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International Conference on Education, Teacher Training, and Professional Development

*“Global Inspiration of
Teacher Professional Development”*

Teacher Professional Development of
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Penerbit Universitas Muhammadiyah Malang



PROCEEDING OF
**International Conference on Education,
Teacher Training, and Professional
Development**

“Global Inspiration of Teacher Professional Development”

Malang, 18 August 2021



FKIP
UNIVERSITAS MUHAMMADIYAH MALANG



Penerbit Universitas Muhammadiyah Malang

Proceeding of International Conference on Education, Teacher Training, and Professional Development

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Welcoming Speech of Dean
Faculty of Teacher Training and Education
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The Honorable:

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Vice Deans of Faculty of Teacher Training and Education University of Muhammadiyah Malang

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Guest Speakers

International and domestic participants
and all audiences

Assalamu'alaikum Wr. Wb.

All praise be upon Allah, for the endless blessing and guidance, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FTTE, UMM), today, could organize an **International Conference on Education, Teacher Training, and Professional Development (ICE-TPD)**.

Ladies and gentlemen,

This International Conference is aimed at providing an arena to share experiences among researchers, professional educators, education policy makers, and education practitioners from various parts of Indonesia and the world to discuss various educational themes within the frameworks of latest development, current issues, challenges, theories, and best practices on improving the quality of teachers. Working collaboratively, professional educators, the improvement of instructional quality, and becoming professional teachers are the driven objectives derived from today's International Conference.

Faculty of Teacher Training and Education, University of Muhammadiyah Malang has committed to be an institution with the spirit of continuously developing teaching and education knowledge. This effort is executed to facilitate ideations, both spoken and written ones, about education and teacher professionalism quality improvement.

All happy participants,

This Conference is also held for sharing and exchanging experiences or education-related issues in regional, national, and international scopes. FTTE UMM has also been inspired by the accomplishment of some faculty members who have finished their

Doctorate Program to disseminate their expertise in front of academic public. This forum is also to acknowledge their accomplishment.

A high appreciation is directed to the committees for their hard work and dedication to organize today's event. I, on behalf of Faculty of Teacher Training and Education, as the Dean, would like to also express great support to all participants.

Happy participating in this International Conference. The sharing of ideations and experiences will bring about the improvement of teacher professionalism in the areas where all participants reside.

Happy joining this program.

Wassalamu'alaikum Wr. Wb.

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Table of Content

	Page
Welcoming Speech of Dean Faculty of Teacher Training and Education	i
Committee	iii
Editorial Board and Reviewer	v
Table of Content	vi
The relationship of online communication between professional teachers and students on learning outcomes in online learning in elementary schools	1
Evaluation ability analysis of elementary school teachers	8
Actualization of Pancasila towards the attitude of nationalism of the youth generation in the Society Era 5.0	11
Analysis of teacher professional development to improve application of TPACK, HOTS, and 21st Century Life Skills Stimulation Concepts	16
The Common ASEAN Tourism Curriculum (CATC) in Indonesian vocational school	22
The students' ability in writing journalistic in MTs Al- Ulum Medan	26
Exploration of Tellu Sipa's value in improving online-based abstract sequential thinking ability	32
Ecopedagogy and Musi River: Design for learning local history	37
Marine edutourism based on local wisdom of Bajo Tribe in Wakatobi National Park as an environmental education alternative	45
Analysis of student responses to online-based mathematics learning with integration of local wisdom Sulapa Eppa Walasuji	51
E-ATCM as a learning media for higher education's student in Covid-19 Pandemic	57
Development of e-module based on flipbook as a teaching materials of animal tissue material for student XI class on senior high school	63
Increasing students' flexible thinking skills through the application of integrated open time learning model of the Massallo Kawali Tradition	71
Needs analysis of integrated learning based on cultural literature in elementary school	76
Application of traditional games "Lojo-Lojo Pindip" android-based in upgrading reasoning adaptive students	84
The effect of planted questions technique and students' motivation toward their speaking ability	89
Application of android-based online learning on students' mathematical connection ability during the Covid-19 Pandemic	95
The effect of blended learning implementation in discovery learning model on students' critical thinking ability	102
Online learning innovation in independent learning policy	107
Is it possible: Promoting students' interaction in online learning?	114
School-based management: The concept, strategy and implementation	123
The implementation of freedom to learn during the COVID-19 pandemic	130
Percentage of ease and cause of difficulty in understanding statistics in Biology Education students	135
Consistency of metacognitive skills relationships with learning outcomes: review of gender differences	138
WhatsApp for education: Improving students' speaking ability in pandemic Covid-19	141
The value of life in Bob Sadino's biography, Learn Stupidity From Bob Sadino by Dodi Mawardi	147
Factors that influence student perceptions of English skills tests	152
Scaffolding characteristics for elementary school teachers in mathematics learning	158
Curriculum model of multicultural islamic religious education	165
Implementation of full day school curriculum at LPI Sabilillah Malang (concept, model and approach)	174
The value of character education in short stories in Radar Madiun issues 2019	184
Improving student learning outcomes on material analyzing announcements text through the Contextual Teaching and Learning (CTL) approach	192
Internationalization of Primary Education in Indonesia	195

Analysis of online learning implementation in schools during the Covid-19 pandemic	203
The role teachers in online learning using zoom meeting applications for class iv elementary school students	206
The speaking ability of the english club's second year students of the State SMA 1 Kefamenanu	211



Internationalization of Primary Education in Indonesia

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KEYWORDS

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ABSTRACT

The internationalization of education provides an overview of cross-dimensional and cultural integration into the goals, functions, and educational services of a nation. In this integration, it is necessary to have the capability and strength from within a nation before integration that carried out with international competence and foreign culture. The internationalization of education can be applied at the university and school level, nationally and institutionally. The aim of this article is to describe the need/necessity for the importance of internationalization of primary education, analyzing Indonesia's opportunities and challenges in the internationalization of primary education, problems in the internationalization of primary education, and strategies for the internationalization of primary education in Indonesia. Based on the literature review, it carried out needs for the internationalization of primary education in Indonesia, various strategies are needed that are tailored to the needs of the Indonesian and refer to the projects produced by UNESCO. Among them are the availability of a digital literacy-based curriculum, teacher evaluation of the elements of competence and teaching methods, and the availability of pedagogical practices related to 21st century skills that include problem solving, collaboration, and critical thinking competencies. In carrying out these strategies, the role of policy makers is needed that is in line with policy implementers to achieve the goals and directions of national education.

INTRODUCTION

Education is a process of internalizing the legacy of sciences that always develops according to the times (Fauzi Lubis 2019). Education is a primary need for every human being. In today's era, education cannot be separated from the topic of globalization which must be responded to very quickly. In its development, discussions related to the globalization of education cannot be separated from discussions about the internationalization of education (Hisyam, Muhamad & Pamungkas 2016).

One of the common narratives that are often raised today is the internationalization of education (Junaidi 2020). As a result of the hectic discussion, it certainly gives the impression that internationalization is a common interest in terms of education. However, this needs to be tested and harmonized with various aspects of education that happens in Indonesia so that it cannot be separated from the policies that have been implemented.

Although the National Education System Law has been implemented in all educational institutions, the role of the government must continue to play and develop new rules or revisions in existing policies in order to improve the quality of national education in accordance with the current era of globalization. The National Education System Law also states the mandate for the Government and/or Regional Government to organize at least one education unit at all levels to be developed into an international standard education unit. The concept of international standard education has attracted the attention of various parties and groups, both at the level of primary education, secondary education, to higher education. Of course, the first concern is the level of primary education. As stated by Tolga, Alper., & Genc, Evrim., that the early years are important in a child's future success because children who are initially left behind will still be left behind (Khosrow-Pour 2015). Primary education in Indonesia is completed in nine years, with details of six years in elementary school and three years in junior high school. Primary education is the foundation of one's knowledge, skills, and character as the basis for completing higher levels of education at the next level. In addition, it is also important in completing primary education for a person as a provision for a good life in society.

UNESCO (2018), states that education must address national aspirations, while globalization places tremendous pressure on the curriculum system. The education system faces the challenge of balancing national needs and globalization, especially regarding advances in technology and

communication. Through technology and communication, access with outside countries or regions is easy to connect. Wengang, Li., Yulai, Chen., & Jia, Guo., stated that with the continuous development of science and technology, especially innovation in information technology and improvement of telecommunication infrastructure, every corner of the world is easily connected (Khosrow-Pour 2015). It was further stated that close collaboration with the global community has become an unavoidable choice in this new era. Thus, the demands of globalization encourage Indonesia to be able to compete at the global level, one of which is through the internationalization model of primary education. Knight describes internationalization as the process of integrating international or intercultural dimensions into the teaching, study, and service functions of an institution. The concept of integration refers to the content of international dimensions that are included in teaching, study, and services to the community in the field of primary education in Indonesia. One that can be used as a reference for such integration is through the UNESCO program in achieving the 2030 education target. Two targets relevant to the field of primary education are (1) Use of ICT for Facilities Achievement of teaching quality and teaching practice and (2) use of ICT for monitoring and evaluation. The two targets emphasize the use of ICT such as computers and Internet access which are prerequisites for providing the necessary digital infrastructure in the field of education.

The concept of integration refers to the content of international dimensions that are included in teaching, study, and services to the community in the field of primary education in Indonesia. One that can be used as a reference for such integration is through the UNESCO program in achieving the 2030 education target. Two targets relevant to the field of primary education are (1) Use of ICT for Facilities Achievement of teaching quality and teaching practice and (2) use of ICT for monitoring and evaluation. The two targets emphasize the use of ICT such as computers and Internet access which are prerequisites for providing the necessary digital infrastructure in the field of education.

The results of study in Singapore revealed by UNESCO regarding digital skills, show that students who use computers every day at school to prepare papers have higher levels of digital skills than their peers i.e. students who only access information online during the same period which shows slightly lower score. The conclusion obtained that the purpose of digital skills being practiced is the most important in developing these skills from an early age, in this case starting at the primary education level.

This study discusses and examines the literature on primary education governance and policy as well as study on the internationalization of education, with the aim of describing the need/necessity of the importance of internationalization of primary education. To analyze Indonesia's opportunities and challenges in the internationalization of primary education, analyze problems in the internationalization of primary education, and analyze strategies for the internationalization of primary education in Indonesia. To follow the sequence of ideas in this article, we begin by explaining the concept of internationalization of primary education, describing the need/necessity for the importance of internationalization of primary education, analyzing opportunities and challenges, problems, and strategies for Internationalization of Primary Education in Indonesia.

METHODOLOGY

This study uses a literature study approach (Literatur Review). In this study, the population used a journal from Google Scholar, science direct, and scopus. The samples used journals published in the last 10 years until 2021. The samples used articles and journals about the internationalization of primary education. In addition, data obtained from a journal, article, or book related to the title chosen by the writer. Moreover, the source of the data obtained a secondary data source. In this study, the writers are the main instrument or can be called the human instrument which acts as the writers. The data analysis technique used a literature study based on previous study by going through several steps, namely formulating ideas and looking for previous articles or literature, then classifying the data used in study, after that developing an analytical framework based on the data obtained and the last is to conclude the results of the analysis based on the data obtained.

RESULT AND DISCUSSION

Internationalization of Primary Education

Martens, Kerstin., Knodel, Phillip., & Windzio, (2014), put forward various studies on internationalization in education policy that focus on the emergence of new levels of policy making outside the nation. Education policy makers need to respond to global demands in realizing the internationalization of primary education in Indonesia. Various studies on educational orientation on the competitive demands of students' competence at the international level have been revealed, including responding to PISA results related to the low competence of students in Indonesia. Among

these competencies are literacy, numeracy, and science and technology mastery skills. Primary education provides an initial opportunity for students to achieve success in increasing these competencies. Therefore, policies in primary education should be able to emphasize the achievement and competition of student competencies in the current era.

Knight's internationalization of education provides an overview of cross-dimensional and cultural integration into a nation's educational goals, functions and services. In this integration, it is necessary to have the capability and strength from within a nation before integration is carried out with international competence and foreign culture. Savvides, (2019), encourage internationalization to be applied at the university and school level, nationally and institutionally. UNESCO, (2018), responding to a global demand to improve critical information, media and technology competencies. Meanwhile, according to Garson (2016), internationalization has a focus on academic endeavours and education for the public good.

Internationalization is an inevitable result of technological and communication changes that create contacts and cooperation globally which have both negative and positive implications (Martens, Kerstin, Knodel, Phillip, & Windzio 2014). Internationalization can be seen from the 4 kinds of approaches used by Verhoeven, namely:

- a. activity approach, internationalization refers to the mobility of institutions and students, as well as student recruitment
- b. competency approach, namely the results and goals of students and teachers as a product of interaction with the international world.
- c. cultural approach, the presence of foreign academics in a school that affects local culture
- d. process and strategy approach, which separates the three approaches above when they are integrated in a plan in order to provide an international feel in a country's education policy.

The transformation of local culture in all aspects as interaction with foreign/foreign cultures as well as the adoption of foreign cultural elements into local culture. The manifestation of this discourse in educational practice in Indonesia can be seen from the implementation of teaching English or other foreign languages in the national education curriculum, the use of foreign books as teaching materials at the primary education level. Not only that, but also the use of foreign curricula and adaptation of foreign countries' education systems in national education. English education is a compulsory subject since elementary level. Even passive and active English skills are one of the requirements for teachers who teach in schools that provide international education.

The internationalization of education is a global phenomenon that changes the ways in which the education system pays attention to which educational services are run more qualified, competitive and can meet the demands of the global community. The broader objective in its implementation is to accelerate the quality of Indonesian education at the regional and even international levels.

The Importance of Internationalization of Primary Education

In realizing the goals of education in Indonesia, it is necessary to have policies that support it, especially if the orientation is directed at competition at the international level. Of course, to support Indonesia's ability to compete in the field of education at the international level, it is necessary to have a synergy in success at the regional and national levels first. The synergy of educational success regionally, nationally and internationally is also contained in the education policy in Indonesia based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System with various directions of achievement stated in it.

Implementation in the field in response to education policies in Indonesia in various ways including preparing human resources, improving infrastructure, and adjusting the curriculum. In the other hand, in the education aspect of this nation, various educational crises have emerged which are currently sticking to the surface in formal/school education, including curriculum overload, inadequate facilities, uneven teacher welfare, limited quality and quantity of educators, insufficient budget and so on. Facing these various problems, schools seem to lose their relevance to character building. As a consequence, school is more of a place for the transfer of knowledge than character building, a place of teaching rather than a place of education (Fauzi Lubis 2019).

The emergence of various problems in the field in implementing education policies in Indonesia needs to be a concern. This is evidence that there is a need for continuous adjustments in responding to changes both at the national and international levels. To ensure and measure the achievement of policy objectives, it is necessary to evaluate the implementation. While implementation does not equal results, managing the implementation process supports the likelihood that the policies enacted will produce the results sought (Lee and Song 2017). The emergence of a very sharp spotlight recently on the low PISA results of students in Indonesia is part of the failure of education policy in

Indonesia. In fact, in equalizing the ability of students, especially the primary education level at the global level, it is an effort to internationalize primary education in Indonesia. However, a theoretical framework is needed to fully understand the profound changes triggered by the internationalization of education policy (Martens, Kerstin., Knodel, Phillip., & Windzio 2014). It was further stated that the aim was to study the consequences of the new state constellation in education about domestic politics, in particular the reactions of policy implementers that included macro and micro perspectives. In Figure 1 below, an analytical framework is created that takes into account the macro and micro levels, combines explanatory variables for structural and policy implementers and considers changes over time.

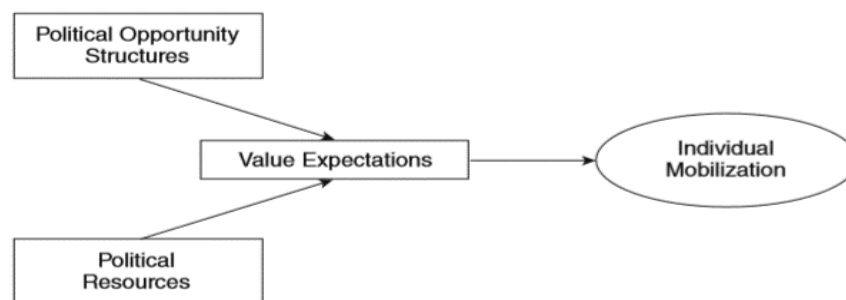


Figure 1. Overview of the theoretical framework for reaction analysis

Picture 1 briefly describes the analytical framework for analyzing reactions to the internationalization of education policy based on two theoretical arguments, namely (1) institutional and (2) resource mobilization. Certain characteristics of a country's institutional arrangements influence the way policy actors, in this case both makers and implementers, respond to transformation/change. Included in this is primary education in Indonesia which must be ready to respond to changes globally through its internationalization. This is important because if it does not respond immediately, Indonesia will certainly be a country that is lagging behind in the field of education, especially the embodiment of student competence to be able to compete at the international level. In addition, the structure of political opportunities can place limits on political activity or stimulate changes. Reactions to the internationalization of education policy will focus primarily on the accessibility of the political system and the differences between strong and weak states. In this case, if education in Indonesia wants to be able to compete at the global level, it is certainly important to realize internationalization, especially in the field of primary education. In terms of the concept of resource mobilization, it is important to have the availability and accessibility of resources for policy implementers to mobilize effectively in the political process. Every education policy must be supported by adequate resources, both human resources and financial resources (Lee and Song 2017).

Opportunities and Challenges, Problems, and Strategies for Internationalization of Primary Education in Indonesia

(a) Opportunities and Challenges of Internationalization of Primary Education in Indonesia

In realizing the internationalization of education, especially primary education in Indonesia, of course there are opportunities. Abdullah (2016), stated that Indonesia has a lot of social, cultural and economic capital. This is an opportunity in realizing the internationalization of primary education in Indonesia.

Taking a closer look at these opportunities certainly cannot be separated from the role of policy makers in Indonesia who should be able to increase the intensity that is currently happening in Indonesia regarding the lack of information to be replaced with an abundance of information. This is a process that inevitably has to force educational planners and policy makers to create a new definition of the role of formal learning institutions. Of course, all of this is a challenge in realizing the success of education in Indonesia in achieving the specified goals, including in realizing the big narrative in question, especially at the primary education level, namely internationalization.

In the concept of internationalization, it is necessary to have the ability for the Indonesian people to adapt the conditions within this nation to those that occur and develop outside or other nations. According to Muhaimin, it was stated that the concept of internationalization associated with the context of education gave the Indonesian nation a demand to produce graduates of international quality so that they would not be left behind in the world competition arena. Internationally qualified graduates need to start with graduates at the primary education level. It is impossible for the

Indonesian people to produce quality graduates who are able to compete at the international level if they do not start with quality graduates at the previous level, namely primary education.

In the context of the statement that every opportunity there must be a challenge, primary education in Indonesia must be prepared to respond to any changes to be able to interact continuously using strategic thinking and scenario planning and learning techniques. Scenarios help policy makers to organize what they know and what they can imagine into a logical vision of the future and to see and consider implications and develop planned alternatives and prepare medium- and long-term reform agendas that will be adjusted periodically.

One of the projects that has been carried out by UNESCO has obtained results that can be a concern for primary education policy makers in Indonesia which is also a challenge towards internationalization in primary education. It was revealed that the policy makers were unable to determine the exact timeline so that all skills and learning areas were achieved according to the expected goals or targets. The focus of skills that are appropriate for today's era are problem solving, collaboration, and critical thinking. While the focus on the field of learning is science and English. These two focuses are a challenge for policy makers in Indonesia, especially primary education, to design, generalize, and implement.

(b) The Problem of Internationalization of Primary Education in Indonesia

The existence of opportunities and challenges in realizing the internationalization of primary education in Indonesia cannot be separated from the problems found in realizing the national education system in accordance with the expected goals. The number of studies in Indonesia in the field of primary education that emphasizes student evaluation in the current era, including literacy, numeracy, as well as science and technology, illustrates the problems of the primary education system in Indonesia, both in terms of policy and implementation. Abdullah (2016), also revealed, related to management issues, sources of funds, to infrastructure issues. Other problems related to education in Indonesia that need serious attention based on (Junaidi 2020), are the localization of human resources, regional unpreparedness, value and graduation orientation, and the loss of the big narrative of education. Problems that arise related to human resources are teachers who are less professional and incompetent officials. Meanwhile, regional unpreparedness is also a serious problem that needs attention because it has an impact on the non-optimal management of education in the region, in this case the school.

The facts related to education in Indonesia, including primary education, have found many violations committed by schools with the aim of meeting the standards set by the central government. Violations that are often found and even revealed in various media are related to the efforts made by both educational institutions and teachers and students in order to pass the national exam. This is a serious concern regarding the character of the Indonesian nation which should be developed and not eliminated. Character is the big narrative of education in Indonesia in addition to the internationalization of education. According to (Kusuma et al. 2019), character is more emphasized in primary education because if it is not formed early it will be difficult to change the character of a person or student.

The issue of internationalization and character is still a matter of debate. However, by examining the opportunities and challenges that cannot be avoided to be immediately responded to by the relevant parties, especially education policy makers in Indonesia, this issue needs to be a concern for all parties. The problem behind the successful implementation of the internationalization of education and character strengthening in the education system in Indonesia is the curriculum. Various studies in Indonesia have also revealed the frequent occurrence of curriculum changes in Indonesia with problems in the field. This has become a sharp focus on the role of educational planners and policy makers in Indonesia.

In addition, there are also many problems in the implementation practice that trigger the pros and cons. One of the primary problems is regarding the curriculum. The implementation of education should use a complete curriculum with all kinds of derivative devices. The obsession to be international causes the school to have to accommodate all of them. In fact, this causes technical problems in the field. What happens is the implementation of the curriculum is halfway. A school can be said to be a model school because it places special emphasis on the materials and methods of learning science, knowledge, and technology (Basyit, A. and Hefner 2019).

During the process towards the realization of the internationalization of primary education in Indonesia, it noted for the use of various types of curriculum by education providers, one of which was an external curriculum. The content of internationalization that should be integrated is certainly not the type of curriculum but at the level of achieving national education goals, namely those that end up in students. Students become the subject of learning as well as the output of a learning process. In

this process, of course, there are many roles and the main one is the teacher. Even now, it is very unfortunate that there are still many problems found in the field related to teacher problems, both related to their competence and how to educate them.

(c) Strategies of Internationalization of Primary Education in Indonesia

According to Muhammedi (2016), strategy is a plan for a series of efforts to achieve goals, in this case curriculum changes. One thing that is closely related to education is the curriculum. Everything in life is constantly in the process of discovery and creation. Therefore, curriculum sources must be diversified and national in nature, multi-media in nature and have abundant and easy access to information, and can also be international.

In the past eight years UNESCO developed a comprehensive curriculum that brings together information, media and technological competencies that are interrelated and interdependent. This curriculum includes information literacy, media literacy, and digital literacy. Experts discuss and make concrete input into what new content and competencies should be included in the latest version of the curriculum. In addition, experts will also consider, make recommendations, and reach consensus on the draft global standard for the Media and Information Literacy Curriculum. Starting from the experience of UNESCO eight years ago, Indonesia can use a strategy in realizing the internationalization of primary education in Indonesia. It is necessary to develop national policies and strategies to ensure the sustainable integration of literacy and technology in formal, informal and non-formal education.

Recently, UNESCO has launched a program that member countries including Indonesia can participate in related to strategies for assessing and teaching 21st century skills. Through this program, best practice is produced that focuses on aligning curriculum, evaluation, and pedagogical practices. with respect to 21st century skills. These three things can be the right strategy for the process towards the internationalization of primary education in Indonesia.

(d) Curriculum

Based on the dimensions of the curriculum, it can be a bridge to the internationalization of primary education in Indonesia. In this case the curriculum needs to be changed. Curriculum changes can be made by the Ministry of Education and Culture and parties in the government in authority. Curriculum changes can refer to international standards so that it can be called a digital literacy-based curriculum. Digital literacy includes diverse and integrated competencies between computer literacy, ICT literacy, information literacy and media literacy. Through a digital literacy-based curriculum, various abilities can be optimized to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately to participate in various matters related to curriculum policies, their implementation, to monitoring and evaluation.

Analyzing the current curriculum cannot be called a digital literacy-based curriculum. The description of its implementation or implementation in the field when there are changes, whether large, medium, or small, has not included implementation instructions and guidebooks. Although various innovations to change the curriculum have been carried out such as the link and mach policy, dual system education, entrepreneurship upgrading for vocational high school principals, leadership training by school principals, comparative studies abroad, and the addition of buildings, the quality of creativity and independence of graduates is still low.

The curriculum should not only be understood as a set of written documents but also provide easy access, ease of obtaining information and communicating, clarity in its implementation accompanied by relevant guidelines with an emphasis on student competencies that are able to compete at the international level, clarity of student competency evaluation , as well as ease of integration in various ways. One of the directions for achieving educational success in Indonesia, including primary education, also includes a curriculum. It was explained that the curriculum change is part of the reform of the education system that lays down the curriculum to serve the diversity of students, which applies nationally and locally according to local interests, as well as diversifying the types of education in a professional manner. The existence of a digital literacy-based curriculum can be a strategy for the internationalization of primary education in Indonesia with a focus on producing graduates who are competent in problem solving, collaboration, and critical thinking or what are currently called 21st century skills through science and English. This means that the primary education curriculum in Indonesia requires science content in its main subjects, namely mathematics, science, social studies, Indonesian language, and Civics as well as the use of English in learning with different targets in each region.

(e) Evaluation

To ensure and measure the achievement of policy objectives, it is necessary to have an evaluation. Policy has a link in one of the fields that is very important in the success of the nation's development, namely education policy. Education policy is actually born from the science of education as a practical science which is a unity between educational theory and practice that regulates human life and is related to the need for educational services to educate the nation.

As an effort to educate the nation, the role of the teacher is very important as a part of the education system. The curriculum policy absolutely must be able to be implemented properly by teachers so that the target of producing graduates with character and competence equivalent to graduates from foreign countries is achieved. It is also appropriate that the evaluation target is directed at the teacher. In order to find a strategy for the problem of internationalization of education, an evaluation is carried out to measure teacher competence and an evaluation of how to educate teachers.

The evaluation of teachers that has been running so far has been carried out starting at the provincial level through standard evaluations of educators and education personnel using the SNP instrument, evaluation in the supervision model, to monitoring and evaluation patterns both internally and externally. This is done with the aim of measuring the competence of teachers and measuring how to educate them. Although various evaluation methods have been carried out, the not yet optimal evaluation of the evaluations that have been carried out is the cause of the unsuccessful development of the quality of human resources which is proclaimed in the direction of achieving the success of national education in Indonesia. For this reason, a digital-based evaluation strategy is needed that facilitates its implementation to the evaluation and follow-up of the evaluation results.

(f) Pedagogical Practices Relating to 21st Century Skills

Learning in the classroom and its various activities require the ability to manage good learning from the teacher through strategies and learning styles. According to Muhammedi (2016), the class is at the forefront of curriculum change and improvement, therefore, no matter how good the curriculum, if the pedagogical practice is not good, the direction and goals of national education in Indonesia will not be achieved. To support a digital-based curriculum in forming graduates who have 21st century skills, it is necessary to have pedagogical practices produced by various primary education delivery areas in Indonesia from upstream to downstream, from small, medium, to large schools. These practices can be documented through videos stored in local institutions or directly published through social media.

Thus, schools must change their function from being the primary provider of information and knowledge, to a context in which teachers can learn how to organize, manage, analyze, verify, interpret, and give meaning to information from various practices, both by themselves and by other teachers.

CONCLUSION

The discussions on the internationalization of education, apart from being a challenge, also give various interpretations from various groups, both in the form of support and opposition. Realizing the internationalization of primary education in Indonesia in the current era is one of the things that inevitably must be done in accordance with the needs at the international level. In realizing it, of course, an important role is needed to support its implementation, starting from the existence of education policies at the primary level by the central government to local governments so as to provide clarity for policy implementers in the field in implementing them.

This article describes strategies for the internationalization of primary education in Indonesia that are tailored to the needs of the Indonesian people and refer to the project produced by UNESCO at the end of 2019. Among them are through the availability of a digital literacy-based curriculum, teacher evaluation of the elements of competence and teaching methods, as well as the availability of pedagogical practice in relation to 21st century skills that include problem solving, collaboration, and critical thinking competencies.

In fulfilling the need for internationalization of primary education in Indonesia, it is necessary to have policies, curricula, evaluations, and good practices from the results of their implementation. The transformation of the education system in Indonesia needs to emphasize the use of ICT as part of the long-term vision pursued to achieve the national education goals that have been set. Further study is needed on how to encourage primary education providers in Indonesia to be able and willing to immediately respond to this need because the direction of education in Indonesia needs to be emphasized on decentralization. In addition, the readiness of ICT infrastructure in Indonesia is also very necessary, because the dimensions of integration at the local, regional, national and international levels are very dependent on the use of ICT in education.

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