

THE CURRICULUM SCHOOL BASED ON INTERNATIONAL STANDART

Fajar Syarif ¹

Abstract

This research represents curriculum at International Standard School. This research is interesting to be carried out because the curriculum in International Standard School is still survived and it is widely adopted by many educational institutions. This research is written by studying many documentation resources being described in books, journals, and so on. First, the researcher describes the substance of International Standard School and then the curriculum that is implemented in the International Standard Schools. The description shows that the curriculum in International Standard School has big role in educating students. The research finally shows that curriculum is one of important factor to attain success as well as a certain educational failure.

Keywords: Curriculum, International Standard School, Education

INTRODUCTION

Lennart in his research reveals that internationalising education is basically a focus to curriculum. Curriculum is designed by enriching global perspective in many subjects and includes global issues as curriculum content.² While Douglas in his study states that the term of “international education” is understood as an international relationship between countries, student exchanges, and educational development aid.³ This is also justified by Samuel in his research that the internationalization of education is one of the evidences of globalization strenuous effort, eventhough it becomes a dilemmatic pose especially for developing countries.⁴

¹ Dosen Institut Ilmu al-Qur'an (IIQ) Jakarta

² Lennart Svensson and Monne Wihlborg, “Internationalising the Content of Higher Education: the Need for A Curriculum Perspective”, *Journal of International Education Studies*, Vol. 60, No. 6 (2010): pp. 568-599.

³ Douglas E. Mitchell and Selin Yildiz Nielsen, “Internationalization and Globalization in Higher Education”, *INTEH*, Vol. 34, No. 3 (2012): pp. 1-26.

⁴ Samuel Asuquo Ekanem and Ekeng Nyong Ekefre, “Globalization and Multiculturalism: Implication for African Development”, *Journal of Law, Policy and Education*, Vol. 4, No.2 (2012): pp. 3-28.

Lunenburg in his research says that there are many concepts and definitions of curriculum; it is curriculum as content, learning experience, attitude purpose, lesson planning, and non technical approach.⁵ Where as Hamdani in his research defines curriculum as a national level progressive ideas in the form of documents which can be developed in the particular area.⁶

The “Curriculum” term is derived from Latin, *Curriculum*, which initially means *a running course*. In French, it is “Courier” which means *to run*, that term is then used for a number of subjects which should be taken to get an educational degree, and it is known as certificate.⁷

Presently curriculum has many varying interpretations from education experts. Therefore, almost each expert has his own principle though the similar aspects can still be seen. The researcher suggests that these following beliefs are worth to discuss:

Ralp Tyler (it perhaps Ralph W. Tyler) says curriculum is all of students learning that is planned and arranged by the schools to reach their educational purposes.⁸ Goodson is more to see curriculum as a social artifact which is understood and compiled intentionally for the sake of human goals.⁹ Glatthorn sees curriculum as a plan that is prepared to guide lesson at schools and is actualized in the classrooms. Those experiences happen in the learning environment and are also influence the things learnt.¹⁰ Dan Crow and Crow in Abuddin Nata’s say that curriculum is a lesson planning consists of some subjects that are systematically set as requirements to accomplish certain education.¹¹ Then, as it is said by Snyder, Bolin, and Zumwalt, curriculum is a teaching experience that is created by both students and teachers. The teachers do not only

⁵ Fred C. Lunenburg, “Theorizing About Curriculum: Conceptions and Definitions”, *International Journal of Scholarly Academic Intellectual Diversity*, Vol. 13, No. 1 (2011): p. 1.

⁶ HM Djaswadi Al Hamdani, “Introduction Curriculum Multiculturalism Boarding School” *Journal of Education and Practice*, Vol. 4, No. 23 (2013): p. 61.

⁷ HM. Arifin, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 1991), p. 274

⁸ Abdullah Idi, *Curriculum Development: Theory and Practices*, (Jakarta: Gaya Media Pratama, 1999), Ed.1, p. 4

⁹ I.F. Goodson, *Studying Curriculum*, (Toronto: OISE Press, 1994) p. 9

¹⁰ Abdullah Idi, *Pengembangan Kurikulum: Theory and Practices*, (Jakarta: Gaya Media Pratama, 1999), Ed.1, p. 5.

¹¹ Lihat Abuddin Nata, *Islamic Education Philosophy*, (Jakarta: Gaya Media Pratama, 2005), Ed.1, p. 175

convey information or suit it with certain class's necessities, but they also interact with students to unravel ideas, build up understanding and deliver meaning.¹²

Among those methods mentioned above, we can understand that curriculum is an overall students learning process which is planned, arranged, and directed by the school which is also an education experience as a requirement to accomplish certain education program. The thing that should be emphasized here, curriculum is not only a printed and published document. In order to understand a school's curriculum, it is not enough by only learning it but we need to learn things happen at the school, in the classrooms, outside the class, the activities in the sport field and so on, formally and non-formally.¹³

Meanwhile, The School-Based Curriculum (KTSP) is an operational curriculum which arranged and carried out by each educational unit. It consists of educational objectives educational unit level, the structure and content of the curriculum unit level of education, educational calendar and syllabus.¹⁴ Davis offers five principles in developing the school-based curriculum, those are: Curriculum should be developed based on students' awareness; curriculum should be developed based on things we want in order students to know and do; students and teacher are supposed to engaged in scientific and authentic studies; scoring is supposed to show that students can do important thing; and the developed curriculum should be coherent.¹⁵

The instrument of School Based Curriculum for International Standard School is arranged according to standard of content and the standard of graduate competency that is written in Indonesian and English. The School Based Curriculum for International Standard School implements school's graduate standard that is higher from the national graduate competency standard, develops subject contents equally or higher than prestigious schools' subject content from

¹² David J. Flinders, "Teaching for Cultural Literacy: A Curriculum Study", in *The Curriculum Studies Reader*, (New York and London: RoutledgeFalmer, 2004), 2nd Edition, p. 285-286

¹³ Hans de Wit, *Internationalization of Higher Education in the United States of America and Europe: a Historical, Comparative, and Conceptual Analysis*, (Westport: Greenwood Press, 2002), p. 24.

¹⁴ National Education Department, "KTSP Implementation", Director General of Quality Improvement of Teachers and Education Personnel, in <http://www.dcpdiknas.go.id>. Accessed August 12th 2017.

¹⁵ Gayle Davis, et.al., *Transforming Middle Schools: Guide to Curriculum Development*, (Boston: National Turning Points Center, 2001), pp. 5-11.

one of OECD states¹⁶ or other advanced countries in form of learning resources, students' text books, teacher handbooks, workbooks, and the other electronic teaching materials in the form of e-learning, video cassettes, compact discs and so on, and also implements the technology based academic administration system, also develops schools' willingness in implementing semester credit system (SKS).¹⁷

The standard or subject content from one of OECD states referred here is the foreign curriculums, which are said that they have been adopted and adapted by International Standard Curriculum Schools, they are the International Baccalaureate (IB) and the Cambridge International Education (CIE) curriculum.

FINDING AND DISCUSSION

The Substance Of International Standard School

International Standard School as government effort to internationalize education is caused by the globalization euphoria. Nevertheless, the scientists actually have different point of view about the relationship between internationalization and globalization. Knight, for example, he thinks that the globalization definitely affects the internationalization,¹⁸ and Van der Werde more specifically says that internalization is a response to globalization.¹⁹ While Scot and Marginson think both are against one another.²⁰

¹⁶ The Organization for Economic Co-operation and Development is an international organization from 30 members that receives the representative democracy principle and the global economy market. Some of the members are the advanced economy countries with high human index or as we often call them Developed countries. The nearest members are Australia and Japan. See [www. Oecd.org](http://www.Oecd.org) accessed on August 12 2017.

¹⁷ The National Education Department, Guidelines for organizing Pilot International Standard Secondary Education, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 14

¹⁸ Jane Knight, "Updated Definition of Internationalization", *International Higher Education*, Vol. 33, No. 2, (2005): pp. 1-24.

¹⁹ M.C. van der Wende, "International Policies: About New Trends and Contrasting Paradigms", *Higher Education Policy*, Vol. 14, No. 3, (2003): pp. 239-256.

²⁰ Internationalization talks about the relationship between countries while globalization is more to eliminate the existence and power among nations and countries. See P. Scott, "The Global Dimension: Internationalizing Higher Education" in Kehm & de Wit (eds.) *Internationalization in Higher Education: European Responses to The Global Perspective*, (Amsterdam: EAIE, 2005), p. 13. Or see also Scott Marginson, "National and Global Competition in Higher Education", *The Australian Researcher*, Vol. 31, No. 2, (2003): pp. 19-34.

The globalization era is also indicated by the strong competition in the field of technology, management, and human resources.²¹ To fulfill the matters the government thinks about the needs for technology mastery to increase the added value, broaden

the product variety and quality. Management excellence will improve the effectiveness and efficiency process of education quality in our country. While the Human Resource excellence will determine the life sustainability, development, and competition winning in this global era continually by the support of strong technology and management, as an effective school's hallmark.²²

In addition to the three points mentioned above, the Indonesian government considers the need to provide finest Human Resources through the improvement of national education system. The Law of Republic of Indonesia number 20 Year 2003 about the National Education System is the legal basis and national education system reformation. The law consists of the vision, mission, and the function of the national education as well as national education development strategies to make fine education, relevant to people's need, and competitive in global life.

Beside the basis law, a program or department must have clear vision and mission. The vision here is the imaginative point of view of what to be done therefore the result will bring the organization to the satisfaction level in achieving the stated objectives.²³ Or it is a mental description of what condition will be like or occurred when the effort has been completed.²⁴ In the other hand, mission is the entire efforts made by the department in achieving the vision.²⁵

²¹ International Labour Organization, *Human Resource Implications of Globalization and Restructuring in Commerce*, (Geneva: ILO, 1999), p. 3., see also M.C. van der Wende, "Missing Links, the Relationship between National Policies for Internationalisation and Those for Higher Education in General", in T. Kalvemark & M.C. van der Wende (Eds.), *National Policies for Internationalisation of Higher Education in Europe*, (Stockholm: National Agency for Higher Education, 1997), p. 19

²² The National Education Department, *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 1

²³ Faan Malan & Ben Smith, *Ethics and Leadership in Business and Politics*, (South Africa: Juta, 2001), p. 165

²⁴ James P. Lewis, *Team-Based Project Management*, (Washington D.C.: Beard Books, 2004), p. 51

²⁵ Gene Siciliano, *Finance for Non-Financial Managers*, (New York: McGraw-Hill, 2003), p. 144

The vision of the national education is the realization of education system as strong and prestigious social institutions to empower all Indonesian people to develop into qualified individuals therefore they are able and proactive to answer the ever-changing periods. Where as the national education missions among others are: to enhance the education quality, therefore, it will have competitiveness in the national, regional, and international level; Increasing the education relevance to the community needs and global challenges; Helping and facilitating the development of the children of our nation entirely from their early age till the end of life to achieve learning community; Developing professionalism and accountability of the educational institutions as the cultivation centre of science, skills, experiences, attitude, and values based on national and global standard.²⁶

In order to achieve the vision and implement the national education missions, each education unit organizer needs a basic model. In this case, the education organization criteria are made as guidelines to promote an education which contains a balanced, holistic, democratic, excellent, and measurable, and professional content.²⁷ More specifically, the effort to increase the education quality mentioned above is written in regulation which says that “Government and/ or the local government runs at least one school at all levels to be developed into an International Standard School”.²⁸

As an implementation of the mentioned regulation, the Ministry of National Education, The Directorate General of Primary and Secondary Education Management through the Directorate of Senior Secondary Education, develops potential Senior Secondary Education to implement a qualified educational service process and produces nationally and internationally recognized graduates.

The qualified education service is initiated with the Pilot International Standard Senior Secondary Education that is developed by giving assurance to the stakeholders. The success of International Standard School implementation can

²⁶ See Law no. 20 of 2003 on National Education System explanatory section.

²⁷ Ministry of National Education, *Guideline for the Implementation of Pilot International Standard Secondary education* (Jakarta: General Director of Primary and secondary Education Management, 2008), p. 2.

²⁸ See Law Number 20 Year 2003 Article 50 Paragraph 3.

also be reference for the other educational institutions to give quality assurance. If the qualified assurance is widely implemented, therefore the national education quality will increase so at the end it will affect the quality of human resource nationally.²⁹

The variations in quality of the education organization can be observed from many components such as the input, the process, and the output components. The input component includes curriculum, teachers and staffs, students, teaching materials, learning aids, technology, and the availability of facilities and infrastructure, physical and psychological environmental conditions, school management, and quality assurance. As for the process components include the utilization of facilities and infrastructure in the form of learning activities to attain goals. Whilst the output components are the assessment results, the national/international exam results, adaptive and competitive graduates who are recognized in job market world and accepted in favorite universities both regional and overseas.³⁰

1. The Definition of International Standard School

International Standard School is a national school which has fulfilled all of the national education standards and develops excellence that refers to the competitive improvements equals to the quality of excellent schools of international level.³¹ The achievement of national quality is equivalent to the existing formal schools categories, such as: the standard category school and independent category school,³² also the Pilot International Standard schools. The Independent category schools are encouraged to be an International Standard

²⁹ The National Education Department, *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 3.

³⁰ The Department Of National Education, *Guidelines for Quality Controlling Pilot International Standard Schools/Madrasah on the Primary and Secondary Education level*, (Jakarta: Balitbang Depdiknas, 2007), pp. 9-13

³¹ The Department Of National Education, *Guidelines for Quality Controlling Pilot International Standard Schools/ Madrasah on the Primary and Secondary Education level*, (Jakarta: Balitbang Depdiknas, 2007), p. 2

³² The standard category schools are the schools that are not qualified for the National Education Standard. While Independent Category Schools are those that almost or have already fulfilled the National Standard Education. See the Government Regulation Number 19 Year 2005 in the explanation Article 11 paragraph 2 and 3.

Schools. In order to develop the Pilot International Standard Schools, the fulfillment of national education standards is the main requirement that should be completed first.

In networking, the international standard schools cooperate with the other schools both local and abroad that have international reputation as a form of benchmarking. The other forms of cooperation can be collaboration with higher education institutions as the graduate user. An international Standard Schools must develop certification programs, increase competitiveness in International level competitions, and prepare prospective workers who can work in international level institutions.³³

The International Standard School concept can be formulated as = SNP + X.³⁴ SNP is a minimum standard that should be met by the education unit covering the competency standards of graduates, contents, process, teachers and staff, facilities and infrastructure, services, management, and assessment. Whereas X can be a reinforcement, enrichment, development, extension, and the quality of education deepening which refers to the international standard quality education in OECD countries and the other advanced countries with specific prominent in the field of education.

In Indonesia, empirically there are several types of school; they are Independent schools,³⁵ Pilot International Standard Schools,³⁶ International standard schools,³⁷ Foreign Schools,³⁸ and School Franchises.³⁹

³³ The Department Of National Education, *Guidelines for Quality Controlling Pilot International Standard Schools/ Madrasah on the Primary and Secondary Education level*, (Jakarta: Balitbang Depdiknas, 2007), p. 9.

³⁴ See www.lpmiabar.go.id "International Standard Secondary Education" accessed on August 12, 2017.

³⁵ Namely the schools that have fulfilled the national education standard, can apply and manage the learning with SKS (Semester Credit System), and are not interfered with foreign curriculum. See the government Regulation No. 19 Year 2005 in the explanation of Article 11 paragraph 2 and 3.

³⁶ It is a national school that has met all national standards of education, implemented a semester credit system, and is in the process of becoming a International Standard School. See the Ministry of National Education, *Guidance on the Implementation of International Standard Secondary Education Program* (Jakarta: Director General of Primary and secondary Education Management, 2008), p. 10

³⁷ It is a national school that has met all the national education standards, implemented a semester credit system as well as developed an advantage that refers to the improvement of competitiveness that is equivalent to the quality of prestigious schools at international level. See www.lpmiabar.go.id Accessed on August 12, 2017.

To create an international standard school, the government develops Pilot International Standard Senior Secondary Education (SMA) by implementing few main strategies. First is the development of the human resource capabilities, the management and institutional modernization. Second, consolidate to find best practices and lessons that can be learned from either limited or extensive focus discussions through workshops or seminars to improve learning quality.⁴⁰ Meanwhile, according to Dharma, the International Standard Schools strategies can be accomplished through National School transformation into the International Standard Schools with the support of data resulting from gap analysis,⁴¹ where the factors that build up national School reality are manipulated in such a way through intervention program therefore they become characters that are needed in the International Standard Schools. It is just like the following scheme:

2. International Standard School Legal Foundation

The International Standard School in Indonesia uses legal foundation as follows:

- a. Act Number 20 Year 2003 about the National Education System Paragraph 50 Article 3.⁴²
- b. Act Number 32 Year 2004 about the Regional Government.⁴³

³⁸ Foreign School or International School is a school organized by a foreign institution / country, implements a foreign curriculum, and is intended for foreign nationals residing in Indonesia and is obliged to teach religious education and civics to Indonesian learners. See National Education Department, Guidance for potential schools to get SSN (National Standard School), (Jakarta: Director General of Primary and secondary Education Management, 2007). <http://www.slideshare.net>. Accessed on November 2, 2009.

³⁹ It is a school organized by Indonesian, implements a foreign curriculum and is obliged to teach religious education and civics to Indonesian learners. See the National Education Department, Guidance for potential schools to get SSN (National Standard School), (Jakarta Director General of Primary and secondary Education Management, 2007).

⁴⁰ Ministry of National Education, Guidance on the Implementation of International Standard Secondary Education Program (Jakarta: Director General of Primary and secondary Education Management, 2008), p. 11.

⁴¹ Surya Dharma, "Strategy of International Standard School Development (SBI)", *Journal of Education Personnel*, Vol. 2, No. 1, (2007): 1-23

⁴² This paragraph said that the government and/ or Regional government holds at least one educational unit in all levels of education to be developed into International education unit.

⁴³ The Article 1 paragraph 3 it is said that the meaning of Regional Government is Governor, Regent or Mayor, and the regional apparatus as an element of local government.

- c. Act Number 33 Year 2004 about the monetary balance between the central government and the Regional government.⁴⁴
- d. Act Number 25 Year 2000 about National Development Program.⁴⁵
- e. Government Regulation (PP) Number 19 Year 2005 about the National Standard Education (SNP).⁴⁶
- f. Government Regulation (PP) Number 38 Year 2007 about the allocation of governmental matters between the (central) government, provincial governments and district/municipal governments.⁴⁷
- g. Regulation of Minister of National Education Number 22 Year 2006 about Standard Content.⁴⁸
- h. Regulation of Minister of National Education Number 23 Year 2006 about Standard of Graduate Competence.⁴⁹
- i. Regulation of Minister of National Education Number 6 Year 2007.⁵⁰
- j. Strategic Plan of Minister of National Education Year 2005-2009.⁵¹

⁴⁴ Article 1 paragraph 3 states that financial balance between Government and Regional Government is a fair, proportional, democratic, transparent, and efficient financial distribution in term of the implementation of decentralization funding by considering regional potency, condition, and needs and also the weigh of deconcentration implementation funding and co-administration tasks.

⁴⁵ This National Development Program contains development program that is described in the systematic National Development Program. The Education Development is found in Chapter VII of the existing twelve chapters.

⁴⁶ Article 1 Paragraph 1 explains that the National Education Standards are the minimum criteria of the education system throughout the jurisdiction of the Republic of Indonesia Nation.

⁴⁷ The regulation states that education is one of 31 items that must be handled by both the government and regional government. See Chapter II of Article 2 Paragraph 4, and Chapter III of Article 7 Paragraph 2.

⁴⁸ Content Standard covers the minimum material range and minimum competency level to reach minimum graduate competency at certain level and types of education. See Article 1 Paragraph 1.

⁴⁹ Graduate Competency Standards are used as guidance for assessment in determining students' graduation. It covers the minimum graduate competency standards of primary and secondary education units, the minimum graduate competency standards of subject groups, and the minimum subject competency standards. See Article 1 Paragraphs 1 and 2.

⁵⁰ This Regulation is a revision of the Minister of National Education Regulation No. 24 Year 2006 on the Regulation of Minister of National Education Implementation Number 22 and 23 Year 2006.

⁵¹ In this strategic plan there is a strengthening program of Department of National Education with the RPJM (Medium term development program) Bappenas (National Development Planning Agency). In the Bappenas program of secondary education, the principal activity of Department of National Education point number 22 is the development of International Standard Schools in each province and/ or district/ city.

3. The International Standard School Objectives

In General, the national education aims to develop students' potency to be faithful and righteous human beings towards the One and Only God, noble, healthy, well-informed, competent, creative, independent, democratic, and responsible.⁵² And the International Standard School has a purpose that is divided into general goals and special purposes.

It is not far different from the national education goals, the general purpose of International Standard School is to improve the schools' performance therefore they can realize the national education goals optimally in order to develop faithful and righteous human beings towards the One and Only God, noble, healthy, well-informed, competent, creative, independent, democratic, and responsible and has competitiveness at International level.⁵³

While the specific purpose of International standard School is to improve the education service quality in order to prepare the Secondary Education School graduates who have competencies that is stated in graduate competency standard and also fulfilled the graduate competency standard of the international competitiveness, and characters ranging from faith and devotion aspects up to winning medals in International level.⁵⁴

⁵² Regulation No. 20 Year 2003 article 3

⁵³ The details are as follow: The improvement of piousness and devotion, noble, and The improvement of the physical and spiritual health; The improvement of graduate standard by having higher standard compare to the national competency standard; proficient in science and technology; students are motivated to learn independently, have critical thinking, creative and innovative; are be able to answer problems effectively, the improvement of national unity and unison, have good and appropriate Indonesian language mastery, build honesty, objectivity, and have responsibility, are able to communicate in English or other foreign languages effectively, have a competitiveness to continue international level education, get the international level medals, and can work in international institutions. See the National Education Department *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 5

⁵⁴ National Education Department *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 6

4. Vision dan Mission of Internasional Standard School

Referring to the national education vision and the National Educational Department⁵⁵, International Standard Schools' vision is designed to characterize national insights, to exert all the potential intelligences, and enhance global competitiveness. An example of vision that reflects those components like "To realize Indonesian People with Pancasila personality, smart in term of intelligence (IQ), emotion (EQ), and spiritual (SQ) therefore they can competence globally".⁵⁶

This vision has implication that the preparation of international standard people needs intensive, focused, planned, and systematic efforts to achieve developed country, prosperous, peaceful, respected and taken into account by the other nations. In the other words, as Dharma says, this vision emphasizes the urge of educational system performs strong and honorable social institution that also be able to answer the ever-changing era.⁵⁷ This International Standard School vision is then described in the International Standard Schools's missions that states: "Based on the vision, therefore school is committed to (1) maintain the integrity of the Republic of Indonesia, (2) equip and build students in term of noble and admirable characters that suitable to the Indonesian Noble Characters, (3) empower

Students' potential intelligences in sciences, technology, and art, as well as faith and devoutness, and the social-emotional intelligences; (4) increase international competitiveness skills.⁵⁸

The mentioned missions which are described above will be guidance in arranging and developing the activity program plan that has SMART indicators, they are Specific, Measurable, Achievable, Realistic and Time Bound. These missions are then carried out through Policy, plan, programs, and school activities that is arranged carefully, correctly, futuristic, and demand-driven base. The

⁵⁵ The vision of National Education Department in 2025 is that Indonesian is Smart and Competitive. See <http://www.kopertis4.or.id>. Accessed on August 12 2017.

⁵⁶ National Education Department *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 12

⁵⁷ Surya Dharma, "The International Standard School (SBI) Development Strategy", *Educators Journal*, Vol. 2, No. 1, (2007): pp. 1-23.

⁵⁸ National Education Department *Guidelines for organizing Pilot International Standard Secondary Education*, (Jakarta: General Director Primary and Secondary Education Management, 2008), p. 12

International Standard School implementation is to produce graduates with national and international standard as well.

The International Standard School Curriculum

International Standard School refers to the educational standard from one of OECD countries. The widely used are the International Baccalaureate (IB) standard and curriculum⁵⁹ and Cambridge Advanced International Certificate of Education (AICE).⁶⁰

1. International Baccalaureate

International Baccalaureate (called as IB) is a program that has commitment to offer international quality education for students all over the world.⁶¹ This program is established in Geneva, Swiss in 1968 as a non-profit education institution. Initially, IB Schools are international private schools, but nowadays half of it members are public schools.⁶² In America, this program has supports from the government and policy-makers to enhance students and school achievements. The main thing from IB curriculum is that it offers students the critical thinking, second language, cross culture understanding skills to prepare students to be successful in the global economy arena. Its flexible model makes it easy for schools to make many decisions about local program implementation. IB doesn't control the school; it only provides curriculum⁶³ and an authorization process, assessments, and evaluations.⁶⁴

The authorization process itself includes the general rules, standards and program implementation, and the IB student profiles.

⁵⁹ IB Curriculum is widely implemented in many non-governmental international schools such as Jakarta International School, Global Jaya, and High Scope Indonesia.

⁶⁰ The Cambridge Curriculum is used in many Pilot International Standard Secondary Education Schools like in SMA Al-Azhar 1, SMAN 8, SMAN 70, etc.

⁶¹ See the *IBO Mission Statement* in <http://www.ibo.org>

⁶² History of the International Baccalaureate, <http://www.ibo.org>

⁶³ The IB Organization offers three international education curriculums that is called "Primary Years Programme" (PYP), "Middle Years Programme" (MYP), dan "Diploma Programme".

⁶⁴ Elizabeth Brock, "In Defense of International Baccalaureate", in <http://www.usnews.com>. Accessed on August 12 2017.

a. General Rules

The IB organization issues a set of general rule⁶⁵ which describes the regulation that should be implemented by schools that adopt IB curriculum; it says the regulation that IB schools are those schools running one of three IB programs.

Its curriculum is designed to give schools and students an enrollment choice to receive validated certificate by the IB organization through external moderation process. Therefore, students have privileges for IB certificate and report. Schools, either Public or Private, will be fully responsible for the curriculum implementation including the information for students and parents about the general characteristics of it and how does the school implement it. This program may be delivered in one or some IB recognized languages such as in English, French, Spanish, and Chinese.⁶⁶

The Assessments, students' portfolios will be assessed internally by teachers. IB organization doesn't provide examination. When the students are at final year, the school may apply students to have IB validated scores. IB may reject student application whose works are resulted from plagiarism or collusion, because this is a form of malpractice and it is intolerant.

b. Program Standrad and Implementation

This document contains a set of criteria in with the IB organization can measure the success of the curriculum implementation. The school has to make commitment to reach all of these program standards which include philosophy, organization, curriculum and students aspects.

1) Philosophy Aspect

This aspect has two standards, they are: (a) the harmony of educational trust and the school values and curriculum; (b) the school promotes the existence of International Mindedness among teachers and

⁶⁵ This general regulation consists of 7 chapters that contain 25 articles. The classifications of the 7 chapters are general, assessment, scoring, moderation, certificate and students report, specific things, and final decision. See International Baccalaureate, *General regulations: Middle Years programme for Students and Their Legal Guardians*, (Geneva:IBO, 2007), pp. 1-6

⁶⁶ International Baccalaureate, *General regulations: Middle Years programme for Students and Their Legal Guardians*, (Geneva: IBO, 2007), p. 2.

students at school. The first standard has 7 general indicators and two specific indicators,⁶⁷ while the second one has 12 general indicators.⁶⁸

2) Organization Aspect

This aspect has one standard that is school implements commitment and provides supports for IB curriculum through structure and administration system, appropriate employment and human resources. This standard has 5 specific indicators that include providing needed structure for implementation effectiveness, fine time allocation, organization structure that allows the curriculum coordination between subjects group, partnership, and meaningful interdisciplinary initiation.⁶⁹

3) Curriculum Aspect

The curriculum has four standards, including: (a) the existence of a coherent and comprehensive written curriculum based on IB requirements and developed by the school, accessible to all components of the school community⁷⁰; (b) the school has implemented a system by which all teachers plan and collaboratively reflect on a team⁷¹; (c) teaching and

⁶⁷ The seven general indicators consists of school's commitment towards IB mission, students development quality, the clarity and proximity relationship between faith and IB curriculum, togetherness, consistent development, the ability to think critically, and the positive climate maintenance for the development of IB curriculum philosophy. And the two specific indicators are schools empower the holistic continuously, communication, and intercultural awareness, and schools make sure that teachers coordinate the curriculum to develop the interaction area among subjects groups therefore students can understand all. See International Baccalaureate, *Programme Standards and Practices*, (Geneva: IBO, 2005), p. 2

⁶⁸ The mentioned twelve indicators include: cultural and perspective differences, international understanding, civics and international mindedness, culture identity, the understanding of humanity issues, openness and the freedom of expression, different cultural access, language perspective, understand and respect others, mother tongue development and second language, support to foreign students, the global information access and ICT use, international networking. See International Baccalaureate, *Programme Standards and Practices*, (Geneva: IBO, 2005), p. 3.

⁶⁹ International Baccalaureate, *Programme Standards and Practices*, (Geneva: IBO, 2005), p. 5.

⁷⁰ This standard has 5 indicators, namely: schools encourage comprehensive education by ensuring that teachers view the curriculum as a coherent experience, penetrating the interaction area, at every level / year of study; The area of interaction is developed, either between and among academic disciplines, so that students can understand everything; Each area of interaction involves all subject teachers in awareness raising and providing the necessary learning experience; Clear objectives and learning strategies have been developed for each area of interaction; And the curriculum can achieve the goals and objectives of each subject group. See International Baccalaureate, *Program Standards and Practices*, (Geneva: IBO, 2005), p. 8.

⁷¹ This standard has three indicators, namely: planning in schools that facilitate interdisciplinary learning to strengthen cross-curricular skills and deepen understanding of broader concepts; Planning in schools includes coordination of all classes / levels to ensure progress of learning;

learning activities in schools encourage students to become lifelong learners, be responsible for themselves, learn, others and the environment, and take necessary action⁷²; and (4) an agreed approach to assessment, recording and reporting of assessment data reflecting the implementation and requirements of the IB program⁷³.

4) Student Aspect

This aspect has two standards: (a) students learn to choose to act and reflect on their actions, so that they contribute to their own good, society and environment; and (b) in the final year, all students complete a particular project program that enables them to demonstrate the consolidation of learning. One has four special indicators⁷⁴, while the other has nine indicators⁷⁵.

c. IB Students' Profile

The goal of the entire IB program is to build people with an international insight that recognizes common human values and shared ownership of the earth,

And the plan also includes the curriculum coordination of each subject group taught to all students. See International Baccalaureate, *Program Standards and Practices*, (Geneva: IBO, 2005), p. 11.

⁷² It has 10 general indicators, namely: student-based learning capabilities, enabling students to be responsible, using balanced learning strategy ranges, acknowledging and reflecting multiperspectively, accommodating progress and differences in student learning styles, supported with adequate resources including Information and Communication Technology (ICT) placing the students as critical thinkers, Encouraging the students to take the necessary steps in response to their learning needs and others, to meet the needs of students who are less able to understand the language of instruction, and encourage understanding and practice of academic honesty. See International Baccalaureate, *Program Standards and Practices*, (Geneva: IBO, 2005), p. 12.

⁷³ The standard has three specific indicators: assessment is a continuous process designed to achieve the curriculum objectives, the assessment focuses on the process as well as on the outcome, and the teacher / supervisor participates in the standardization of the assessment. See International Baccalaureate, *Program Standards and Practices*, (Geneva: IBO, 2005), p. 14.

⁷⁴ The four indicators are: community and service are part of the experience of all students in the program being followed; Coordinated with all classes / levels; Involving all subject teachers; And monitored for student interests and reflected in portfolio form. See International Baccalaureate, *Program Standards and Practices*, (Geneva: IBO, 2005), p. 15.

⁷⁵ The nine indicators are: students have understood the nature, objectives, and assessment criteria of the personal project; Have adequate preparation; Allowed to vote in accordance with the implementation instructions; Get a personal tutor; Keep a process journal; Have adequate access to all resources; Given the opportunity to present the project; All mentors understand their duties and responsibilities; And they participate in the standardization of student job assessment. See International Baccalaureate, *Programme Standards and Practices*, (Geneva: IBO, 2005), p. 17.

helping to create a more peaceful and better world. IB students are people who always develop their curiosity, knowledgeable, thinkers, proficient communicate, have a principle, insight, care, dare to take risks, balanced, and reflective⁷⁶.

2. Cambridge Advanced International Certificate of Education

First introduced by Cambridge in 1994, the Cambridge Advanced International Certificate of Education (AICE) offers a high quality qualification that prepares students to enter college. It is a "group" certificate that requires students to learn some subjects that are divided into three areas of the curriculum. AICE Cambridge offers students the opportunity to tailor their studies with personal interests, abilities, and personal plans within an international curriculum framework.

AICE Cambridge classifies subjects into three curriculum areas of mathematics and science⁷⁷, language⁷⁸, and art and humanity⁷⁹ from a number of subjects existing at the international advanced level (hereinafter referred to as level A) and additional extensions (hereinafter referred to as the US level). Level A is called a double credit qualification and the US level is called a single credit qualification. In order to earn an AICE diploma, a candidate must have a full six credit score by graduating from a series of exams at both A and US levels, with at least one subject from each area of the curriculum. Candidates may spend up to three lecture sessions to earn six full credit points, in so far as they can complete within 13 months.⁸⁰

The content of the subjects in each of the A level syllabus is divided into two parts: the contents of the US-level syllabus are expected to be taken in one semester, and the second part of the syllabus commonly called A2. This flexible approach allows students to choose three of the key choices: take all the A level components at the same exam session; Following gradual assessments to level A

⁷⁶ IBO, *IB Learner Profile Booklet*, (United Kingdom: Antony Rowe, Ltd., 2006), pp. 1-5.

⁷⁷ These groups include biology, chemistry, computers, design and technology, environmental management, mathematics, physics, psychology, and thinking skills.

⁷⁸ This group includes English, English language and literature, Spanish, African, Arabic, Chinese, Portuguese, French, German, Urdu, and English (Half credit).

⁷⁹ This group includes accounting, arts and design, business studies, economics, general papers 1 & 2, geography, history, music, psychology, sociology, and thinking skills.

⁸⁰ Cambridge AICE Diploma, in <http://vywv.vv.cie.org.uk>. Accessed on 12 August 2017

by taking US-level qualifications in one exam session, and the final part of the assessment in the next session; Take US level only; Or enter into an international level A structure by doing things like accompanying students who follow both A and US levels.

A research project offers an opportunity for students to demonstrate the capabilities of independent review. The students can take a selection of research projects to replace lectures with a single credit. The Cambridge curriculum aims at encouraging independent research and investigative skills, the use of initiative and creativity, and the application of skills and knowledge. The choice of research projects in the AICE program provides an opportunity for students to continue their topic with a certain depth in the subject area related to their studies, enabling them to demonstrate the abilities that shape the foundation of their future success or future work. Students who take a US-level research project are required to submit two research projects in accordance with predetermined requirements.

Regarding the assessment results, both for A and US level examinations, students are rated qualitatively with A to E, with A as the highest performance level and E as the minimum grade of graduation⁸¹. Performance that meets graduation requirements will receive Cambridge AICE diploma. The diploma will show the student's grade on each subject taken at the end of the session, and the grade-per-group score. The diploma is issued based on the points system as shown in the table below. And for students who have poor performance, it is possible to take back the US first half level before continuing in the next half.⁸²

⁸¹ The research project topics, which are approximately 3000 words long, can be submitted in various subject areas. Students applying for a research project to meet the AICE program requirements are expected to understand the associated syllabus and have also enrolled in the A or AS level examinations on the subject. However, students are not allowed to submit research projects in any subject they have proposed as a course assignment at both A and US levels. See <http://www.cie.org.uk>.

⁸² The exam results are sent to the school, in the form of a results statement, in mid-August for those taking the exam in June, and the end of January for those taking examinations in November. Certificates for those who pass are usually sent six weeks after the delivery of the exam results.

Table 1
Point System of AICE Cambridge

MULTIPLE CREDIT		SINGLE CREDIT		HALF CREDIT	
Value	Score	Value	Score	Value	Score
A	120	A	60	A	30
B	100	B	50	B	25
C	80	C	40	C	20
D	60	D	30	D	15
E	40	E	20	E	10

Students who meet the group's group requirements will receive a diploma with one of three levels: graduation / enough, good or special based on the overall AICE score.⁸³

The Reflection Of International School Curriculum

Curriculum International School, as the root of the educational process, should contain the entire process of integration of international dimensions, intercultural and global dimensions. It is not just a set of tools based on content standards and passing standards written in two languages, which look more formalized and does not touch the essence of those dimensions at all. If the aspect of the essence is pursued, it will not be a necessity to incorporate aspects of English in the preparation and development of the curriculum, but rather how to incorporate global and intercultural nuances, or international mindedness in as many curriculum instruments as possible. The problem of writing language by itself will develop and if that happens, two languages or bilingual system will no longer be considered sufficient. International standard schools will be encouraged, with the international culture it builds, to use more languages than English, such as Arabic and Chinese, or French for example.

⁸³ Cambridge AICE diploma with special category given to students who have score of 320 or more, Good category with score 220 - 315, and graduation / enough category with score 120-215.

One form of internationalization activity is the globalization of the curriculum to gain a better understanding of other people and cultures, as well as foreign language competence⁸⁴. But with this kind of education system, issues related to culture and language will not be faced or experienced by students.

In language issues, students will never experience real language barriers, but this is very important in the process of forming and maturing them in terms of international mindedness. See for example, how our students are studying abroad. They often feel stupid and unfairly treated. Their credit score falls - when they are the best students in their home country - simply because they are not able to properly present their academic assignments, although in essence their tasks are good, and they understand what they are presenting⁸⁵. And the "native" students there see what happened to them. In the opposite condition, students should have an opportunity in the International School.

And in cultural issues, students also will not find "other people" who face learning difficulties because of "getting lost" in the classroom because they do not quite understand the local context and cultural references. Though the experience of finding such things is very important also for students' intercultural awareness⁸⁶.

Furthermore, if International Schools adapt or even adopt foreign curriculum, then the difference between International School with franchise schools for example, while building a franchise school is certainly much simpler than the International School. Not to mention the process of adoption of foreign curriculum to get accreditation. This is in some the International Standard Schools run by providing standard Cambridge test services for example, this is also a mis-

⁸⁴ Grant Harman, *"Internationalization of Australian Higher Education: A Critical Review of Literature and Research"*, in Peter Ninnes & Meeri Hellsten (Eds.), *Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy*, (Netherlands: Springer, 2005), p. 120

⁸⁵ Neera Handa, *Proving, Improving, and (dis)approving Internationalisation of Higher Education*, (Sydney: University of Western Sydney, t.t.), p. 5.

⁸⁶ Neera Handa, "From Literature to Literacy: Some Reflections on My Personal Journey and Some Thoughts for the Future" dalam P. Zeegers & K. Deller-Evans (Eds.), *Refereed Proceeding of the Biannual Language and Academic Skills in Higher Education Conference*, (Adelaide: Flinders University, 2003). Lihat juga Neera Handa, "What else did I need to bring with me? International Students and Their Dilemma", Paper Presented at the 15th IS AN A Conference, Melbourne, 2004., p. 3

implementation of the others. The author says so, because the exams are individual. While the meaning is the accreditation of institutions, not individual accreditation.

It is difficult to say that International Standard Schools contain international, intercultural, and global dimensions. It only contains aspects of divinity, morals, nationalism, and academic achievement. The word "has international competitiveness" in general purpose formulas cannot be regarded as an international dimension at all because it clearly has a point of emphasis solely on products or outputs that have internationally recognized academic qualities. Similarly, from a special purpose side, from 14 points⁸⁷ formulated none of the points contain international, intercultural, and global dimensions as defined by Knight⁸⁸ and / or Davies.⁸⁹

With an emphasis on the use of English as a medium of instruction in the classroom by good teachers of material mastery, pedagogy, let alone still struggling in English will obviously make the KBM process chaotic. This program is clearly a high-risk experiment that has not been studied and studied in depth but has been done in hundreds of schools that are actually "A" standard schools. No need to be too smart to see how risky the program is. Hundreds of Mandiri schools included in this program are at great risk for experiencing chaos in their KBM process. Expecting a high target from an incompetent teacher - or his competency to degenerate by having to use a foreign language - is a fatal mistake. The risk of failure is huge to bear. This the International Standard Schools program will destroy best practices in KBM process which has been owned by Mandiri schools that are considered to have reached the SNP standard.

In addition, another mistake that occurs is the assumption that in addition to the mandatory English language of instruction, learning must also use sophisticated media such as laptops, LCDs, and so on, and takes place in the air-

⁸⁷ Departemen Pendidikan Nasional, *Panduan Penyelenggaraan Program Rintisan SMA Bertaraf Internasional*, (Jakarta: Dirjen Manajemen Pendidikan Dasar dan Menengah, 2008), p. 6

⁸⁸ Jane Knight, "Internationalization of Higher Education", in Hans de Wit dan Jane Knight (Eds.) *Quality and Internationalization in Higher Education*, (Paris: OECD, 1999), pp. 13-28.

⁸⁹ John Davies, "University Strategies for Internationalisation in Different Institutional and Cultural Settings: A Conceptual Framework", *Policy and Policy Implementation in Internationalisation of Higher Education*, (Amsterdam: EAIE Occasional Paper, 1995), p. 18

conditioned classroom (AC)⁹⁰, so as if without it A school can not be said to be international standard. Whereas in learning is certainly more the main process rather than tools. A reality that again shows a very strong impression of formality.

Not to mention the standardization that refers to OECD countries which further strengthen the indication of the liberalization and commodification of education. In addition, he also demonstrates a disrespectful attitude toward the national standard set by the government in education (SNP).

The government's admiration for educational standards in OECD countries dominated and dictated by the Anglo-Saxon paradigm - a new imperialist phenomenon - should not plunge the nation's education into colonialism⁹¹. Imagine, the influence of developed countries such as America, for example, is clearly evident from the principle or policy they call "a door open to American economic power that will enter and dominate all developing countries in the world".⁹² Even further, Berman believes that Americans will not appreciate cultural patterns that are different from their patterns. And this has facilitated their imperialistic foreign policy.⁹³

Yeh says that most of us, Asians, cannot overcome the fear of experience once colonized for decades and even centuries. We are politically independent, but still psychologically we are still colonized. The desire to please non-Asians is still very strong we feel. Our value system and way of thinking are still highly dominated by western thinkers.⁹⁴ These weaknesses and misconceptions are of course very wide-ranging. The government must correct its concept of International School. Intercultural awareness, international mindedness, can not be achieved unless through a process of interaction between cultures and languages. That is, the government's refusal to integrate franchise schools and foreign schools into the shade and responsibility of the national education system is counterproductive.

⁹⁰ Ahmad Rizali, "Sekolah Bertaraf Internasional (SBI): Program Gagal?" in <http://ahmadrizali.com>. Accessed on 12th August 2017.

⁹¹ Ka Ho Mok, "Questing for Internationalization of Universities in Asia: Critical Reflections", *Journal of Studies in International Education*, Vol. 11, No. 2 (2007): pp. 297-327

⁹² M. Berman, *Dark Ages America*, (New York: Norton, 2006), p. 103

⁹³ M. Berman, *Dark Ages America*, (New York: Norton, 2006), p. 109

⁹⁴ M. Yeh, "Asia in Transition", in M. Yeh et.al., *Globalization and Its Impact on Asia*, (Kuala Lumpur: Asian Strategy and Leadership Institute, 2004), p. 37

International Schools in Indonesia actually depart from the great vision of building or creating the quality of graduates that are parallel to the graduates of schools in developed countries. The meaning of quality here, is the basic quality⁹⁵ and instrumental quality⁹⁶ that students must have.

Regarding the use of foreign languages in fact it is not essential, but technical. Requiring the use of foreign languages as the language of instruction in the International Standard Schools the International Standard Schools is seen as a deviation of implementation⁹⁷. The real function of language is to encourage students' ability to communicate actively with outside parties. In addition to language, which is instrumental in the International Standard Schools is also the utilization of ICT. It is only instrumental, not essential.

We can see Japan for example, their education and technology products are so advanced, but they do nothing about English. They absorb all the outside knowledge through the foreign literature they translate into Japanese, so that their students do not have to read twice, and it is not important for them to master English. When there is cultural interaction with outsiders, outsiders are encouraged to appreciate Japanese by learning and communicating with Japanese people using their language.

And on the cultivation of cross-cultural awareness, the International Standard Schools absolutely must do it so that students can communicate well with others with diverse cultural background. In other words, the International Standard Schools should have the objective of building up the identity of

⁹⁵ Basic qualities include three human power, namely: power thinking, heart power, and physical power. Thinking power is how we educate children / students to be able to think inductive, deductive, and critical. Power of heart is how we educate the children / students to be able to be moral and good man. Understanding ethics, respecting others, discipline, empathy, and prioritizing tolerance for differences, with universal values even with different techniques. While physical power is how we facilitate them with a healthy lifestyle so that they have a strong physical and good stamina. Physical power is important to support their endurance ability to think and learn in a long time.

⁹⁶ Instrumental quality. So called like this because this quality continues to change with the times. The instrumental qualities include science, technology, and art. Science is divided into two types: Hard (such as Mathematics and Physics) applied by technology, and soft (such as sociology, anthropology, education, etc.).

⁹⁷ Maintaining language competence and upgrading teachers' education is not an easy thing. At least three years for teachers up to Advance level, and two years for postgraduate study.

Indonesian-characterized students, recognizing diversity, and maintaining the survival and development of the world.

CONCLUSION

International school is a national school that has fulfilled all national standards of education and develops excellence that refers to the improvement of competitiveness that is equivalent to the quality of superior schools at international level. The curriculum is the whole process of student learning that is planned, compiled, and directed by the school which is the educational experience with its actualization in the learning environment as a requirement to complete a particular educational program.

Foreign curriculum adopted or adapted by the International Standard Schools, i.e. International Baccalaureate (IB) curriculum and Cambridge International Education (CIE). The IB curriculum is to offer students critical thinking, second language, and an understanding of other cultures to prepare students for success in the global economic arena. Its flexible model allows schools to make many decisions about program implementation locally. IB does not set up school, it only provides the curriculum and a process of authorization, assessment, and evaluation. While the Cambridge Advanced International Certificate of Education (AICE) offers a high quality qualification that prepares students to enter college. It is a "group" certificate that requires students to learn some subjects that are divided into three areas of the curriculum. AICE Cambridge offers students the opportunity to tailor their studies with personal interests, abilities, and personal plans within an international curriculum framework.

REFERENCES

- Arifin, HM. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara. 1991.
- Baccalautreat, International. *General regulations: Middle Years programme for Students and Their Legal Guardians*. Geneva: IBO. 2007.
- Berman, M. *Dark Ages America*. New York: Norton. 2006.
- Davies, John. "University Strategies for Internationalisation in Different Institutional and Cultural Settings: A Conceptual Framework". *Policy and Policy Implementation in Internationalisation of Higher Education*. Amsterdam: EAIE Occasional Paper. 1995.
- Davis, Gayle et.al. *Transforming Middle Schools: Guide to Curriculum Development*. Boston: National Turning Points Center. 2001.
- Departemen Pendidikan Nasional, *Panduan Penyelenggaraan Program Rintisan SMA Bertaraf Internasional*. Jakarta: Dirjen Manajemen Pendidikan Dasar dan Menengah. 2008.
- Departemen Pendidikan Nasional. *Panduan Pembinaan Sekolah Potensial Menjadi SSN*. Jakarta: Dirjen Dikdasmen. 2007.
- Departemen Pendidikan Nasional. *Pedoman Penjaminan Mutu Sekolah/Madrasah Bertaraf Internasional pada Jenjang pendidikan Dasar dan Menengah*. Jakarta: Balitbang Depdiknas. 2007.
- Dharma, Surya. "Strategi Pengembangan Sekolah Bertaraf Internasional (SBI)". *Jurnal Tenaga Kependidikan*. Vol. 2. No. 1. (2007): 1-23.
- Ekanem, Samuel Asuquo and Ekeng Nyong Ekefre. "Globalization and Multiculturalism: Implication for African Development". *Journal of Law, Policy and Education*. Vol. 4. No.2 (2012): 3-28. <https://www.iiste.org/Journals/index.php/JLPG/article/download/3747/3796>
- Flinders, David J. "Teaching for Cultural Literacy: A Curriculum Study", dalam *The Curriculum Studies Reader*. New York and London: RoutledgeFalmer. 2004.
- Goodson, I. F. *Studying Curriculum*. Toronto: OISE Press. 1994.

- Hamdani, HM Djaswadi Al "Introduction Curriculum Multiculturalism Boarding School". *Journal of Education and Practice*. Vol. 4. No. 23 (2013): 61. <https://www.iiste.org/Journals/index.php/JEP/article/viewFile/8392/8729>
- Handa, Neera. "From Literature to Literacy: Some Reflections on My Personal Journey and Some Thoughts for the Future" dalam P. Zeegers & K. Deller-Evans (Eds.). *Refereed Proceeding of the Biannual Language and Academic Skills in Higher Education Conference*. Adelaide: Flinders University. 2003.
- Handa, Neera. "What else did I need to bring with me? International Students and Their Dilemma", Paper Presented at the 15th IS AN A Conference, Melbourne, 2004.
- Handa, Neera. *Proving, Improving, and (dis)approving Internationalisation of Higher Education*. Sydney: University of Western Sydney. t.t.
- Harman, Grant "Internationalization of Australian Higher Education: A Critical review of Literature and research", dalam Peter Ninnes & Meeri Hellsten (Eds.). *Internationalizing Higher Education: Critical Explorations of Pedagogy and Policy*. Netherlands: Springer. 2005.
- <http://ahmadrizali.com>.
- <http://vywv.cie.org.uk>.
- <http://wvw.kopertis4.or.id>
- <http://www.dcpdiknas.go.id>.
- <http://www.ibo.org>
- <http://www.lpmpiabar.go.id>
- <http://www.oecd.org>.
- <http://www.slideshare.net>
- <http://www.usnews.com>.
- IBO. *IB Learner Profile Booklet*. United Kingdom: Antony Rowe Ltd. 2006.
- Idi, Abdullah. *Pengembangan Kurikulum: Teori dan Praktek*. Jakarta: Gaya Media Pratama. 1999.
- Knight, Jane. "Internationalization pf higher Education", dalam Hans de Wit dan Jane Knight (Eds.) *Quality and Internationalization in Higher Education*. Paris: OECD. 1999.

- Knight, Jane. "Updated Definition of Internationalization". *International Higher Education*. Vol. 33. No. 2, (2005): 1-24.
<https://doi.org/10.6017/ihe.2003.33.7391>
- Lewis, James P. *Team-Based Project Management*. Washington D.C.: Beard Books. 2004.
- Lunenburg, Fred C. "Theorizing About Curriculum: Conceptions and Definitions". *International Journal of Scholarly Academic Intellectual Diversity*. Vol. 13. No. 1 (2011): 1.
- Malan, Faan & Ben Smith. *Ethics and Leadership in Business and Politics*. South Africa: Juta. 2001.
- Marginson, Scott. "National and Global Competition in Higher Education". *The Australian Researcher*. Vol. 31. No. 2, (2003): 19-34.
<https://eric.ed.gov/?id=EJ689631>
- Mitchell, Douglas E. and Selin Yildiz Nielsen. "Internationalization and Globalization in Higher Education". *IN THE*. Vol. 34. No. 3 (2012): 1-26.
<https://doi.org/10.5772/48702>
- Mok, Ka Ho "Questing for Internationalization of Universities in Asia: Critical Reflections". *Journal of Studies in International Education*. Vol. 11. No. 2 (2007): 297-327. <https://doi.org/10.1177%2F1028315306291945>
- Nata, Abuddin. *Filsafat Pendidikan Islam*. Jakarta: Gaya Media Pratama. 2005.
- Organization, International Labour. *Human Resource Implications of Globalization and Restructuring in Commerce*. Geneva: ILO. 1999
- Peraturan Menteri Pendidikan Nasional Nomor 24 Tahun 2006 tentang Pelaksanaan Permendiknas Nomor 22 dan 23 Tahun 2006.
- Peraturan Pemerintah Nomor 19 Tahun 2005
- Scott, P. "The Global Dimension: Internationalising Higher Education" dalam Kehm & de Wit (eds.) *Internationalisation in Higher Education: European Responses to The Global Perspective*. Amsterdam: EAIE. 2005.
- Siciliano, Gene. *Finance for Non-Financial Managers*. New York: McGraw-Hill. 2003.
- Surya Dharma, "Strategi Pengembangan Sekolah Bertaraf Internasional (SBI)", *Jurnal Tenaga Kependidikan*, Vol. 2, No. 1, (2007): 1-23.

Svensson, Lennart and Monne Wihlborg. "Internationalising the Content of Higher Education: the Need for A Curriculum Perspective". *Journal of International Education Studies*. Vol. 60. No. 6 (2010): 568-599. <https://doi.org/10.1007/s10734-010-9318-6>

Undang Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional

Wende, M.C. van der. "International Policies: About New Trends and Contrasting Paradigms". *Higher Education Policy*. Vol. 14. No. 3. (2003): 239-256. [https://doi.org/10.1016/S0952-8733\(01\)00018-6](https://doi.org/10.1016/S0952-8733(01)00018-6)

Wende, M.C. van der. "Missing Links, the Relationship between National Policies for Internationalisation and Those for Higher Education in General", dalam T. Kalvemark & M.C. van der Wende (Eds.), *National Policies for Internationalisation of Higher Education in Europe*. Stockholm: National Agency for Higher Education. 1997.

Wit, Hans de. *Internationalization of Higher Education in the United States of America and Europe: a Historical, Comparative, and Conceptual Analysis*. Westport: Greenwood Press. 2002

Yeh, M. "Asia in Transition", dalam M. Yeh et.al., *Globalization and Its Impact on Asia*. Kuala Lumpur: Asian Strategy and Leadership Institute. 2004.