THE IMPLEMENTATION OF INTERNATIONAL CLASS IN SEMARANG STATE UNIVERSITY AND INDONESIA UNIVERSITY

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ABSTRACT
The objectives of this study are (1) analyze the implementation of international classes which are held by eight studies program in Semarang State University and (2) analyze the implementation of the international class in Indonesia University. This study used policy research method with a qualitative approach. The data were analyzed by descriptive qualitative. The result of the study showed that (1) the implementation of international class in eight studies program in Semarang State University run well, although there are some obstacles and restrictiveness such as few lecturers that master English well, some of the students have not mastered English yet, and the facilities and language laboratory still have not supported the success of its implementation yet; and (2) the implementation of international class in Special International Class of Faculty of Economics and Business in Indonesia University can be the best practice for the implementation in Semarang State University, especially in part of the student recruitment system, the lecture, and the cooperation with university partners.

Keywords: International class, World Class University

INTRODUCTION
Globalization is a phenomenon faced by all countries in the world. Nowadays, it shows two different phenomena (Held, 2007). Firstly, globalization shows that there are chain activities of politics, economics, and social which have international range. Secondly, globalization shows that there is an intensification of interaction stages and a relevance inside and between the country and its society. Globalization has individualization and interdependent aspects. The individualization aspect from a globalization can be seen from a competition in the global association, whereas the interdependent aspect can be seen among countries and nations because that is what makes a country can survive its life.

In individualization context, global era demands an individual to be an excellent and competitive graduate. A university which stands as educational institution that yields high-grade graduates is responsible for responding the global demands and the purpose of national education policy related to the upgrading of nation competitiveness target. In the World Economic Forum (2016) report, the rank of Indonesian competitiveness in 2016 was in 41st from 138 surveyed countries (for the subindex of basic requirements, efficiency enhancers, and innovation and sophistication factors) It is still under Singapore (second rank), Malaysia (25th rank), and Thailand (35th rank). In “higher education and training” pillar, Indonesia is in 63rd; it is in Singapore which is in the first position and Malaysia which is in 41st. By means to do the policy of Ministry of Research, Technology, and Higher Education, Semarang State University in the Long-Term Development Plan State University Corporation patterns a vision to strengthen the nation competitiveness by launching a vision as conservation and reputed international university (Mentoring Team of Semarang State University to State University Corporation, 2016).

On a regional scale, the era of MEA which has been started at the end of 2015 give an opportunity for each country in South East Asia to take part in it including a university. To face the global competition especially in ASEAN, the government has issued a Presidential Regulation Number 8 in 2012 about...
Indonesia National Qualification Framework and followed up by The Regulation of Ministry of Research, Technology, and Higher Education Number 44 in 2015 about National Standard of Higher Education. All universities in Indonesia have arranged their curriculum based on them. By improving the curriculum, it is expected that the graduates can compete to fight over the job opportunities and work in ASEAN region or even in the world. In 2015, Semarang State University arranged curriculum based on the Indonesia National Qualification Framework, National Standard of Higher Education, and conservation-based which is the learning outcomes of each program study has adjusted with the global demands. Thus, it is expected that the graduates are not embarrassed in anticipating the quick changing of some fields as the consequences of global development and demands from MEA.

In 2016, Semarang State University has implemented the international class as many as eight program studies in their faculties. They are in Teacher Education of Early Childhood Education, Javanese Literature, Geography, Mathematics Education, Chemistry Engineering, Public Health Science, Developmental Economics, and Science of Law. In the beginning, the implementation of the international class is funded by Islamic Development Bank (IDB) in Curriculum Development Bank. This year is the second year of the implementation of the international class in Semarang State University. In 2017, it expands to three program studies. They are English Education, Physical, Health, and Recreation Education, and Economics Education.

There are some problems of its implementation such as lack of human resources (including lecturers and education staffs) who master English, well-organized classrooms, computer, and language laboratory, a library for the students, etc.

As the comparison, this study also analyzes the implementation of an international class in Indonesia University, Depok because it has been implemented the international class for quite long in all faculties that it has. A faculty that implements international class is taken for this study. It is Faculty of Economic and Business. The object of the study is the implementation of international class with an objective to get the whole overview of it which is expected to obtain some excellent things to be adopted or developed in Semarang State University.

According to the background, the questions of the study that intended to be answered are as follows:

1. How is the implementation of international class organized by eight program studies in Semarang State University?

2. How is the implementation of the international class in Indonesia University?

LITERATURE REVIEW
The current economy has shifted from natural resources-based economy to knowledge-based economy. The term of the knowledge-based economy is a further recognition of the role of knowledge and technology in the economic growth (OECD, 1999; Cowan and de Paal, 2000). The knowledge-based economy is also connected to production and service based on the intensive activity of utilizing the knowledge that contributes to the acceleration of technology and the advancement of science (Powell and Snellman, 2004). The main component of the knowledge-based economy is the intellectual ability which is combined with the effort of integrating the development in the production, from R & D laboratory until the floor of the factory (Powell and Snellman, 2004).

The knowledge-based economy is different with the traditional economy (Toca, 2000). First, it is not rare but copious. Second, the impact of location can be decreased. Third, knowledge increases the product and service. Fourth, when it is locked with system or process, it has a higher value than it only stays in individual mind. Fifth, human competence is the main component of a knowledge-based company.

Knowledge is realized in human as an asset and technology as the center of economic development. The
The knowledge-based economy in Indonesia is defined that knowledge and education can be regarded as an economic product or as productive opulence. It supposes that the first economy which relies on natural resources moved to an economy that relies on knowledge (Jones in Tocan 2012). Knowledge can grow and thrive through innovative work. Innovation can only be achieved when research and development activities run well in university not only in company or industry which has restrictiveness in a matter of creative human resources. Research in the university can develop well not only because of productive human resources but also adequate funding from the government and good cooperation with private and business institution. Previously, famous universities such as Harvard in USA and Oxford in England could be independent because of the support from society and business institutions. Thus they became world-class universities, but nowadays, the universities in the world are more competitive, and the dependence of the college to the government is still high. Therefore the intervention from the government is still needed especially related to research funding. Without the cooperation of three innovation performers which consist of the university, private or business, and government, it is impossible that innovation can be created and by itself, the effort to increase the nation competitiveness will be difficult to be achieved.

Knowledge-based economy gives a big responsibility to a university to create graduates as an economic agent; it implicates that universities in Indonesia must parallelize themselves with the universities in the world. In order not to be left behind by an enhancement achieved by universities in developed countries, thus, countries in the third world like Indonesia motivates the universities to aim to be in world-class university (WCU). A university that can compete in global scale is called world class, elite, or flagship (Salmy 2009). Altbach (2004) names world-class university as a first-rank university in the world with world superiority standard. It has some characteristics. They are talented people, abundant resources, and effective and efficient management. It is also characterized by the internationalization of the curriculum, the development of student exchange, the development of the amount of international student, and the utilization of information and communication technology (Puriparinya, 2007). A university with those characteristics has a potential to be a world-class university.

The Ministry of Research, Technology and Higher Education in the Annual Report in 2016 set a target that in 2017, 5 universities such as Indonesia University, Bandung Institute of Technology, Bogor Agricultural University, Gajah Mada University, and Airlangga University in Surabaya were in the list of world-class universities in QS World University Rankings version and in 2024, it is set to be eleven universities (Secretariat General of Ministry of Research, Technology and Higher Education, 2016)

A university with a status of world-class university is expected to effectively compete with the best universities in the world, especially in the global tertiary market of education. The students from the third world compete to study abroad. Thus a new paradox comes up from a world-class university as Altbach says (in Salmi, 2009), every body wants to study in a world-class university, no one knows what it is and no one knows how to achieve it.

The problem which is, faced by a university that will be in a world-class university is how to be recognized worldwide. Being a world-class university can’t be achieved by declaring itself, but it has to
get the international recognition (Salmi 2009). An independent institution has given a clear measurement for determining world rank of universities, for instance THES with international reputation indicators, peer reviewer, and workers recruitment survey. In arranging the world academic rank university, Shanghai Jiao Tong University (STJU) adds academic performance criteria, a research from a faculty, alumni contribution, the amount of international publication, the amount of citation based on the standard of Thompson Scientific, and international awards such as Nobel (Salmi, 2009; Altbach, 2011).

The criteria or the requirement for being a world-class university is very hard unless the three innovation performers can cooperate synergy to realize it. They are a university, private/business, and government. As Salmi (2009) states, a world-class university has three main pillars, which are graduates, research output, and technology transfer. The pillars can be realized if there are a concentration of talent, an abundance of resources, and favorable governance. The concentration of talent needs students, teaching staffs, and international qualified-researchers. Abundant resources are supported by financial resources, profitable contribution or grants, tuition fees, and adequate research grants. Meanwhile, a favorable governance has to be supported by the supportive regulation framework, science autonomy, academic freedom, good leadership, strategic vision, and excellent culture. The visualization of the ideas framework of world-class university attainment can be observed as follows.

![Figure 1. The Characteristics of World Class University (Salmi, 2009)](image-url)
From those pillars, the hardest part to do is the research output. It is not only because of the university still has high dependence toward the government grants, but also many results of the research in a university do not have an impact on the economic development. Semarang State University as an institution of higher education which is given a responsibility by Ministry of Research, Technology, and Higher Education to increase its ability to be equal with big universities in Indonesia also set a target to be one of world-class university, although the ministry does not set a target for Semarang State University to be on the list of big 500 universities in the world by QS World University Rankings. According to the strategic plan of Semarang State University 2015-2019, the university is expected to be in the list of the big 700 in the world. That is why one of the efforts to achieve the target is implementing an international class which has started since 2016 by involving eight program studies. In 2017, it is added with three program studies. Thus there is 11 studies program that implement the international class.

RESEARCH METHODOLOGY
This study was a policy research because it was done for supporting university policy (Danim, 2000). In 2017, the rector of Semarang State University set a target as a reputation year, especially to realize the development of international reputation academic pillar and in 2018, the university has to be ready to do an internationalization. This study used descriptive qualitative for it is intended to do a deep study toward the implementation of the international class in Semarang State University and Indonesia University (Bungin, 2015).

It took place in Semarang State University. The subject of this study was the implementation of the international class in eight studies program. They were bachelor programs of Public Health Science (Faculty of Sport Science), Chemistry Engineering (Faculty of Engineering), Mathematic Education (Faculty of Mathemetic and Natural Science), Science of Law (Faculty of Law), Javanese Literature (Faculty of Languages and Arts), Geography (Faculty of Social Sciences), Developmental Economics (Faculty of Economics), Teacher Education of Early Childhood Education (Faculty of Education Science). All classes were investigated because all information obtained from the units were used for betterment for policy-making related to the implementation of the international class. Meanwhile, to gain a deep study, it was chosen two different program studies, those were Geography and Science of Law. This study also took place in Indonesia University in a faculty which implemented the international class. Formerly, it was planned to take two program studies from two different faculties. However, in its realization, there was only one faculty which was ready, that was Faculty of Economics and Business. The program studies that were investigated were Economics, Management, and Accounting. Uniquely, those were in Special International Class under a head program study, Isfandary Djafar, M. Soc., Sc

The data in international class in Semarang State University were collected from the coordinators of the study program, the lecturers, and the students. There were eight coordinators as respondents, 24 lecturers, and 24 students. Meanwhile, in Special International Class of Faculty of Economics and Business, Indonesia University, Depok, the data collected from a head of the program study, three students, three lecturers, and an administration staff.

A qualitative research requires a focus because it is related to a context (Melvy, 2002). In this study, context did not only cover spacial (place of an event) and time (when an event happens), but also the doer, emotional context (the feeling about an event), sociocultural context (social and cultural situation of an event) or even the important event which was the setting for this study (Neuman, 2013). Related to the place, it focused on Semarang State University, especially in program studies which implemented the international class. As a comparison, the study also took place in Indonesia University, especially in Faculty of Economics and Business which implemented Special International Class. It started April until August 2017.

According to Melvy (2002), the focus of a study also related to the questions which were used as the guidance. In this case, the focus of the study that was described and analyzed was:
1. The implementation of international class which was implemented by 8 program studies in Semarang State University, which covered the indoor and outdoor teaching process, the use of teaching method, teaching media (the utilization of IT for learning (e-learning), the giving of an assignment to the students, the interaction in the teaching process, the feedback, the assessment) and the use of language.

2. The implementation of the international class in Indonesia University as a reference for an improvement in Semarang State University which included the student’s recruitment, teaching process, monitoring and evaluation, cooperation, until the decision of graduation.

The data were collected by questionnaires, interview, observation, and focus group discussion. The questionnaires were used to gain the data about the implementation of the international class in Semarang State University and Indonesia University comprehensively.

The interview was used to gain data and information about the response from lecturers and students toward its implementation and the data of the class in Indonesia University. For recording the interview, the researcher used note-book, digital recorder, and smartphone. It was done with a head of the study program, the lecturers, and the students.

In this study, the observation was done to observe the classroom used for the teaching process, laboratory, lecturers room, and department room. It took two classes; those were Geography in Faculty of Social Science and Science of Law in Faculty of Law Semarang State University. It aimed to observe how far the teaching process is done by the lecturers which engaged the students were.

Focus Group Discussion (FGD) was done for gaining the perception of the coordinators of international class both in Semarang State University and Indonesia University. The data were qualitative data, such as perception, behavior, opinion, and response from the coordinators and the executors. In the discussion, the researchers explained clearly why the study was held, what information needed, how the information would be used, and who required the information (Patilima, 2013). In this study, the needed information was about the implementation of an international class which is purposed for a betterment and improvement of the international class in Semarang State University.

The data were qualitative data. Therefore, the data were analyzed by interactive qualitative analysis which started from data reduction cycle, data presentation and conclusion gaining, and verification (Miles and Huberman, 1992). It was done continuously by doing data reflection persistently for five months, delivering questions related to the study, and writing simple note related to the international class (Creswell, 2010).

RESULT AND DISCUSSION

1. The Implementation of International Class in Semarang State University

The implementation of the international class in Semarang State University includes its management and its teaching process (indoor and outdoor). The management covers how the class managed including the recruitment, funding, and quality assurance of the program. The implementation in the class comprises the preparation of the lecture, the use of teaching methods, the use of teaching media (the utilization of IT for learning (e-learning), the giving of an assignment to the students, the interaction in the teaching process, the feedback, the assessment, the use of laboratory and language.

In the term of international class students recruitment, at the beginning step (2016), Semarang State University had not done the selection separately yet. The students from three selection lines which were held by the university, those were National Selection for State University, Joint Entrance Selection of State University, and Independent Selection of Semarang State University joined international class selection in August in the same time of Academic and Student’s Affairs Introduction Program. The mechanism was all students from 8 program studies which implemented the international class did an
English test that was prepared by the committee (IDM team of Semarang State University). From the test, there were 20-30 students of each program study to be placed in the international class. Then, the data of the students which were separated with the regular students were sent to Technical Service Unit of Technology, Information, and Communication with the purpose of making a special international class. The program studies had prepared the curriculum with some subjects validated by a university in New Zealand through IDB program. By system, the students could take the subjects in the first semester. In the forth week of August 2016, the first batch of international class students attended the lecture.

Because of no working relationship with the international office (IO) of Semarang State University, the international class was held independently by the faculties. The IO of Semarang State University involved in when there was a supportive academic activity in the international class, for example, student exchange. There was no specific funding for implementing the international class even less there was no the international office or the international cluster in the level of faculty. Even when there was a cluster there, it did not get funding for supporting the implementation of the international class.

The quality assurance toward the implementation of the international class was done by the faculty and program study itself. Until now, there has been no quality assurance by Quality Assurance Agency of Semarang State University or Quality Assurance Cluster of the faculty.

The students in the international class were taught by some lecturers that master the communication in English or those who master a few of active English but they were confident and committed to teaching the class. Evenly, the lecturers could communicate in English with the students in the teaching and learning process. Only a few that had an obstacle because of lacking an active English mastery. There was no foreign lecturer in the class. In the future, there must be at least a lecturer as a native speaker who also masters the skill needed by the program study. Usually, there were 2-6 lecturers who had trained specially to teach the international class. They had CLIL certificate. However, the amount was very measly when it was compared with some subjects they taught as their areas expertise.

Mostly, the lecturer taught with their teammate, but there were also who taught individually, especially those who master English well. The preparation of the lecture including the making of semester lesson plan and its materials was prepared by the lecturers both with the team or individually. As the world goes, the making of teaching instrument had been discussed in a department meeting or the study program. The lesson plan and its materials were arranged in English, and there were some which still in Bahasa such as Geography, Science of Law, and Javanese Literature. Even, according to one of the lecturer’s acknowledgment, in Javanese Literature, the materials were arranged in Javanese.

The semester lesson plan and its materials could be accessed by the students through an integrated academic system and the other lecturers also allowed the students to access by WhatsApp Group and Facebook.

The teaching process in international class ran well with varied methods. The lecturers explained the materials in power point, worksheet, and handout. Not all materials were translated into English. It was also justified by some students from program studies organizing the international class.

The teaching process used an approach called student center learning (SCL), it is implemented by varied lecture (with question and answer), problem-based learning, project-based learning, case study, research-based learning, etc.

In general, the lecturers taught by using LCD and preparing power point, most of them also used social media for learning process such as internet and facebook. They did not use e-learning because the integrated academic system did not facilitate it and they did not master it. Nevertheless, many lecturers gave a task to the students to use the internet in browsing certain materials either for their enrichment or assignment.
As a regular class, some assignments were given to the students. Usually, a lecturer gave 1-5 tasks to the students for each subject. They did both in English and Bahasa. The interesting thing in Geography was a subject called Land Geography which is taught by Mr. Ananto; the students had a compulsory to make an article in English that was aimed at a preparation of seminar or international conference. The assignments and the result of the test were not always returned to the students. Even in one of the subject in Javanese Literature, it was impossible to return them, yet the examination was a performance or a show of the students.

The evaluation that was used to measure the student’s achievement of a subject as in the regular class was a daily test (pop quiz), mid-term test, and final test. There were some lecturers who assess from a presentation of paper and performance of the students. In Science of Law, there was an examination that did not exist in the other program studies, which was an examination of a bundle of the court and court practice. Not all examination was done in English. In almost all program studies, in its reality, the examination was done bilingually. It meant that there was a certain subject that used English and the others used Bahasa.

Evenly, the students mastered English, but there were some who master English in average, thus when they got an assignment to make a paper and present it in front of the class, they looked nervous. Those who had quite a mastery in English were facilitated by the program study to increase their ability both in speaking and writing. The supervision for the students was also given in the form of article writing for a presentation of scientific research competition, a seminar, and an international conference.

For supporting the implementation of the international class, almost all program studies had the plan to do an international academic activity such as inter-nation of fieldwork, teaching practice, internship, and community development program. There were only two program studies which had no plan; those were Developmental Economics and Geography. The Head of Geography program had offered it to the students, but they had an objection about the funding.

In case of cooperation with abroad, almost all program studies had it. Teacher Education of Elementary School had 10 MoA with overseas universities, Geography had invited an expert from Gajah Mada University to give a perception about international class and a topographer from China, Mathematic Education through Faculty of Mathematics and Natural Science had a research cooperation and guest lecturer, Chemistry Engineering had no international cooperation in 2017, but they did a fieldwork abroad, joint research with universities in Malaysia and credit transfer. Public Health Science did cooperation by joining an activity in Sports Faculty with a university in Thailand, Developmental Economics facilitated by Faculty of Economics did a student exchange with UPSI Malaysia, invited a guest lecturer from abroad, and did a research cooperation with universities abroad. The program Science of Law had done a fieldwork and inter-nation internship. They sent 39 students (regular and international class) to Singapore, two students to Japan, and eight students to Thailand.

A class called international standard when it had 10 % of the whole students were in the international class. Nevertheless, from 8 program studies, no student came from abroad. In general, the organizers did not have a plan to recruit foreign students because of the funding restrictiveness. It was only Science of Law which had a plan to recruit foreign students that they did a cooperation with universities in Brunei Darussalam and Madagascar.

2. **The Implementation of International Class in Indonesia University**

The study took place in Faculty of Economics and Business. The faculty opened three program studies for Special International Class; they were Economics, Management, and Accounting. They were opened since 2004 with nine students. The recruitment system was done by Entrance Selection of Indonesia University
through a page named penerimaan.ui.ac.id. Every year, it is opened in March and April. The foreign students registered through International Office. The administration selection through the international office is on March and on April is the academic selection in the faculty. The lecture starts in October. Administratively, the score of TOEFL/IELTS is validated. It is so the transcript in high school. Domestic students that take Special International Class FEB are done through Entrance Selection of Indonesia University. To gain high-grade students, Indonesia University does a promotion and communication with favorite schools in Jakarta, Bogor, Depok, Tangerang, and Bekasi to offer the students to study in Special International Class of FEB. The university invites specifically for those who have high scores and good English. The participants register through a page named penerimaan.ui.ac.id. The promotion and communication are done by the international office of FEB, and Indonesia University promotes with the network which the international office has. The students have to master English well proved by the score of TOEFL 500. Until now, the faculty have five students who take the degree, 20 students as students exchange participant, and two students are from Korea and take a double degree.

The tuition fee that is paid by international students is different with the regular ones. They pay higher because they get different facilities. Batch 2016 paid 30 million/semester whereas the admission fee was as much as 35 million (paid once during the study)

The curriculum of the international class is track single degree that the students take the degree only in Indonesia University with FEB curriculum and track double degree which the students take a double degree (in Indonesia University and the university partner) with the double curriculum. For the credit transfer to get the double degree, the students have a compulsory to take 72 credits or 50 % curriculum of FEB for 1.5 years and two years in university partner.

To facilitate the students, the faculty make cooperation with famous universities in the world such as Melbourne University, Queensland University, Adelaide University from Australia; Amsterdam University, Tilburg University, Groningen University from Holland; and Birmingham University from England.

The lecturers teach both in the international and regular class. In the even semester of 2016/2017, there are 90 lecturers, 90 % of them are graduates from abroad with the undoubted ability. The lecturers have to be permanent and are able to communicate in English. The international class also recruits foreign lecturers. In the odd semester of 2016/2017, there was a lecturer, and the others were guest lecturers who were invited based on certain subjects need. The foreign lecturer has stayed in Indonesia, and the guest lecturers were invited as their permission to stay. In spite of teaching, they had compulsory to be international journal reviewer, be a curriculum consultant, and researched with university partners.

The teaching process in FEB, Indonesia University have been as in national higher education standard which is an approach called Student Center Learning (SCL). It covers the teaching in the class for 2.5 hours/session, tutorials once a week if it is needed, independent assignments, individual and group presentation and company visit.

All buildings in the special international class are facilitated with Wifi, computer laboratory, conference learning (Skype), Student Administration Information System-Next Generation, a system for the academic communication and information of students, secretariat, lecturers, and academic supervisors, and then Student Center E-Learning Environment, it is for communicating with the lecturers and students about the lecture. The examination in international class is almost same in the regular class. For instance, daily test or pop quiz, mid-term test, final test, and some of the take-home examination.

To provide a good service for the students in the international class, the special international class have their office which is separated with the office for regular class management. With their office, they can give a focused and good service. Besides, they also have comfortable and representative lyceums, with
great meubelers and adequate facilities such as computers, LCD, sound system, and lighting. The lyceum for semester test in special international class is presented as below.

![Figure 2. The Lyceum of International Class Faculty of Economics and Business](image)

Source: Doc. Researcher

It is different with Semarang State University that makes a compulsory for non-education students to do an internship, there is no internship in the special international class of FEB Indonesia University but it is suggested to the students to take double degree overseas for 2 or 1.5 years depends on the schema chosen and university partners. Meanwhile, for single degree students, it is compulsory for them to take earning credits in university partner for a year with a status of study abroad or student’s exchange. The overseas credit will be transferred by the faculty in Indonesia University. In the first semester, the students have to join the outbound for two days out of the campus with the purpose to strengthen the solidarity of both the students and the organizers. Besides, it is aimed to prepare students for the lecture in international class and finish it on time with encouraging achievement.

Not all international students make a final project. For double degree students, the final project is made in the university partner. Nevertheless, they can choose an internship and make a final assignment in the end. The students also can take a subject that is equal to a final project. Meanwhile, for single degree students, it is compulsory to take a final project or an internship and make a final assignment. A final project is examined by the supervisor and chosen expert examiner by the program study.

Until now, there are 800 graduates of special international class. The diploma is same with the regular students, and for the double degree students, they also get a diploma from university partners.

Faculty of Economics and Business of Indonesia University is quite successful in implementing the international class. Even it is better than the other faculties such as Faculty of Psychology, Faculty of Law, Faculty of Social and Politics, Faculty of Engineering, and Faculty of Medicines. It is because of the great support from both faculty and the university. The support realized in some infrastructure and cooperation network facilities. The cooperation is done by international office, the faculty, and the university. There are some goals of the cooperation, such as a curriculum betterment and students accommodation both in domestic and abroad, an improvement, continuance, and advancement of MoU and LoA. Besides, they also communicate and do a visitation to certain agencies about the internship and socialization with university partners, and also organize public lecture and guest lecture in university partners.

Although the implementation of the international class in FEB has been fairly good, there are some complaints from the students. They complain about the lecturers, tutors, secretariat staffs, and also the facilities, but all of them can be handled well. One of the academic complaints is about the exam equation of the regular and international class. Regular students have an objection about the international standard. Because of that, the coordinators of international class make an equal syllabus and coordinate with both the international and regular class lecturers to make same quality of the subject.
The English mastery of international class lecturers is not same. Some of them are fluent, and some of them are not. Therefore, a policy is taken to give priority to a lecturer who has good mastery in English to teach in international class. The ability of the human resources of the lecturers is still limited. Because of that, the organizer makes a program to increase the lecturers’ ability in the language. The other complaint is about the internet that is often in trouble and unwell air conditioner. It gets a positive response from the organizer. In general, the students feel comfortable with the physical facilities given by the university, for year by year, the university does betterment and facility increment.

The international class graduates have a better quality than the regular ones. Although, there has not been a complete survey yet, the organizer explained that many students who have not graduated yet (in the last semester) were asked by foreign company to a consultant and work in State Owned Enterprises after they graduated (An interview with the Head of International Class Faculty of Economics and Business, 23 Mei 2017). Some of them were as entrepreneurs continuing the family company. They could be young entrepreneurs because they came from a capable family in its economy.

DISCUSSION
From both data of the implementation of the international class in Semarang State University and Indonesia University, there is no conspicuous difference between them. Both of them have the competence to implement the international class. The difference is Indonesia University starts early than Semarang State University, so the things like lecturers, students, facilities, and cooperation with university partners are more excellent. It is supported with the status of Indonesia University as State University Corporation which allows it to look for and manage the budget. It has positive implication towards lecturers quality and facilities enhancement which supports teaching process and research. The position of Indonesia University in the list of world-class university convinces the trust of university partners to cooperate with. Thus the international class develops well by itself.

Internationalization in world-class university is defined as developing a vision to global scale (Jakoboski and Glidden, 2008). By doing an internationalization, both Semarang State University or Indonesia University has a role in economics, social, and politics changing that implicate to the enhancement of knowledge-based global economy (University of Oxford, 2015).

Either Semarang State University or Indonesia University, having a supportive implementation of international class or influenced by a status of world-class university, they have to preserve their academic dignity by giving freedom to lecturers, professors, and students to control the academic life (Altbach, 2004) The important thing is that a target to be a world-class university status does not reduce the role of the university to be a commodity that trade on selling and buying practices, so it precludes the role of the university to increase the social advancement of the society. Nonetheless, by internationalization program, a world-class university is expected to contribute skillful and educated workers needed by a global economy which does not trade on agriculture sector but orientates on the knowledge-based economy as an impact of science and technology advancement (FICC, 2014). Knowledge is suspected as an important factor in developing the economy in 21 century (Saint, Hartnett, and Strassner, 2003)

An international class needs big funding to contribute to the target of Semarang State University to be in big 700 universities in the world. A strategy to support the university to be a world-class university is making a research to the prior base of the university. As Altbach (2011) studied that for being a world-class university, it has to become a research university for through research, it will get a right of an intellectual, invention, and innovation which all of them have market value.

A program study which implemented international class must have partnered with popular universities overseas to be recognized internationally. The National University of Singapore is the real example. It is known as the best university in Asia because it has partners overseas. For example, it cooperates with
The culture of a research-based activity developed by the university and also the cooperation with famous universities in the world are expected to support the enhancement of the quality of the implementation of the international class conducted by universities in Indonesia especially Semarang State University which got a move on a world-class university.

CLOSING

1. Conclusion

From the result of study and findings, it can be concluded as follows.

First, the implementation of international class in eight studies program in Semarang State University run well, although there are some obstacles and restrictiveness such as few lecturers who master English well, some of the students have not mastered English yet, the facilities and language laboratory that also have not supported the success of its implementation yet.

Second, the implementation of international class in Faculty of Economics and Business Indonesia University can be the best practice for the implementation of international class in Semarang State University especially in term of the student recruitment system, the facilities in the classroom, practice room, discussion room, and the representative room of international class and the partnerships that have been built and developed.

2. Suggestion

From the result and finding of the research, it is suggested that to make the quality of international class in UNNES better, they need betterment and improvement towards the things as follows:

1. The student recruitment system of the international class is integrated with the independent selection of Semarang State University by providing different requirements from the regular line.

2. The curriculum of the program study which organizes an international class in Semarang State University needs to be re-observed and adjusted with the development and the users’ need, especially in accommodating those who want to take the double degree program and student exchange.

3. The lecturers and students need to improve their English mastery, especially in speaking and writing aspects.

4. It needs a procurement of language laboratory for a program study which implements an international class in Semarang State University that has not had it yet.

ACKNOWLEDGEMENTS

The authors would like to acknowledge the Research Institut and Community Service, Semarang State University that have funded this research.

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