



Curriculum Development Management of International Class Program (ICP) in Islamic Higher Education in Indonesia

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Findings: This study demonstrated how curriculum management, planning, organization, implementation, and evaluation directly and positively impact the curriculum standard for ICP. Additionally, it was determined that the ICP curriculum for Indonesia's higher education should be controlled at a different level with appropriate checks and balances. **Research limitations/implications:** This work is exceptional both theoretically and practically. This study adds major new linkages to the literature on curriculum standards. The practical path forward for ICP to develop the curriculum is also highlighted. **Originality/value:** This study is founded on a novel idea because past studies in the literature hardly ever covered the management of international students' curriculums following ICP.

ABSTRACT

Purpose: Purpose: This study intends to learn how the International Class Program (ICP) at Institute Agama Islam Negeri (IAIN) Salatiga manages the creation of its curricula. It is anticipated that its findings will also apply to other academic institutions. **Design/methodology/approach:** Descriptive research like this is regarded as primary data for presenting empirical support for study conclusions. Data is gathered using a questionnaire with a rating system.

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1. Introduction

The process of globalization has now effectively incorporated higher education (Aksoy, 2020). According to Aslan and Aybek (2020), higher education demands a broader internationalization encompassing all of its functions and not just some of its dimensions or characteristics (Li, Kuang, & Liang, 2020). This presents the opportunity for creating a conceptual framework-based worldwide education management model that integrates the components of higher education (Dempsey, Doyle, & Looney, 2021). Therefore, education becomes a turning point in the growth and development of the knowledge economy, which is the transition from a focus on physical labor to a focus on mental labor (Lavonen, 2020). English and Arabic are used to teach in the International Class Program (ICP), developed by the State Institute for Islamic Studies (IAIN) Salatiga as one of Indonesia's top universities. The graduates should use these two foreign languages to ensure they are ready for global competition (Gleeson, Klenowski, & Looney, 2020). The initial goal of the ICP at IAIN Salatiga is to generate graduates with strong intellectual capacities and creative spirits (Cheung, 2020).

The supplemental classes offered by the ICP fulfill the faculty's regular-based program (Saputra, 2021; Shi et al., 2022). The ICP at IAIN Salatiga is a cross-study-based program where students study at least a combination of three study programs: Islamic Religious Education (PAI), English Education (TBI), and Arabic Education. This is in contrast to regular classes whose competence is focused only on the majors or study programs taken (PBA). They are also given access to courses in the arts and skill-based training, such as traditional dance and theatre. Therefore, the ICP promotes students to become qualified graduates who excel in their fields of study, are fluent in other languages, and are knowledgeable in various cultures. In this regard, adding foreign courses to university curricula adds value to efforts to produce a generation with local and global knowledge. No matter how lofty the goal is, if it is not carefully planned, it will not be accomplished (Aksoy, 2020; Prest et al., 2021; Selen Çimen, 2022).

However, according to a PISA (Program for International Student Assessment) report, Indonesia's education is ranked 72 out of 77 nations. In other words, Indonesia's education is not managed effectively enough to accomplish the stated goals, according to education observer Budi Trikorayanto. Education management is an activity that comprises educational planning and execution tasks, according to Li et al. (2020). To best fulfill the objectives of education, educational administration seeks to make it easier for educational activities to be implemented and to put them according to their sections (Cheung, 2020; Chong, 2020; Elbay, 2020). Achievements need to be achieved in several management-related areas of education, including personnel, costs, methods, tools, infrastructure, educational processes, and learning design for graduate retention (Dempsey et al., 2021). It is anticipated that educational management will be able to accomplish the objectives of education itself in addition to the sustainability and balance of the implementation of these diverse components (Coulter et al., 2020; Gray, 2020; Mellizo, 2020).

According to the mentioned above, there is a disconnect between ICP and its administration concerning curriculum management. It drew scholars to IAIN Salatiga's ICP's management of curriculum creation in-depth. Researchers hope to learn how to manage curriculum development for the ICP at IAIN Salatiga through this study, which is believed to apply to other colleges. This study is significant since few earlier studies in the

literature addressed how to administer the curriculum for overseas students following ICP. As the literature is improved and a practical path ahead for ICP is offered, this study also excels from theoretical and practical viewpoints. The researchers advised other academics on how to improve the design of this study for future literary contributions.

2. Review of Literature

To regulate and manage the curriculum to accomplish its planned goals, curriculum management is a collaborative, all-encompassing, organized, and systemic process. School-Based Management (MBS) effectively manages resources to achieve goals that give schools greater autonomy and encourage direct participation in decision-making from all school community members, including principals, teachers, students, parents, and the community. It is implemented in every school in Indonesia (Gleeson et al., 2020). The government has allowed institutions some latitude in administering the curriculum autonomously by prioritizing the needs and goals for fulfilling the vision and mission of educational institutions while still keeping in mind the established national regulations. The curriculum plays a significant role in education since it addresses all tactical issues. According to research done by Saputra (2021), the role of the curriculum in higher education is crucial for offering students high-quality, pertinent educational services and activities. An integrative approach to curriculum development as a source of relevant, timely, and complete knowledge management in higher education institutions is required when designing an education curriculum management. It needs remarkable management to support the achievement of learning objectives and make the learning process more effective and efficient. In this way, managing the curriculum involves not just one procedure but a number of interconnected ones that are carried out cooperatively to raise educational standards. The success of an educational program is also determined by several essential factors, according to Aksoy (2020).

Additionally, it highlights the importance of student development and productivity and the process of student-centred learning. The curriculum management process includes several scopes of curriculum management, including planning, organizing, implementing, and evaluating activities that aim to teach and learning activities to be carried out properly in accordance with the usefulness and benefits in the world of education. This helps ensure that the curriculum is on target and facilitates learning (Cheung, 2020).

There are two key components to the curriculum planning process: an administrative approach and a grassroots approach (Elbay, 2020). The administrative approach entails creating a curriculum distributed to the organization under management to reach the teaching personnel. In other words, it starts with the administrators and works its way down. On the other hand, the grassroots approach is the antithesis of the administrative approach, where employees at all levels, even those at the lowest, such as teaching staff, collaborate to develop the greatest curriculum possible to raise the education standard. For the teaching and learning processes to be effective and efficient and for the students to fully fulfill the learning objectives, curriculum organization is a pattern or design of curriculum materials. According to Chong (2020), several aspects of the curriculum organization, including the scope and sequence of the teaching materials, the curriculum continuity related to the content of the learning materials, the balance of the lesson materials, and the necessary time allocation, need to be emphasized.

There were two phases to the curriculum implementation: classroom and curriculum implementation at the school level (Lim et al., 2020). At the school level, the principals are responsible for carrying out curriculum-related tasks, such as creating annual activity plans, program/unit implementation plans, scheduling activity implementation, setting up educational equipment, performing guidance and counselling tasks, and organizing initiatives to raise teacher quality. The instructor or lecturer is responsible for carrying out class activities in the classroom, such as the teaching and learning process, setting up the implementation of filling out personal report books, carrying out extracurricular activities, and carrying out final stage assessment activities. A comprehensive analysis of the adopted curriculum's advantages, applicability, efficacy, and efficiency is known as curriculum evaluation (Elmas et al., 2020). It addresses the entire curriculum management evaluation and specific curriculum elements such as objectives, content, or learning methods in the applied curriculum. It guides decision-making regarding the need for proactive changes to the current curriculum or comprehensive adjustments to the new curriculum. The purpose of curriculum evaluation is to determine the degree to which the educational objectives are met through the concerning curriculum.

The education system needs to improve to keep up with the fast-paced development of time. By this time, education is no longer considered the only factor in success. The Indonesian National Qualifications Framework (KKNI) was started because the government saw the need for progress in educational institutions through a partnership with other sectors. The long road to the KKNI's creation began with initiatives to improve Indonesia's human resources, particularly in education and training. In terms of the national education system, the national job training system, and the national learning outcomes evaluation system, KKNI is the embodiment of the quality and identity of the Indonesian country. It is owned by Indonesia to develop quality and productive national human resources (Usher, 2020). The Indonesian National Qualifications Framework referred to as KKNI from here on out, is a competency qualification rating framework that can compare, balance, and integrate the education, job training, and work experience sectors and provide recognition of work competence following the work structures in various sectors.

On the other hand, the curriculum is a collection of plans and agreements covering assessments, methods, study materials, and graduate learning outcomes that guide the implementation of study programs. As a result, the KKNI established by the government should coordinate with the curriculum established in the school sector. The government has adopted Pioneer International Standard Schools since the passage of Law Number 20 of 2003 on the National Education System and Government Regulation No. 19 of 2005 on National Education Standards (RSBI).

"Schools that have met all National Education Standards and are enriched by referring to the educational standards of one of the member countries of the Organization for Economic Cooperation and Development (OECD) and/or other developed countries that have certain advantages in the field of education so that they have competitiveness in international forums" are the Pioneer International Standard Schools. The International Class Program implements a KKNI-based curriculum that adheres to the Guidelines for Organizing International Classes at the Ganesha University of Education in Bali in 2020. The entire learning experience that students will receive is based on the graduate

competency standards and content standards that follow the Indonesian national qualification framework and enhanced by student learning experiences in developed countries and/or abroad, including the student's autonomy in selecting a learning experience that is thought to strengthen their competences. This curriculum is referred to as the international standard KKNi-based curriculum. The above International Standard School formulation is summarized in several main points (Gray, 2020). To start, all National Education Standards have been met by schools following Government Regulation No. 19 of 2005. Second, schools are enriched by using educational standards from OECD members and/or other developed nations that have specific benefits in the field of education and may be implemented through adaptation and/or adoption. Third, International Standard Schools graduates can compete in global settings.

Given the circumstances, the educational institution should produce further documentation to guarantee the caliber of graduates. In this way, the educational institution has a diploma supplement known as Surat Keterangan Pendamping Ijazah in Bahasa to go along with graduates' degree certificates (SKPI). It is a formal document provided by a school that details the academic accomplishments or credentials of graduates with a higher education degree and is governed by the Ministerial Decree of Education and Culture No. 81 of 2014. (Coulter et al., 2020). Graduate qualifications are presented in a standard manner that is simple to understand by the general public and takes the form of a descriptive narrative that details the learning accomplishment of graduates at the appropriate KKNi level. A diploma supplement is not an academic transcript or a replacement for a degree certificate. The Diploma Supplement does not guarantee recognition for the bearer immediately, but it does demonstrate that the holder has met a particular standard based on KKNi. According to the relevant rules and regulations, it is issued by a higher education institution qualified to do so. It is, in part, only given out if a student has been formally declared to have completed a study program by a higher education institution. A particular piece of paper (barcode/hologram security paper) with the Higher Education logo is used to print the Diploma Supplement, which is available in Indonesian and English.

H1: Curriculum management has a direct impact on curriculum standards.

H2: Curriculum planning has a direct impact on curriculum standards.

H3: Curriculum organization has a direct impact on curriculum standards.

H4: Curriculum implementation has a direct impact on curriculum standards.

H5: Curriculum evaluation has a direct impact on curriculum standards.

3. Methodology

The "quantitative data" used in this study was gathered from representatives of Indonesian higher education institutions' curriculum planning departments. The researchers used the responses to a "rating scale" to quantify this data. The questionnaire's items were "adapted" from earlier research. Jones and Jones's (2005) five curriculum management items were modified to measure their direct influence on curriculum standards in the context of ICP. Similarly, 6 curriculum planning items are modified from Meier et al. (2005) to assess their direct influence on curricular standards inside ICP. Thirdly, to determine the direct impact of curriculum structure on curriculum standards within the context of ICP, four elements for curriculum organization are taken from

Cheung and Wong (2011). To quantify its direct impact on curricular standards in the context of ICP, Brown (2008) provided 5 elements for curriculum implementation.

The model of curriculum standards developed by this research is presented in Figure 1.

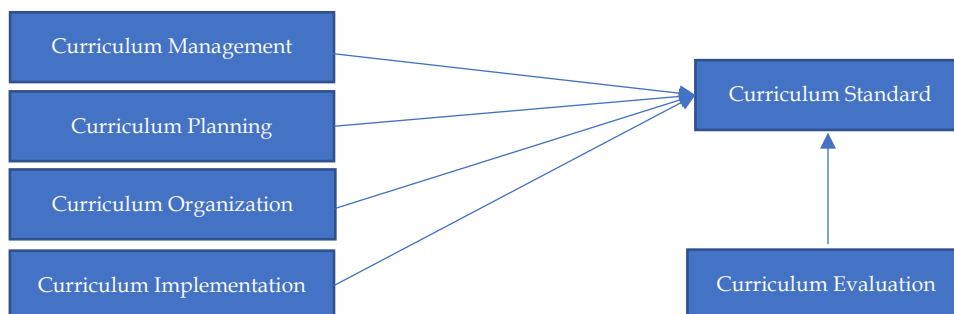


Figure 1. Research Framework

Additionally, Gardner et al. (2008) provided 5 curriculum evaluation questions that were modified to measure the curriculum's direct influence on curriculum standards in the context of ICP. To determine its relationship with curriculum management, planning, organization, implementation, and evaluation, six items for the curriculum standard are modified from Chen et al. (2020). Additionally, "Smart PLS 3.0" was employed for data analysis in this study. We contacted them to obtain the respondents' responses and accepted their verbal agreement. In addition, 221 responses were gathered to assess this study's data.

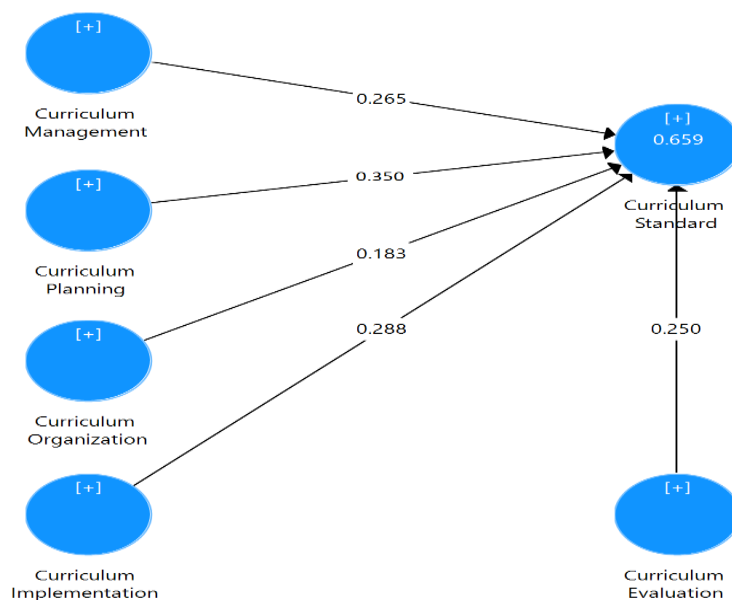


Figure 2. Measurement Model

4. Findings

Alarcón, Sánchez, and De Olavide (2015) support the use of "Factor loadings (FL)," "Cronbach's alpha (α)," "composite reliability (CR)," and "average variance extracted (AVE)" in this study for convergent validity. FL "shows how well an item represents the underlying construct, and it must be over 0.70," claim Babbie, Wagner III, and Zaino (2022). "Cronbach's alpha ($\alpha > 0.70$) is a measure of internal consistency, that is, how closely related a set of items are when taken as a whole," claim Tavakol and Dennick (2011). It is regarded as a gauge of scale dependability. Raykov (1997) also showed that "composite reliability (CR > 0.70) is a measure of internal consistency in scale items, much like Cronbach's alpha" Similarly, average variance extracted (AVE > 0.50) is a measure of the amount of variation that is captured by a construct concerning the amount of variance attributable to measurement error, according to dos Santos and Cirillo (2021). These are all significantly attained factors, and Table 1's "convergent validity" results show this.

Table 1

Convergent Validity

Variables	Indicators	FL	α	CR	AVE
Curriculum Evaluation	CE1	0.871	0.846	0.890	0.583
	CE2	0.838			
	CE3	0.896			
	CE4	0.773			
	CE5	0.775			
	CE6	0.640			
Curriculum Implementation	CI1	0.814	0.921	0.940	0.760
	CI2	0.900			
	CI3	0.880			
	CI4	0.866			
	CI5	0.896			
Curriculum Management	CM1	0.684	0.823	0.876	0.589
	CM2	0.679			
	CM3	0.842			
	CM4	0.862			
	CM5	0.750			
Curriculum Organization	CO1	0.883	0.895	0.927	0.760
	CO2	0.875			
	CO3	0.853			
	CO4	0.875			
Curriculum Planning	CP1	0.647	0.842	0.884	0.562
	CP2	0.734			
	CP3	0.648			
	CP4	0.821			
	CP5	0.825			
	CP6	0.799			
Curriculum Standard	CS1	0.604	0.727	0.819	0.576
	CS2	0.818			
	CS3	0.618			
	CS4	0.846			
	CS5	0.821			
	CS6	0.805			

This research determined the "discriminant validity" after the "validity" test. Discriminant validity "tests whether concepts or measurements that are not supposed to

be related are unrelated," according to [Ab Hamid, Sami, and Sidek \(2017\)](#). Heteritrait-Monotrait (HTMT) is a measure of similarity between latent variables, according to [Alarcón et al. \(2015\)](#). "The threshold of HTMT is debatable; most publications recommend value should be below 0.90," [Gold, Malhotra, and Segars \(2001\)](#) stated. Table 2 reports the research's "discriminant validity" findings.

Table 2

HTMT

	Curriculum Evaluation	Curriculum Implementation	Curriculum Management	Curriculum Organization	Curriculum Planning	Curriculum Standard
Curriculum Evaluation						
Curriculum Implementation	0.754					
Curriculum Management	0.725	0.644				
Curriculum Organization	0.706	0.660	0.773			
Curriculum Planning	0.701	0.625	0.817	0.838		
Curriculum Standard	0.698	0.572	0.832	0.777	0.765	

Last but not least, the study used Chin's recommended criteria of " $t > 1.96$ and $p < 0.05$ " to examine the hypotheses (1998). The study showed that curriculum management directly and significantly affects curriculum standards. According to the study, curriculum planning directly and significantly affects curriculum standards. The study showed that how a program is organized directly affects how well it meets standards. The study also found that the standard for curriculum has a direct, considerable impact on how the curriculum is implemented. Finally, the study found that curriculum evaluation directly and significantly impacts the curriculum standard. The results are shown in Table 3. In Figure 3, the structural model is highlighted.

Table 3

Direct Path

Direct Path	Original Sample	Standard Deviation	T Statistics	P Values
Curriculum Management -> Curriculum Standard	0.265	0.056	4.777	0.000
Curriculum Planning -> Curriculum Standard	0.350	0.066	5.303	0.000
Curriculum Organization -> Curriculum Standard	0.183	0.069	2.659	0.008
Curriculum Implementation -> Curriculum Standard	0.288	0.062	4.629	0.000
Curriculum Evaluation -> Curriculum Standard	0.250	0.078	3.227	0.001

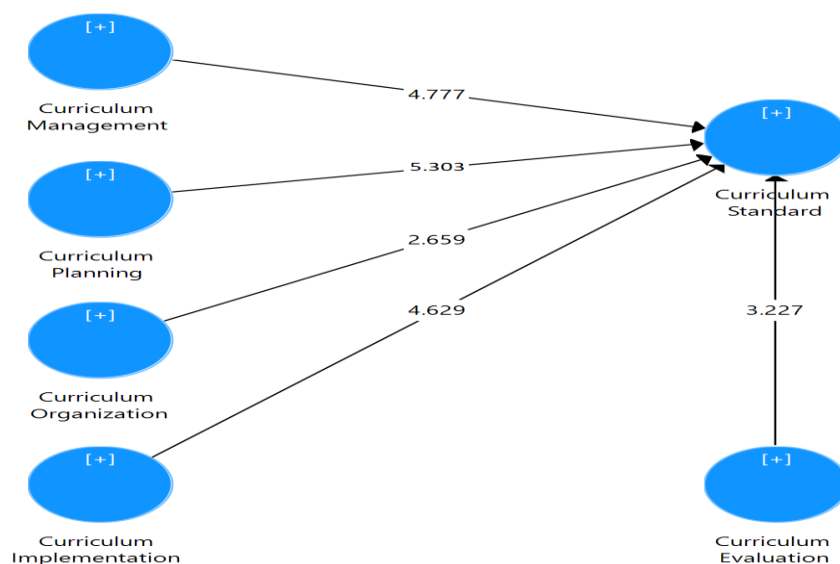


Figure 3. Structural Model

5. Discussion

The paradigm put out by several professionals, namely Ralph Tyler, Hilda Taba, and D.K. Wheeler, is not used in ICP for curriculum management. The ICP model, however, aligns its goals and objectives with the need for graduates to be hired by the market. This is consistent with the effective and efficient use of human resources and other available resources to accomplish a certain goal (Mellizo, 2020). The ICP's benefits can be seen in its emphasis on memorization of the Qur'an, enhancement of foreign languages through TOEFL, IELTS, and Khitobah training, expansion of knowledge of Indonesian culture, particularly Javanese culture, such as dance, gamelan, and multilingual drama, and career development through activities like teaching Indonesian for Foreign Speakers (BIPA) and Exchange Orientation. In a strict sense, management refers to a school's organizational structure, which encompasses program design, program implementation, the principal or other leadership, supervision, assessment, and information technology in schools (Yang & Li, 2022). The ICP seeks to develop alumni who will lead society as devout and morally upright individuals. As a result, the plan to accomplish this objective is to take 148 credits of standard coursework from each study program and 36 credits of KKI coursework in subjects including the Qur'an, language, arts and culture, and career development.

Students in the ICP benefit from the social skills of the student organizations to develop their communication and teamwork skills. Then, at the boarding home, students pursue independent study. For students to participate in lectures comfortably and have time for self-development and social skills through organizations and daily academic activities, it is necessary to add additional courses to the curriculum and calculate the maximum credit that can still be allowed. However, one of the challenges in controlling curriculum development in the ICP is the limited human resources in managing and monitoring

sometimes. Therefore, initiatives are required to achieve curriculum development management aligned with the ICP's vision, mission, and objectives. Every month, the program's director has open hearings with all students to discuss overcoming the challenges. The director can change the management so that the program operates smoothly by paying attention to their concerns and opinions regarding the KKI program's implementation. In addition, the director schedules monthly meetings with stakeholder groups, lecturers, or student organizations to assess the program's effectiveness and identify areas for improvement. By doing this, the ICP program is anticipated to have complete support from the professors and institute to create graduates of high caliber.

Therefore, the ICP curriculum management is a set-up of a faculty program to develop student competencies drawn from regular programs and study program courses as a guide for curriculum development, added by the multilingual and cultural curriculum, so that graduates have the edge over competitors internationally. The ICP offers a variety of excellent learning opportunities, including memorizing the Qur'an, developing foreign language skills through TOEFL, IELTS, and Khitobah training, expanding knowledge of Indonesian culture, particularly Javanese cultures, such as dance, gamelan, and bilingual drama, and career development opportunities like teaching Indonesian for Foreign Speakers (BIPA) and Exchange Orientation, which all support the vision and mission of the program.

Planning for the ICP curriculum is modified to meet the needs of the pupils. It is set up to make it easier for students to get college scholarships and participate in student exchanges as a place for self-actualization, network building, learning about other cultures, and exposure to language skills. The planning, organizing, directing, and controlling steps of the ICP's management process are similar to those in [Hartono et al. \(2022\)](#). The institute's guidelines structure the curriculum to enable timely implementation. The vision and mission of the guidebook are utilized to adapt the standards used in the organization of the ICP curriculum to the competency requirements. To implement learning activities in ICP, there is also a Guidebook for implementing the Education and Boarding House Curriculum. However, for the manual to continue to be useful through generations, it must be periodically assessed for relevance, with supervision occurring every two years and evaluation ensuing every five years. The Islamic Religious Education (PAI), English Education (TBI), and Arabic Education (PBA) majors make up the cross-study program known as the ICP. Each major has its own set of coursework.

They learn their respective majors in the normal courses. Institute courses, faculty, and major courses make up the Education and Teacher Training Faculty's (FTIK) program at IAIN Salatiga. Each department at FTIK continues to offer the same institution and faculty courses; the group of major curricula differs. These classes include courses on interpersonal development (MPK), scientific and technical skills (MKK), craft skills (MKB), creative behavior (MPB), and community life (MBB). The courses mentioned above are included in the ICP, FTIK's flagship program. The courses' groups are then arranged according to the program's needs, vision, mission, and goals. There are 36 credits from ICP courses in the Qur'an, language, arts and culture, and career development, and 148 credits from each major. The ICP also offers a homestead or boarding school curriculum, where the learning is done at the ICP dormitory, in addition to the curriculum expressed in majors and courses given every day in class. To achieve the integration program of knowledge, charity, morals,

creativity, and professionalism, the dormitory for the International Class Program is a key component of the Faculty of Education and Teacher Training in IAIN Salatiga's great design.

The student housing is a labor unit expected to help IAIN Salatiga produce knowledgeable, inventive, productive, and ethical students. Although this dormitory program does not grant a particular degree, it is vital to raise the academic standing of IAIN Salatiga's ICP of FTIK graduates (Pabbajah et al., 2020). To read foreign literature while attending lectures at their respective institutions, this program aims to create a learning environment and learning process that encourages students to enhance their potential for proficiency in Arabic and English actively. In contrast to the faculty curriculum, the dormitory curriculum broadens the curriculum to include more non-academic subjects. These include Islamic studies (MPK), linguistic studies (KK), self- and artistic skill studies (KKK), and character behavior studies (MPB), among others (Aslan & Aybek, 2020). Additionally, the cross-major curriculum, in which students are majoring in PAI study the PBA and TBI majors or vice versa, is included in the enrichment course for the ICP curriculum.

The benefits of extracurricular activities for students in all study fields can be used to meet a variety of requirements, including academic ones like fieldwork abroad and non-academic ones like fostering a sense of community. It is clear from the explanation above that the ICP curriculum's implementation combines the fields of education, job training, and work experience to recognize work competencies following the organization of work in different sectors as per the Indonesian National Qualifications Framework (KKNI). It is demonstrated by the distribution of courses pertaining to the teaching profession, supported by microteaching as a method of training and Professional Development Practicum, which has been conducted nationally and internationally, including in MAN 2 Kudus, MAN Kendal, and MAN 1 Surakarta.

The ICP also employs two ways to improve the educational standards used in the program to conform with worldwide standards, which need to be further examined. The first step is an adaptation, which entails changing some parts already in the National Education Standards in light of other industrialized nations with specific advantages in the field of education. This is accomplished by changing how the courses are distributed across the majors in the hopes that students from the PAI major would also have a foundational understanding of English and Arabic education and vice versa. The second is adoption, which is the addition of aspects that are missing from the National Education Standards by drawing on those of other industrialized nations whose educational standards have particular advantages. This is accomplished by introducing dance and theatre classes that are not part of the traditional PAI, PBA, and TBI curricula. For graduates to not only be able to represent a person of high intelligence but also to be aware of the culture and maintain it, the addition of this course is expected to equip students with performing skills and cultural understanding. The ICP Management noted that it must be valued given the cross-major subjects the students mastered. Thus each graduate will be issued a certificate certifying that they have successfully finished the ICP.

It is envisaged that this certificate will help these students become more valuable and demonstrate their skills. The facts, however, revealed that despite the certificate being

issued by the ICP Director, it is of no real value. It seems appropriate that the hard work of ICP students should be more highly valued than a certificate, given the level of learning they experience with credit loads that exceed conventional classrooms. Therefore, following Permendikbud No. 81 of 2014, KKNI advises that each graduate student be given a Diploma Supplementary Certificate (SKPI) or Diploma Supplement, which is an official statement in the form of a descriptive narrative issued by a university and contains details about the academic accomplishments or credentials of a graduate with a higher education degree. A diploma supplement is not an academic transcript or a replacement for a degree certificate.

Additionally, it does not automatically guarantee that the holder is acknowledged. It is only awarded if a student has been declared to have officially completed a major by a higher education institution. It is issued by a higher education institution authorized to do so in line with applicable rules and regulations. A particular piece of paper (barcode/hologram security paper) with the Higher Education emblem is used to print the diploma supplement, which is available in Indonesian and English. As a result, if ICP graduates receive a Diploma Supplement, they will be in a better bargaining position for their future academic and professional endeavors.

To provide students with a greater appreciation and recognition for their work in this flagship program, the ICP management might consider including Diploma Supplement as one of their rewards for academic success. Thus, evaluation becomes crucial to managing the curriculum and guiding its growth. The Director of ICP and the Dean are involved in the evaluation process of the ICP curriculum, where they discuss and explain what is already adequate and what needs to be improved in ICP. The evaluation results will be applied to the new batch of ICP students after the curriculum has been evaluated and approved. However, the success and appropriateness of the newly established curriculum management will be regularly assessed. The ICP curriculum is being implemented using various inputs to achieve effectiveness and efficiency. The program is continually being improved to make it better to achieve better development. Every two years, the implementation of the curriculum is supervised, and every five years, it is evaluated. The challenge with adopting the ICP curriculum is the lack of adequate infrastructure and instructional materials if you want to maximize and atomize technology. Dempsey et al. assert that supervision and evaluation of education is a manifestation of educational success that can be developed for better planning in the future is supported by research.

6. Theoretical and Practical Implications

This research investigation theoretically furthers the model of curriculum standards. Therefore it adds to our understanding. It is now known that curriculum management directly and considerably impacts curriculum standards; nevertheless, the prior study did not address this newly established relationship. Second, it is now known that curriculum preparation has a direct and considerable impact on curricular standards; the prior study did not address this newly discovered relationship. Thirdly, it is now known that curriculum organization significantly and directly influences curricular standards; the previous study did not address this recently found relationship. Additionally, it is known that curriculum implementation now substantially impacts the curriculum standard; however, the prior study did not address this newly discovered relationship. Finally, it

should be noted that the previous study did not consider that curriculum evaluation has a direct and considerable impact on curriculum standards.

Students in the ICP benefit from the social skills of the student organizations in a practical way to develop their communication and teamwork abilities. Then, at the ICP dorm, students study on their own. According to the KKI program's vision and mission, additional courses are required for the curriculum. The maximum credit load that can be tolerated must be determined for students to attend lectures comfortably and have time for self- and social-skills development outside of their regular academic responsibilities. The curriculum at the ICP at IAIN Salatiga is tailored to the needs of the students and KKNI, and it serves as a platform for students to establish their networks, learn about other cultures, practice their language skills, and apply for college scholarships and student exchanges. The ICP Director uses the KKNI modification and adoption of the courses when developing the curriculum for the International Class to help students assimilate information as much as possible. Additionally, the institute must provide a Certificate of Companion Diploma (SKPI) or Diploma Supplement in the form of a descriptive narrative to strengthen the negotiating position of KKI Program graduates.

7. Future Directions

The fascinating results of this study reveal that curriculum administration, curriculum planning, curriculum organization, curriculum execution, and curriculum evaluation have a direct and favorable impact on the curriculum standard for ICP. Additionally, it was determined that the ICP curriculum should be controlled in stages with appropriate checks and balances for Indonesian higher education. However, the other mediating and moderating elements in this research have not been considered. Scholars are advised to explore the relationship between curriculum standards and curriculum administration, planning, organization, implementation, and evaluation under the moderating influence of government curriculum policies in light of this research model's findings. It is also advised that researchers look at how curriculum standards relate to management, planning, organization, implementation, and assessment of the curriculum and the mediating role of national curriculum policy. Scholars can add substantial new knowledge by implementing these suggestions.

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