Annex 10.7.1

2020

GUIDELINES FOR ORGANIZING INTERNATIONAL CLASSES

LEARNING DEVELOPMENT AND QUALITY ASSURANCE INSTITUTIONS
UNIVERSITAS PENDIDIKAN GANESHA

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KEPUTUSAN REKTOR UNIVERSITAS PENDIDIKAN GANESHA
NOMOR 3049/UN48/DK/2020

TENTANG

PEDOMAN PENYELENGGARAAN KELAS INTERNASIONAL
UNIVERSITAS PENDIDIKAN GANESHA TAHUN 2020

REKTOR UNIVERSITAS PENDIDIKAN GANESHA,

Menimbang	:	bahwa untuk Pelaksanaan Penyelenggaraan Kelas Internasional diperlukan Pedoman Penyelenggaraan Kelas Internasional Universitas Pendidikan Ganesha Tahun 2020 dengan keputusan Rektor;
Mengingat	:	1 Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2 Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3 Peraturan Pemerintah Nomor 04 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4 Peraturan Presiden Nomor 11 Tahun 2006 Tentang Perubahan IKIP Negeri Singaraja menjadi Universitas Pendidikan Ganesha;
5 Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 14 Tahun 2016, tentang Organisasi dan Tata Kerja (OTK) Universitas Pendidikan Ganesha;
6 Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 75 Tahun 2017 tentang Statuta Universitas Pendidikan Ganesha;
7 Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020, tentang Standar Nasional Pendidikan Tinggi;

MEMUTUSKAN:

Menetapkan	:	KEPUTUSAN REKTOR UNIVERSITAS PENDIDIKAN GANESHA TENTANG PEDOMAN PENYELENGGARAAN KELAS INTERNASIONAL UNIVERSITAS PENDIDIKAN GANESHA TAHUN 2020.
KESATU	:	Menetapkan Pedoman Penyelenggaraan Kelas Internasional Universitas Pendidikan Ganesha Tahun 2020 untuk dapat digunakan sebagaimana mestinya.
KEDUA	:	Dalam Perkembangannya pedoman ini dapat direvisi sesuai dengan kebutuhan serta kondisi tertentu yang nantinya diputuskan kembali dengan Keputusan Rektor.
KETIGA	:	Segala biaya yang diperlukan untuk penyusunan dokumen tersebut dibebankan pada anggaran DIPA Universitas Pendidikan Ganesha Tahun 2020 Nomor: 023.17.2.677.530/2020, Revisi VII tanggal 24 September 2020.
KEEMPAT	:	Keputusan Rektor Universitas Pendidikan Ganesha ini mulai berlaku pada tanggal ditetapkan.

Ditetapkan di Singaraja
pada tanggal 25 November 2020
REKTOR UNIVERSITAS PENDIDIKAN GANESHA,

I NYOMAN JAMPEL
NIP 195910101986031003

FOREWORD

The implementation of international classes in the learning process is an academic activity for the development of learning and quality assurance which must be a top priority to make quality graduates who are qualified and in accordance with the times. Education development is very rapid, and the Ganesha University of Education must be a pioneer and at the forefront of this development. This demand must also refer to the balance between belief in God Almighty, others and the environment so that the Vision of Universitas Pendidikan Ganesha to Become a Superior University Based on the *Tri Hita Karana* Philosophy in Asia in 2045 can be achieved.

To achieve this vision, the Institute for Learning Development and Quality Assurance as an institution, given the tasks and functions and some policies of the Chancellor, must carry out several learning developments and quality assurance systems within the Universitas Pendidikan Ganesha. Several processes of development and quality assurance of the learning process have been carried out. One of the learning processes carried out is that the implementation of international classes can run according to the provisions, so we hereby convey the Guidelines for Organizing International Classes at Universitas Pendidikan Ganesha in 2020, which can later be used properly.

The implementation and development of this document can be revised according to the needs of the Ganesha University of Education. Therefore suggestions for improvement for its perfection are highly expected.

Thus, we convey this introduction; thank you for your attention and cooperation.

Singaraja, November 25, 2020

Drafting team

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CHAPTER I
INTRODUCTION

1.1 Background

The development of the world is increasingly rapid and has entered the industrial era 4.0 and the life system of the 5.0 era, which requires every human being to continue to race to improve to keep up with the times. International association requires every person or institution to constantly improve themselves to collaborate in the international world with dignity.

The Republic of Indonesia Regulation in 1945 mandated the government to seek and organize a national education system that enhances the faith, piety to God Almighty, and noble character in the context of educating the nation's life and advancing science and technology by upholding values The value of religion and national unity for the progress of civilization and the welfare of humankind. Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention and applying the value of humanities and cultivation and empowering a sustainable Indonesian nation.

In the Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education It is stated that higher education functions to develop the ability and form the nation's character and civilization of a dignified nation in order to educate the life of the nation, develop innovative, responsive, creative, skilled, competitive academics, competitiveness, and cooperative through implementation of *Tri Dharma Perguruan Tinggi*; and develop Science and Technology by taking into account and applying the values of Humanities, and aims to: (a.) developing the potential of students to become human beings who believe and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation; (b.) the production of graduates who master the branches of Science and/or Technology to fulfill the national interest and increase the competitiveness of the nation; (c.) the production of Science and Technology through research that pays attention to and applies humanities values

to be helpful for the nation's progress and the progress of civilization and the welfare of humankind; (d.) the realization of community service based on reasoning and research work that is useful in advancing the general welfare and educating the nation's life.

In line with Law No. 12 of 2012, Universitas Pendidikan Ganesha (*Undiksha*) has a vision of 'To be a Superior University based on the *Tri Hita Karana* Philosophy in Asia by 2045'. With this vision, *Undiksha* must be able to develop itself to compete and collaborate with other universities in this global and international era. The need to excel and go global in the current era requires *Undiksha* to be able to create graduates who have competencies that "link and match" with the needs of the job market in the field. In other words, in the era of the industrial revolution 4.0 in this era of Globalisation, *Undiksha* must be able to produce graduates who can compete and collaborate and have the character of being global citizens. This commitment is under *Undiksha*'s vision of internationalization to create an excellent *Undiksha* based on *Tri Hita Karana* through internationalization and Trendsetter University.

Therefore, *Undiksha* needs to design programmes that can specifically equip students to have learning outcomes following the global job market demands and a forum for lecturers/employees to improve performance internationally to create superior *Undiksha* jointly. Therefore, *Undiksha* needs to design an International Class that can be attended by both local students and the international community. Through this programme, *Undiksha* hopes to become a trendsetter university at the national level and be recognized internationally.

Leading scholars in international education state that internationalization is essential. Two surveys conducted by two associations in Europe and the world, namely the International Association of Universities (IAU) and the European Association for International Education, stated that higher education leaders and practitioners perceive that the main advantage and reasons for internationalization are improving the quality of teaching. Moreover, learn and prepare students to live and work in a globalized world; view regional and national policies as external motors and influencers of institutional policies in internationalization; internationalization (especially outbound student mobility) is the focus of institutional internationalization policies. In addition to international student mobility, international research collaborations and international strategic collaborations are given top priority among international activities carried out by universities in Europe (de Witt et al., 2015).

Referring to the results of the survey can be stated that internationalization is a process that impacts the whole individual, and thus the cognitive, affective, and skill factors required for success in an increasingly internationalized environment need to be emphasized. Thus, the internationalization of the curriculum can be done by involving intercultural content

(Eisenchlas & Trevaskes, 2003) and by introducing international content to institutional programmes (Yershova, DeJaeghere, and Mestenhauser, 2000).

Eisenchlas & Trevaskes (2003) argue that programmes that may best reflect the internationalization and cross-cultural ethos in the curriculum should be designed to reflect the communicative agenda of internationalization as a process in which each student or study group can express aspirations and behave better in intergroup situations. Experts seem to create a consensus that contact with different cultures is necessary to encourage international learning and increase intercultural competence among groups (Beelen & Jones, 2015).

Starting from the views of some of the experts mentioned above, the *Undiksha* International Class is a process that aims to integrate international, intercultural, or global dimensions into the goals and functions of higher education in order to significantly improve the quality of implementing education, research and community service. This International Class Programme involves prospective students from various places studying at *Undiksha* learning in learning that builds intercultural competence to become graduates who contribute internationally.

Through this International Class, *Undiksha* is expected to be able to carry out the internationalization of Higher Education as a driver for improving the quality of implementation of *Tri Dharma Perguruan Tinggi*. As well as building a network to collaborate in the provision of collaborative education to produce graduates who live and work in the international community, can compete and collaborate globally, interact with a multicultural environment, and have the character of a global citizen. Through this internationalization, integrating international, intercultural, and global dimensions in the life of *Tri Dharma Perguruan Tinggi* can be implemented to lead *Undiksha* to excel in the world.

Therefore, for *Undiksha* to implement International classes properly following these objectives, it is necessary to design a reference that will be used to guide International Classes at *Undiksha*.

1.2 Problem Identification and Solution

For the successful implementation of the International Class, several obstacles and problems need to be anticipated and solutions found. Based on the analysis of the current condition of *Undiksha*, several problems can be identified; namely, the quality of *Undiksha* graduates has not been fully able to contribute globally, international competitiveness has not been optimal, and the internationalization of *Undiksha* has not been maximized. Therefore, the solution is suggested as follows. First, *Undiksha* needs to realize the vision of internationalization in concrete efforts. The International Class Programme is one of the

programmes to realize *Undiksha*'s vision of internationalization.

Second, *Undiksha* must be able to produce graduates who can answer the challenges of the global era. *Undiksha* graduates need to be equipped with knowledge and skills according to their practice disciplines and with insight and experience in interacting with the international community to compete with university graduates in the global era. The programme designed to achieve this goal is to organize International Classes through international collaborations with several overseas universities.

Third, there are efforts to bring *Undiksha* towards going international more concretely. Through the International Class programme, *Undiksha* can accommodate international communities from various countries to study at *Undiksha*. With this programme, *Undiksha* going international has become a reality.

In addition to the problems mentioned above, it must be acknowledged that the ability to speak English as an international communication medium for *Undiksha* lecturers and employees still needs improvement. Therefore, opening an International Class is recommended to be carried out in stages, starting from a study programme that is ready and able to do so.

By referring to the problems that can be anticipated and the solutions mentioned above, the idea of starting an International Class is very potential for *Undiksha* to do. We hope *Undiksha* will realize its vision and mission, which is competitive at the national and international levels.

1.3 Purpose and Benefits

Based on the background identification of the problems described, the objectives and benefits of this International Class Implementation Guide can be stated in the statement below.

The purpose of making Guidelines for International Class Implementation is as follows.

1. The Guidelines are working as the legal basis for holding International Classes.
2. The Guidelines are working as a reference in organizing international classes.
3. The Guidelines are working to facilitate the implementation of the International Class.

Meanwhile, the benefits of this International Class Implementation Guidelines are as follows.

1. Provide an overview of the implementation of the International Class at *Undiksha*.

2. Make it easier for the organizers to carry out International Classes.

3. The existence of guidelines is expected to reduce the potential for failure in implementing International Classes.

4. As a document to ensure the implementation of the International Class runs effectively and efficiently.

1.4 Current state

As previously stated, *Undiksha*'s vision is "To become a superior university based on the *Tri Hita Karana* philosophy in Asia in 2045". To achieve this vision, the missions carried out by *Undiksha* are:

(1) Provide dignified education and teaching to produce competitive, collaborative, and characterized human resources.

(2) (2) Organizing competitive, collaborative, and innovative research for the development and application of science and technology, and (3) Organize community service that is competitive, collaborative, accommodating, and innovative. With this mission, *Undiksha*'s goals are: (1) to produce graduates who are able to compete with graduates from other universities in filling the job market; (2) produce graduates who are able to work together or in a team form in the workplace; (3) produce graduates who uphold the values of divinity, humanity, and nature preservation in carrying out their duties; (4) produce research works that are able to compete with research works produced by the academic community of other universities; (5) produce research work that is carried out jointly with other academics and/or the community, both from within and outside *Undiksha*; (6) produce research works that have novelty; (7) produce community service works that are able to compete with community service works carried out by other universities; (8) produce community service work that is carried out jointly among academics and/or employees, both from within and outside *Undiksha*; (9) produce works of community service carried out at the request of the community; (10) produce community service works that are novel, and (11) produce mutually beneficial national, regional and international cooperation. In achieving the mission and goals that have been set, *Undiksha* collaborates in the fields of education and non-education to produce superior human resources in the academic, vocational, and professional fields that contribute to the nation's competitiveness at the international level.

Based on the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number: 14 of 2016 concerning Organization and Work Procedures (OTK) of *Universitas Pendidikan Ganesha* (Document 1.1.4 *Permen Ristekdikti RI* No. 14, 2016) *Undiksha* manages 7 (seven) Faculties and Postgraduate Programs, namely: (1) Faculty of Education, (2) Faculty of Law and Social Sciences, (3) Faculty of Language and Arts, (4) Faculty of Mathematics and Natural Sciences, (5) Faculty of Engineering and Vocational, (6) Faculty of Sports and Health,

(7) Faculty of Economics, and (8) Postgraduate. In addition, since 2018, *Undiksha* has opened a program in the Faculty of Medicine with the Decree of the Ministry of Research, Technology, and Higher Education Number 574 / KPT / I / 2018 concerning the Permit to Open the Medical Study Program. Bachelor and Professional Education Study Program doctor professional program at the *Universitas Pendidikan Ganesha* in Buleleng Regency. With this program, until now, *Undiksha* has managed eight (8) Faculties and one postgraduate.

Increasing the nation's competitiveness in facing the global era is unavoidable in all areas of life, so universities are needed to develop science and technology and produce professional scientists who are cultured and creative, innovative, tolerant, democratic, collaborative, and have exemplary character. *Undiksha* organizes higher education in a planned, directed, sustainable manner following local wisdom, changes the social order of society towards a science and technology literacy society and is cultured. Science and technology literacy society and cultured as well as global insight is the key to advancing the nation, civilization, and human welfare, or realizing the life of an intelligent nation with a character supported by humanist science. Through activities of the *Tridarma Perguruan Tinggi*, *Undiksha* can encourage literacy and scientific culture to achieve the stated goals.

The goals that embody *Undiksha*'s Vision are achieved in stages. These stages are outlined in the Development Master Plan. In the 2015-2035 RIP, four stages of *Undiksha* development directions were set, which included: stage I (2015-2019) *Undiksha* became a Teaching University, stage II (2020-2024) *Undiksha* as an excellent teaching university, stage III (2025-2029) *Undiksha* as a pre-research university, and stage IV (2030-2035) *Undiksha* as a research university until *Undiksha* can become a superior university in Asia in 2045.

As an academic institution, *Undiksha* has a governance system consisting of 13 important components, namely (1) the University Senate, (2) the Chancellor, (3) the Internal Supervisory Unit, and (4) the Advisory Council, (5) Institute for Research and *Community Service (LP2M)*, (6) Institute for Learning Development and Quality Assurance (*LP3M*), (7) Technical Implementation Unit (UPT) Library, (8) *UPT* Information and Communication Technology, (9) *UPT* Language, (10) Integrated Education Laboratory, (11) *UPT* Career Development and Student Entrepreneurship, (12) *UPT* Guidance and Counseling Services, and
(13) Business Management Agency.

Governance is managed by the university leadership, which includes operational

leadership, organizational leadership, and public leadership. It is manifested in management functions (planning, organizing, staffing, leading, and controlling) carried out effectively to ensure the management of the governance system; an internal audit system is needed. *Undiksha*'s internal audit system is implemented by the Quality Assurance Center (*PJM*) and Institutional Development Contribution (*SPI*). *Undiksha*'s quality assurance system is implemented using the PDCA (Plan-Do-Check-Act) Model supported by a complete quality manual including (1) Quality Statement, (2) Quality Policy, (3) Quality Manual, (4) Quality Standards, (5) Quality Procedures, (6) Work Instructions, and (7) Phased Quality Goals integrated into a document system.

Undiksha has an adequate teaching staff (499 people) and education staff (247 people), a ratio of lecturers to students according to national standards (1:27), and an adequate number of professors, which is 10% to achieve the goal, *Undiksha*'s human resources are increased in quantity and quality through comprehensive strategies through practical, planned, and directed career development.

The *Undiksha* curriculum is developed under the vision, mission, goals, and objectives of *Undiksha*, which are competency-based and oriented by the Indonesian National Qualification Framework (*KKNI*). The curriculum contains a hidden curriculum that is based on the *Tri Hita Karana* philosophy to develop intelligence holistically, which includes intellectual intelligence, spiritual intelligence (harmonizing the relationship between the academic community and the creator), social intelligence (harmonizing peer relations), ecological intelligence (harmonizing the relationship between the academic community and the environment). The *Undiksha* curriculum is dynamic and continues to be developed following curriculum development policies and preparation guidelines and is evaluated periodically according to stakeholder needs. The prepared curriculum structure can form students who have professional and competitive personalities, and a quality learning system has created graduates who follow the needs of stakeholders.

They are related to the demands of the Industrial Revolution 4.0 and Society 5.0, where the world has become a global village with no more boundaries, the challenge to excel lies in how global the insights of graduates are. *Undiksha* has succeeded in conducting international cooperation through LPPPM, the Faculty, and the Office of International Affairs. In 2019, *Undiksha* carried out *PPL* Overseas. Overseas *PPL* is *PPL*, followed by *Undiksha* students abroad (outbound) and students from abroad to *Undiksha* (Inbound). This programme only started in 2017. The background of holding *PPL* Overseas is to improve the competence of *Undiksha* students in carrying out international-standard learning so that they can compete for opportunities to get better jobs in the global

market. *PPL* LN is implemented in partner schools in Thailand, the Philippines, and Vietnam to implement the theory and experiences gained during college into actual practice. Some of the activities in this activity are very intensive and are systematically mentored by a Pamong Teacher (at partner schools abroad) and Advisory Lecturers (at partner schools in the country) who are qualified for it. The *PPL* LN *Undiksha* is coordinated by the Southeast Asian Ministers of Education Organisation (SEAMEO).

The *Undiksha* LN Outbound *PPL* implementation in 2019 involved 12 Study Programmes at *Undiksha* in partnership with 11 partner universities abroad. The number of students sent was 74 people, while *PPL* Inbound *Undiksha* has been able to bring in 24 international students to do *PPL* in schools around *Undiksha*. In addition to overseas *PPL* activities, *Undiksha* also carries out Faculty Exchange, both inbound and outbound. Inbound faculty exchange is carried out by bringing experts from foreign universities to Indonesia to carry out activities at *Undiksha*, while Outbound Faculty Exchange is carried out by sending experts from *Undiksha* to become guest lecturers abroad. In addition to these activities, *Undiksha* has also carried out international activities in the form of art grants in Europe and other international activities carried out at the faculty, department, and study programme level, as well as in the Language Service Unit under the coordination of the Office of International Affairs and Cooperation. The scope of international cooperation activities carried out with universities in various parts of the world, be it in Asia, Europe, or America shows that *Undiksha* has tremendous potential to contribute and excel globally.

Although *Undiksha*'s strengths and potential are enormous, it does not cover the fact that there are still weaknesses in several components; for example, not all academics can speak adequate English. However, the *Undiksha* academic community has the spirit and spirit to excel and achieve very high achievements; this is a significant capital to change the threats that might hinder so that the threats can be turned into opportunities to move forward together and contribute to the international world.

In supporting the academic and non-academic processes, *Undiksha* already has adequate facilities and infrastructure such as a representative Lecture Building, Mathematics, and Natural Sciences Laboratory, Medical Laboratory, Micro Teaching Room, Health Clinic, Sports Building, Library, Seminar Room, ICT Room, dormitory students, hotels and others. The facilities and infrastructure have quality and adequacy following the needs of the internationalization programme.

Undiksha is one of the Government Higher Education (*PTP*) who have applied FINANCIAL MANAGEMENT OF GENERAL SERVICE AGENCY (*PK-BLU*).

Undiksha's financial system follows state financial policies that are based on the principles of efficiency, accountability, evaluation, and productivity. This system leads to performance-based indicator budgeting. The strategy for funding, administering and managing higher education at *Undiksha* refers to Government Regulation of the Republic of Indonesia Number 48 of 2008 concerning Education Funding and Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Implementation and Management of Education. The *Undiksha* fund allocation system refers to Budget Execution List (*DIPA*), Institutional Ministry Budget Activity Plan (*RKKAL*), and Activity Operational Instruction (*POK*) *Undiksha*. The educational facilities and infrastructure owned by *Undiksha* are adequate for educators, education staff, and students. Using an integrated information system, management and recording of finances, facilities, and infrastructure. *Undiksha*'s information system has a framework based on fiber-optic technology capable of supporting very high data transfer speeds. The bandwidth provided by *Undiksha* to support ICT-based activities is 440 Mbps; with these conditions, all ICT services at *Undiksha* can indeed be accessed online for 24 total hours every day. A data recovery system has supported the existing information system with a Disaster Recovery system or data recovery that ensures the security of the implemented data and information systems. With these facilities, currently, all academic activities have used a data management system using a wide computer network (*internet*).

Based on the *Undiksha* governance system and referring to the current condition of *Undiksha* to achieve *Undiksha* as a superior university in Asia by 2045, *Undiksha* must develop an International Class Programme to provide international perspectives and insights to students. To achieve graduates with outcomes as 'global citizens, the International Class Programme should target local students from within the country and prospective international students from abroad. The presence of international students, apart from being an accurate indicator of the institution's quality, will provide global insight to the academic community who have the opportunity to integrate and engage with the culture of international students in local community settings. Therefore, this International Class Programme must be well designed and implementation guidelines prepared. The implementation of learning must be based on multicultural culture. Therefore, intercultural and international dimensions should be integrated into learning outcomes that produce graduates who have global competence and international insight. In this perspective, implementing education should lead to a student-centered approach and involve digital technology that supports distance learning and e-learning, respecting cultural differences and mindsets, creating an academic atmosphere that values

involvement in cultural differences in local communities.

All international cooperation activities are coordinated through the international affairs office (*KUI*). Currently, the internationalization programmes that KUI *Undiksha* has carried out are Darmasiswa, *PPL*, *PKL*, credit-earning, *KKN*, BIPA courses, workshops, visiting scholars (lecturers), and community service, social practicum, regular undergraduate students, volunteers (tutors). In 2018, the activity involved 121 international students from various countries, namely, England, France, the Netherlands, America, Thailand, and Poland. The internationalization activities carried out by *KUI* have been ongoing since 2011 and still going very well until now in 2020, all of which have benefited both parties. With the explanation of *Undiksha*'s conditions as mentioned above, the potential for *Undiksha* to hold international classes is very high.

1.5 Scope and Stages of International Class Implementation

        The current condition of the *Undiksha* account, and to reach the goal of implementing an effective and successful International Class Programme, the international class will begin by involving several Study Programmes that are ready and receive assignments from Undikha. The International Class Programme will be implemented in stages.

Table 1. Scope and Stages of International Class Implementation

Stages	Scope of the Study Programme involved	Explanation	Information
Stages of the International Class Initiation Programme	Optional and Assignment	The study programmes that organize this programme are the study programmes that have been assigned by *Undiksha* and the study programmes that have the initiative to be willing to carry out this programme because the study programmes have the potential to organize this programme.	● The implementation is not entirely in Eish, and there is no collaboration with foreign universities that allows credit transfer or crew earning credit ● The implementation is still being adapted according to the programme organizer's conditions. ● Proof of graduation using a diploma with the same template as the regular class but made bilingual.
Partial International Class Programme Stages	Optional and Assignment	The study programmes that organize this programme are the study programmes that have been assigned by *Undiksha* and the study programmes that have the initiative to be willing to carry out this programme because the study programmes have the potential to organize this programme.	● International Classes are held in full English. ● There are no links with universities abroad that allow credit transfer or credit earning or links with other universities abroad for certain joint activities.

			● Proof of graduation using a diploma with the same template as the regular class but made bilingual and equipped with a certificate about activities carried out abroad.
Whole International Class Programme Stages	Assignment (based on existing criteria and determined by *Undiksha*)	The study programmes that organize this programme are the study programmes that have been assigned by *Undiksha* and the study programmes that have the initiative to be willing to carry out this programme because the study programmes have the potential to organize this programme.	The implementation of the international class programme is under the following provisions: 1. Organizing in English 2. Links with universities abroad through MoUs allow for credit transfers/credit-earning. 3. Able to carry out joint-degree programmes in collaboration with other universities abroad. 4. Certificate signed by both parties universities involved.

In addition, the scope of the implementation stages of the International Class Programme is regulated through the Chancellor's Decree by using the stages of the year for each stage.

1.6 Method of Preparation of International Class Programme Guide

This manual is prepared in the following stages. The Ganesha University of Education Chancellor issued a Chancellor's Decree assigning the Drafting Team to prepare the Ganesha Education University International Class Programme Guide. With this Rector's decision, the International Class Programme Guidelines Drafting Team then made a guide for implementing this programme at *Undiksha*. Preparing the guidelines is carried out in a deductive-inductive manner for work effectiveness. Deductively, the head of the institution and the Team Leader provides the main ideas about this manuscript, which must be discussed until the academic paper format is agreed upon. Referring to this general format, the script is then developed Inductively through the following mechanism (see figure 1).

1) Formation of the Formulating Group of Guide Sections

Group division is intended so that the team can work effectively and efficiently and focus

on drafting the manuscript. Each group was given the task of making parts of the Guide text.

2) Formulating Group Working Meeting

With the division of tasks according to the divisions that have been distributed at the group formation meeting, the Formulating Team conducts work meetings to work on their respective parts. The team works in each group according to the working mechanism agreed by the small group.

3) Workshop on Internal Draft and Sanctioning Discussion

The results of the work of Formulating Team in small groups were then combined to produce the overall draft of the Guidelines. This overall draft is discussed internally among the team for complete and coherent information synchronization.

4) Working Group Meeting for the improvement of academic manuscripts

At this stage, the Guidelines were refined again by internally considering the inputs obtained at the FGD stage. The work results at this stage are Guidelines that are ready to be brought for Focused Group Discussions externally by involving other elements in *Undiksha* to get input.

5) Workshop on manuscript discussion and external sanctions

The draft Guidelines that have been completed by the Drafting Team internally are then discussed and discussed by involving the elements

of other related parties at *Undiksha* to get input for improving the manuscript. In addition, validation also involves elements of *Undiksha*'s leadership to get input and refine the guidelines.

6) Guidelines Finalization Working Meeting

At this stage, the manuscript is revised again if inputs are obtained from the FGD. The FGD results are the final product of the Guidelines.

7) Guidelines published

After going through a gradual and comprehensive formulation process, the International Class Programme Guidelines manuscript was published and ready to be implemented.
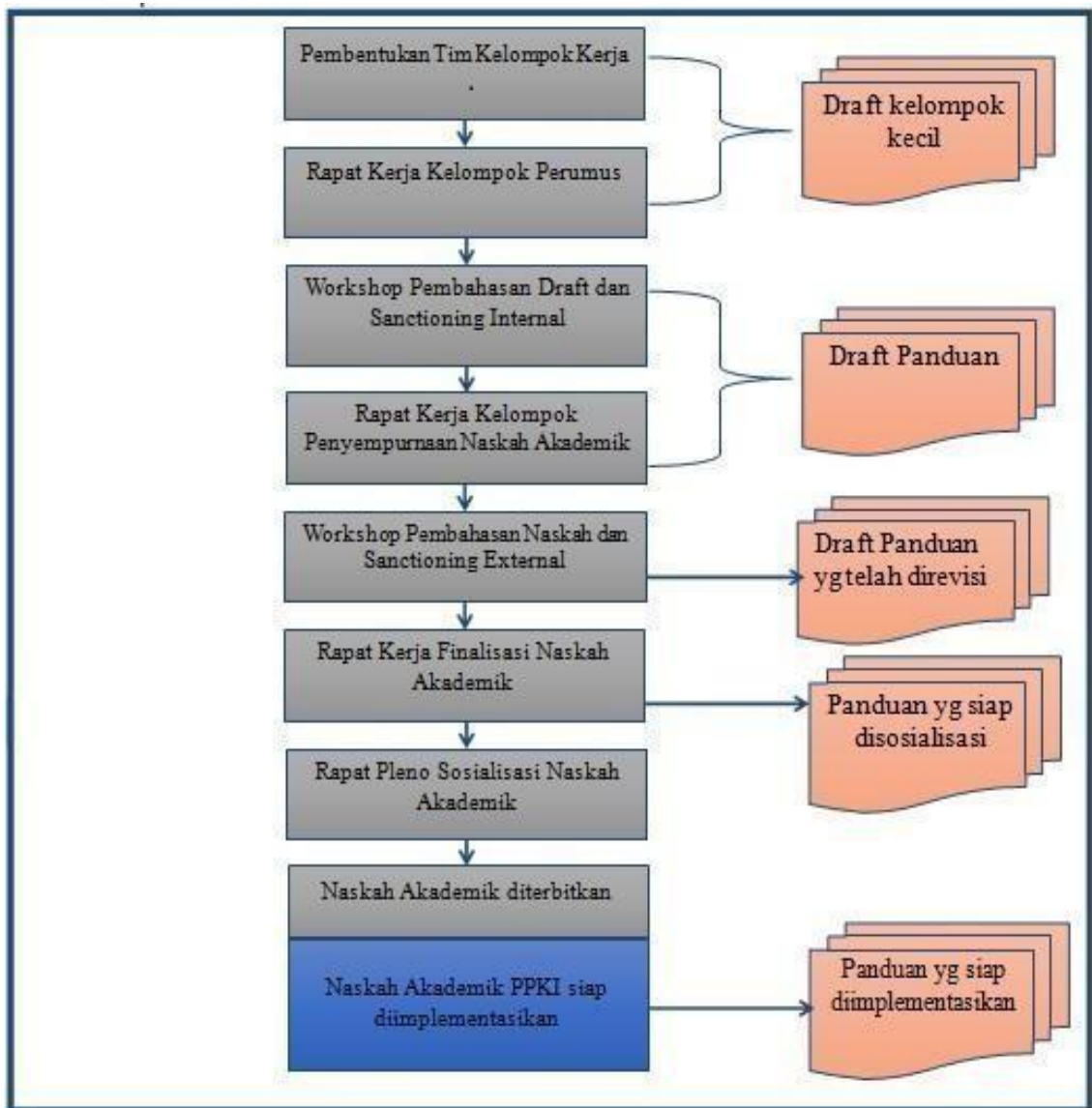
Figure 1. Method of Preparation of International Class Programme Guide.

CHAPTER II
BASE COMPILATION

2.1 Philosophical Foundation

As part of the national education system, higher education has a strategic role in educating the nation and advancing the community's welfare. For this reason, higher education is needed to develop science and technology in increasing global competition.

To manage higher education with quality, it is necessary to make concrete academic and non-academic improvement efforts. One of the substantial efforts that can be taken is the internationalization programme. The internationalization programme at *Undiksha* is a programme that was initiated in 2017, with a partnership programme as an initial activity.

Philosophically, the notion of progressivism directs efforts to manage higher education based on the realities of life. The reality of life that is faced today is the rapid global development with unlimited human interactions. Therefore, internationalization efforts are one of the substantial efforts in running higher education based on this theory. On the other hand, humanism refers to the development of higher education towards the development of human dignity. Globalization has contributed significantly to the nature and quality of human beings today. Therefore, internationalization efforts are also significant to foster how humans should behave and develop higher education interactively between countries to create a mutualistic symbiosis.

These two notions have also been reflected in the philosophy of Pancasila and *Tri Hita Karana*, where Pancasila, with its five precepts, and *Tri Hita Karana*, with three harmonies in living life. International Class Programme, based on the three understandings above. Therefore, the institution has a strong footing in running the wheels of higher education amid increasingly disruptive global forces.

2.2 Sociological Foundation

According to Structural-Functional Theory (Talcott Parsons in Nasikum, 2003: 11), society is a system of interconnected parts. Each other influences each other in a double and reciprocal manner. Social interaction can be achieved perfectly, but fundamentally social systems tend to be dynamic. In essence, humans always struggle with solving life's problems in living their lives. Humans use their experiences, which will gradually and cumulatively develop their knowledge. This process aligns with developing knowledge, known as the logico-hypothetical-verification cycle. When we examine several references concerning the above, it is clear that the depiction of a very rapid change in times is clear as Naisbitt (1997) has presented ten global megatrends that will occur in the future which are famous for the global megatrends of the millennium which

include the global economic boom, the renaissance in the arts, free-market socialism, global lifestyles and cultural nationalism, privatization, the rise of the Pacific Rim, the decade of leadership. Women, the age of biology, the rise of millennial religion, and individual glory. Meanwhile, Rosabeth Moss Kanter (1994) states that the future will be dominated by cosmopolitan values and thoughts where actors in every field, including education, are required to have 4Cs, namely: Concept, Competence, Connection, and Confidence. In the future, education is needed, which is directed at mastering high science and technology and

A strong understanding of human values is needed. A touch of education is vital because education is a human process. Education is a vehicle for cultural transformation, is an intangible culture, a social culture, and a supporter of the cultural system. Therefore, the progress of a society's civilization can be measured by its educational institutions' high and low quality.

Ganesha University of Education (*Undiksha*) is one of the state universities in Bali Province, which has the vision to become an excellent university based on the *Tri Hita Karana* philosophy. in Asia by 2045, as well as the following missions: (1) providing dignified education and teaching to produce human resources (*SDM*) competitive, collaborative, and characterized by a philosophy of *Tri Hita Karana*; (2) conducting competitive, collaborative, and innovative research for the development and application of science and technology-based on the philosophy of *Tri Hita Karana*; dan (3) Organizing competitive, collaborative, accommodating, and innovative community service based on the *Tri Hita Karana* philosophy to improve community welfare.

2.3 Juridical Platform

The development of the *Universitas Pendidikan Ganesha* International Class Programme is based on the following juridical foundations:

1) Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System;

2) Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;

3) Law of the Republic of Indonesia Number 12 of 2011 concerning the Establishment of Laws and Regulations;

4) Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Changes to Government Regulation No. 17 of 2010 concerning Management and Implementation of Education;

5) Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;

6) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 139 of 2014 concerning Guidelines for Statutes and Organizations of Higher Education;

7) Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 14 of 2016 concerning the organization and work procedures of Ganesha University of Education;

8) Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 75 of 2017 concerning the Statute of the Ganesha University of Education;

9) Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Standards of Higher Education;

10) Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 4 of 2020 concerning Amendments to the Regulation of the Minister of Education and Culture No. 88 of 2014 concerning the Change of State Universities to State Universities incorporated.

CHAPTER III
OVERVIEW REFERENCES

3.1 Undiksha's Vision, Mission, Goals, and Internationalization Goals

Quoted from **the Academic** Text of *Internationalization at Home* **(IaH) of the Ganesha University of Education in 2019**, the Vision, Mission, Goals, and Goals of *Undiksha* Internationalisation are as follows:

Vision:

Undiksha Becomes a Learning Home for the International Community

Mission:
1. Organising   various   activities   in the   field of   education and teaching for the international community
2. Organizing various activities in the field of research and writing scientific papers for the international community
3. Organizing various activities in the field of *community service* for the international community

Purpose:
1. Increasing the number of international communities who study or who attend *a degree programme* at *Undiksha*
2. Increasing the number of international communities participating in *non-degree programmes* at *Undiksha*
3. Produce research and scientific work cooperation between *Undiksha* and the international community
4. Producing various *community service* activities between *Undiksha* and the international community

Goal:

Undiksha Internationalisation Goals and Objectives mapping is described in the table below.

Table 2. Mapping of Undiksha Internationalisation Goals and Objectives

Purpose	Goal
Increasing the number of international communities who study or who attend *a degree programme* at *Undiksha*	a. The international community participating in *credit earnings* activities in *Undiksha*
	b. International community participating in *degree programme* activities at *Undiksha*
Increasing the number of international communities participating in non-degree programme activities at *Undiksha*	a. International community participating in summer course activities at *Undiksha*
	b. International community participating in cultural course activities at *Undiksha*
	c. International community participating in language course activities at *Undiksha*
	d. International community participating in visiting professor/scholar activities at *Undiksha*
Produce research and scientific work in collaboration between *Undiksha* and the international community	a. Collaborative research between *Undiksha* and the international community
	b. Scientific work in collaboration between *Undiksha* and the international community in accredited or internationally reputed journals
	c. International community participating in conference activities held at or by *Undiksha*
Produce various community service activities between *Undiksha* and the international community	a. International community willing to volunteer with *Undiksha*
	b. Community service programme between *Undiksha* and the international community

3.2 Competitiveness of Universities in the Era of Globalization

3.2.1 Globalization era

Globalization is popularly intended as the rapid spread of everything throughout the world. Beck (2000) posits Globalisation as "*the compression of the world into a single space and the intensification of consciousness of the world as a whole*." Globalization also gave birth to a "*global culture encompassing the world at the international level."* Globalization concerns and impacts the economic field and almost all elements of human life, so Globalisation also impacts higher education and universities.

As one of the characteristics of this century, the era of Globalisation provides opportunities for freedom for all sectors of life to access, influence, and cooperate while scrambling and competing with each other. The free *trade* that has been proclaimed will drag people both as individuals, business groups, industries, and even countries to compete to win the struggle for life. For this effort comes cooperation forums in various areas of life that are intended to rally strength in winning competition while stemming adverse effects.

The existence of free trade by countries worldwide is an opportunity and challenge that needs to be anticipated early on to face these opportunities challenges, and the most decisive factor is the ability of national competitiveness, whose actors include all development *stakeholders* from both the government and private sectors and the community, including universities as education organizers. (Solomon, 2015).

3.2.2 Increasing the competitiveness of universities in the Era of Globalization

Globalization in the world of education is a long historical process. The occurrence of the era of Globalization in the world of education has a double impact, namely a positive (beneficial) impact and a negative (detrimental) impact. The beneficial impact is to provide the broadest possible opportunity for cooperation in education to countries worldwide. However, on the other hand, if Indonesia cannot compete in the field of education with other countries, because of the poor quality of human resources, for example, the consequences will be detrimental.

The Indonesian nation itself (Kadarisman, 2011). Therefore, Indonesia's challenge in education in the era of Globalization is to increase competitiveness and competitive advantage by relying on human resources, technology, and management capabilities without reducing the comparative advantages that our nation already has.

The challenge of universities in the global era is characterized by the development of science and technology that is full of competition. Sooner or later, universities in Indonesia must face improving their quality of universities as educational institutions that produce quality

human resources and have advantages in various aspects of life. College is one of the national education subsystems that cannot be separated from other subsystems inside and outside the education system.

One of the factors of national excellence is the availability of Human Resources: who master science and technology in large quantities and quality and have adequate purchasing power generated from institutions. Education will encourage the growth of science-based industries that can absorb productive labor, producing highly competitive goods, services, and products. The assumption is that a quality workforce must be seen from the quality of the existing education system in a country. If a country has a good education system, then the system will be able to give birth to a good workforce (Sulaiman, 2015).

The existence of universities in the entire life of the nation and state has a huge role through the *Tri Dharma of Higher Education,* namely education, research, and community service. In-Law No. 20 of 2003 concerning the National Education System, chapter 20 verse (2), the college is obliged to organize education, research, and community service. Through the first dharma of higher education, universities must empower the educational process so that all students develop into graduates as qualified human resources who have complete competence intellectually, professionally, socially, morally, and personally.

The second dharma is research. Universities must realize as academic scientific institutions that can produce various innovative findings through scientific activities in research. Through research, universities can develop themselves and make real contributions to the development of scientific fields and applications in various renewal efforts. Furthermore, through the third dharma, namely community service, the existence of universities must be felt for the progress of the wider community; this means that the surrounding community must feel the existence of universities in Indonesia by providing understanding to the community by their fields.

International association between higher education institutions in the context of Globalization is needed to improve quality. There are 5 Strategies offered by the University of Tokyo (Zolfaghari et al., 2009) to improve the competitiveness of universities in the era of Globalization:

1. *Provision of an internationally high standard of education;*
2. *Enhancement of research activities through strengthening international research networks;*
3. *Promoting cooperation with international society;*
4. *Improvement of infrastructure to promote "internal internationalization";*
5. *Formulation of a long-term internationalization plan.*

The statement indicates that universities must adjust the provisions of high standards of international education; increase research activity through strengthening international research networks; promote cooperation with the international community; improve infrastructure to promote "internal internationalization," and formulate a long-term plan of internationalization.

Competition in the era of Globalisation should be responded to positively by universities in the form of competing attitudes to improve the quality of services. In order to remain existing and developing, universities must regularly evaluate and be aware of various changes and developments that occur, both internal and external changes. Wilen-Daugenti and McKee (2008) stated that educational institutions, especially universities in the era of Globalisation, face 12 key trends that will and are ongoing, namely:

1. *Evergreen students*
2. *Globalization*
3. *Technical and information literacy*
4. *Enrollment, retention, and brandingMobility*
5. *Safety and security*
6. *Pedagogical centers and innovative campus commons*
7. *Evolution of teaching and learning*
8. *Collaboration*
9. *Strategic plans and technology*
10. *Edutainment*
11. *Green*

One key trend is most beneficial among the twelve key tendencies: collaboration. Cooperation is a distinguishing attribute of higher education. The university is looking for ways to facilitate cooperation and partnerships with the private sector, alumni, and other institutions both at home and abroad.

3.3 The Nature of International Class

3.3.1 Definition of International Class

The term "International" is often used in organizing education in Indonesia. The policy to develop an international education unit has been mentioned in Law No. 20 of 2003 concerning the National Education System Article 50 Paragraph 3, which states that the Government and/or Local Government organizes at least one unit of education at all the levels of education to be developed into an international education unit. The expected international standards concern Graduate Competency Standards, Curriculum, Teaching and Learning Process, Human Resources, Facilities, Management, Financing, and Assessment of international standards.

Internationalization is a process that helps universities to improve the quality of their

education, research, and services to society. The international class course is one form of implementation directly from the internationalization programme towards international universities. Jane Knight (2014), in The State of Higher Education 2014 - OECD Higher Education Programme (IMHE), identifies three generations of international universities as follows:

1. International universities with a wide range of international partnership partners, staff, and international students, with different types of collaborative activities.
2. University with branch office /satellite office/research center and international project management/office
3. A university is a stand-alone institution established and built by two or more partner institutions from different countries.

Hans de Wit (2015) gives a more specific term for the three categories of international university generation: the first category is universities classified as internationally cooperative, the second category is universities classified as internationally active, and the third category is universities that are classified as internationally active, and the third category is It is a university that is classified as an internationally operative.

In the institutional structure of a university, of course, the form and definition of an international class at a university will be directly derived from the definition and category of that international university. Nevertheless, in its implementation in the field, often the opposite happens; that is, the initiation of an international class at a university will provide the initial definition and category of the university's initials in recognition of the programme and its internationalization process. International classes classified as *internationally* cooperative are lecture classes designed in such a way as to open and expand opportunities for international partnership partner involvement in the form of a staff. And students in various forms of collaborative activities. Internationally active classes are classes opened in other countries as part of the international branch office of the university. An international class classified as *internationally operative* is an international class that from the beginning was built by two or more partner institutions, namely international universities from different countries.

At *Universitas Pendidikan Ganesha*, as the first step in forming an international class, it can be said that the order of the form of the programme to be designed is still in the first generation of the international class category, which is classified as internationally cooperative.

3.3.2 Types of International Class Cooperation Programs

To carry out international class programmes of cooperation with foreign universities must be carried out; therefore, it is necessary to refer to the Technical Guidelines for the

Implementation of the Indonesian Higher Education   Cooperation Programme with Universities or Other Institutions at Home and Abroad. Used as a reference basis for cooperation.

In the Guidance for the Implementation of the Higher Education Cooperation Programme, issued by the Directorate of Institutional Development of Higher Education, Directorate General of Higher Education, Ministry of Research, Technology and Higher Education of the Republic of Indonesia in 2014   In 2016, it was stated that universities could collaborate in academic and/or non-academic fields with other universities, businesses, or other parties, both at home and abroad. Cooperation can be done by supply and/or request mode organized with the following pattern:

a. guide-guided and/or

b. Collaboration.

The types of cooperation programmes that can be done are:
1.   Joint Degree Programme (Joint Degree)
2.   Double Degree Programme (Double / Dual Degrees)
    A. Regular Double Degree Programme and
    b. Dual degree programme acceleration (acceleration)

The *Joint* Degree Programme needs to pay attention to the following provisions, namely:

1. Performed at least two PT.

2. The study programme is the same, the same level.

3. Earn one (1) degree (degree) S-1 or S-2, or S-3.

4. Must pay attention to the closeness of the field of science (cognate field)

5. Equality of accreditation of *PTDN* and *PTLN* is at least B or category "good" or other equivalent designations.

6. If the Student and/or Lecturer Exchange Programme is carried out to conduct a Joint Degree Programme, the exchange is pursued in a balanced manner.

7. Copyright to the curriculum, IPR (patent), legalization of diplomas, and other fundamental things must be stated in the MoA.

8. Students carry out a Joint Degree if they have taken the burden of study The core curriculum follows the main competency or has taken a study burden of at least 50% of the total study load required at *PT* Origin.

9. Graduates of the Joint Degree Programme obtained two diplomas (Diploma) published by *PT* Origin and *PT* Partner for one level of Qualification (DeGree).

10. Every diploma is required with a certificate of Diploma (SKPI) / Diploma Supplement.

The Double Degrees (Double Degrees) programme has the following conditions.

1. Dual degree programmes are carried out together by *PTDN* and *PTLN* for different study programmes.

2. Double degree programmes are divided into two types:

   • Regular Double Degree Programme

   • Double displacement degree programme.

Regular double degree programmes require the following conditions:

1. Conducted by one or two or more *PT* in different study programmes with the same level to produce two (2) degrees (*degrees*) which are recognition of the educational results in bachelor's degree (S-1) or master's degree 2 (S-2) or doctor's degree 3 (S-3).

2. The Regular Double Degree Programme can be implemented if the working study programme has a minimum curriculum similarity of 50% of the total study load.

3. Study programmes that carry out the Regular Double Degree Programme must have an operational permit and accreditation of at least B or other equivalent designations.

4. *PTLN* who conducts a Regular Double Degree Programme with *PTDN* must be accredited at least either or other equivalent designations in their country.

5. The study burden that must be taken by students participating in the Regular Double Degree Programme at partnered PT-PT, as well as copyright to the curriculum, IPR, legalization of diplomas, and other fundamental things, must be stated in *The Memorandum of Agreement* (MoA) must follow Indonesia's prevailing laws and regulations and partner *PT* countries.

6. Students who take part in the regular double degree programme must have a minimum of 25% of the total SKS load study programme 1st in college A, with a minimum GPA of 3.51. Students who meet these requirements can apply for a second degree at college B. If the student has taken all the credits in the 2nd study programme at university B and has completed the remaining credits in the study programme I at college A, then the student concerned can get two degrees in a shorter time.

7. Graduates of the Regular Double Degree Programme can obtain two degrees (degrees) with two diplomas (diplomas) issued by *PT* A and *PT* B for the same level of qualification

(degree). Two diplomas (diplomas) of two degrees (degrees) obtained are signed by the leadership of each PT, and each diploma is equipped with an Additional Diploma (Diploma Supplement) that can explain the process and outcomes of the Regular Double Degree

The Double Acceleration Degree Programme can be implemented with the following conditions:

1. The Double Acceleration Degree Programme is carried out by 1 or 2 *PT* (or more) in the same study programme with different levels.

2. *PTDN* and study programmes that carry out the Double Acceleration Degree Programme must have operational permits and accreditation of at least B or other equivalent designations.

3. PTLN that conducts the Double Acceleration Degree Programme with *PTDN* must be accredited, or there is recognition in the country.

4. The qualification criteria for prospective students for the Double Acceleration Degree Programme must be stated as clearly as possible.

5. Participants of the Double Acceleration Degree Programme are students who have taken at least 50% of the total credit load in the 1st study programme, with a minimum GPA of 3.0, and passed the selection on participating in the programme.

6. Students participating in the Double Acceleration Degree Programme cannot be determined at the beginning of the student's entry at a lower level. The selection of graduation determination to become participants in the double acceleration degree programme is carried out by a joint team from the *PT* that conducts the programme; students who pass can undergo an acceleration programme. Students who do not make it through will still follow the regular programme (not the acceleration programme) as the concerned student application begins.

7. Graduates of the Accelerated Double Degree Programme will obtain a diploma according to the level that has been completed.

8. Diplomas are signed by the leadership of their respective *PT* and are equipped with SKPI that can explain the process and output of the Double Acceleration Degree.

The Method of Implementation of the Cooperation Programme both the Joint Degree Programme and the Double Degree Programme can be implemented through 4 methods:

1. Credit Transfer Programme (*Credit Transfer*).

2. Credit *Earnings* Programme.

3. Twinning Programme.

4. Joint Supervision Programme.

The implementation of the 4 (four) programmes mentioned above can be done through the student exchange programme and /or Lecturers (*Student and/or Academic Staff Exchange*).

The Credit Transfer /Credit Transfer Programme can be explained as follows:

1. A credit transfer programme is implemented by recognizing each other's educational processes between the same study programmes with the same/different levels or between different studies with the same level.

2. The Credit Transfer Programme is Carried Out If Students Take Courses Given by *PT Partner*, Which Are Also Given at PT-Origin; The Number of Credits of *PT* Partner That the Original *PT* Can recognize is a Maximum of 50% of the Total Credit Load.

3. A statement of recognition of the number of credits taken at *PT* Partner is written on the student transcript with an Additional Diploma Supplement that can explain the process and outcomes of the cooperation programme.

The twinning programme can be explained as follows:

1. Twin Programme is an educational implementation programme with a curriculum similarity of at least 50% of the total study load in the same programme at *PT Partner*, with higher accreditation.

2. The process of equalizing the quality and qualifications of intake students, educators, and educational outputs is carried out by *PT* Partner through a systematic and continuous evaluation and supervision process.

3. Standard equalization (benchmarking), student exchange, credit taking, transfer, joint guidance in research, and exchange can equal quality between the two PTs. lecturer

4. The Twin Programme is carried out until the quality of the twin study programme is entirely the same. Recognition of the equality of education quality for the Twin Programme is stated by *PT* Partner in a public statement and written in *skpi* for its graduates.

The Joint Supervision Programme can be explained as follows:

1. The Joint Supervision Programme is a cooperation programme based on research activities carried out by students and/or lecturers from a *PTDN* at *PT* Partner to improve the quality of research and expand insights based on equality.

2. Inputs, processes, externals, and outcomes of this programme, especially those related to IPR, must be outlined in a Cooperation Agreement (MoA).

3. Research supervisors from both study programmes at *PT* partnered and acted as evaluators for student research success.

4. This recognition must be written to skpi for its graduates. Recruitment of participating students based on the following provisions.

   a. Students participating in the cooperation programme are regular students whom the original PT has accepted, so no prospective students have been accepted specifically for the cooperation programme from the beginning.

   b. Selection based on academic achievement must be carried out on students who will participate in the cooperation programme. The study load undertaken is heavier than regular programme students; Selection should be made transparently and objectively to

reduce the risk of programme failure.

PTDN and *PTLN* who will carry out the Joint Degree programme and Double Degree must meet the requirements at least, namely:

1. The two PS that will work together still have operational permits.

2. Accreditation of PS at domestic *PT* (*PTDN*) minimum B.

3. Ps accreditation to foreign *PT* (*PTLN*), which becomes *PT* Partner, must be good or very good in his country written in the statement letter.

4. The PS carrying out the Regular Double Degree programme must have a minimum study load of 50% similarity.

3.4 International Class of Organizing in *Undiksha*

Referring to the above exposure, *Undiksha* needs to initiate the implementation of education internationally following the Guidelines for implementing the Higher Education Cooperation Programme. On the basis that the international class to be initiated at *Undiksha* is still classified as the first generation with an international class category that is *internationally cooperative*, then the form of implementation of details about the class International will be adjusted to the detailed conditions of readiness of each faculty and study programme and by looking at the existing *cooperation* and opportunities for cooperation that will be established (*future cooperation*) with international partners. The forms and types of international class cooperation programmes that have been presented in the previous sub-chapters will be selected according to the conditions of the faculty and study programme to underlie the initiation framework of opening international classes in *Undiksha*.

The startup effort can be implemented because Law No. 12 of 2012 concerning Higher Education stipulates Article 62 and Article 64, which regulate that universities have the autonomy to manage their institution as the center of the *Tridharma Perguruan Tinggi*. With this right of autonomy, *Undiksha* seeks to initiate the implementation of the International Class Programme using two strategies, namely:

a) The adaptation that is; enrichment/deepening/strengthening / expanding /   adjustment of certain elements that already exist in the SNP by referring (equivalent/equal) to the educational standards of one of the developed countries that have a particular advantage in the field of education, believed to have a reputation for internationally recognized quality, and its graduates have the ability of international competitiveness; and

b) adoption, which is taking full to the addition of certain elements that do not yet exist among

the eight elements of the SNP while still referring to the educational standards of one of the developed countries that have a particular advantage in the field of education, is believed to have a reputation for internationally recognized quality, and its graduates have competitiveness skills. International.

In addition, within the framework of the development of universities in the era of Industry 4.0 and Society 5.0, adaptation and adoption of the implementation of international classes in *Undiksha* are expected to be able to adopt the following learning concepts:

a. *Cybergogy*

By the central theme of learning in the era of Industry 4.0 and 5.0, *cybergogy* learning requires the adoption of very high technology in the creative learning process in the virtual learning environment. The implementation of international classes at *Undiksha* should be able to provide *a virtual* learning platform and implement all kinds of opportunities for the use of technology in the learning process.

b. *Heutagogy*

Heutagogy learning or also known as *self-determined learning,* emphasizes the concept of offering freedom to learners to determine their learning. In this case, the international class programme at *Undiksha* should be able to provide choices and freedom for its learners ranging from determining the content to be learned to choosing a learning strategy that is Desired.

c. *Peeragogy* atau *Paragogy*

Peeragogy or *Paragogy* learning emphasizes strong interaction between students (*peers*) in international classes to achieve educational goals. *Peeragogy* or *Paragogy* learning also requires an open and collaborative learning environment, not just cooperative or contributive.   This learning aligns with the concept of cybergogy learning, which emphasizes increasing accessibility to online networks, which opens possible opportunities to develop collaborative learning, which builds skills and competencies. Needed in the international learning community.

It is hoped that with this International Class Programme, *Undiksha* will be faster and more convincingly able to go to Superior Universities in Asia by the vision proclaimed.

CHAPTER IV
PATTERN OF ORGANIZING OF THE INTERNATIONAL CLASS

The pattern of organizing international class programmes is a system followed by *Undiksha* organizing international class programmes. As classes whose lecture programmes use the English language of instruction and an international curriculum, international classes have a system with the following provisions.

4.1 International Class Organization Principles and Responsibilities

The international class, in its implementation, has principles and responsibilities that must be held firmly.

a. Principles of International Class Organization

1. Democratic and just and non-discriminatory by upholding human rights, religious values, cultural values, plurality, unity, and unity of the nation;

2. Culture and empowerment of the nation that lasts throughout life.

3. Transparency, willpower, and development of Student creativity in learning.

4. Freedom in choosing a Study Programme based on students' interests, talents, and abilities.

5. A systemic union with an open and multi-purpose system;

b. International Class Organizing Responsibility

1. The search for scientific truth by the Academic Community;

2. Development of academic culture and culture of reading activities for the Academic Community;

3. Student-centered learning by paying attention to the environment in a harmonious and balanced manner;

4. Empowerment of all components of society through participation in the implementation and quality control of Higher Education services.

4.2 Education Implementation Pattern

Referring to the two international class programme implementation strategies as delivered in Chapter III, namely the adaptation and adoption strategy, through the strengthening and addition of existing National Education Standards (SNP), the pattern of implementing international class

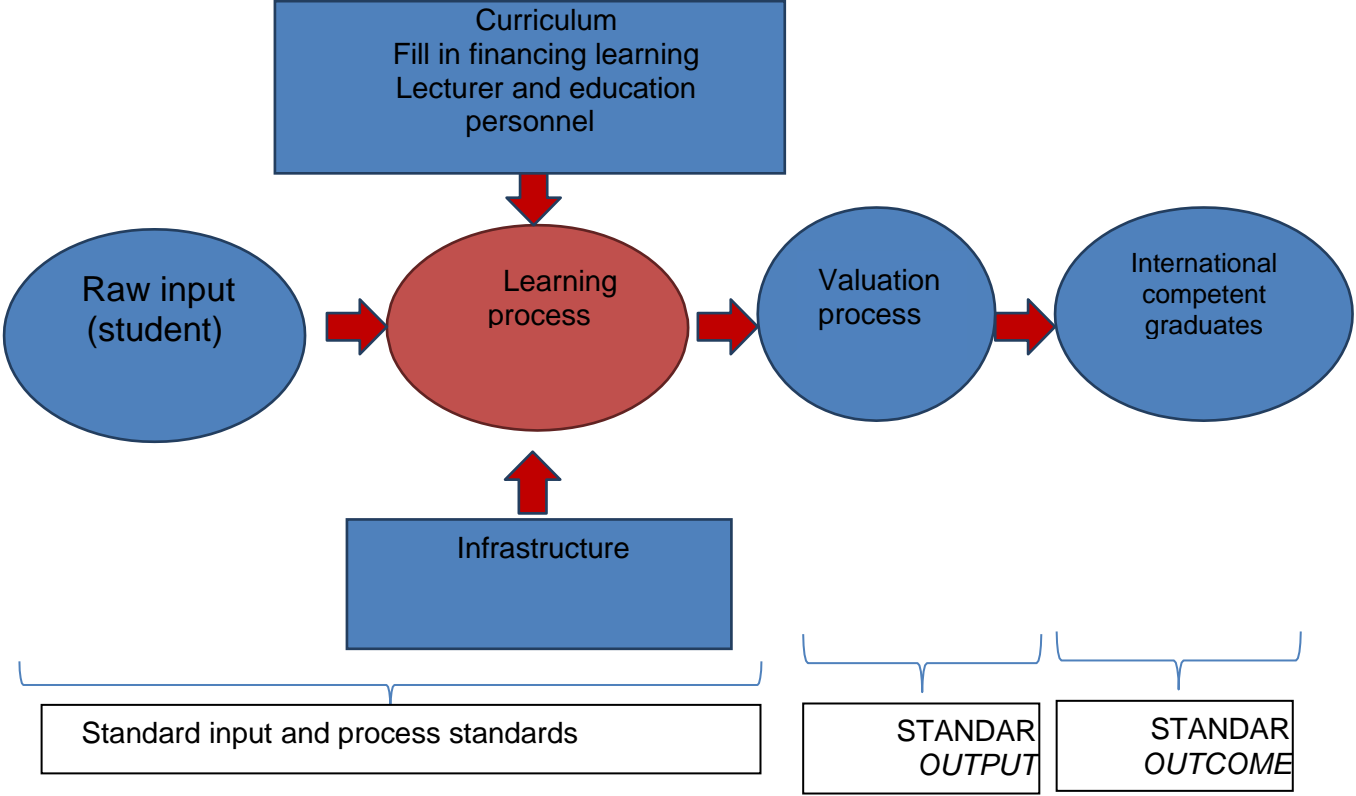education in *Undiksha* can be listened to

following figure 2.

Figure 2. International Class Implementation Pattern

The aspects of international class education strengthened standards and added elements that distinguish it from regular classes and become the focus of implementing international class education at the Ganesha University of Education can be poured. Table 3 below.

Table 3. International Class Education Standards

Aspect	Provision	Description	Information
Curriculum			
The implementation of the international class *Undiksha* uses an international standard KKNI-based curriculum	The international standard KKNI-based curriculum is the whole learning experience that students will accept that refers to the competency standards of graduates and content standards that follow the Indonesian national qualification framework and enriched with a student learning experience in developed countries, including student independence in choosing learning experiences that are seen can strengthen its competence.	1) English language skills are required to be accepted as an international student. 2) Pass the competency test of scientific substance proficiency in the field of study for prospective new students. 3)	Prospective students have English proficiency measured by a MINIMUM TOEFL-like of 400 and 420 specifically for English Study Programmes.
Graduate Competency Standards			
Following the provisions of Belmawa Learning Achievement with additional provisions	1. TOEFL value = 450, (specifically for English Study Programme TOEFL value = 500) 2. Mastery of Educational skills of the 21st century.	1. TOEFL scores are obtained by taking the TOEFL before the programme's final exam (as a thesis exam requirement). 2. Mastery of 21st Century Educational skills is assessed based on performance and portfolio-based.	1. Implemented by ULB in coordination with the Study Programme. 2. Carried out by lecturers who hold courses.

Certificate	1. Using the format and international class template 2. Made in two languages 3. Equipped with a certificate in English for activities carried out abroad.	Certificate in two languages (Bahasa Indonesia and English) and Certificate of Companion Diploma (SKPI) in English, made in print and electronic versions with special legal barcodes.	Carried out by the administrative team (*register*), who were given tasks related to access to issuance and copies of diplomas and skpi graduates.
Aspect	**Provision**	**Description**	**Information**
Learning Content Standards			
The naming and content of the course refer to the substance of international standard Courses to facilitate the possibility of *credit transfers* and *joint-degree* programmes	1. The name and content of the developed course refer to international standards. 2. Learning in international classes is optimized using English, including all supporting devices. 3. Further development of international standard courses through periodic assessment towards *joint degree* programmes. 4. The distribution of courses is adjusted to the study period at *Undiksha* and universities/institutions friend.	1. The naming of courses and learning content was developed oriented towards global needs and the insertion of *Tri Hita Karana*'s philosophy as a distinguishing character with international classes at other universities. 2. Initiation of international classes by developing lecture devices, including digital teaching materials for all potential courses.	Evaluation and revision of learning content are carried out continuously to improve the quality of international classroom programmes.

Superior programme Offers Study Programmes that have international selling points and become an attraction that characterizes the distinctiveness of *Undiksha*.	Learning based on local wisdom / *local culture* (global value), cultural practices, and multicultural-based learning.	Each Study Programme is given the authority to determine a superior programme that characterizes the characteristics of each Study Programme- each considering input from *stakeholders,* including the professional association of each Study Programme.	Obtaining the approval of the Kajur / Dean.
Aspect	**Provision**	**Description**	**Informatio n**
Learning Process Standards			
Blended learning and learning are carried out in English	1. Learning delivery strategies involve face-to-face learning in the classroom and online learning. 2. Lecturers are given the flexibility to determine the Learning Management System (LMS) used in online learning.	Lecturers can present learning devices developed in the form of digital teaching materials through *online* activities at the LMS determined by the lecturer concerned.	Determining the distribution of content presented face-to-face and online is fully the authority of the Lecturer of Pengampu known to *Koorprodi*/*Kejur*.
Insertion of international, local, and universal values	Learning is inserted: 1. *Tri Hita Karana*, 2. 21st Century Educational Framework 3. Learning and Innovation skills, Media, and Technology. 4. Literacy skills. 5. Entrepreneur/entrepreneurship	1. Literacy skills are concerned with students' skills to become global citizens in the era of the Industrial Revolution 4.0. and Society 5.0. 2. Each study programme is given the authority to investigate local and universal international values following the character of their respective study programmes.	Need to get approval from *Kejur*/dean.

PPL/Teaching Practice	*Practice Teaching* /PPL in ASEAN countries or other countries following the MoU.	1. It is necessary to be given orientation in the form of "Pre-departure training Placement" by the *PPL* Center. 2. There needs to be an "Establishment Agreement and Assessment Agreement" with partners abroad.	Coordination between the Study Programme and the *PPL* Center, and KUI *Undiksha*.

Aspect	Provision	Description	Information
Assessment Process Standards			
Implemented by the provisions of *Undiksha* with additional provisions.	1. Performed in English. 2. Have an English proficiency score with a minimum TOEFL score of 450 and 500 specifically for English Study Programmes. 3. Assessment of life skills /character to become a "global citizen." 4. The assessment of competencies in core scientific studies is left entirely to the lecturer of the course lecturer.	It is necessary to develop assessment instruments, assessing life skills and content of standardized and documented scientific studies.	1. International class assessment guidelines for drafting additional provisions 2. Implemented by their respective Study Programmes
Lecturer and Education Personnel Standards			
Lecturers have competencies in the fields of Pedagogy, Content Knowledge Skills, and Technology	1. Lecturers have physical and psychological readiness to teach international classes. 2. Mastering the scientific field that he needs. 3. Mastering English	1. International classes have various programmes that demand the readiness of their teaching lecturers, not only mental readiness but also physical readiness that at any time demands physical health to carry out	Determined by the Study Programme.

	and learning-based *ICT*.	Tasks, especially the journey of official duties outside the institution. 2. Lecturer's master: the fields of science they pursue, English and *ICT*.	
Education personnel have administrative abilities and are tasked *with all out* in providing services to international class students	Education personnel / international class employees must have administrative skills and master English for the smooth task of providing services to students and other *stakeholders*	1. Education personnel/employees have qualifications in the field of educational administration. 2. Adequate English proficiency (evidenced by a TOEFL certificate >500 or equivalent).	It is necessary to compile *a job description* for education personnel/employees for the international class
Have international academic ethics / *international customer care*	Lecturers and education personnel have an international community culture	Lecturers and education personnel who are *front liners* of international class services must have an international academic ethic about what can (*Do*) and should not (*Do not*) in international communication.	An International Ethics Guide (*Do and Do not)* is needed.

Ability to speak English and have global insights and character /International	For the initiation stage, there is flexibility.	1. *Resource Sharing of* relevant lecturers
		
		2. Learning is carried out with one of the following:
		
		  a) Fully English
		
		  b) Bilingual
		
		  c) Indonesian with English textbooks (this method is also used to prepare the generation slowly.)
			The ability to speak English is actively a requirement for the admission of prospective lecturers in the future.

Aspect	Provision	Description	Information
Financing Standards (By the decision of the Rector of *Undiksha*)			
Students who choose international classes make regular and additional tuition payments according to special provisions set.	Students pay regular tuition and self-payment for international classroom programmes.	Lecture programmes in international classes that require additional financing compared to ordinary (regular) lecture programmes can be financed from student self-financing, related scholarships, or from partner institutions as agreed.	The Rector's Decree and related guidelines for international class financing are required.
Lecturers in international classes are paid on a performance basis	The performance of lecturers in international classes is calculated according to the credits and the number of students who taught in international classes.	In addition to the number of credits, the number of students is also considered in providing rewards for performance. Lecturers in international classes.	Special remuneration guidelines are drawn up for lecturers who have performed in international classes
Teaching lecturers are rewarded with a remuneration system according to class rate standards international	Special remuneration indicators are prepared for lecturers of international class lecturers	Special remuneration indicators are prepared for lecturers of international class lecturers	Coordinated with the Drafting Team of *Undiksha* Remuneration Implementation Guidelines
There are awards /Incentives given to lecturers involved and for tutorials given by the lecturer	There are awards /Incentives given to lecturers involved and for tutorials given by the lecturer	Awards/incentives are given for aspects that are not accommodated in the remuneration system for teaching indicators in the international classroom	It is necessary to draw up the rules of awarding / incentives to be implemented continuously. Supporting the continuous implementation of the international class.
Aspect	**Provision**	**Description**	**Information**
Standards of Facilities and Infrastructure			

Special classes to ensure the comfort of learners and other supporting facilities.	1. International class classrooms available 2. A common room is available. 3. There is a special working room for students. 4. A smooth Wi-Fi connection is available all over the place in		1. Classrooms with international infrastructure and hygiene standards with a maximum capacity of 20 students. 2. Other supporting rooms were also developed for optimization. service to programme students	It is necessary to design a representative room to implement international classes.
	Campus, especially in places used directly by students of international class programmes. 5. An adequate library collection (*online* or *offline*) is available.	kelas internasional.		

4.3 Selection of Prospective New Students

The selection of prospective new students is carried out specifically according to the stipulated provisions. The admission flow of new international class students is the same as the admission process for regular class new students and coupled with the following special provisions.

a)   Following the new student admission committee's English Language competency test prepared by the international class.

b)   Take a field of study test prepared by the admission committee for new students of international classes.

c)   Stated that they are willing to attend lectures abroad such as *credit earnings*, *credit transfers*, *PPL*, *PKL*, and *KKN* or in places agreed upon by *Undiksha*.

d)   Stated willing to take English courses as agreed if deemed necessary.

e)   Willing to cover additional tuition fees if needed.

f)   Have the readiness to learn and team in a multicultural environment and be open-minded/ flexible to cultural differences.

The flow of admission of new international class students and the data collection can be seen in the following figure.

4.3.1   New international class admission flow from within the country

Figure 3. International Class Reception Flow of International Classes from overseas (LN)

Figure 3 above describes the step-by-step admission of new international class students from within the country, starting from registration to completing the programme at *Undiksha*.

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There are four stages of managing *Undiksha* international class students for prospective students from Indonesia: the initial stage, the selection stage, the learning stage, and the final stage.

a. Early Stage

    At this stage, new students register *online* on the international class portal prepared by *Undiksha*. Students complete the documents required in the international class *online* registration system.

b. Selection Stage

    After registering, international class students take part in selecting new international class students following the provisions set by the committee.

c. Learning Stage

    After passing the selection, new international class students attend lectures following the international class curriculum offered. The learning process of international class students is monitored and evaluated by the provisions set out in Chapter V of this Guideline.

d. Final Stage

    After participating in international class lecture programmes, completing the programme's final exam, and passing the required English proficiency test, international class students receive documents in the form of Diplomas in two languages (bilingual) and Institutional Development Contribution (*SKPI*) in Bahasa English.

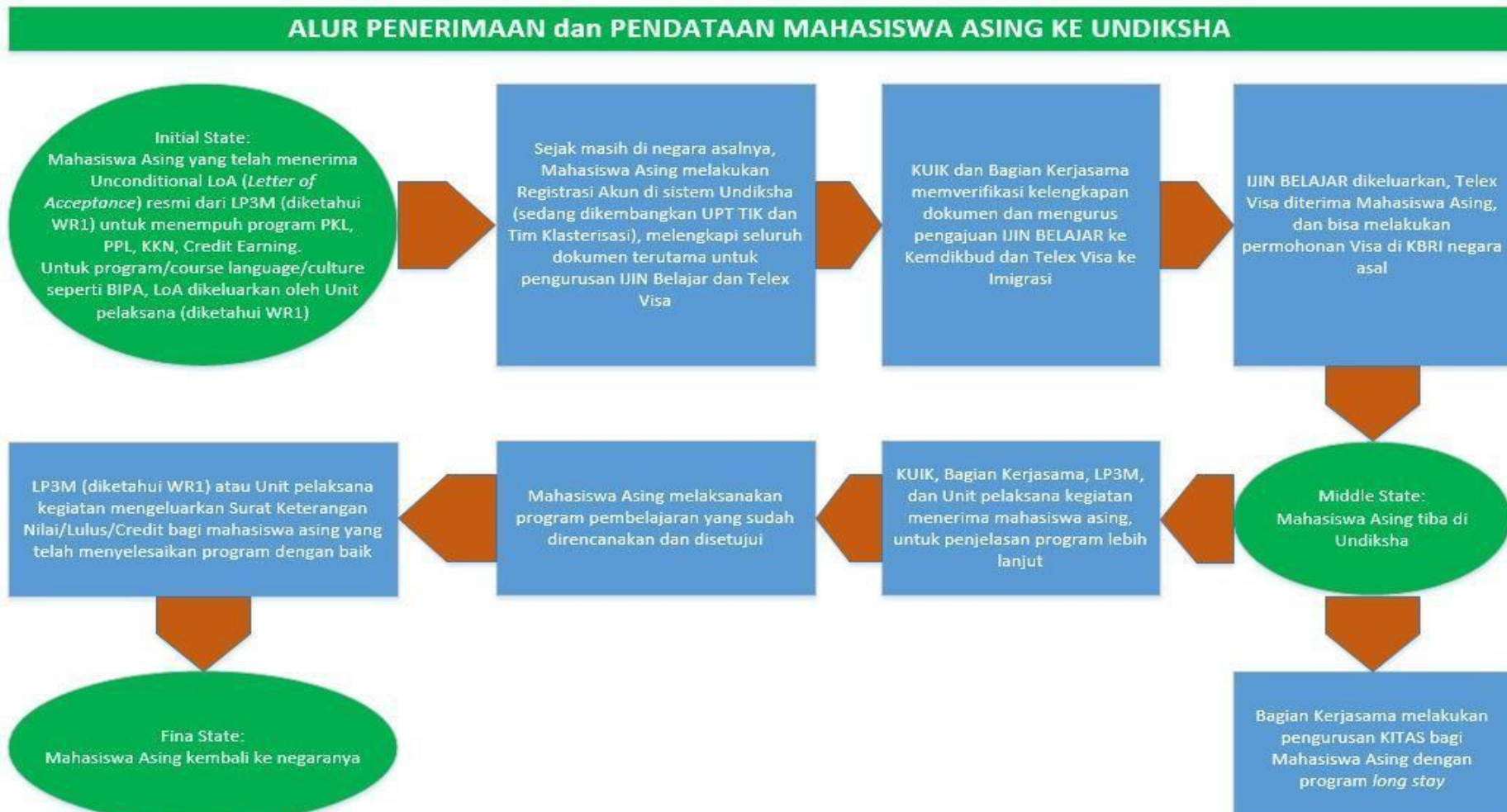## 4.4 New International Class Admissions Flow from abroad

Figure 4. International Class New Student Admission Flow from overseas (LN)

Figure 4 above describes the stage by step of admission of new students of international classes until their return to their respective countries. There are three stages of managing *Undiksha* international class students: the initial, learning, and final stages.

1. Early Stage

At this stage, new students register *online* on the international class portal prepared by *Undiksha*. Students complete the documents required in the international class *online* registration system so that their study permits and visas can be issued.

2. Learning Stage

After receiving documents as a condition of becoming an international class student (study permit and visa), students arrive at *Undiksha* and take part in planned and approved learning. The learning process of international class students is monitored and evaluated according to the provisions set out in chapter V of this guideline.

3. Final Stage

Students receive documents in the form of certificates that have completed an international class programme at *Undiksha* to be brought to their respective countries. If there is a problem, the certificate of the intention cannot be brought on the return schedule of international students to his country, and it will be proposed via post to each address.

CHAPTER V
QUALITY ASSURANCE OF INTERNATIONAL CLASS PROGRAMME

In controlling and improving the quality of the International Class (*KI)* Programme, quality assurance activities are carried out systematically and sustainably. Quality assurance of the *KI* programme is all activities carried out to meet the quality standards set out in the *KI* Programme. The quality assurance of the *KI* Programme is carried out to control the quality of *the* International Class programme in a sustainable *quality improvement*.

5.1 International Class Program Quality Standards

Under the mandate of Law Number 12 of 2012 concerning Higher Education, the quality standards of the *KI* programme are pursued through the determination stage, Implementation, Evaluation, Control, and Improvement of Standards (*PPEPP*), by Targeting the Achievement of Input, Process, Output and Outcome Aspects. The Quality Standards of the *KI* Consist of Programme:

1. Input standards, including participants (students), curriculum, human resources programme implementation, facilities (facilities and infrastructure), and financing.
2. Process *standards,* including the number of group students, learning system, assessment, and evaluation.
3. *Output standards*, including learning achievements, character, and students' English skills.
4. *Standard outcomes, including programme impact and responses from KI programme users and participants.*

5.2 Monitoring and evaluation

Monitoring and evaluation (*Monev*) *KI* programmes are planned activities to collect and process information and make decisions about the *KI* programme. Monitoring is carried out periodically to monitor the process of implementing the *KI* programme, while evaluation is carried out in the middle and end of the programme to determine the achievement and effectiveness of *the KI* programme. The results of the *KI* programme *Monev* are used to (1) reflection materials to find out whether the *KI* programme has been carried out properly and effectively, (2) references to make improvements, and (3) improve the quality of *the KI* programme.

Monev KI programme is carried out through a management cycle consisting of 4 (four) stages: preparation stage, implementation stage, reporting stage, and follow-up stage. The activities carried out at each stage are as follows.

(1) **In the preparation stage**, the activities carried out are the preparation of instruments, the preparation of *monev* schedules, and the preparation of task letters.

(2) **The implementation stage**, at this stage, is carried out by *Monev* Team. *Monev* is carried out periodically using instruments such as observation guidelines, interview guidelines, and questionnaires. *KI* programme evaluation uses the CIPP evaluation model (Context, Input, Process, and Product). The focus and evaluation indicators of the *KI* programme are concisely outlined in Table 4.1.

Table 4. KI Programme Evaluation Focus and Indicators

No.	Aspects	Indicator

1	*Context*	1. Clarity of vision and mission of *the KI* programme
		2. Clarity of benefits of *the KI* programme
		3. Accreditation for implementing study programmes
		   a) *KI* Initiation Programme, minimum B or internationally accredited
		   b) Partial KI Programme, minimum B or internationally accredited
		   c) Full *KI* Programme, A accredited or internationally accredited

2	*Input*	1. Participants (students) are eligible
		2. International curriculum
		3. *SDM* programme implementer meets the requirements (eligibility)
		   a) Educators (Lecturers) are at least S-2 qualified, professional, able to speak English, and master ICT
		   b) Education personnel at least S-1 quality and master ICT
		4. Programme facilities can support the implementation of the programme
		   a) Comfortable classrooms and equipped with ICT facilities
		   b) Have good internet/Wi-Fi facilities
		   c) Have *an International* Office
		5. Financing meets programme needs standards

3	*Process*	1. The number of students per *rumble* is a maximum of 20 people
		2. Learning System
		   a) Using English introduction
		   b) Apply innovative and experience-based learning
		   c) Implementation of online and face-to-face learning
		3. Authentic and comprehensive assessment and evaluation

4	*Product*	1. Learning achievements and good student character 2. Students have *KI* TOEFL 550 3. Programme results have a positive impact

(3) In the reporting stage, Monev's results are comprehensively analyzed as the basis for making decisions related to the *KI* programme. Monev's report was submitted to the Rector and interested parties (stakeholders). Monev's report is used to reflect and refine the *KI* programme. In addition, the report is used as a designation material as a form of accountability for implementing the *KI* programme to interested parties.

(4) Follow-up Stage, Improving the Quality of the *KI* Programme and Socialising The Results of the *KI* Programme Performance.

In summary, *monev* stages can be described in Figure 5.1.

Figure 5. KI Programme Monev Cycle

CHAPTER VI
CLOSING

6.1 CONCLUSION

The *International Class* Programme is one of the programmes that aim to realize the achievement of *Undiksha*, which excels in Asia. The vision of the *Undiksha International Class* Programme is to organize education for local and international communities that print *future leaders* who are "*global citizens*" characters.

Under *Undiksha*'s current conditions, the International Class Programme begins with the international class initiation programme stage for potential study programmes and according to the Rector of *Undiksha*. To ensure the programme's success, quality assurance is sought through the Determination, Implementation, Evaluation, Control, and Improvement of standards (*PPEPP*) by targeting the achievement of input aspects*, processes, output, and outcome.* Monitoring and Evaluation (*Monev*) is carried out through a management cycle consisting of 4 (four) stages: preparation stage, implementation stage, reporting stage, and follow-up stage.

6.2 Suggestions

Based on the above conclusions, it can be suggested as follows:

1. The implementation of the *International Class* Programme cannot be separated from the work between units/institutions/faculties in the *Undiksha* environment. Therefore synergy and collaboration across units/institutions/faculties become very *urgent*.

2. Implementing the International Class programme requires a supporting foundation that must be carried out immediately regarding rule readiness, system management, human resources, curriculum, facilities, and infrastructure and funding.

3. The continuity of the International Class programme requires 4 K, namely seriousness, high commitment, consistency, and commitment in the form of special awards because its implementation requires special competencies.

4. To maintain the sustainability of the International Class Programme, a sustainable MoU and MoA are needed by updating every year and ensuring the execution of its activities occurs.

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