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International Class Program UIN Malang as an Effort in Actualizing International Reputable University

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Abstract

In response to globalization's challenges, educational institutions in Indonesia have begun to develo education oriented towards reforming quality, management, and curriculum with international standards. One of them is through the formation of an international class that is expected to be able to compete at the global level. To realize this, UIN Malang carries the vision of "The realization of an integrative higher education in combining science and Islam with an international reputation." Based on this vision, this study seeks to find out how to implement and form UIN Malang's support for the International Class Program at the Tarbiyah and Teacher Training Faculty to internationalize the campus. This study uses a qualitative approach that emphasizes the interpretation of the data obtained. The problem in the field is the lack of cooperation between layers at the university. It has an impact on the speed of the internationalization process of the UIN Malang.

Keywords: International Class Program; Internationalization; UIN Malang.

Abstrak

Program Kelas Internasional UIN Malang sebagai Upaya Mewujudkan Universitas Bereputasi Internasional. Menanggapi tantangan globalisasi, lembaga pendidikan di Indonesia mulai mengembangkan pendidikan yang berorientasi pada reformasi mutu, manajemen, dan kurikulum yang berstandar internasional. Salah satunya melalui pembentukan kelas internasional yang diharapkan mampu bersaing di tingkat global. Untuk mewujudkan hal tersebut, UIN Malang mengusung visi "Terwujudnya pendidikan tinggi yang integratif dalam memadukan ilmu pengetahuan dan Islam yang bereputasi internasional." Berdasarkan visi tersebut, penelitian ini berupaya untuk mengetahui bagaimana implementasi dan bentuk dukungan UIN Malang terhada Program Kelas Internasional Fakultas Ilmu Tarbiyah dan Keguruan menginternasionalkan kampus. Penelitian ini menggunakan pendekatan kualitatif yang menekankan pada interpretasi data yang diperoleh. Hasil dari penelitian ini adalah diketahui adanya permasalahan di lapangan yakni kurangnya kerjasama antar lapisan di universitas. Hal tersebut berdampak pada percepatan proses internasionalisasi UIN Malang.

Kata kunci: International Class Program; Internasionalisasi; UIN Malang.

A. Introduction

Competition between educational institutions has become a sure thing both at the school and college levels (Hill, Hell, & Van Cauter, 2021, 1477). Not only competition between domestic academic institutions, but educational institutions since the mid-2000s have also carried the 'international' label, which means that the competition in the world of education is at a global level. There are various reasons underlying the use of the label. First, the era of globalization demands superior competitiveness in science and technology and human resources (Reinhard & Gerloff, 2020, 292). Second, the pilot implementation of SBI (International Standard School) has a strong legal basis, namely Article 50 Paragraph (3) of Law No. 20 of 2003 (UUSPN 20/2003) concerning the National Education System, which states that "The government and/or local governments shall organize at least one education unit at all levels of education to be developed into an international standard education unit." Article 50 Paragraph (7) UUSPN 20/2003 states that the provisions regarding SBI are further regulated

by a Government Regulation. Third, the implementation of SBI is based on the philosophy of existentialism and essentialism (functionalism) (Presiden Republik Indonesia, 2003).

Initially, RSBI aimed to create quality schools equal to the quality of education in other countries. Some schools that are labeled as RSBI are required to have excellence in terms of teaching staff, the curriculum used is of international standard such as the International Baccalaureate (IB), which is a curriculum that comes from the education system in England, as well as supporting infrastructure facilities in creating an international atmosphere in schools. Indonesia needs the existence of RSBI at the elementary to high school level solely to improve the quality of human resources that are competitive in the global world. Ironically, RSBI only lasted for a few years because it was considered to cause inequality in education in Indonesia. RSBI also creates a stigma that only certain groups can experience international standard education. In addition, some schools use the International label to increase the cost of education under the pretext of meeting the needs of infrastructure and a competent workforce. On January 8, 2013, the Constitutional Court finally officially dissolved the status of an international standard school for several reasons (Larasati, 2019, 63).

The government's failure to create an international standard school to improve the quality of Indonesian human resources that can compete globally does not necessarily dampen the intention of a university to internationalize its institution, like UIN Maulana Malik Ibrahim Malang, which has the vision to become an international reputable university. The definition of internationalization by Jane Knight is "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Hagen, 2022, 998). Becoming an international standard university today is not an option. Still, there is a demand in the era of globalization to continue, to exist, and stand on par with other countries worldwide. UIN Malang, as a State Islamic Religious University, has carried out several strategies to create a world-class campus, including increased cooperation with foreign countries, holding international conferences, benchmarking for strengthening the governance of the International Affairs Office (KUI) on the best campuses in Indonesia, including study programs in International Accreditation and international classes in several faculties at UIN Malang.

The International Class Program (ICP) in UIN Malang, especially in the Tarbiyah and Teacher Training Faculty (FITK), is predicted to be a unit that can bring agencies through globalization. Students who are members of the International Class are specially selected from the field of language and competence. IC graduates are expected to be able to compete globally

and bring a good name to the campus at the international level. IC FITK has made genuine efforts by organizing fieldwork practice, delegating students in student exchanges with other countries, building global cooperation (Jumakulov, Ashirbekov, Sparks, & Sagintayeva, 2019, 234), holding international conferences, and producing international publications. In line with the word of Allah SWT in the surah al-Hujurat verse 13:

Meanings: "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted." (Mushaf Madinah (Al-Qur'an, Terjemah Dan Tafsir), 2010)

Of course, this effort is still far from perfect in realizing an internationally reputable university. In practice, the International Class Program at the Faculty does not yet have a common thread with the International Affairs Office (KUI) UIN Malang. As the manager of international students, KUI has not been directly connected to the IC class or international IC activities that have not involved KUI as a representative of campus international affairs. So, this is important to research as an effort to equalize the perceptions of the units on the UIN Maulana Malik Ibrahim Malang campus together to actualize an international reputable university.

B. The Comprehensive Theoretical Basis

1. International Class

In response to globalization's challenges, educational institutions in Indonesia have begun to seek to develo education oriented towards reforming quality, management, and curriculum with international standards. One of them is through the formation of an international class that is expected to be able to compete at the global level (Zada, 2006, 262). An international class is a class that applies a foreign language as the language of instruction (Chairawati, 2014, 26).

The International Class Program (ICP) at the Tarbiyah and Teacher Training Faculty (FITK) is an initiative of M. Zainuddin who then served as the dean of FITK. Furthermore, H. Nur Ali as deputy dean of FITK academics in 2009, tried to develo the potential of FITK students in the international arena. Students who enter the FITK international class must undergo language tests, psychological tests, and commitment interviews with examiners from outside the faculty and have an educational background abroad.

An international predicate is not just a name but needs to be defined and taken seriously. The international class is expected to cover several aspects: (Binangkit & Siregar, 2020, 136; Junining & Prawoto, 2020, 115; Mali, 2020, 75; Nugroho, Maryana, & Muizu, 2018, 25; Rosana, Jumadi, & Pujianto, 2014, 13; Shirahata, 2023, 458; Sosiatri, 2018, 58; Suyadi, Nuryana, Sutrisno, & Baidi, 2022, 6; Teguh Santoso & Ekawaty, 2018, 44; Wayong, 2017, 228)

- a. International standards with high-quality standards with international academic abilities.
- b. Running a comprehensive and technology-literate study program.
- c. Using international languages (English and Arabic) as the official language of instruction for lectures and making students able to read and interpret foreign language literature directly.
- d. When viewed from the curriculum, ideally, it should be able to produce outputs with the following qualifications: mastering the critical language (English); understanding the latest developments in science concepts and science education, being able to have a creative dialogue; mastering the methodology of thought and research and be able to develoit; critical; analytical; always want to improve for knowledge and self-development;
- e. Fulfillment of qualified human resources (lecturers, administrative staff, and students) by carrying out professional educational and administrative management.
- f. Apply an innovative, varied, fun, and practical approach. This model makes students the center of the learning and teaching process, prioritizing and instilling the power of observation and analysis rather than memory. The ideal number of international class students is around 25 students per class.
- g. Having facilities and infrastructure as well as extensive networking so that exchange programs can be carried out for students and lecturers, get double degrees, benchmarking, international joint research, publishing international scientific articles, internshi abroad, global outreach programs, international invitation programs, summer schools program (abroad), international seminar/conference/training, overseas scholarshi The standard of community service has also led to the international realm.
- h. Having a leader who can encourage increased work effectiveness and efficiency in facing global challenges full of competition and situations full of change and uncertainty.

2. UIN Maulana Malik Ibrahim Malang

UIN Maulana Malik Ibrahim Malang is a campus located at Jalan Gajayana, No. 50 Dinoyo, Malang. This institution has launched a vision to realize integrative higher education by combining science and Islam with an international reputation. Its mission is to produce

graduates with Ulul Albab character, relevant science, technology, art, and a highly competitive culture. The goals to be achieved by UIN Malang are to provide broader access to religious higher education to the community and to provide academic human resources to meet the community's needs. The strategy applied by UIN Malang to achieve its vision, mission, and goals is to organize the Tri Dharma of higher education in an integrative way that is of high quality ("Profil Universitas," n.d. accessed at 20.14 WIB).

3. International Reputable University

Nationally, UIN Maulana Malik Ibrahim Malang, as one of PTKIN in Indonesia, can be assessed as being able to guarantee quality. UIN Malang has been ranked A in institutional accreditation based on the Decree of BAN-PT Number: 032/SK/BAN-PT/Akred/PT/I/2014 with a very good predicate or 364 in numbers. This award is a form of university commitment to consistently developing institutional quality. UIN Malang 2008 has received ISO 9001:2008 certificate from SGS United Kingdom Ltd System & Services Certification Number ID08/1219 and is a pioneer of Islamic universities under the auspices of the Ministry of Religion (58 PTKIN) certified ISO 9001:2008 (Fauzi, 2019, 559–562).

The globalization of education motivates all universities to improve their quality and quality to become reputable international universities. One of the benchmarks for higher education quality is the World University Ranking (Academic Ranking of World Universities), which is part of the global university landscape (Magister Ilmu Komunikasi Universitas Padjadjaran, 2020, 150). Issues related to World Class University (WCU) have existed since around 2007 but only received a response after the LPTK took the issuance of P seriously. 12/2010 and P No. 34/2010 imply WCU. Furthermore, a university can not get an excellent academic ranking globally if its research reputation has not been fulfilled (Sugiharso & Setianingrum, 2021, 195).

An essential book at UIN Malang, "UIN Maliki Malang Towards a World Class University," is an illustration of a world-class campus. The book explains why it is crucial to be a World Class University, which is explained in the first part. There are at least three very urgent considerations, namely considerations in the name of nationality, Islam, and institutions. High scientific standards can be achieved by developing research to become a World Class University with an excellent international reputation (Muslih, 2016, 231–235).

To get an international standard predicate, an institution must carry out an accreditation process. The term "accreditation" means the formal acknowledgment of a particular educational program or higher education institution by an external competent body

based on established procedures (Zayachuk & Yamelynets, 2022, 181). The accreditation assessment institutions chosen by UIN Malang are FIBAA and ASIIN. FIBAA (Foundation for International Business Administration Accreditation) is an internationally oriented European accreditation agency registered with the Ministry of Education, Culture, Research, and Technology for quality assurance and development in higher education (Fink & Bekker, 2017, 166; Humas UNDIP, 2021). FIBAA procedures at the institutional level (system accreditation, institutional accreditation) are interdisciplinary (Zayachuk & Yamelynets, 2022).

While ASIIN reviews degree programs in engineering, informatics, mathematics, and natural sciences, at the institutional level, it conducts studies of quality management systems in higher education institutions (Zayachuk & Yamelynets, 2022). FIBAA requires an integrated international dimension, integration of local economic and social considerations, and provable research by institutions, faculty, and students that validate this focus. Service learning through integrated local classroom/community projects focused on international internships or service learning projects and data collection and research on the impact and effectiveness of service learning projects on communities can seamlessly meet FIBAA requirements (Bollig & Frerich, 2020, 64; Delorenzo, Kohun, Nord, & Nord, 2011, 157; Petropavlovskiy & Nefedova, 2019, 573; Schmidt, 2019, 186). FIBAA's goal is to promote quality and transparency in education and science by awarding quality certificates to educational programs and institutions in higher education and continuing professional development (Romanovska, 2014, 101). In the system accreditation process, all study programs of a university that have gone through this quality assurance system are accredited for six years (Winter et al., 2009, 333).

UIN Malang has been formally designated by the Ministry of Religion - under the leadershi of the Minister of Religion Suryadarma Ali 2013 - as one of the two universities that became a pilot project for the development of UIN into a World Class University (WCU). One of the primary considerations is that UIN Malang institutionally already has "A" accreditation, as the author described above (Fauzi, 2019). In addition to developing research and increasing the publication of scientific papers, the predicate of an excellent university with an international reputation can also be supported through benchmarking efforts. One of them is improving the quality of each unit within the campus. In Islamic educational institutions, benchmarking is an institutional evaluation activity carried out continuously by comparing the institution with other better institutions to identify, adopt, and apply its practices as normative performance standards to improve the institution's quality. Benchmarking follows the fundamental quality method with the Deming cycle approach pattern or PDCA (plan-do-check-action), namely planning, implementing plans, checking, and taking action (Fauzi, 2019).

Making comparisons as above will make it easier for an institution to review the failures, successes, and best practices of other organizations' achievements to hel face an increasingly competitive world of education and improve the quality of performance. Benchmarking in education is often done in the form of visits to other universities and comparative studies (Fauzi, 2019). In the author's opinion, international student exchange or student exchange programs are also essential to be carried out regularly by empowering the International Class Program (ICP) that already exists in several faculties of UIN Malang as one of the benchmarking efforts to encourage the realization of an internationally reputable university.

4. Method

The research approach used is qualitative method. Data from research with a qualitative approach is more concerned with the interpretation of the data obtained (Sugiyono, 2015, 7). The data collection technique used interviews. Interviews are one of the data collection contracts that are used if the researcher wants an introduction to finding a problem that will be used as research material or also used if the researcher wants to know more in-depth things from the respondent (Sugiyono, 2021). Primary data is taken directly from the field by interviews with International Class Development Unit and International Office UIN Malang also with forum grub discussion with Institut Teknologi Sepuluh November Global Engagement and Office of International Affairs Universitas Negeri Malang. Primary data is a collection of information obtained directly by the researcher. Then, the information is processed by the researcher.

Meanwhile, secondary data was obtained from the literature study and other relevant data sources. Secondary data is information obtained by researchers, but researchers are not directly involved in the processing (Nasution, 2016, 63). Researchers also use documentation techniques in the form of prospectuses, meeting notes, agendas, books, transcripts, and so on. Data analysis in this research used Bogdan and Biklen, carried out by systematically searching and organizing interview transcripts, field notes, and other materials that have been collected to gain knowledge about the data and communicate what has been found. Data analysis activities include arranging, sorting, grouping, coding, and categorizing. To validate the data, researchers extend the research time, check through triangulation, and peer review.

5. History and Profile of International Class Program (ICP) in Tarbiyah and Teacher Training Faculty (FITK) UIN Malang

a. History of IC in FITK UIN Malang

The International Class Program (ICP) is a unique program at the Tarbiyah and Teacher Training Faculty (FITK) and was initiated by the Dean of FITK in 2009, namely H. M. Zainuddin who is currently the Chancellor of UIN Maulana Malik Ibrahim Malang. The Vice Dean for Academic Affairs welcomed the initiative, H. Nur Ali held who currently serves as Dean of the Tarbiyah and Teacher Training Faculty (FITK).

The formation of the IC was a concern for Prof. Zainudin, who at that time highlighted the rapid development of technology. In the next few years, competition will no longer be between domestic universities but between universities in the world. For this reason, UIN Maulana Malik Ibrahim Malang students, especially at FITK, must be prepared to become part of the global community by providing linguistic, scientific, and connection provisions. In line with Zainudin as Dean of Tarbiyah from 2009-2013, Prof. Nur Ali, as Deputy Dean for Academic Affairs, also believes that FITK graduate students are not only directed to become teachers in the country but also in schools abroad. Therefore, the International Class Program (ICP) was officially established in 2010.

The opening of this international class is considered very strategic and urgent for several reasons. First, Tarbiyah and Teacher Training Faculty (FITK) needs to prepare its graduates to enter formations in international standard schools/madrasas, both at the primary and secondary education levels. Second, there are opportunities for prospective international students interested in studying at Tarbiyah and Teacher Training Faculty (FITK), UIN Maliki Malang. The third is the need for Islamic religious teachers in neighboring countries such as Malaysia, Brunei, Singapore, the Philippines, Thailand, and several other countries. Fourth, with the ICP, graduates of UIN Maliki Malang have the opportunity to continue their studies abroad.

In the first year of its establishment, the International Class Program was chaired by Alfiana Yuli Efiyanti and Esa Nur Wahyuni as vice chairman. The IC program is only available in three majors, namely Islamic Religious Education (PAI), Social Science Education (PIPS), and Madrasah Ibtidaiyah Teacher Education (PGMI). The Department of Islamic Religious Education consists of two IC classes, namely Arabic and English, while the PIPS and PGMI majors only have one IC class, namely the English class. The

International Class Program (ICP) was founded in 2010 with the following order of leaders:

Table 1. International Class Development Unit Committee

Year	Head of ICP	Secretary
2010-2012	Dr. Alfiana Yuli Efiyanti, MA	Dr. Esa Nur Wahyuni
2012-2015	Dr. Mokhammad Yahya, Ph.D	Ulfah Muhayani, M.Ed
2015-2017	Dr. Alfiana Yuli Efiyanti, MA	Ulfah Muhayani, M.Ed
2017-2019	Dr. Nurul Kawakib	Ulfah Muhayani, M.Ed
2019-2021	Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.	-
2021-now	Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.	There is no secretary, but six managing members are within the International Class Development Center unit.

Since the International Class Program (ICP) was chaired by Dr. Alfiana Yuli Efiyanti, MA, the IC student recruitment process for the lecture administration has been managed by the Chair and Secretary of the IC However, in mid-2021, IC changed its name to the International Class Development Unit. The Center for International Class Development is no longer in charge of lecture administration but instead of developing student talents, academic growth, and cooperation at the international level.

b. Profile of IC FITK UIN Malang

1) Vision: "Developing student potential optimally, both in academic, personality, and spiritual."

2) Mission:

- a) Delivering students to become professional PAI, IPS, PGMI, MPI, and PBA educators.
- b) Developing the potential of students to have good personalities and be responsive to the development of science and technology.
- c) Equipping students to be able to compete for both at national and international levels.

3) Goals

The general purpose of this program is to create professional educators, especially in the field of education to have pedagogical competence, pleasing personality, high social awareness, and able to compete at national and international levels. Specifically, the purpose of the IC program is:

- a) To develop students' intellectual abilities so they can think strategically, creatively, contextually, and critically in facing global challenges.
- b) To produce graduates who have spiritual depth, nobility of character, breadth of knowledge, and professional maturity.
- c) To produce graduates with high competence in education and learning so they can compete at national and international levels.

c. The Program in International Class Program (ICP)

1) Feature Program

a) Webinar Series

This program is an activity to add insight to the academic community of UIN Maulana Malik Ibrahim Malang, especially IC students of the Faculty of Tarbiyah and Teacher Training. This activity presents professional speakers and alumni who have worked abroad. The purpose of this activity is to provide additional experience and motivation for FITK students, especially those who are members of IC to be able to achieve success not only on a national scale but also internationally. They named it "Series" because it is hoped that this webinar occur regularly. Furthermore, this seminar is carried out online, hoping all levels of students and lecturers can reach it.

b) Technical guidance for IC lecturers

This activity aims to provide training for lecturers who teach in the International Class Program (ICP), especially in the language field. With this activity, it is hoped that IC Lecturers will have sufficient provisions to guide IC students in terms of language, material, and article writing. To be able to achieve success in the IC program, of course, the lecturer is the main key in every meeting.

c) Language and Culture Festival

This is the peak activity for students and will be held at the end of each semester. The purpose of this activity is that students, especially ICP, can contribute their expressions through this activity, especially in the field of language and the introduction to other countries' cultures. If possible, this activity will be carried out online or face-to-face at the Maulana Malik Ibrahim UIN Malang campus.

This activity fully accommodates students' creativity and motivates them to always improve their language skills.

d) Recruitment of new IC members

This activity aims to attract new IC members for each department and is carried out at the end of the first semester for new students.

e) Overseas internship

This program dispatches final-semester students to carry out teaching practices in several schools located abroad. IC successfully dispatched students for overseas internship in Malaysia for the first time in 2013 with the help of transportation funds borne by the faculty. In the following year, this program was held in Thailand, with the costs entirely borne by the students. This program provides students with hands-on experience teaching abroad, training students mental readiness in facing the world of work and competing with other countries. This program also opens opportunities between students and institutions with neighbouring countries to cooperate. Until this day, there are more than 15 schools and Islamic boarding schools in Malaysia, Thailand, and Cambodia which have been occupied by IC students' overseas field-work.

Table 2. Schools that have collaborated

Malaysia	Thailand
 Maahad Tahfiz As-Sa'idiyyah Maahad Tahfiz Sains Taufikiah Khairiah Srii Ihya' Al-Ahmadi Sekolah Islam Hidayah Sekolah Rendah Islam Abim Sekolah Menengah Tahfidz Harapan Sekolah Menengah Ibnu Khaldun 	 Arroyan Pittayanoosorn Santi Vittaya Yashiroh Pittayanusorn Eakkapapsasanawich Maahad Mesbah El-Ulum Nida Suksa School Thailand Singhanakhon Wittaya Nusorn School Thailand Watsatit Chonlatan School Thailand Chomchon Ban Dan School Thailand Sholahuddeen School Thailand Ban Bo-it School Thailand Ulumuddeen Foundation School Thailand

f) IC Student's Exchange

A program that helps students to collaborate or make presentations of their scientific work abroad. The faculty supports IC to provide opportunities for

students who have international interests and achievements to gain experience by visiting certain universities or institutions abroad.

2) Additional Program

a) Re-establishment of the Association of International Class Students (AICS) AICS is an organizational forum formed by IC students in the first batch. The purpose of establishing AICS is to provide a forum for IC students to carry out all activities related to developing student talents and interests, as well as increasing insight and networking for IC students. AICS will assist in the implementation of programs that have been prepared by the IC manager, namely the Chair and Program Secretary, to achieve the goals, and vision and mission of IC FITK UIN Maulana Malik Ibrahim Malang.

b) Student's Club

- (1) Writing Club: activities that focus on improving students' abilities in writing and research.
- (2) Conversation Club: activities that focus on improving students' abilities in public speaking.
- (3) Art Club: activities that focus on improving students' abilities in art.
- c) TOEFL and TOAFL training

This activity aims to provide basic training for students related to TOEFL and TOAFL, which is necessary for every student, both IC and non-ICP.

6. The Distinction of International Class Program (ICP) with Regular Class at FITK

So far, the difference between the international class (ICP) and the regular class is only in the use of an international language (Arabic/English) as the second language of instruction in classroom learning. The Arabic/English language is applied when making papers and presentations. The faculty has assigned special lecturers to teach the IC class in programming the courses. In contrast, the regular class is free to choose a lecturer who is in charge of the courses according to the class package that has been provided. The International Class Program has various activities that support the internationalization of campuses or institutions. Among the flagshi programs of ICP, it distinguishes itself from the regular classes at FITK. The following are IC programs that differentiate IC classes from regular classes:

a) Classroom learning

IC only has 15 to 25 students who have passed the recruitment process at the end of the first semester. This is because IC students are regular students in the first semester who

participate in recruitment through examination stages starting from written language tests (TOEFL and TOAFL), foreign language interview tests, and commitment interview tests.

b) Introductory language

IC classes use a foreign language as an introduction, namely English and Arabic, according to each study program. The Islamic religious education (PAI) study program has two IC classes in each batch, namely English and Arabic, so the language of instruction is used in their respective languages. Arabic language education (PBA) study programs with only one English class. Social science education (PIPS), madrasah ibtidaiyah teacher education (PGMI), Islamic education management (MPI), mathematics education (TM), and English education (TBI) are also the same. In addition to foreign languages as the language of instruction, students are also required to write papers, power points, and presentations in foreign languages.

c) Lecturers are overseas graduates

Although not all lecturers in the IC class are overseas graduates, IC lecturers must have more language skills. Most of the teaching lecturers in international classes are those who have studied or have short courses abroad. Besides that, some lecturers are senior lecturers at FITK with a higher scientific capacity than lecturers who are still junior. This is so that students do not lose the essence of understanding the lecture material even though they use a foreign language as an introduction.

d) Overseas internship or fieldwork

Another program that distinguishes international classes from regular classes is the location of street vendors. In addition, IC students are facilitated to be able to do field-work practices or teaching practices in schools abroad. Several schools and Islamic boarding schools that have collaborated with FITK UIN Malang are Malaysia, Thailand, and Cambodia.

The distinction between international class and regular class is not only in the existing programs but also in the quality of students and the distribution of alumni. IC students are much more active academically. This is due to fewer students in one class so that learning becomes more intense and well-coordinated, and IC students have a strong competitive spirit. Along with this, students' motivation and mindset are more open-minded with the changing times and all differences. They are not only active in efforts to improve their academics, but they also play an active role in various non-academic fields. IC alumni from the first batch until now are scattered in several countries for study or work reasons. However, many IC alumni have managed to get scholarships to study abroad such as in Australia, Turkey, Egypt, Malaysia, and Thailand. In addition, some alumni are accepted to work in foreign schools. This is proof that IC can support the university in achieving its goal of becoming an international campus.

7. UIN Malang's Support Form for International Class Programs as An Effort for Campus Internationalization

So far, UIN Maulana Malik Ibrahim Malang, in carrying out campus internationalization, has attempted to take various strategic steps, significantly strengthening and strengthening the academic, cooperative, and institutional fields. The strategic step of UIN Maulana Malik Ibrahim Malang was realized by establishing the International Affairs Office (KUI) with the primary objective of establishing and maintaining cooperation with various foreign partners while providing comprehensive services to international students and lecturers.

KUI has a vision "To help realize the aspirations of UIN Maulana Malik Ibrahim Malang to become one of the world-class universities of education (world-class university) based on piety, independence and intelligence, and to increase its role in the international arena." To realize this vision, the mission of the Office of International Affairs (KUI) is to:

- a. Conducting university promotion activities both at home and abroad;
- b. Take an active role in internationalization activities in each unit within the State University of Maulana Malik Ibrahim Malang;
- c. Develop international networks and cooperation between Maulana Malik Ibrahim State University Malang and educational/non-educational institutions abroad;
- d. Implementing academic/non-academic development programs, research, community service, human resources, and university management systems with an international perspective.

However, from the vision and mission that have been described, it seems that KUI UIN Malang cannot be said to be related to the International Class Program. One of the steps that KUI can take is to promote the International Class Program to UIN Malang partners abroad to attract inbound students. KUI is a vital liaison/intermediary between UIN Malang and campuses abroad. Therefore, KUI and the faculty must coordinate in terms of campus internationalization.

UIN Malang still needs a lot of reflection and evaluation in terms of campus internationalization, especially the evaluation of cooperation between the Office of International Affairs (KUI) UIN Malang with the faculty and IC units. The realization of an international standard campus cannot be separated from three things: (1) leadershi commitment, (2) budget availability, and (3) program sustainability.

In essence, UIN Maulana Malik Ibrahim Malang has made many efforts to be internationally recognized, including the appointment of several study programs for

international accreditation with FIBAA and ASIIN standards, collaborating with many countries to carry out the MBKM program, increasing international scientific publications, opening scholarships for students foreign countries, as well as international seminars and workshops. However, the internationalization process of higher education is a joint task of all layers or units on campus. Therefore, the process of controlling and supporting the units has yet to be seen, and the impact has not yet been felt.

This can be seen from the internationalization process, which is still stagnant at the faculty level even though the existing programs at IC are supportive. A reality that the IC does not yet have clear legal regulations. This fact causes the current existence of IC to be even more blurred. The budget given by the faculty to IC needs to be increased to assist IC in unit development and to reach the global realm. Because in the field, campus facilities and infrastructure for IC classes still need to be improved and the networking built with other institutions abroad still needs to be extensive. As well as the lack of socialization of international programs carried out by the campus which resulted in students' ignorance about the program so that they could not fully contribute to the internationalization of the Ulul Albab campus.

It can be concluded that the internationalization of UIN Maulana Malik Ibrahim Malang will be achieved if the leadership pays attention and involves all levels in UIN Malang to be aware of the importance of campus internationalization. The weakness of this research is the limitations of researchers in obtaining sources so it is necessary to carry out more in-depth data mining. For further research, it would be better to be able to compare internationalization systems from universities in various parts of the world so the data is complete and in-depth sources can be obtained.

C. Conclusion

The International Class Program (ICP) was formed in 2010 to prepare UIN Malang students to become part of the global community by providing linguistic, scientific, and connection skills. The IC has several programs including, Webinar Series, Special Guidance for IC Lecturers, Language and Culture Festival, Recruitment of new IC members, Overseas Internship, Student Exchange, and so on. The distinction between IC and regular classes is that IC only has 15 to 25 students per class, IC uses a foreign language as a learning medium, IC teachers must have deeper language skills, and IC students are facilitated to be able to do overseas fieldwork. One of the forms of UIN Malang's support for campus internationalization is the establishment of the International Affairs Office (KUI). However, so far, KUI has yet to coordinate with the IC unit to internationalize the campus. The realization of an international

standard campus cannot be separated from three things: (1) leadership commitment, (2) budget availability, and (3) program sustainability. In addition, all levels in UIN Malang must be aware of the importance of campus internationalization

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