



International Class Program Student Management at PTKIN (A Study at UIN Salatiga and UINSI Samarinda)

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Abstract

Higher education institutions are responsible for producing graduates who are competitive at local, national, and international levels. One of the breakthroughs made by higher education institutions is an international class program as a distinction and excellence to answer problems in the era of the Industrial Revolution 4.0. The purpose of this study was to find out the student management of international classes at UIN Salatiga and UINSI Samarinda. This type of research is qualitative research using a multi-case approach with data collection techniques in the form of observation, interviews, and documentation. The data analysis technique was interactive data analysis. The findings from this research are that the student management of international classes at UIN Salatiga and UINSI Samarinda in terms of recruitment is carried out strictly (Arabic and English tests, TPA, interviews). The difference is that at UIN Salatiga all students from various study programs can participate in the selection or recruitment of international classes, while at UINSI Samarinda the selection for international classes is only for the Islamic Religious Education Study Program (PAI). International class learning at UIN Salatiga and UINSI Samarinda use the regular curriculum for each study program and then add additional curricula covering foreign languages both Arabic and English, Qur'an memorization, art, or local wisdom. The findings also show some challenges in the implementation of student management such as in the aspect of the curriculum, lecturer's ability in foreign language use, and the absence of alumni association. Best practice from the results of this research is expected to be applied and becomes a reference for other higher education institutions to have and run international class programs.

Keywords: international class, PTKIN, student management

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A. Introduction

Higher education is held to lead students to become human beings who survive in their time. Along with the time and dynamics of today's society, Islamic higher education institutions are experiencing uncertainty in determining the direction of their development because they face challenges of professionalism and the labor market. The role of Islamic higher institutions which were originally oriented towards strengthening religious knowledge, increasing diversity, and building character must be faced with the demands of society, one of which is by providing quality education services (Ma'sum, 2020). Any institution at this time that does not carry out strategic planning and optimize resources will not survive (Elrehail et al., 2020). Referring to this fact, Islamic higher institutions must be able to contribute to the advancement of society at large, in addition to producing graduates who have academic competence.

Higher education institutions are responsible for producing graduates with insight and skills that are marketable and competitive at local, national, and international levels. One of the breakthroughs made by higher education institutions is to create a special international class program. Higher education institutions must have distinction and excellence so that they have characteristics and are competitive to answer problems in the era of the Industrial Revolution 4.0, which in the end, Islamic educational institutions will have advantages as the hallmark of institutions that have a commitment to quality education and can meet the needs of the global community (Ajmain et al., 2019). This impacts the opening of opportunities and the recognition of the higher education institution as a university with an international reputation. International quality education is a must in welcoming the word class university (Anggreni & Wayan, 2019; Baharuddin, 2014).

UINSI Samarinda as a higher education institution that changed its status from STAIN to IAIN and has transformed into the State Islamic University of Sultan Aji Muhammad Idris (UINSI) Samarinda, East Kalimantan, has made a breakthrough by creating a program, namely the International Class (KKI) which has its uniqueness and excellence as a feature of international higher education institutions with an introduction to lectures using international languages. In addition to advantages in the aspect of language, international classes also target participants to memorize at least 5 chapters of the Qur'an and be able to write and create articles. This is also the case with UIN Salatiga, which already has an international class program for its students. UIN Salatiga has many graduates from the international class, which can be used as an indicator of the quality level of graduates (Fitriyanti, 2018). The excellence of the international class can already be seen from the many students who have received prestigious scholarships or ones with a super tight selection such as the Education Fund Management Institute (LPDP) Scholarship and after finishing their studies, they work at the Ministry of Foreign Affairs.

Research on student management has already been conducted by several researchers (Iwan, 2020; Jahari et al., 2018; Multazimah et al., 2017; Suwardi & Daryanto, 2017). Other research on international classes includes student satisfaction with international classes (Magdalena & Yusa, 2021), skills of international class students (Hasanah & Saugi, 2021; Maria & Saugi, 2020; Salsabila & Saugi, 2020), and the level of understanding of international students towards Islam (Paradikma, 2019; Purwaningsih & Adani, 2019). However, the student management of international class program have not been largely discussed, because this international class program was created by the campus as a way to accommodate

potential students who have excellence and high motivation in enhancing skills in academic and languages. The curriculum content presented by the campus is more complex than that for students who are not in international classes. Fieldwork practices (PKL) are facilitated and managed abroad. The language of instruction in learning uses Arabic or English and is supported by an international class student dormitory. However, in reality, not all potential students are accommodated and willing to participate in this program, and this is a big question, even though the selection of students as international class students goes through a rigorous and transparent selection process.

B. Literature Review

Bratton et al. (2022) emphasizes that management is defined as a strategic step in utilizing human resources, as well as determining the paths and resources used to achieve goals in an efficient and effective way, both individually and in groups. Learners are individuals who have basic potential both physically and psychologically, which is developed through education carried out in the family, school, and community environment (Amin, 2018).

In the context of educational management, it will, of course, involve students both students at school and university students. This becomes something important in the process of managing education and learning because it will always be related to aspects of students, starting from the acceptance, coaching, and the learning process with a conducive and effective learning atmosphere until students complete their education (Iwan, 2020; Jahari et al., 2018; Multazimah et al., 2017; Suwardi & Daryanto, 2017). So, in general, the conclusion can be drawn that student management is a series of activities from the enrollment of students into higher education institutions to graduation.

Management of students is not merely recording student data but includes broader aspects, namely being able to help efforts to grow students through the educational process in educational institutions (Mustari, 2018; Setiawan, 2021; Umam, 2018). This is supported by the research findings by Ismail (2021), which shows that student management is a process planned by the institution, both in facilitating and fostering students to become human beings, as well as coaching so that students can adapt to the times, which become unified to produce the desired students. Thus, student management in this study refers to the student recruitment system, student placement, and the learning process until the student is declared to have passed and graduated from the learning process.

The purpose of student management (Iwan, 2020; Jahari et al., 2018; Multazimah et al., 2017; Suwardi & Daryanto, 2017) is to manage student activities so that these activities support the teaching and learning process in educational institutions, by: 1) increasing students' knowledge, skills and psychomotor; 2) channeling and developing general abilities, talents and interests of students; 3) channeling aspirations and hopes, and fulfilling the needs of students; 4) with the fulfillment of points 1, 2 and 3 above, it is expected that students can achieve happiness and prosperity in life, can study well and achieve their goals.

In line with those, Badrudin (2014) also explained that the purpose of student management, in general, is to manage student activities to support the learning process in educational institutions so that the learning process runs smoothly, orderly, regularly, and can contribute to achieving learning goals and institutional goals effectively and efficiently. Finally, it can be concluded that the purpose of

student management is to manage various student activities so that teaching and learning activities in higher education institutions can run orderly, smoothly, effectively, and efficiently (Munadi, 2020).

Sunaengsih (2017) specifically constructs the function of student management into several things. First, related to the individual development of students, it is to make existing students can develop their various potentials without any significant obstacles. The innate potential that has existed in students since birth includes intelligence, special abilities, and other abilities. Second, functions related to the social development of students, it is to make students can socialize with their peers, parents, relatives, and also with the social environment in their schools and the surrounding community. Third, related to channeling the aspirations and hopes of students, it is to be able to support the development of hobbies, pleasures, and also interests of students to support self-development and potential as a whole. Last, it is related to meeting the needs and welfare of students at school.

The scope of student management includes analysis of student needs, recruitment, student selection, orientation, placement or class division, coaching and development, recording, and reporting (Iwan, 2020; Sunaengsih, 2017). Several ways can be used in selecting prospective students, namely administrative selection and tests. Selection through this test is divided into two, namely individual interview tests and overall tests that cover the general knowledge and academic abilities of students (Permana, 2020).

The next way is to do a talent scout. In the context of fostering and developing students comprehensively, educational institutions need to provide special services that can support student management including guidance and counseling services, library services, canteen or cafeteria services, health services, transportation services, and hostel services. Likewise, recording and reporting activities about students in an educational institution need to be done (Mustari, 2018).

C. Method

This research used qualitative approaches (Bogdan & Biklen, 1982) with multi cases. Data collection techniques used in-depth interviews and interview guidelines (Hardani, 2020), observation (Ni'matuzahroh & Susanti, 2018), and documentation. Interviews were conducted with the head of International class (KKI) management at UINSI Samarinda and the head of International class (KKI) management at UIN Salatiga, KKI student dormitory managers, lecturers, and KKI student representatives from both campuses (UINSI Samarinda and UIN Salatiga). Data analysis techniques used interactive data analysis in the form of data collection, data condensation, data presentation, and conclusion drawing. Data validity was tested by credibility, transformability, and confirmation. The validity of the research data used triangulation (Kusumastuti et al., 2019). This research focused on the implementation of student management for international class programs at UIN Salatiga and UINSI Samarinda.

D. Findings and Discussion

1. Student Management of International Class Program (KKI) of UIN Salatiga

The student management of the KKI program UIN Salatiga consists of several stages. First, analyzing the needs for recruiting new KKI program students at UIN Salatiga. The quota in this KKI program is 20 students or only 1 local/ class following the Standard Operating Procedure (SOP). This is in line

with Sunaengsih (2017) mentioning that the first stage in student management activities is conducting a needs analysis because this analysis is part of planning in student management. Similarly, Julaiha et al. (2022) stated that the challenge of managing human resources in higher education institutions is to plan, organize, and assess the performance of human resources so that they can contribute to the achievement of educational goals, and students become one of the human resources in higher education that deserves attention.

Furthermore, regarding recruitment, the findings of KKI student management at UIN Salatiga in the student recruitment system for the International Class program were carried out by forming a new student admissions committee with a decree from the Faculty and in the decree, a team of examiners was also determined which included scientific and Islamic examiners as well as language examiners. In the theory of management, the implementation of management functions aims to achieve the goals (Syamsuddin, 2017). The first stage in student management is the recruitment of KKI program students, the formation of a committee for new student recruitment teams specifically for KKI, and needs analysis.

The socialization or notification regarding the recruitment of students for the International Class program follows or simultaneously with the socialization that is carried out at the University or rectorate, as well as making and posting announcements for the recruitment of new KKI program students which are carried out openly (Mustari, 2018; Sunaengsih, 2017). The KKI Program student selection carried out by UIN Salatiga is based on a policy to provide opportunities for all new students from all study programs to take the International class student selection test, for which then 20 students are selected. The new student recruitment system is carried out in several stages, namely the stages of written tests in Arabic and English and psychological test interviews (Rifa'i, 2018).

Placement of KKI students who have passed the selection by the student admissions committee for the KKI program of UIN Salatiga through the following techniques: these students are determined as KKI students based on the decision of the KKI student admissions committee with a decree of the faculty dean and are already able to participate in KKI activities in a comprehensive way and are required to stay in a dormitory specifically for KKI students. The existence of a dormitory for students can make it easier to manage KKI student activities, develop foreign language use, and inculcate the desired character values (Owen et al., 2022).

The learning process provided in this international class follows the curriculum by the distribution of subjects provided in each study program or is called the regular curriculum so that in learning for study programs they join regular or non-KKI students. They rejoin other KKI students if they take additional courses or what is called an additional curriculum such as Arabic and English, Quranic competence courses, Qur'an memorization, and cultural competence courses. The unavailability of special classrooms at UIN Salatiga makes students move from one class to another, which causes students to be late for class. This contradicts (Anggreni & Wayan, 2019).

From the beginning of the development of KKI in 2010, the content of KKI courses, at UIN Salatiga, consisted of 4 aspects, namely study program courses totaling approximately 148 credits, plus additional Arabic and English

language courses, Qur'an competency courses for memorization, and cultural competency courses. In total, approximately 148 credits of study program courses with additional KKI courses of approximately 100 credits. This is, of course, very burdensome for students, so it is necessary to evaluate and strengthen the curriculum systematically and continuously based on the paradigm of building human rights intelligence (Muhtaj et al., 2020).

Special activities that are not owned by other students except KKI students at UIN Salatiga include ALE, namely the Art and Languages Exhibition, which is a forum provided by the campus to explore the talents and abilities of KKI UIN Salatiga students both in language and art by holding shows such as wayang orang in Arabic and English, gamelan, and other traditional dance arts. The activities provided are a means for students to develop themselves as optimally as possible (Suwardi & Daryanto, 2017).

Students passing the KKI program of UIN Salatiga are students who can complete all materials and requirements in the provisions of the KKI program at UIN Salatiga. Several requirements for students to be declared to have graduated from the KKI program include: 1) passing all regular courses, 2) Passing all additional KKI courses, 3) Memorizing at least 3 chapters of the Qu'ran following the requirement for KKI students, 4) Writing a final project using one foreign language.

2. Student Management of International Class of UINSI Samarinda

The International Class Program at UINSI Samarinda started in 2016 and is only intended for students of the Islamic Religious Education (PAI) study program as the largest and oldest study program at UINSI Samarinda. Based on the results of interviews with the head of KKI management at UINSI Samarinda, the reason is that in terms of the number of students, the PAI study program is the most and in terms of the quality, PAI students are also the best because PAI study program is the most favorite study program at UINSI Samarinda.

Information about the existence of the KKI program at UINSI Samarinda has not been maximally socialized even though the socialization of a program is very decisive in the success of a program, both through printed media and other information media (Fajarrini & Ernawati, 2020). The research finding shows that there is no specific socialization technique to convey to the public about KKI. The findings in the field show that socialization about KKI is carried out together with socialization by the rectorate or the institution. Therefore, it can be said that the special socialization of the KKI program has not been maximized. This can be one of the reasons that not all new students of the PAI study program have the opportunity to take part in the KKI program and understand the KKI program, and are interested in the KKI program at UINSI Samarinda.

Technical selection in recruiting KKI students at UINSI Samarinda is carried out in several stages, namely the administrative stage in the form of filling out the registration form and a letter of willingness to follow the KKI program rules which are signed by the student and known by the student's parents or guardians. From the registration form, it will be known whether the prospective student is an alumnus of a boarding school or public school because the background of previous education greatly affects the language skills of these students (Setiyawan, 2018). It is then followed by a written test covering material in Arabic, English, and academic potential tests, then

interviews about Islam, and reading and writing the Qur'an as well as interviews on Arabic and English skills.

UINSI Samarinda in recruiting and finding quality students is selective. This is following the standards that (Imron, 2016) mentions the system for accepting new students can be grouped into two types, namely: (1) a promotion system, and (2) a selection system. The promotion system usually applies to schools where interest in enrollment is lacking or the existing capacity is sufficient. The process of identifying and selecting people from a group of people who are most suitable or most qualified for a particular position, and the steps taken are important in finding reliable human resources, as well as determining the strategy used to recruit, select and place someone in the organization (Azmy, 2018). In this case, in the selection of KKI students, educational institutions are required to have a culture that distinguishes them from other similar organizations, especially in carrying out the acceptance of new students to get excellent students (Nasser et al., 2021). The research findings show that the recruitment of new students for the KKI program of UINSI Samarinda is still not optimal because they have not made bolder breakthroughs in introducing this program. Besides, the recruitment is carried out at an inopportune time, that is after students have passed PTKIN enrollment test either with the SPAN, UM, or Independent Examination routes, while it should have been done long before during the socialization of UINSI Samarinda.

The placement of KKI students who have been accepted by the new student admissions committee for the KKI UINSI Samarinda program is through the following technicalities: these students are determined as KKI students by decision of the KKI student admissions committee based on the selection results strengthened by a decree of the faculty dean, then they can take part in KKI activities comprehensively, such as staying at dormitory specifically for KKI students, at the dormitory they are monitored by *musrif* who has been assigned to monitor and guide their activities and language program. This is in line with (Rifa'i, 2018) which mentions the five basics of grouping students, and one of them is Intelligence Grouping: namely the activity of grouping students based on the results of intelligence tests given to students in the form of language skills and academic potential.

The curriculum provided for KKI students at UINSI Samarinda consists of two curricula, namely the regular PAI study program curriculum and the additional curriculum for the course of theatrical performance on the Samarinda TV, which is a youth creativity program with Arabic plays. In addition, there are also local dance and musical instruments training activities, namely the *Enggang* bird and Japen dances as well as the practice of Sampee and gong musical instruments. To strengthen the subjects that must be practiced, KKI students are usually facilitated by the rectorate and postgraduate faculties to perform art and dance in their events.

Problems with the content of the curriculum in the KKI program at UIN Salatiga also occurred at UINSI Samarinda. This is, of course, very burdensome for students. Based on complaints from students about too many courses they have to complete, they don't have enough time to sleep, are very tired, and are demotivated due to study overload. Due to the number of courses and credits that are overloaded, students are late for lectures, late for assignments, not

optimal in achieving grades, and others. Maybe for students with high motivation and high intelligence, this can still be managed, but for students with average abilities with only high motivational capital, of course, they will find difficulty managing time because based on calculations, there is not enough study time with a study load. Based on the calculation of study hours credits, the number of credits for the course does not make sense because on average they have to study 13 hours a day. With them being too busy in class, it is difficult for them to gain other competencies, for example, social competence (organization), and research (participating in competitions or student exchanges). Based on the findings of these two universities, it appears that it is necessary to conduct an evaluation and review of the curriculum so that the core content of KKI remains sufficient, but not too burdensome to the student.

At UINSI Samarinda, the lecture process for KKI students related to the classroom is not a problem because UINSI Samarinda has prepared a special classroom that is comfortable and representative both in terms of facilities and learning media for KKI students. Therefore, this supports the ability of lecturers to manage classes that influence student learning motivation (Lewantaur & Noya, 2021).

The Learning Process of KKI students at UIN Salatiga and UINSI Samarinda both carry out 2 curricula. At UIN Salatiga, the two curricula are the KKI curriculum and also the study program curriculum. At UINSI Samarinda, they are the KKI curriculum and the PAI study program curriculum. The two institutions are both trying to provide curriculum content following the student's study program and add curriculum content to the expectations of the International Class. The learning process provided and other supporting activities are part of fostering and enhancing the student's potential so that students can overcome the challenges of the times and global competition outside the campus.

In the aspect of teachers or lecturers, the ideal condition is that all lecturers at KKI are able to use the language of instruction in Arabic or English as the language of communication in class. In fact, some lecturers are not fluent or active in using one of these languages, both at UIN Salatiga and UINSI Samarinda (Chairunnisa, 2016). These findings are evidence of problems that hinder the implementation of international class programs. KKI supporting activities are in line with the learning process provided at the KKI program both at UIN Salatiga and at UINSI Samarinda. Other supporting activities provided in this program aim to provide experience and further explore the student's potential at both campuses.

Graduation is the last activity of student management. Graduation is a statement from the educational institution regarding the completion of the educational program attended by students. Both of the campuses have produced alumni of KKI students. KKI UIN Salatiga is a campus that has established this KKI program since 2010, so it has many alumni. This study found that KKI UIN Salatiga and KKI UINSI Samarinda do not have an official alumni association and this needs to be followed up by KKI managers (Khoiruddin, 2019).

E. Conclusion

Student Management of International Class Program (KKI) at UIN Salatiga and UIN Samarinda consists of recruitment, selection, placement, learning, and curriculum, as well as additional KKI program activities. KKI student management is still constrained in various aspects. However, this program supports the development of students who are competitive and have a global outlook with mastery of languages and academics who can accelerate a world class university. Best practice from the results of this research is expected to be applied and becomes a reference for other higher education institutions to have and run international class programs.

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