Jones (2015) stressed inclusion of international and intercultural aspect into curricula in a purposeful way. It emphasizes the role of internationalization for all students in all programs and does not simply rely on mobility to offer international and intercultural perspectives. In talking of "domestic learning environments," according to them, the definition makes it clear that these may extend beyond the home campus and the formal learning context to include other intercultural and/or international learning opportunities within the local community. These may include working with local cultural, ethnic, or religious groups; using a tandem learning system or other means to engage domestic with international students; or exploiting diversity within the classroom. It also includes technology-enabled or virtual mobility, such as through Collaborative Online International Learning.

2.3 General Education Curriculum

Until now, general education is not sufficiently known in Indonesia. In fact, because of the lack of job opportunities, a lot of university graduates in Indonesia work in a job outside their major. It is also common in some Asian countries. Altbach (2013b) states that: Most East Asian universities, as is common worldwide, provide a specialized curriculum with a vocational or disciplinary focus, and students must enroll in specific faculties. General education is, by and large, absent, although exceptions do exist. A reconsideration of this specialized professional curriculum has recently begun, with critics arguing that it stifles creativity and

forces students to confine the focus of their studies. Moreover, the specialized curriculum may be irrelevant for the more fluid job market of the 21st century.

As the idea of general education and an interdisciplinary approach to the curriculum strengthens, the role of the humanities and social sciences becomes more central. General education never provides an exclusively science-based curriculum, and in most cases the soft sciences are at least as significant as the hard sciences and professional subjects. With declining strength in the soft sciences, the development of innovative and effective general education programs will be difficult if not impossible. A new recognition that the soft sciences are needed to support academic program exist – as well as a growing concern to ensure critical thinking for first-degree students and in fledgling general education courses. The humanities particularly are often relegated to a distant and low prestige part of the university. The soft sciences must regain their places at the center of academic life. These fields must themselves reintegrate into the mainstream of the university by emphasizing interdisciplinary work, their contribution to general education, and their importance to understanding contemporary society. New fields such as bioethics and environmental science, if they are to be effective, need significant expertise from the humanities and social sciences. Vice versa, we believe that, the effective general education program will also be difficult to be developed without inserting hard sciences such as chemistry, mathematics, and biology.

CHAPTER 3

METHODS

This study was a mixed-method study. The main purposes of this study are to find out how stakeholders perceive the existing general education curricula, examine the stakeholders' needs and expectations on international general education curricula, investigate the kind of soft skills and subjects do stakeholders perceive as important for college student.

3.1 Population and sample

In this preliminary study, we managed to do interviews and FGD from three business owners, three lecturers, and two university students for interviews. We also managed to collect data from 15 university students to test our survey.

3.2 Instrument

Survey

We distributed surveys for college students, professors, high school students, and parents. We employ quantitative method to understand students and professors' perception about the importance, the benefits, and the drawbacks of general education, the importance of having courses containing international coverage, and participants' perceived goals of general education program. The survey comprised 40 questions with Likert scales ranging from favorable to unfavorable responses.

Interview

We use our question prompts to obtain in-depth information about participants' reflection, experiences, and perception of internationalized general education. The interviews were intended to elicit responses from business owners, students, and lecturers.

The survey questions, the interviews, and the FGD are centered around these questions:

- a. How important is general education for higher education?
- b. How do participants perceive general education?
- c. What are participants' experiences taking general education courses?
- d. What are the perceived benefits and drawbacks of general education program?
- e. How important is the international coverage in higher education courses?
- f. How much do courses in higher education focuses on international issues?
- g. What are the advantages of focusing on the international coverage?
- h. What are some potential problems in delivering the international coverage in higher education courses?
- i. What are some of the courses that are of interest to you?

3.3 Procedures

The data obtained from the survey were analyzed using descriptive statistics. We calculated the means and the standard deviations of each response. The data we obtained from the interviews were transcribed and coded. From the transcription, we looked for emerging themes regarding participants' perception of general education courses. The data from the pilot study were mostly used to improve our questionnaire before we distribute the questionnaire to various stakeholders.

CHAPTER 4

FINDINGS

4.1 Findings

4.1.1 Qualitative Data

In this study, we gained some information about business owners, students, and teacher's reflection, experiences, and perception of taking general education courses in university. From the interviews, we obtained some emerging themes. They are:

- a. General education courses are taken merely to fulfill requirements.

The participants in this preliminary study reported that they took general education courses in colleges and universities to fulfill a requirement for undergraduate degree. In most universities, general education courses are mostly Pancasila (State Ideology), Civics, Religion, Indonesian Language, Computers, or some courses related to Indonesian culture and arts, Introduction to Social Studies, and Introduction to Natural Science. Universities do not offer general education courses beyond these general courses.

- b. The materials for general education courses never changes.

Most of the respondents said that the course materials for general education were the same from elementary to tertiary education. They expressed their disappointment that what they learned in elementary schools was basically repeated when they were in college. There were material enrichment, but the key concepts were the same. Many participants suggested that general education courses can have the same goals or teaching

objectives, but the topics should be adjusted or revamped in accordance with the current issues in Indonesia and in the global world.

- c. General education courses are not relevant beyond college.

Almost all respondents agreed that general education courses are not really relevant beyond college as graduates do not need them for their future job. Courses such as Pancasila has been introduced since students are in elementary school but the contents of the course do not sufficiently equip students with competence they need for their future job.

- d. Lecturers' competence is key in course delivery

In this preliminary study, most participants expressed that in general education courses, lecturer's competence is key. Most students do not consider the course important for their future career, so their interest in attending the class or participating in class activities is highly dependent on lecturer's ability to engage students through interesting activities. A participant said that he wished he had options to take subjects that were relevant for him when he graduated. He said that his lecturer in college was worse than his elementary school teacher in delivering the materials. Since general education courses were intended for large audience, his lecturer always delivered materials through lectures and he never challenged students with more up-to-date cases or issues.

- e. General education courses need to equip students with soft skills

One of the goals of general education courses, according to the participants, is that the course has to equip students with the development of soft skills. These skills are very useful for students when they look for jobs. Participants wish that general education courses train students to become good problem solvers, leaders, and team members.

General education courses also need to be designed in such a way that students can take advantage of the course to improve their interactional skills, empathy, and social engagement.

- f. Courses focusing on cross-cultural comparison or international viewpoints are needed.

Participants of this study agreed that higher education courses nowadays need to include some materials on cross-cultural comparison and incorporate international viewpoints.

The world has become more connected and aligned. Indonesia is inseparable from the outside worlds. Thus, courses in universities have to introduce students with current issues in the world and study how these issues affect policy making in Indonesia.

Students also need to understand the contribution of local knowledge Indonesia to the wellbeing of every citizen in the world.

In this stage, the team members have collected data mainly from the qualitative approach.

These data is very useful in understanding public's perception about general education and what university needs to revamp its general education courses.

4.1.2 Quantitative Data

For this study, we distributed questionnaires for 130 high school students, 155 college students, 61 lecturers, and 23 parents. The questionnaire consists of 40 question items that ask respondents to respond to the most to the least expected goals of general education curriculum. Each question item used Likert Scale having five options ranging from Very Important (score 5) to Not Important At All (score 1). Each option is quantified so that we can calculate the means and the SD. Below are the summary of the results (the graph is attached in annexes)

In order to understand how stakeholders perceived the expected goals of general education curricula, we counted the overall means of each statement. The chart below summarizes the findings.

Out of the total 40 questions, 17 statements received very favorable responses ($m > 4$)

We can see from the table that the highest mean was for Statement 3 (The ability to think independently and critically). The mean score for this part was 4.51. Thus, our respondents expected that general courses should offer courses that encourage students to think independently and critically. Self-discipline is considered an important issue in college courses. The mean score for statement 19 (Self-Discipline) is 4.47. In college life, time management is one of the important issues. Many students perceived time management as important. Another important goal of general education curricula is good work ethics. The mean score for this statement (statement 5) is 4.4, slightly lower than the mean score of statement 5 is statement 6 (Social Commitment). From the chart, we can see that leadership quality is one of the most important issues in college courses ($m=4.35$). Many respondents reported that leadership is very important to be included in the curricula. Team work and interpersonal skills are two skills that respondents perceived to be integrated. Statement 16, 17, 8, and 15 are some of the most important goals. The mean scores for these issues range from 4.3 to 4.33. Another important finding from this survey was the fact that respondents perceived the decision making ability is important (Statement 4). The mean score for this statement is 4.28. Another interesting finding is that the participants in this study perceived that understanding of human behavior and social engagement are crucial. For these issues participants mostly opted for very important.

This study asked respondents about the perceived goals of general education related to particular subjects. Business exposure is perceived as crucial knowledge to be required in this global world. The mean score of this statement is 3.94 (Statement 23). Interestingly, knowledge of Indonesian culture and history (Statement 12) has a mean score that is slightly lower than the mean score of statement 23 (business exposure), 3.92.

Another interesting finding from the study is related to the use of technology. The data collected show that respondents perceived digital literacy and competence a must. Their response for Statement 10 (Technology competence) has a mean score of 3.92. However, the respondents had an ambivalent opinion regarding the importance of game-making (Statement 35) for international curricula ($m=3.1$). Knowledge about classical and contemporary music (Statement 32) and knowledge about culinary art (Statement 34) are among the statements that had the lowest mean scores ($m=3.89$).

Participants also had a slightly different opinion regarding the role of global perspectives in general education curriculum. For Statement 13 (knowledge about other cultures outside Indonesia) was perceived as fairly important ($m=3.76$). Likewise, knowledge about national legal customs was perceived as fairly important ($m=3.51$). The respondents' answers are consistent regarding the local content for international courses. They perceived that local content is important to understand humanity; thus, it is as important as the global perspectives. In other words, in the curriculum for the international programs, respondents believed that the university should offer courses in which there is a balance between the local and international contents. The local contents in the internationalization of higher education does not necessarily suggest

that the curriculum is somewhat lacking. On the contrary, the local content of the curriculum can enrich students' understanding of human nature.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings suggested that general education courses needs revamping or modification in order to be relevant with the 21st century skills. Students need to be equipped with various soft skills necessary for them to be more competitive in the work places. The quantitative data from this study found that time management, leadership skills, communication skills, self-discipline were among the most important soft skills that students need to learn while they are in college.

5.2 Suggestions

The results of this study can be useful for the institutions in several ways:

1. This study is in line with the university's plan to open new study programs which will be conducted primarily in English in the new campus complex. Currently, the university is in the stage of finalizing the blueprint of the new campus. The new building is expected to finish by 2019. The international general education curricula will also be expected to be ready when the new campus is fully completed.
2. After this study was completed, the findings will be used to design curricula to equip students with courses that can instill compassion, sharpen leadership skill, increase students digital literacy, improve analytical, creative, and logical thinking, and refine ASEAN/global culture awareness. The current general education courses are offered mainly to strengthen the spirit of nationalism and patriotism, but they lack the emphasis to equip students with 21st century skills. The university plans to offer more courses whose goals will help students to become Indonesian yet global citizen The next research should be designed to focus on the qualitative

analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.

3. This project will also equip faculty members with exposure to global perspectives and wider university network. In addition, through this project, faculty members can join workshops aimed to improve their knowledge about curriculum, teaching methodology, whole person education, and higher education policy.
4. The community will benefit from the well-rounded graduates of Soegijapranata Catholic University. The international general education curricula will benefit the community indirectly such as having citizens who care for their community. Graduates who have competencies of local and global knowledge are more likely to become citizens who have the willingness to contribute their knowledge to society.

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APPENDICES

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

Judul Penelitian : Internationalization at Home: Designing International General Education Curricula

Penulis Penelitian : Cecilia Titiek Murniati, Budi Widianarko, Ridwan Sanjaya, Marcella Elwina Simanjuntak

Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,2	0.2
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0.5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	0,6	0.5
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0.6
Total = 100%	2	
Nilai Pengusul	2	1.8

Catatan penilaian makalah oleh Reviewer 1 :
Penelitian yang relevan dengan kebutuhan pendidikan dlm abad 21. Kebutuhan soft skill perlu diteliti lebih jauh agar kurikulum sesuai dengan kebutuhan akan keterampilan abad 21.

14 Maret 2019

Reviewer 1,

Nama : Prof. Dr. Gusti Astika, M.A
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Unit Kerja : Fakultas Bahasa dan Seni Universitas Kristen Satya Wacana
Jabatan Fungsional : Guru Besar
Bidang Ilmu : Linguistik

*Coret yang tidak perlu

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

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Kategori Publikasi Penelitian : Laporan Penelitian Tidak Dipublikasikan

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Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh
a. Kelengkapan unsur isi makalah (10%)	0,2	0.2
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0.4
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	0,6	0.5
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0.6
Total = 100%	2	
Nilai Pengusul	2	1.7

Catatan penilaian makalah oleh Reviewer 2 :

Penelitian sesuai dg. pendidikan di era global,
namun pembahasan kurang mendalam

14 Maret 2019

Reviewer 2,



Nama : Dr. Katarina Rustipa M.Pd
NIP/NIDN : YB.2.01.03.00./0628086301
Unit Kerja : Fakultas Bahasa dan Ilmu Budaya Universitas Stikubank Semarang
Jabatan Fungsional : Lektor Kepala
Bidang Ilmu : Applied Linguistics

*Coret yang tidak perlu

LEMBAR

HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*

KARYA ILMIAH : LAPORAN PENELITIAN TIDAK DIPUBLIKASIKAN

Judul Penelitian

: Internationalization at Home: Designing International General Education Curricula

Penulis Penelitian

: Cecilia Titiek Murniati, Budi Widianarko, Ridwan Sanjaya, Marcella Elwina Simanjuntak

Kategori Publikasi Penelitian

: Laporan Penelitian Tidak Dipublikasikan

Hasil Penilaian *Peer Review* :

Komponen yang dinilai	Nilai maksimal Laporan Penelitian Tidak Dipublikasikan	Nilai Akhir yang Diperoleh	
		Reviewer PTS	Tim PAK Kopertis Wil VI
a. Kelengkapan unsur isi makalah (10%)	0,2	0,175	
b. Ruang lingkup dan kedalaman pembahasan (30%)	0,6	0,525	
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	0,6	0,525	
d. Tidak tersimpan di perpustakaan, mendapat rekomendasi profesor/pakar di bidangnya (30%)	0,6	0,525	
Total = 100%	2	1,75	
Nilai Pengusul	2	1,75	
Catatan penilaian makalah oleh Tim PAK Kopertis Wilayah VI :			

14 Maret 2019

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RESEARCH REPORT



Internationalization At Home: Designing International General Education Curricula

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2018



ABSTRACT

Global competitiveness has necessitated universities worldwide to undertake vast and expensive measures to redesign and revamp their curricula, improve their students' services, and other similar measures. The term internationalization is not limited to the use of English as the medium of instruction or the number of international students. Internationalization of higher education has taken a much more profound meaning that encompasses strategies and approaches to instill global perspective in their learning, teaching, and research activities.

The objectives of this study are to examine stakeholders' needs and expectations on international general education curricula and to design new international curricula. We distributed surveys for college students, professors, high school students, and parents. We employ quantitative method to understand students and professors' perception about the importance, the benefits, and the drawbacks of general education, the importance of having courses containing international coverage, and participants' perceived goals of general education program. We use our question prompts to obtain in-depth information about participants' reflection, experiences, and perception of internationalized general education. The interview and FGD are intended to elicit responses from business owners, students, and lecturers.

The findings suggested that general education courses needs revamping or modification in order to be relevant with the 21st century skills. Students need to be equipped with various soft skills necessary for them to be more competitive in the work places. The quantitative data from this study found that time management, leadership skills, communication skills, self-discipline were among the most important soft skills that students need to learn while they are in college.

Keywords: internationalization at home, curricula, soft skills, general education

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CHAPTER 1

INTRODUCTION

1.1 Background

Many universities undertake expansive and expensive endeavors to achieve the so-called global competitiveness. They make significant efforts to improve their global standing. The term ‘internationalization of higher education’ is commonly associated with the use of English as a medium of instruction, the number of international students, international agreements, and international accreditation status (Knight, 2015). However, Bradenburg and de Wit (2011) argued that internationalization should not be limited to such indicators. That term should be defined as an effort for people to “understand and define their role within a global community, transcending the national borders, and embracing the concepts of sustainability...”. Beelen & Jones (2015) use the term internalization at home to refer to “purposeful integration of international and intercultural dimension into the formal and informal curriculum for all students, within the domestic learning environments”. Internationalization encompasses some shifts in the core activities in a university such as teaching, learning, and research.

While many universities abroad have shifted their strategies and approaches to instill global perspectives in their courses, only top universities in Indonesia open such programs. For instance, University of Indonesia, Gajah Mada University, and Bandung Institute of Technology are some of the public universities which use internalization at home.

Since its inception, Soegijapranata Catholic University has progressed rapidly. The university has become one of the destinations for high school graduates all over Indonesia. Parents send their children to study in Soegijapranata Catholic University because of the quality

of education and good programs as well as the fact that it is one of the most prominent Catholic universities in Indonesia. However, to strengthen its strategic positioning and achieve global competitiveness, it is necessary for the university to upgrade the undergraduate curricula with important skills for the 21st century. Some of the skills are problem solving skills, critical thinking, team work, and leadership. University graduates are often viewed as incapable of accomplishing their tasks or difficult to acclimatize in the new workplace. They are knowledgeable about their field but they cannot work well with their superiors and other people in their workplace. They lack intercultural and linguistic competences. This prompts Soegijapranata Catholic University to redesign the undergraduate curricula. The university is planning to incorporate general education courses to equip students with intercultural awareness and English language competences.

This endeavor is in line with the most recent plan of the Ministry of Research, Technology, and Higher Education in Indonesia to revamp the general education courses in Indonesian universities. The Ministry has acknowledged the needs to equip the university graduates with courses that can invoke compassion, sharpen leadership skill, strengthen students' communication/IT skills, encourage analytical/creative/logical thinking, and refine ASEAN/global culture awareness.

As stipulated in the Indonesian Law No 12 in 2012, the general courses in Indonesian universities consist of State Ideology – Pancasila, Religiosity, Civics, and Indonesian Language. While these courses are sufficient to strengthen the spirit of nationalism and patriotism, they have not been well-designed to include the 21st century skills that graduates need the most. Most of these courses focus on the local, regional, and national issues and have yet touched on the international issues. Therefore, Soegijapranata Catholic University is willing

to take several steps ahead of other universities by redesigning the existing general courses and adding new general education courses. These new courses will be expected to support whole person education. In other words, it aims to nurture individuals who are able to become caring leaders, respond to global challenges, value interdependence and capacity to establish network, valorize individual strengths to compete globally, and strongly uphold ethics, responsibility, integrity, and justice. This curriculum design will be expected to set a new level of higher education venture. Indonesia, only very few universities offer this type of education model. However, many excellent universities in Asia such as NUS, Lingnan University, and Hongkong Baptist University have begun this type of education model to respond to the demand of quality education and superior student services. This proposal will touch on general education curricula, better interactions among all university constituents, the cultivation of international ally-focused research topics and innovative uses of digital technology.

Soegijapranata Catholic University has the capability to implement this proposal. First and foremost, the university has human resources needed to accomplish the objectives of this proposal. Many of its faculty members are graduates from reputable overseas universities who are willing to embrace new ideas, adopt new teaching methods, and create new modules and syllabus. Moreover, some of our faculty members are or were United Board Fellows who have been engaged in whole person education and general education development in Asia and United States. Second, the university possesses strong leadership culture which encourages anyone to actively participate in all of its actions for improvement. Third, the university has the necessary facilities to implement the proposal. Four, as previously stated, the university has become one of the students' college choices. Many students in Soegijapranata Catholic University come from all over Indonesia.

This study was written and submitted to the United Board in anticipation of the opening of new study programs which will be conducted mainly in English in Soegijapranata Catholic University new campus. The curricula of these new study programs will incorporate more varied and better general education courses. This proposal consists of several stages including preliminary research / study, workshops, training and seminars. Given the opening of the international programs at Soegijapranata Catholic University has become one of the priorities in the Soegijapranata Catholic University, then the success of this proposed project is very important.

This project is also in accordance with the contents of the United Board of Institutional Grants Program Guidelines 2017-2018 which state that projects should be designed to strengthen institutional capacity by enriching undergraduate education through the development of new or improved curricula, design of new academic programs or student services on campus, or other means.

1.2 Problem Formulation

This study attempts to answer the following questions:

- a. How do stakeholders perceive the existing general education curricula?
- b. What are the stakeholders' needs and expectations on international general education curricula?
- c. What kind of soft skills and subjects do stakeholders perceive as important for college students?

1.3 Purpose of the study

The main purposes of this study are to:

- a. find out how stakeholders perceive the existing general education curricula.
- b. examine the stakeholders' needs and expectations on international general education curricula.
- c. Investigate the kind of soft skills and subjects do stakeholders perceive as important for college student

1.4 Scope of the study

This study discussed the evaluation of the existing general education curriculum in the university. In addition, this study focused on the perceptions of the university's stakeholder of the general education curriculum and the soft skills needed to equip college students.

1.5 Significance of the study

The results of this study on the international general education curricula will contribute a scholarly discussion on the evaluation of the general education curricula. The findings of this study will be useful for the university to revamp and modify the general education curricula.

CHAPTER 2

LITERATURE REVIEW

This section delineates some conceptual frameworks on internationalization of higher education.

2.1 The Impact of Globalization on Higher Education

Globalization is a phenomenon that has fundamentally changed human life.

Globalization changes the human's perspective of the world, the way people live and the way people relate to one another. One characteristic of globalization is the migration of people in the world so that 'the world seemed borderless'.

Anthony McGrew in Reich (1998) states that globalization constitutes a multiplicity of linkages and interconnections that transcend the nation states (and by implication the societies) which make up the modern world system. He defines globalization as:

a process through which events, decisions and activities in one part of the world can come to have a significant consequence for individuals and communities in quite distant parts of the globe (p.4).

Higher education has also been profoundly affected by globalization. The way globalization affects higher education policy and academic institution is simple, but the implications are surprisingly complex. For higher education, globalization encompasses multifarious external forces ---social, economic, and technological---forces that shape the realities of the 21st century. Some of the elements of globalization are the advancement of information technology, the finance of higher, the commercialization of higher education, students and faculty mobility, global dissemination of ideas, and the use of English as the language of science (Altbach, 2013c). To survive, higher educational institutions have to accept these external forces and adapt

to new challenges well. The complex forces are the ones that affect the universities worldwide the most. In his book introduction Altbach (2013c) states that:

Globalization produces realities that affect higher education. An international knowledge network – dependent on the internet, increased use of English as the main scientific language, and growing linkages among academic institution – is now central reality of academe. The traditional academic centers, especially in the large English-speaking countries, dominate the world system, and many universities especially in the developing world find themselves involved but peripheral in the network. International student mobility increases, with flows largely from developing and middle-income countries to the traditional academic centers (p.7).

Mass access of higher education is also quite recent phenomenon globally. The sociologist Martin Trow argued that most nations, at varying times, will move forward mass or universal participation in postsecondary education. While some developing countries still educate fewer than 10 percent of the age group, Altbach (2013c) states that almost all countries have dramatically increased their participation rates. The “logic” of massification according to Altbach is inevitable, and includes an overall lowering of academic standards, greater social mobility for a growing segment of the population, new patterns of funding higher education, and increasingly diversified higher education systems in most countries (Altbach, Reisberg, Rumbley, 2009).

2.2 Internationalization of Higher Education, International Curriculum and Internationalization at Home

In the last decade, institutions of higher education, national governments, and (inter)national organizations, according to de Wit, have become more proactive, comprehensive,

diverse, and innovative in their approaches to internationalization. While such terms are increasing in number and frequently used, the challenge is to align rhetoric with practice. Furthermore he states that internationalization should be used as a driver of quality and innovation and reflect growing interest in ensuring the majority of students and staff are engaged in and changed by the internationalization agenda. Coherent and connected approaches to international education, which address epistemological, praxis, and ontological elements of all students' development, are urgently needed. Focusing attention on these goals has the capacity to transform an institution's approach to internationalization and the identity of the institution (de Wit & Leask, 2015).

Curriculum is a key factor in implementing the internationalization of higher education. Recently, according to de Wit, questions related to the relationship between the internationalization of higher education, the curriculum, and the disciplines have been raised. Wit states that:

The curriculum is the vehicle by which the development of epistemological, praxis, and ontological elements can be incorporated into the life and learning of today's students, ensuring that they graduate ready and willing to make a positive difference in the world of tomorrow. ... Institutional mission, ethos, policies, and priorities influence approaches taken to internationalization. The local context— the social, cultural, political, and economic conditions—provides opportunities and challenges for internationalization of the curriculum. Different national and regional contexts provide different options for internationalization of the curriculum. ... Discipline communities are a strong driver of approaches to content selection, teaching, learning, and curriculum design in the national and global contexts. Critical decisions about whose knowledge will

be included in the curriculum and how to teach and assess learning, are determined by the discipline community. Disciplinary, institutional, local, national, regional, and global factors interact in different ways to facilitate and inhibit, drive, and shape approaches to internationalization, including the way in which learning outcomes are defined, taught, and assessed.

The definition by Betty Leask (2015) addresses these points:

Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

Although there is still a strong focus on the abroad side of internationalization, there is an ever stronger call for attention to the internationalization of the curriculum at home. There is increasing recognition of the need for institutions to pay more attention to involve more, and even all, students in internationalization. The focus is, however, shifting slowly and more is imagined than achieved.

The concept of internationalization at home plays a useful role in certain contexts, particularly where the emphasis of internationalization efforts has traditionally been on mobility. It is increasingly clear that mobility can bring substantial benefits to participants, and countries around the world are seeking to increase the number of students taking part. However, it is also recognized that mobile students will continue to make up a relatively small proportion of the student body, and internationalization at home is a convenient term to designate internationalization activity aimed at the whole student body (Bellen & Jones, 2015)

Furthermore, the definition of internationalization at home as mentioned by Jos Bellen and Elspeth Jones (2015) is "... the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments."

The definition states by Bellen & Jones (2015) stressed inclusion of international and intercultural aspect into curricula in a purposeful way. It emphasizes the role of internationalization for all students in all programs and does not simply rely on mobility to offer international and intercultural perspectives. In talking of "domestic learning environments," according to them, the definition makes it clear that these may extend beyond the home campus and the formal learning context to include other intercultural and/or international learning opportunities within the local community. These may include working with local cultural, ethnic, or religious groups; using a tandem learning system or other means to engage domestic with international students; or exploiting diversity within the classroom. It also includes technology-enabled or virtual mobility, such as through Collaborative Online International Learning.

2.3 General Education Curriculum

Until now, general education is not sufficiently known in Indonesia. In fact, because of the lack of job opportunities, a lot of university graduates in Indonesia work in a job outside their major. It is also common in some Asian countries. Altbach (2013b) states that:

Most East Asian universities, as is common worldwide, provide a specialized curriculum with a vocational or disciplinary focus, and students must enroll in specific faculties. General education is, by and large, absent, although exceptions do exist. A reconsideration of this specialized professional curriculum has recently begun, with critics arguing that it stifles creativity and

forces students to confine the focus of their studies. Moreover, the specialized curriculum may be irrelevant for the more fluid job market of the 21st century.

As the idea of general education and an interdisciplinary approach to the curriculum strengthens, the role of the humanities and social sciences becomes more central. General education never provides an exclusively science-based curriculum, and in most cases the soft sciences are at least as significant as the hard sciences and professional subjects. With declining strength in the soft sciences, the development of innovative and effective general education programs will be difficult if not impossible. A new recognition that the soft sciences are needed to support academic program exist – as well as a growing concern to ensure critical thinking for first-degree students and in fledging general education courses. The humanities particularly are often relegated to a distant and low prestige part of the university. The soft sciences must regain their places at the center of academic life. These fields must themselves reintegrate into the mainstream of the university by emphasizing interdisciplinary work, their contribution to general education, and their importance to understanding contemporary society. New fields such as bioethics and environmental science, if they are to be effective, need significant expertise from the humanities and social sciences. Vice versa, we believe that, the effective general education program will also be difficult to be developed without inserting hard sciences such as chemistry, mathematics, and biology.

CHAPTER 3

METHODS

This study was a mixed-method study. The main purposes of this study are to find out how stakeholders perceive the existing general education curricula, examine the stakeholders' needs and expectations on international general education curricula, investigate the kind of soft skills and subjects do stakeholders perceive as important for college student.

3.1 Population and sample

In this preliminary study, we managed to do interviews and FGD from three business owners, three lecturers, and two university students for interviews. We also managed to collect data from 15 university students to test our survey.

3.2 Instrument

Survey

We distributed surveys for college students, professors, high school students, and parents. We employ quantitative method to understand students and professors' perception about the importance, the benefits, and the drawbacks of general education, the importance of having courses containing international coverage, and participants' perceived goals of general education program. The survey comprised 40 questions with Likert scales ranging from favorable to unfavorable responses.

Interview

We use our question prompts to obtain in-depth information about participants' reflection, experiences, and perception of internationalized general education. The interviews were intended to elicit responses from business owners, students, and lecturers.

The survey questions, the interviews, and the FGD are centered around these questions:

- a. How important is general education for higher education?
- b. How do participants perceive general education?
- c. What are participants' experiences taking general education courses?
- d. What are the perceived benefits and drawbacks of general education program?
- e. How important is the international coverage in higher education courses?
- f. How much do courses in higher education focuses on international issues?
- g. What are the advantages of focusing on the international coverage?
- h. What are some potential problems in delivering the international coverage in higher education courses?
- i. What are some of the courses that are of interest to you?

3.3 Procedures

The data obtained from the survey were analyzed using descriptive statistics. We calculated the means and the standard deviations of each response. The data we obtained from the interviews were transcribed and coded. From the transcription, we looked for emerging themes regarding participants' perception of general education courses. The data from the pilot study were mostly used to improve our questionnaire before we distribute the questionnaire to various stakeholders.

CHAPTER 4

FINDINGS

4.1 Findings

4.1.1 Qualitative Data

In this study, we gained some information about business owners, students, and teacher's reflection, experiences, and perception of taking general education courses in university. From the interviews, we obtained some emerging themes. They are:

- a. General education courses are taken merely to fulfill requirements.

The participants in this preliminary study reported that they took general education courses in colleges and universities to fulfill a requirement for undergraduate degree. In most universities, general education courses are mostly Pancasila (State Ideology), Civics, Religion, Indonesian Language, Computers, or some courses related to Indonesian culture and arts, Introduction to Social Studies, and Introduction to Natural Science. Universities do not offer general education courses beyond these general courses.

- b. The materials for general education courses never changes.

Most of the respondents said that the course materials for general education were the same from elementary to tertiary education. They expressed their disappointment that what they learned in elementary schools was basically repeated when they were in college. There were material enrichment, but the key concepts were the same. Many participants suggested that general education courses can have the same goals or teaching

objectives, but the topics should be adjusted or revamped in accordance with the current issues in Indonesia and in the global world.

c. General education courses are not relevant beyond college.

Almost all respondents agreed that general education courses are not really relevant beyond college as graduates do not need them for their future job. Courses such as Pancasila has been introduced since students are in elementary school but the contents of the course do not sufficiently equip students with competence they need for their future job.

d. Lecturers' competence is key in course delivery

In this preliminary study, most participants expressed that in general education courses, lecturer's competence is key. Most students do not consider the course important for their future career, so their interest in attending the class or participating in class activities is highly dependent on lecturer's ability to engage students through interesting activities. A participant said that he wished he had options to take subjects that were relevant for him when he graduated. He said that his lecturer in college was worse than his elementary school teacher in delivering the materials. Since general education courses were intended for large audience, his lecturer always delivered materials through lectures and he never challenged students with more up-to-date cases or issues.

e. General education courses need to equip students with soft skills

One of the goals of general education courses, according to the participants, is that the course has to equip students with the development of soft skills. These skills are very useful for students when they look for jobs. Participants wish that general education courses train students to become good problem solvers, leaders, and team members.

General education courses also need to be designed in such a way that students can take advantage of the course to improve their interactional skills, empathy, and social engagement.

f. Courses focusing on cross-cultural comparison or international viewpoints are needed.

Participants of this study agreed that higher education courses nowadays need to include some materials on cross-cultural comparison and incorporate international viewpoints.

The world has become more connected and aligned. Indonesia is inseparable from the outside worlds. Thus, courses in universities have to introduce students with current issues in the world and study how these issues affect policy making in Indonesia.

Students also need to understand the contribution of local knowledge Indonesia to the wellbeing of every citizen in the world.

In this stage, the team members have collected data mainly from the qualitative approach.

These data is very useful in understanding public's perception about general education and what university needs to revamp its general education courses.

4.1.2 Quantitative Data

For this study, we distributed questionnaires for 130 high school students, 155 college students, 61 lecturers, and 23 parents. The questionnaire consists of 40 question items that ask respondents to respond to the most to the least expected goals of general education curriculum. Each question item used Likert Scale having five options ranging from Very Important (score 5) to Not Important At All (score 1). Each option is quantified so that we can calculate the means and the SD. Below are the summary of the results (the graph is attached in annexes)

In order to understand how stakeholders perceived the expected goals of general education curricula, we counted the overall means of each statement. The chart below summarizes the findings.

Out of the total 40 questions, 17 statements received very favorable responses ($m > 4$). We can see from the table that the highest mean was for Statement 3 (The ability to think independently and critically). The mean score for this part was 4.51. Thus, our respondents expected that general courses should offer courses that encourage students to think independently and critically. Self-discipline is considered an important issue in college courses. The mean score for statement 19 (Self-Discipline) is 4.47. In college life, time management is one of the important issues. Many students perceived time management as important. Another important goal of general education curricula is good work ethics. The mean score for this statement (statement 5) is 4.4, slightly lower than the mean score of statement 5 is statement 6 (Social Commitment). From the chart, we can see that leadership quality is one of the most important issues in college courses ($m=4.35$). Many respondents reported that leadership is very important to be included in the curricula. Team work and interpersonal skills are two skills that respondents perceived to be integrated. Statement 16, 17, 8, and 15 are some of the most important goals. The mean scores for these issues range from 4.3 to 4.33. Another important finding from this survey was the fact that respondents perceived the decision making ability is important (Statement 4). The mean score for this statement is 4.28. Another interesting finding is that the participants in this study perceived that understanding of human behavior and social engagement are crucial. For these issues participants mostly opted for very important.

This study asked respondents about the perceived goals of general education related to particular subjects. Business exposure is perceived as crucial knowledge to be required in this global world. The mean score of this statement is 3.94 (Statement 23). Interestingly, knowledge of Indonesian culture and history (Statement 12) has a mean score that is slightly lower than the mean score of statement 23 (business exposure), 3.92.

Another interesting finding from the study is related to the use of technology. The data collected show that respondents perceived digital literacy and competence a must. Their response for Statement 10 (Technology competence) has a mean score of 3.92. However, the respondents had an ambivalent opinion regarding the importance of game-making (Statement 35) for international curricula ($m=3.1$). Knowledge about classical and contemporary music (Statement 32) and knowledge about culinary art (Statement 34) are among the statements that had the lowest mean scores ($m=3.89$).

Participants also had a slightly different opinion regarding the role of global perspectives in general education curriculum. For Statement 13 (knowledge about other cultures outside Indonesia) was perceived as fairly important ($m=3.76$). Likewise, knowledge about national legal customs was perceived as fairly important ($m=3.51$). The respondents' answers are consistent regarding the local content for international courses. They perceived that local content is important to understand humanity; thus, it is as important as the global perspectives. In other words, in the curriculum for the international programs, respondents believed that the university should offer courses in which there is a balance between the local and international contents. The local contents in the internationalization of higher education does not necessarily suggest

that the curriculum is somewhat lacking. On the contrary, the local content of the curriculum can enrich students' understanding of human nature.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings suggested that general education courses needs revamping or modification in order to be relevant with the 21st century skills. Students need to be equipped with various soft skills necessary for them to be more competitive in the work places. The quantitative data from this study found that time management, leadership skills, communication skills, self-discipline were among the most important soft skills that students need to learn while they are in college.

5.2 Suggestions

The results of this study can be useful for the institutions in several ways:

1. This study is in line with the university's plan to open new study programs which will be conducted primarily in English in the new campus complex. Currently, the university is in the stage of finalizing the blueprint of the new campus. The new building is expected to finish by 2019. The international general education curricula will also be expected to be ready when the new campus is fully completed.
2. After this study was completed, the findings will be used to design curricula to equip students with courses that can instill compassion, sharpen leadership skill, increase students digital literacy, improve analytical, creative, and logical thinking, and refine ASEAN/global culture awareness. The current general education courses are offered mainly to strengthen the spirit of nationalism and patriotism, but they lack the emphasis to equip students with 21st century skills. The university plans to offer more courses whose goals will help students to become Indonesian yet global citizen. The next research should be designed to focus on the qualitative

analysis and investigate students' challenges and motivations in using e-learning. In-depth analysis of learner's e-learning acceptance will help teachers and university administrators in design e-learning policies.

3. This project will also equip faculty members with exposure to global perspectives and wider university network. In addition, through this project, faculty members can join workshops aimed to improve their knowledge about curriculum, teaching methodology, whole person education, and higher education policy.
4. The community will benefit from the well-rounded graduates of Soegijapranata Catholic University. The international general education curricula will benefit the community indirectly such as having citizens who care for their community. Graduates who have competencies of local and global knowledge are more likely to become citizens who have the willingness to contribute their knowledge to society.

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APPENDICES