



Evaluation of the Implementation of the International Credit Transfer Program of Makassar State University

Izzul Kiram Suardi^{1*}; Arnidah²; Abdul Haling³

^{1,2,3}Educational Technology, Universitas Negeri Makassar, Indonesia

^{1*}Corresponding Email: izzulkiram104@gmail.com, Phone Number : 0811 xxxx xxx

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Abstract: In 2021, Universitas Negeri Makassar (UNM) first became one of the universities participating in the International Credit Transfer Program (ICT) and made Universiti Kebangsaan Malaysia (UKM) one of the partner universities. Thus, this study aims to evaluate the implementation of ICT held online by UNM for one semester. The evaluation model used in this study is an illuminative evaluation model that focuses on qualitative data collection using observation, interview, and document review methods. The results showed that the implementation of ICT by UNM went quite well. This is evidenced by the achievement of the goals of the ICT program for universities and students. In addition, this program motivates students to take part in other international programs participated in by UNM and organized by the government. However, there are some problems encountered by UNM and students during the program. Such as communication problems of the committee and participants, to administrative problems. In conclusion, ICT is incredibly good to be followed again by UNM, seeing the magnitude of the impact and enthusiasm of the students. However, improvements to the administrative and communication systems must be completed first before returning to participate in the following years.

Abstrak: Pada tahun 2021, Universitas Negeri Makassar (UNM) secara perdana menjadi salah satu perguruan tinggi yang turut mengikuti Program Transfer Kredit Internasional (ICT) dan menjadikan Universiti Kebangsaan Malaysia (UKM) sebagai salah satu perguruan tinggi mitra. Dengan demikian, penelitian ini bertujuan mengevaluasi pelaksanaan ICT yang diselenggarakan secara daring oleh UNM selama satu semester. Model evaluasi yang digunakan pada penelitian ini adalah model evaluasi iluminatif yang berfokus pada pengumpulan data secara kualitatif dengan menggunakan metode observasi, wawancara, dan peninjauan dokumen. Hasil penelitian menunjukkan bahwa pelaksanaan ICT oleh UNM berjalan cukup baik. Hal ini dibuktikan dengan tercapainya tujuan-tujuan dari program ICT untuk perguruan tinggi dan mahasiswa. Selain itu, program ini memberikan motivasi bagi mahasiswa dalam mengikuti program-program internasional lainnya yang diikuti oleh UNM maupun yang diselenggarakan oleh pemerintah. Namun, terdapat beberapa masalah yang ditemui oleh pihak UNM dan mahasiswa selama program berlangsung. Seperti masalah komunikasi panitia dan peserta, hingga permasalahan administrasi. Sebagai kesimpulan, ICT sangat baik untuk diikuti kembali oleh UNM, melihat besarnya dampak dan antusiasme para mahasiswa. Namun, perbaikan sistem administrasi dan komunikasi menjadi hal yang harus diselesaikan terlebih dahulu sebelum kembali berpartisipasi di tahun-tahun selanjutnya.

A. Introduction

Education is one of the basic needs of human life in addition to clothing, food, and shelter. Through education, a person can learn various basic things in life such as reading, writing, and arithmetic, until later begins to learn more complicated things. Education is a process of educating, which is a process to influence students to be able to adjust as well as possible in their environment so that it will cause changes in themselves (Nurhikmah, 2018). Education can also be interpreted as activities that can be conducted anywhere and anytime to develop understanding, knowledge, care, and mutual respect (Chazan, 2022). In a broad sense, it can be interpreted as a process with certain methods so that someone gains knowledge, understanding, and ways of behaving according to needs.

Out-of-class education is one of the education models currently the government's focus. From the early childhood education level to the higher education level. One of the national figures, namely Ki Hajar Dewantara once emphasized that education outside the classroom (close to the community) is very important in developing the character of the younger generation in Indonesia, this is believed to be able to give birth to generations who understand and are sensitive to the conditions of the surrounding community (Wiryopranoto et al., 2017). This opinion is supported by various recent studies that also call the learning model with the concept of 'outside the classroom' one of the more effective learning models for students and educators in receiving and delivering material, one of the reasons is that a wider and natural learning environment makes students more free to explore the surrounding environment and gives educators more creative options in delivering learning material (Chawla, 2015; Molyneux et al., 2023; Project Dirt, 2018).

'Outside the classroom' activities at the college level have been conducted for a long time and generally have also been run by universities in Indonesia. The programs in question are Student Exchange, KKN, and PPL. However, unfortunately, not all these activities are conducted in all universities in Indonesia. Student exchange activities, for example, where universities require large enough costs to be able to finance their students. This will certainly make the quota of students who can participate in student exchange activities at that time not much. In addition, internships also have the same problem. Not a few students have difficulty finding a suitable internship location because the campus itself does not have enough internship location partners. Some students must spend extra energy to find information on available internship vacancies to gain work experience. The risk is that information related to internship vacancies is very little and difficult to find, making students also vulnerable to becoming victims of fraud and exploitation of workers.

Therefore, In early 2020, the Ministry of Education and Culture issued four new policies regarding higher education which are summarized in the concept of Merdeka Belajar Kampus Merdeka commonly abbreviated as MBKM. This policy will certainly provide new experiences for students that have never been felt before. For example, by participating in off-campus learning, students can experience a new learning process that provides a separate experience for students. The program offers freedom and autonomy to educational institutions, free from bureaucratization, lecturers are freed from complicated

administration and students have wider opportunities to choose fields of study outside their university thus creating an innovative, unlimited, and student-centered learning culture (Hasim, 2020; Junaidi et al., 2020; Kholik et al., 2022; Marisa, 2021; Sopiensyah et al., 2022; Suwandi, 2020).

The presence of the MBKM program that brings fresh air to students can also be a place to get various new knowledge that can be a provision before entering the world of work (Sintiawati et al., 2022). This is also in line with the mission of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards in Article 18 Paragraph (1) which regulates the obligation to follow the learning process outside the study program to meet some of the previously set learning periods and loads. The launch of the MBKM program is also a sign that there will be curriculum changes at the university level. We can see these changes through the structure of courses offered by several study programs in each semester. In 2022, one of the study programs at UNM, the Educational Technology Study Program, includes MBKM programs such as Kampus Mengajar (KM), Pertukaran Mahasiswa Merdeka (PMM), and MSIB into the list of courses that students can program. Of course, by making these programs as courses, they have their credit values. The presence of this policy is an effort to encourage students to gain various skills that are useful for entering the world of work in the industrial era of the 21st century and Society 5.0 (Kholik et al., 2022).

To support the MBKM program, especially in fulfilling students' rights to study outside study programs and/or universities, in 2018 the Ministry of Education and Culture through the Directorate of Learning and Student Affairs held an International Credit Transfer Program (ICT) as a form of effort to develop student competence and insight through collaboration between domestic and foreign universities. Through the ICT program, one of the benefits received by students after joining this program is the recognition of students' study load and academic scores obtained from partner universities abroad (Faiz et al., 2022). Not only students, but universities can also get various benefits when participating in ICT, such as establishing and improving cooperative relationships with international class universities, learning credit transfer models, and gaining new knowledge related to international-level administrative models (Dikti, 2021). The ICT program lasts for one semester, but specifically, the length of time the program takes place is based on the academic schedule of each university. Some universities that are partners in the ICT program start lectures in October, in contrast to Indonesia which generally starts lectures in August. So, universities in Indonesia that participate in the ICT program need to adjust the schedule so as not to cause problems.

Apart from the Indonesian Internasional Student Mobility Awards (IISMA), ICT is one of the international MBKM programs that UNM participates in, and 2021 is the first year that UNM participates in this program along with other universities that have been participating in the program for a long time. Just like other universities, UNM in ICT 2021 acts as a home university and collaborates with two universities from Malaysia, namely Universiti Kebangsaan Malaysia (UKM) and Kolej Universiti Poly-Tech Mara (KUPTM)

Malaysia. These two universities from Malaysia function as partner universities (host universities) in ICT. A total of ten students from UNM passed the selection stage and were officially able to take part in the learning process at two partner universities. Six students conduct lectures at UKM, and four students attend lectures at KUPTM for one semester at partner universities. Especially in 2021, the implementation of ICT was conducted online due to the COVID-19 pandemic, especially in the Southeast Asian region, which is still relatively high.

However, UNM's inaugural momentum in ICT requires more scrutiny. This is because the MBKM policy can have a considerable effect on universities, especially in the administrative sector and internal curriculum where grade conversion is sometimes something that needs special attention (Alfikalia et al., 2022). The implementation of this program certainly requires a lot of additional device assistance, starting from the study program level to the university level so that the implementation of the program can run well (Susetyo, 2020).

Several studies discuss ICT, both in terms of implementation to the effects given to students when participating in ICT. These researches include research by Kemal et al (2021) which discusses the use of online learning media during the implementation of ICT by STKIP PGRI West Sumatra, research on the perceptions of ICT participating students from Muhamadiyah University Cirebon about the benefits they get while participating in the ICT program (Faiz et al., 2022), and research on cultural differences and communication between Indonesian students participating in ICT at Tarlac Agriculture University in Philippines and local students (Alimuddin et al., 2023). Compared to other MBKM programs such as IISMA, PMM, MSIB, and KM, there is still little research related to the program. Researchers are worried that if the problem continues, the potential for the development of this program through the path of research and program evaluation will be smaller, even nonexistent.

Therefore, an evaluation of the implementation of International Credit Transfer (ICT) at UNM is needed as a form of assessment in participating in ICT activities, seeing the large benefits received by UNM and students, as well as later the results of this research will become a provision for UNM when it will take part in the ICT program again. In a broader aspect, the evaluation of this implementation can play a role in helping other universities in adding references in participating in ICT or the same program and can be a reference for the government, namely the Ministry of Education, Culture, Research, and Technology in developing student programs on an international scale.

B. Method

This research fully uses a qualitative approach. In addition, this study will focus on evaluating the implementation of the International Credit Transfer Program (ICT). The informants in this study consisted of five ICT participants from UNM, one PTKI UNM student companion, and members of the PTKI UNM implementation team. The research locations are Universiti Kebangsaan Malaysia and Makassar State University. Still, observations were made online for the location of Universiti Kebangsaan Malaysia because

the PTKI program itself was carried out online due to the high number of Covid 19 cases in Southeast Asia in 2021. For the data analysis itself, researchers used descriptive thematic data analysis to explain the implementation of PTKI by UNM in 2021.

The evaluation method used in this study is the illuminative evaluation method developed by Malcolm Parlett and David Hamilton. There are three standard stages in this method, namely investigation, inquiry, and explanation (Cahapay, 2020; Chirwa, 2015; Gunio, 2021; Soeprijanto & Femalia, 2018) In this study, these three stages are part of this research flow. Furthermore, the flow of this research can be described as follows.

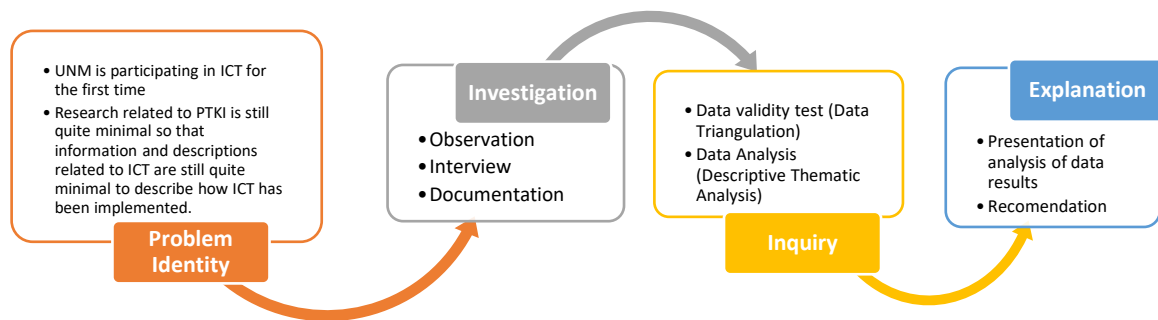


Figure 2. Research Flow Chart

C. Result and Discussion

Result

International Credit Transfer Program Implementation Mechanism (ICT)

Table 1. Program Schedule ICT 2021

No.	Activities	Date
1.	Program announcements	8 April 2021
2.	Socialization of the program to universities	9 - 17 April 2021
3.	Acceptance of proposals	9 April - 31 Mei 2021
4.	Proposal selection	31 Mei - 30 June 2021
5.	Announcement of universities passing the selection	30 June 2021
6.	Technical guidance and contract signing	1 - 31 June 2021
7.	Term I	July 2021
8.	Program implementation	August - December 31 2021
9.	Progress reports	1 November 2021
10.	Monitoring and evaluation	1 November-December 3, 2021
11.	Term II	November 2021
12.	Final report	31 December 2021

Source: International Credit Transfer Program Technical Guidelines 2021 (Dikti, 2021)

The program schedule in the 2021 ICT technical guidelines is supported by statements from informants who say that the 2021 ICT mechanism takes a long time. One of the lecturers involved in ICT 2021 UNM said that universities need more preparation than students. This is because in the ICT program itself, universities are selected directly by the

Ministry of Education and Culture, while students are only selected by universities and the files needed are not as many as the files that universities prepare, here is an overview of the 2021 ICT mechanism from informants to researchers.

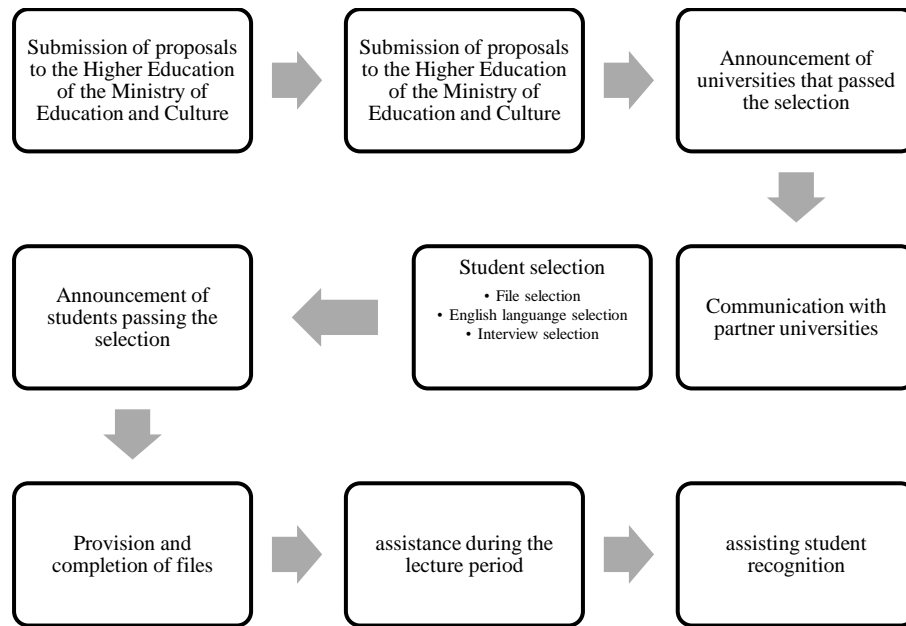


Figure 2. ICT Mechanism 2021 According to Informants

Unlike the program implementation schedule in the technical instructions, the implementation of the ICT 2021 program at Universiti Kebangsaan Malaysia (UKM) which is a partner of Makassar State University (UNM) will last until February 2022. This is because the implementation of lectures at UKM starts on October 11, 2021, to February 27, 2022, so that the ICT program at UKM continues even though the final report has been prepared and sent by UNM to the Ministry of Education and Culture. Here is the academic calendar of UKM T.A. 2021/2022.

Table 2. UKM Academic Calendar 2021/2022

Item	Date
Lecture	11 Okt. – 28 Nov. 2021
49th Meeting of UKM	27 Nov. – 1 Dec. 2021
Midterm Break	29 Nov. – 5 Dec. 2021
Lecture	6 Des. 2021 – 23 Jan. 2022
CBET Exam (2nd Year)	11 Dec. 2021
Revision Week	24 Jan. – 6 Feb. 2022
Examination	7 – 27 Feb. 2022
Semester Break	28 Feb. – 27 Mar. 2022

Source: [Universiti Kebangsaan Malaysia](#) (2020).

Although there are differences in implementation time, the observations obtained by researchers show that there are no obstacles obtained by UNM students participating in ICT at UKM when conducting the lecture process. Students are only asked to submit individual reports containing the lecture process even though they are still undergoing the lecture process at UKM. The individual report is collected to complete UNM's final report to the Ministry of Education and Culture regarding the implementation of ICT.

Based on the results of interviews with informants, researchers found that UNM and UNM students participating in ICT felt the benefits of participating in the 2021 ICT program at UKM for approximately one semester. Some of these benefits can be seen in the table below:

Table 3. Benefits of ICT 2022 Program for UNM and UNM Students

University	Students
1. Get a new partnership	1. Meningkatkan kemampuan berbahasa asing
2. New experiences related to working with selected partners	2. New relationships
3. Experience with collaboration administration	3. Learning the culture of a foreign country
	4. A new understanding of the world of international education
	5. A new understanding of learning technology
	6. Study experience at an overseas university

Obstacles Faced in the International Credit Transfer Programme (ICT) at The National University of Malaysia (UKM)

The implementation of programs in online form often has an obstacle. This is certainly an important concern for Makassar State University as a home university and Universiti Kebangsaan Malaysia as the host university in the 2021 International Credit Transfer Program (ICT). This program is part of the MBKM policy aimed at supporting students to strengthen and increase competence through other study programs or other universities. This program also aims to prepare students with various global competencies and is also one of the efforts to anticipate tight global competition in various aspects, therefore cooperation with universities abroad is important to implement (Dikti, 2021).

However, with several obstacles felt by students and UNM in the implementation of the 2021 Credit Transfer Program (ICT), the implementation of this program is less than optimal, especially when the program has been underway. This obstacle or obstacle is felt by universities and UNM students as participants in the 2021 ICT program. Based on the results of interviews with informants, here are the obstacles or obstacles during the 2021 ICT program.

- a. The process of finding partner universities is one of the challenges that is quite difficult for universities. However, this can be resolved easily if the previous university already

- has connections with prospective partner universities. This connection can be in the form of a history of cooperation between universities that has been carried out before.
- b. Language is the main problem for UNM students participating in ICT 2021 at UKM. This is not because the English of UNM students is not good, but because the language used in daily communication and when presenting material generally uses Malay, while English is only used in certain situations or times. This causes some students to lack understanding of conversations and material delivered during the learning process.
 - c. Because ICT 2021 is carried out entirely online, the internet network is the most important thing during this program. But unfortunately, this is one of the obstacles for UNM students participating in ICT 2021. This is because some students are in regional positions that have a fairly weak internet network and are only good at certain times.
 - d. several UNM students are participating in ICT 2021 who not only participated in ICT 2021, but also simultaneously participated in other campus programs such as teaching programs, domestic student exchanges, and community service. This makes some students indirectly overwhelmed to manage their time and even have to choose one that must be prioritized when the lecture schedule at ICT coincides with other program schedules. Related to this is also actually not only a ban from the university. But students' ability to manage their time is very important.
 - e. Because the ICT 2021 program was carried out during the COVID-19 pandemic, this program was carried out online and in-person interaction was severely limited. This makes communication entirely online through the WhatsApp application. But because of this, some miscommunication occurs between students and universities. One of the miscommunications that occurred was the vagueness of universities in informing in detail the learning schedule and classes. This caused some UNM students participating in ICT 2021 at UKM to enter class late and have to be willing to miss some materials. Not only that, miscommunication also occurs in some student administrations which confuses students when the learning process takes place.

Discussion

International Credit Transfer (ICT) Program Implementation Mechanism

Based on the technical reference for government assistance for the 2021 international credit transfer program (Dikti, 2021) the selection mechanism is divided into two, namely the college selection mechanism and the student selection mechanism. In the college selection mechanism, each prospective university is required to send a proposal according to predetermined provisions and will then be assessed and evaluated by the working team of the International Credit Transfer program of the Directorate of Learning and Student Affairs (hereinafter referred to as the "work team").

The announcement of universities that have passed the selection and determined as recipients of further assistance will be announced through the official website of the Ministry of Education and Culture at the end of June 2021. Furthermore, universities that

are declared will receive assistance gradually and can implement programs with partners that have been determined by the universities themselves. While the activity is ongoing, universities are required to send a report to the Higher Education of the Ministry of Education and Culture in the middle of the program implementation and the end of the program implementation.

Unlike universities, the selection mechanism for prospective participants is carried out by the university of origin of students who are also prospective recipients of assistance in the ICT program. Based on ICT technical guidelines issued by the Higher Education of the Ministry of Education and Culture, the selection of prospective participants includes the desk evaluation stage (file) and the interview stage. Students who are declared to have passed the file can continue the selection to the interview stage. The files that must be completed by prospective students include curriculum vitae, academic transcripts, certificates of English language proficiency, or other certificates of foreign language proficiency.

The findings of the researcher when conducting interviews with informants are in line with the explanation of the mechanism in the 2021 ICT technical instructions issued by the Higher Education of the Ministry of Education and Culture. One informant who took part in managing the UNM selection process to become a recipient of ICT program assistance said that the selection process at universities starts from the stage of preparing proposals, files, and sending proposals to the assessment team of the Ministry of Education and Culture.

It was further explained that the preparation of proposals and files takes a long time, especially at the stage of determining partner universities. This is because UNM only has a few partners with foreign universities and there are budget limits by the Ministry of Education and Culture. But in the end, UNM was able to establish *Universiti Kebangsaan Malaysia (UKM)* as their partner in the ICT 2021 program.

Regarding the selection mechanism for prospective participants, informants consisting of students and lecturers who selected prospective participants said that the selection stage at UNM consisted of file selection, English language selection (for those who do not have English certificates), and interview selection. The selection process is held online except for the selection of English language skills which is carried out offline at the Faculty of Language and Literature UNM.

Benefits of International Credit Transfer Program (ICT)

Based on the International Credit Transfer Program (ICT) technical manual, this program aims to provide opportunities for students to be able to interact with students and the international community. So that later students can improve hard skills and soft skills, wider and stronger relationships, a more sociocultural understanding, a paradigm shift, and the birth of educational innovations that can be a learning experience for national development and competitiveness at the international level. Universities receiving assistance and the implementation of ICT 2021, it is expected to be able to recognize and

learn various credit transfer systems that apply globally and also subsequently be able to apply and improve credit transfer systems that are by the needs of higher education in Indonesia.

Based on the findings of researchers on informants involved in ICT 2021 both as participating students and universities receiving assistance and implementing ICT 2021, the goals and expectations written in the ICT technical guidelines have been met. One of the informants said that UNM received various benefits during the 2021 ICT program. Some of these benefits include (1) UNM getting new partners, (2) Experience working with certain partners, and (3) Understanding the administrative model of cooperation with new partners.

Another informant who is a UNM student participating in ICT 2021 at UKM also said that he received various benefits such as improving *soft skills* and *hard skills in the field of basic education*, training foreign language skills such as English and Malay, adding new relationships, gaining learning experience at the international level, increasing understanding of the world of international education, and learning various a new kind of culture.

The researchers' findings on the benefits of ICT are in line with the results of [Faiz et al \(2022\)](#) research which shows that the University of Muhammadiyah Cirebon students who take part in ICT 2021 have several benefits such as expanding relationships outside the campus, expanding views about the education system in other countries, improving skills, improving communication skills, collaboration or to the stage of Invention. Moreover ([Arsyad et al., 2022](#); [Kemal et al., 2021](#)) In research, it was revealed that credit transfer activities can provide benefits for the culture of the academic community and especially students because students can adapt through foreign language skills to attend lectures.

Factors in the Implementation of the International Credit Transfer Programme (ICT) at Universiti Kebangsaan Malaysia

There were several obstacles from the beginning to the end of the ICT 2021 program that researchers found through informants and observations during the program. One informant who is also the UNM proposal drafting team for the ICT program said that the obstacle found was the difficulty of finding suitable partners with UNM. In addition, the lack of students who have English language skills is also an obstacle that makes the selection team need more time to carry out more selection to further measure the English language skills of prospective participants.

Not only do universities experience several obstacles in the implementation of the 2021 ICT program, but UNM students who are participants in the 2021 ICT program at UKM also have several obstacles. Based on the results of this study, several obstacles faced by UNM students participating in ICT 2021 were found, including:

- a. The lack of information provided to students is the main obstacle when the implementation of ICT 2021 takes place. Some informants said that students had to find lecture information such as related to lecture schedules and complete files

- independently. This certainly makes it difficult for students because it can cause some students to be late for class and miss some lecture materials. Not only the problem of lecture information, but information related to recognition also changes, making some students confused.
- b. Poor time management is one of the obstacles in the implementation of ICT 2021. Some students who are participants in ICT 2021 also participate in several other programs such as Teaching Campus, Independent Student Exchange, Independent Study, and KKN. This certainly makes some students overwhelmed in managing their schedules. However, it turns out that there is no prohibition from UNM for students who want to take part in ICT activities but at the same time also take part in exchange programs or other campus programs.
 - c. UKM has a mission to become a university that promotes the Malay language and internationalization of knowledge by being rooted in Malaysian national culture. Based on this, the use of the Malay language becomes mandatory. Unfortunately, UNM ICT students only master Indonesian and English. So when communicating in Malay, many of them do not understand the speech and material presented. (Rahmat et al., 2021) explain that the problem of misunderstanding between Indonesian and Malay is due to differences in semantics (meaning) between languages. In Malay, the word "anak" means "mau" in Indonesian. The word "bisa" in Malay is "boleh", the word "hiatus" in Malay is "kena", and many more.
 - d. The internet network is one of the problems that are often encountered in online learning, especially for students who are in the 3T area (outermost, foremost, and underdeveloped) so that the learning process becomes less effective (Haryadi & Selviani, 2021; Marlina et al., 2022). This problem is also an obstacle felt and faced by UNM students participating in ICT 2021, where some of these students participated in online ICT activities in their hometowns.

D. Conclusion

Based on the results of the research and discussion described above regarding the implementation of the 2021 International Credit Transfer Program (ICT) at Universiti Kebangsaan Malaysia (UKM), researchers can conclude several things. First, the implementation of ICT 2021 in UKM by Makassar State University (UNM) has been carried out according to the ICT 2021 implementation guidelines issued by the Ministry of Education and Culture. Even though there were schedule adjustments during the implementation of ICT 2021 by UNM, this could be resolved well by the UNM ICT 2021 committee.

Second, the benefits of ICT 2021 for UNM are (1) Getting new partnerships, (2) New experiences related to working with partners, and (3) experience related to collaboration administration. For UNM students who participate in ICT 2021, the benefits obtained are (1) Improving foreign language skills, (2) New relationships, (3) Learning foreign cultures, (4) New understanding of learning technology, (5) New experiences about the world

international education, (6) Experience studying at foreign universities. Seeing the large benefits of the ICT program for students and UNM as for students and UNM as a university, researchers suggest that UNM can return to the ICT program or a similar program so that the benefits of international programs such as ICT can be felt and obtained by UNM students more widely. In addition, by participating in similar international programs, UNM can learn more about the international education system which can be used as a basis or recommendation for policy development within the university environment.

Lastly, there are several obstacles in the 2021 Internasional Credit Transfer Program (ICT). For UNM, the obstacle faced is the difficulty of finding universities that are willing to become partners in ICT 2021 with UNM. This is because most of these universities have never collaborated with UNM, so it takes quite a long time Apart from UNM, UNM students who participated in ICT 2021 had various obstacles, namely (1) Malay which was not understood by UNM students, (2) Bad internet network, (3) Poor time management, (4) Some miscommunication between students and UNM. The many obstacles found by researchers are a note for UNM before returning to the ICT program or similar international programs in the following years, this is intended to ensure that the same problems do not happen again and disrupt the running of the program.

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