



Students' Preparation Before Studying Abroad (Case study conducted to the Grantees of IISMAVO Program)

E. Retno Maninggarjati¹
Accounting Department
Politeknik Negeri Samarinda
Samarinda, Indonesia

Rahmawati Fitriana^{2*}
Accounting Department
Politeknik Negeri Samarinda
Samarinda, Indonesia
fitri@polnes.ac.id

*(Corresponding Author)

Ratna Wulaningrum³
Accounting Department
Politeknik Negeri Samarinda
Samarinda, Indonesia

Noor Fachman TjeTje⁴
Accounting Department
Politeknik Negeri Samarinda
Samarinda, Indonesia

Abstract -- The demand of the students to study in overseas, IISMA/ IISMAVO program is one of the answer, this is the second year of this program which is followed more than one thousand and five hundred students from undergraduate and vocational (Polytechnic) This study is to know and to observe what and how task, skill building and self-reflection of the IISMA /IISMAVO Awardees that will be explored to students in pre-preparation process before studying abroad. The underpinning theory is from Theory of Walse (2015), Task, Skill- Building and Self-Reflection. Four students got grantee from different study programs, around 18-19 years olds and as respondents, they will study in a one-full semester at host university. Self- reflection is the most influenced in pre-preparation process before study in overseas, followed by skill-building, and task. Self-Reflection. All the grantees, as a learner autonomy should be able to cope the problem by her/himself. Students who will take the international exchange program (IISMA/ IISMAVO Program), she/he would be better to prepare in details of what requirement should be completed, either linguistically, academically or self- preparation personally.

Keywords— IISMA Program, Task, Skill building, Self Reflection

1. INTRODUCTION

Since Study Abroad (SA) has been a blossom tract for over million students in the world, this path has been an evidence that students has much willing to study in overseas [1], [2]. In line with this, Directorate of Higher Education, Culture, Research, and Technology, which then issued International exchange program, Indonesian International Student Mobility Awards (it is then called *IISMA and IISMAVO*- this is referred to students whom study in Polytechnic). Actually, this program is addressed to two majoring, Undergraduate

(University students) and Vocational students (Diploma D3 and D4 students). For Vocational Part, the students should be active and registered at Diploma 3 (semester 4th) and Diploma 4/Bachelor of Applied Science (semester 4th and 6th). This program is one of the breakthrough of Kampus Merdeka of Indonesia. Nadiem Anwar Makarim, Minister of Education, Culture, Research, and Technology of the Republic of Indonesia states that that all the diploma students (D3 and D4) have opportunity to go the overseas campus which will give them new sight, atmosphere, balanced-study college, public speaking area and even exchanging intercultural communication [3] Minister of Education, Culture, Research, and Technology), because this program first held last year which has been applied over nine hundreds grantees whom passed the test, and this year, it is highly significantly increased over more than one thousand and five hundreds grantees whom passed the test [3]. This program will have good prospect for Indonesian students whom study at university and Polytechnic Vocational program, so it is like a global gate to get the target, and academic career. The chosen country is England, Australia and Korea. Study abroad program (SA) is one of strategy of college students to learn the host foreign language (English, for example), academic and development, therefore the international students will be easy to adapt and how to learn the new life style and culture engagement.

In line with this, the participant of this program is also from Samarinda Sate of Polytechnic, from fourteen students who took the test, four students who successfully passed, and the students will spend in one full-semester in this year, those students will be sent to the country that has been chosen/passed officially. In practice, students exchange

program in overseas is not much different. Almost all scholar implied that the students should adapt with unconditional situation or unpredictable atmosphere that they learn through the information source, in fact, it would be different when it takes place, such as; food, culture barrier, plus internal/external communication. To anticipate the barrier, students should prepare pre-preparation before going to the host country. As what [4] clarify that before studying in a broad, home education should prepare well the grantees, it is concerned to 'transition time', meanwhile [5] also stated that preparing students before studying abroad is absolutely to induce how complex culture competence embedded host country. While, [6] states that in preparing the students study in aboard, he organized the process of pre-departure with three types; task, building skills, and self-reflection. Tasks refers to how easy the students will interact to the assignment given at the host university, here the students have a good in English, what the meant is of good here, that the students should have equivalent English test scoring (Menristek proposed officially to TOEIC Test). It is in line with [1] confirm, it is concerned to the students whom to meet the course requirement, because the student should introduce at very beginning what method and how they can expect to do in EFL course work during their study-abroad program. Skills-Building which clarify by [7] that undeniable that soft skill highly support to the students in SA program, mainly focus on language and communication skills, interpersonal skills, teamwork, cultural understanding and adaptability and openness. It is therefore, communication skill is one of vital role in SA program, and Self-reflection refers to how the students will cover at any matter by themselves, as what [6] from Oxford University conform that one of successfully students in SA program, she/he is able to live independently or being as self-reliance language learner which is able to cope the self-problem and able to continue the learning cycle outside the classroom. The purpose of this study is to know and to observe how the process of task, skill building and self-reflection of the IISMA Awardee that will be explored before studying in abroad. This study is also the additional information to those students/candidate grantees whom will continue to study in overseas.

II. LITERATURE REVIEWS

SA program is defined as one of the instrument that can be delayed as part of a strategy for internationalization of the curriculum [8], Meanwhile, [9, in 10] also asserts that SA program is as defined as educational program which take place outside the geographical boundaries of the home country and will be taken at least 3-4 weeks and maximally one semester of the length of student sojourn [11], therefore, this program is a tool for home curriculum advisor to setting what the SA program would be and be potentially help the programs to be more effectively market and to develop programs that better fit student interests [8]

Obviously, SA program is intended to the university or college students who would like to study in a short or long

time in overseas. All the program will give much plus and minus reason. However, Directorate of Higher Education, Culture, Research, and Technology of Indonesia issue the new program (IISMAVO Program). that has been also focused on exchange International Students, The first program is held last year and followed almost nine hundred students from University and Polytechnic Vocational, this year, the program has been increased significantly because it was followed more than one thousand and five hundred students. As the information, four hundred students whom passed the test is from Polytechnic Vocational. This is the evidence that how much highly interest the students either from university or polytechnic is to take study in overseas. There are many reason why the person/here the students to follow SA program, much of studies has been done which is being concerned on exchange international students [1]. SA program has benefit, one is proposed from [12] that students who study abroad will enhance language acquisition, skills of cross culture developed, and experiences transformed well among of their life. [13] clarify that short term study abroad seems like transformation vehicle, and then they did the study of SA program quantitatively and finally proved that a long term of SA program will be more efficient to prove to the transformation of students' perspective. Meanwhile, beside the benefit of this program, study also proved that SA program has many weakness, the fear of violence (post 9/11) [12], unpredictable of financial aids, in language barrier of the host country, life alone, need much time to adapt of the culture, lack of information, teaching learning process problem [12], [14] also state that socio-cultural difficulties, for example, experiencing culture shock, recreational problems, personal psychological adjustment, such as homesickness and depression experiences are those factor that can be influence of adaption SA program students or other exchange international program including in IISMA/IISMAVO Program. In line with this, it is to know how the criteria in following the IISMA/ IISMAVO program, The requirements for IISMA/IISMAVO 2022 are as follows;

1. Students are active in universities or colleges under the Directorate General of Higher Education, when registering and participating in the program,
2. Indonesian citizen (WNI) who lives in Indonesia and does not have dual citizenship,
3. She/he is at 4th or 6th semester students when applying for the 2022 program,
4. The Maximum age is 23 years as of July 1, 2022,
5. It is never take a leave of absence during undergraduate education,
6. It is never participated in a student exchange program while studying for a bachelor's degree,
7. Those have English language skills, as evidenced by a minimum score of IELTS 6.0, TOEFL iBT 78, Duolingo English Test 100,
8. It gives the recommended by the Vice Chancellor for Academic Affairs from the home university,

9. It is not receiving living allowances from other institutions or scholarships from the Ministry of Education, Culture, Research, and Technology and the Education Fund Management Institute (LPDP) while participating in IISMA.
10. it is not participating in other programs from the Merdeka Campus at the same time as the IISMA Program,
11. It is not participating in more than 1 Merdeka Campus program before IISMA,
12. It is Never violate the rules, norms, and/or laws in Indonesia,
13. It is willing to follow all rules and regulations while participating in IISMA. ([3] All the students should follow this requirement before deciding they would pass or not.

III. METHOD

This study is designed with qualitative method with apply two techniques in taking the data. The participant of this study is four students who successfully passed the test, three females and one male., which is from Accounting, Chemical, Business Administration and Electrical study programs of Samarinda State of Polytechnic. All the students are the active students at this college. In order to know and to observe what and how the pre preparation of the students before studying in overseas, questionnaire and interview is applied, first distributing the questionnaire and the second is taking interview session. Both of data techniques used is the same to dig the information regarding to the all matter and documents and academic requirement that should be completed. And the underpinning theory used in this study is from Theory of [6], *Task, Skill Building*, and *Self-Reflection*. Task is regarding to what coursework she/he will take at the host university. This is related to any matters that would be connected the further students' achievement, which will is then an academic concerned, because all the students who passed from this program will study at host university not in polytechnic. That is why the matters indirectly to be concerned because it will indirectly or directly be effected of students' academic achievement, the real example taken is based curriculum applied in each university which is mostly different with the based curriculum in polytechnic. In polytechnic, the target is to produce graduates with special skill based on her/his study program, so the output will different if the students will study at host university. While *Skill Building* is regarding to soft skill she/he should acquire/at least she/he anticipate before going to overseas, and *Self Reflection* is regarding how she/he is able to cope the problem alone, for example: she/he should take care all the document by her/himself.

IV. RESEARCH RESULT

This paper is concerned what and how the pre-preparation should be before going to host country/university. The result from the passing students has been issued what university they will study, four grantees of IISMAVO will go in different host university, it is an early in the September, two females will go prior to United Kingdom-England, the exactly city is Glasgow and London, and will be placed in

different host university, and in last October, one male and female will go to Australia and placed in different host university as well. In short, what the pre-preparation that the students will prepare is divided into parts; college document preparation and self-preparation plus several aspect would be also considered well.

a. College Document Preparation

In gaining the information of this short cases, and the theories that underpinning of this study used (is from Theories of [6], *Task, Skill Building*, and *Self-Reflection*), will employ altogether and will be explained in details based on the categorization stated of, namely college document preparation and self-preparation. College document preparation is something related to the requirement documents that should be completed in details by the grantees. The respondents clarify that there are many documents that should be handled by her/himself, for example: First, it is concerned to Visa and Passport. Here, the awardee should apply visa and passport by her/him self. For passport, it will be applied via online and have been set by own province, while visa should be applied in city that has been recommended, and should be applied, as well. Normally, processing of visa, the awardee should meet the officer and be asked about the purpose of visa process, so she/he should prepare in details what the purposes she/he will have before the visa is being processed. And other documents, such as: *kartu hasil studi (KHS)/Students Academic Score, educational insurance*. All the subjects written in Bahasa Indonesia on KHS that should be translated into English and others college document that should be completed by her/himself, including recommendation letter. It is aimed that the host university will let it know that the subjects that have been taken by the grantees (at the previous semester of home polytechnic), and it would have been conferred to the subjects taken by the grantees at the host university. Second, *educational insurance* is also to be the main concerned, why, because if she/he will study in overseas, or whatever the scholarship will be given, the insurance that focus on education should be completed, filled out, and thought it over. It is intended to give the guarantee to grantees that she/he will save to study, and the more important thing that she/he should read carefully all the policies so that it will be easy to reclaimed of what it was lost, one is to be concerned is medical exigency, beside bank affairs. Third, *Writing correspondence* is also one of the factor that should be comprehended by the grantees very well. Any information will be sent directly to the e-mail respectively from campus official information center, and this is the time the correspondence is started, and it should be regularly monitored by the grantees. In Facts, for the first steps, grantees is guided by internal mentor from home university /polytechnic, finally she/he send and reply of the letter correspond by her/himself. All the grantees clarify that she/he should be able to write in term of English correspondent to the host university, so it needs the qualification in academic writing (English) very well.

b. Self-Preparation

Self-Preparation is referred to ability of each grantees to prepare the personal stuff including how to get information about personal essential they have to prepare, such as , asking flat, condition, food, daily live abroad, academic performance and interaction with local, clothes. All the grantees mention that first, she/he has to do is to ask confirmation how the condition of the host university and how the weather of the city. It is connected to their preparation of chosen clothes// stuff that they will bring later. Because three grantees has never been in overseas and one has ever been in overseas. This is the main considering for them to asking information often. The information that she/he needs is about, the clothes types (depend on whether), one of the awardees also clarify that she does not know how many clothes she has to prepare, because the officer of host university stated that she has to prepare the clothes which depends on the weather (for example; rainy coat and winter coat), and other clothes that will be considered, as well. She/he also adds that they also ask how the food taste (exchanging information between awardee), this is urgently to be prepared and consider immediately. Meanwhile, she/he also asks confirmation about the flat she/he will stay later (how far from the campus) therefore, correspondence has been taken much via media online, how benefit the multimedia used to collecting the data all over world, as what JCSD [in,6] confirm how much potential of social networks and if it is used correctly, can help us share information and build relationships with our various audiences. From recruiting new students and faculty, to raising money, to diffusing incidents and situations-leveraging Twitter, Facebook, and other networks are powerful tools in the hands of communicators. And this is concerned to the Task, one of the respondent #R#1#, how do you illustrate the condition of host country/ how to dig the information? She and her friends always try to communicate to the other grantees, we interchange information, regarding to the task, the respondent also mention that the host university is also to give several highlight of what kind of task/coursework would do. As we know that for IISMAVO program students is needed to conform that she/he has more comprehensive assessments of IISMAVO study abroad programs, that is required to ensure she/he will achieve educational goals that enhance the skills essential for operating effectively in an increasingly complex global environment [14]. Meanwhile, referring to the skill-building, it is concerned to soft skill belonged to the grantees, here the soft skill is regarding the skill of communication. the awardees is more than enough to reinforce her/his academic purposes, because all the grantees are the students whom is active in English Club in Samarinda State of Polytechnic (UKM-Mate EC) and able to train their English language proficiency, so that is why, all the participant who follow the test, the communication skill (English) is averagely very good, however, the opportunity is as not lucky as the grantees have. What is hidden *target-achievement* concept of someone would like to

do personally, the students who has high motivation will choose the personal extracurricular that will support her/his career later, one is learning English as being constant personal extracurricular practice. [15] clarify that even academic and personal reputation are both important part in, however, motivation is also to be considered as one of supported in following the program (intrinsic and extrinsic motivations), [14] also add that student's motivation for studying abroad plays an important role in influencing the program and in determining what that student gets out of that experience. Towards of the interview session, the students also compete with the class task that should be completed as soon. All respondents confirmed that, even we got much hard to share between the tight schedule and complete all documents but, it is speechless how to picture our feeling that finally we go to overseas and see the world life. Since the first step has been taken by the grantees, Self-Reflection (SF) has much influenced each part of pre-preparation process, this can be seen how much struggle her/him to cope the problem alone and challenge experiences facing later will also be an opportunity for them to measure how strong they will be able negotiate to those unpredictable conditional at host country, and it is called "transition time". Other aspect that will be impact on this IISMAVO program is the parents' factor that would be indirectly or directly effect of the students to have strong decision by taking this program, it is because one of the grantees of IISMAVO program is a student who ever stayed in the host country before. She was eight years old when her parent took study in overseas, Australia. She spent here almost seven or eight years, she confirms that this is more than enough time to train her English skill, and she also keep trying to communicate with her parents by using English as media of communication, it is aimed that in acquiring a foreign language (English, for example), should be trained at any time, and she proved that she is one of successfully awarded of the IISMAVO program. Actually, all the respondents clarify that the parents support of the program they take. [16] imply that as the parents, indirectly, they will have a significant impact on how our children grow and study, or continue study in overseas. Additionally, in [17]'s study that can be concluded that all the respondents have their own concept of what SA meant, however, their decision to study abroad, ones because of the parental influence, it is because she/he had ever studied in overseas before and, others she/he absolutely has high motivation to study, therefore she/he knows how much the benefit of SA program for her/his career. Among of task, skill-building and self-reflection, self-reflection may be more influence than others, it can be seen from very beginning she/he has to complete all the documents, they did it by her/himself, even several parties would help, but anyway, it has to be done personally. If the red lines is taken, the circulation between the students who are able to cope the self-problem is heavier responsible than others because, what she/he should do at the host country would be unpredictable and they have to face it, anyway. The important thing it can be stated that beyond out of expectation, they confirm that

English language proficiency should be mastered well (including four skills), because the interviewer is to make sure that all candidates have qualified in English, and this is a ticket to pass this program.

V. CONCLUSION

In summary, between three aspect of based theories, self-reflection is the most influenced in pre-preparation process before study in overseas, followed by skill-building, and task. Since, the IISMA/IISMAVO program is the new program, communication is indirectly via social media (Facebook/WA, and others) is the main significantly role of the whole process. In order to enhance the quality of this program, (short and long terms IISMA/ISMAVO program) should make information center (regarding- what coursework should be taken/processed) of home polytechnic. All parts, management boards-lecturers-students-mentors (person who is in charge of leading/guiding the students' problem before going to overseas) should also directly or indirectly take apart in the form of giving highlight of this program. It is therefore, the mechanism of this program will be considered in details by home polytechnic, so the expected outcome is highly to give benefit to them. This study is mainly focused what and how the pre-preparation should be taken before they are going to study abroad, so the crucial aspect that would be faced by the grantees cannot be predicted at all, so it will be follow up of what and how the program would be analyzed linguistically and culturally.

ACKNOWLEDGMENT

This study is supported by DIPA Politeknik Negeri Samarinda, 2022 For funding of this study, we would like to thank to the management of Politeknik Negeri Samarinda (UP3M Politeknik Negeri Samarinda)

REFERENCES

- [1] Cohen, A.D., M.Paige, R.L.Shively, H.A.Emert, J.G.Heff
"Maximizing Study Abroad Through Language and Culture Strategies: Research on Students, Study Abroad Program Professionals, and Language Instructors. Center for Advanced Research on Language Acquisition University of Minnesota," 2005
(https://www.researchgate.net/publication/242778897_Maximizing_Study_Abroad_A_Students'_Guide_to_Strategies_for_Language_and_Culture_Learning_and_Use)
- [2] Goldoni,Feredica, Preparing Students For Studying Abroad, Journal of the Scholarship of Teaching and Learning, Vol. 15.No.4.August, pp.1-20, 2015.
(<https://files.eric.ed.gov/fulltext/EJ1074800.pdf>)
- [3] Directorate of Higher Education, Culture, Research, and Technology," IISMA Program,
(<https://kampusmerdeka.kemdikbud.go.id/km/IISMA/landing.html>)
- [4] Watson,Julie,"Prepare for Success: Pre Arrival Learning Resources For Students Preparing For Study in Different Academic Culture." Pp1-11, EUNIS-2009 paper.doc,2009
(https://www.researchgate.net/publication/266231667_Prepare_for_Success_A_prearrival_learning_resource_for_students_preparing_for_study_in_a_different_academic_culture)
- [5] Kerr,B,Daniel & Dent.M.Tara, Pre-Departure Training For Study Abroad:Preparing Fullbright Scholar For Study in the USA,Book Published by Aprian Global, 2018
(https://www.academia.edu/35932197/PRE_DEPARTURE_TRAINING_FOR_STUDY_ABROAD_PREPARIN_G_FULBRIGHT_SCHOLARS_FOR_STUDY_IN_THE_USA)
- [6] Walse, J.Joy, "Preparing Students for Study –Abroad Program: Tasks,Skill-Building and Self-Reflection, 安田女子大学紀要 44, 213-222,2015
(<https://pdfs.semanticscholar.org/6f92/032503d97bde47a103a1b17513c4d4107b90.pdf>)
- [7]Hossain,K.MD&Hossai,F.Md,"Skill Development of Undergraduate Students Through International Exchange Program," Journal od Educational and Social Research,Vol.12.No.2, March 2022
(https://www.researchgate.net/publication/359041825_Skill_Development_of_Undergraduate_Students_thru_International_Exchange_Program)
- [8]] Li,M, Olsen.J.E," Students' Study Abroad Plans:the Influence of Motivational and Personality Factors, "Frontiers: The Interdisciplinary Journal of Study Abroad,"23(1):74-89, 2013.
(<FILE:///C:/USERS/ASUS/DOWNLOADS/LIPIRIEZEOLSON2013.PD>)
- [9] Kitsantas, A. (2004). Studying abroad: The role of college students' goals on the development of cross-cultural skills and global understanding. *College Student Journal*, 38(3), 441-452.
- [10] Nanda,W.Dodi," Is Study Abroad Program Important For Indonesia Students" English Language Teaching,Vol 12,No 8; pp 69-72,2019.
(https://www.researchgate.net/publication/324636279_STUDYING_ABROAD_THE_ROLE_OF_COLLEGE_STUDENTS_GOALS_ON_THE_DEVELOPMENT_OF_CROSS-CULTURAL_SKILLS_AND_GLOBAL_UNDERSTANDING)
- [11] Engle, L., & Engle, J. Assessing language acquisition and interculturalsensitivity development in relation to study abroad program design.Frontiers: The Interdisciplinary Journal of Study Abroad, (2004).
(<https://files.eric.ed.gov/fulltext/EJ891458.pdf>)
- [12] Lewis,T & Niesenbaum,R.A," The Benefit of Short-Term Study Abroad,"2005,
(<FILE:///C:/USERS/ASUS/DOWNLOADS/SHORT-TERMSTUDYABROAD.PDF>)
- [13] Dwyer, M. M., & Peters, C. K.,". The benefits of study abroad Transitions abroad, 37 (5), 56-58. (2004).
(https://www.researchgate.net/publication/313698253_The_benefits_of_study_abroad)
- [14] Anderson,H.P, Hubbard, A, & Lawton, L," Student Motivation to Study Abroad and Their Intercultural Development," The Interdisciplinary Journal of Study Abroad Volume XXVI, Fall 2015 The Forum on Education Abroad 39.pp.1-14, 2015
(<https://files.eric.ed.gov/fulltext/EJ1084564.pdf>)
- [15] Tujillo,J.P,C,Mohammad,P.J, & Saleh,S.T, "Students' Motivations to Study Abroad: The Case of International Students at the University of Debrecen," Central European Journal of Educational Research 2(1) pp.76 – 81,2020.
(https://www.researchgate.net/publication/341019969_Students'_Motivations_to_Study_Abroad_The_Case_of_International_Students_at_the_University_of_Debrecen-)
- [16] Berden,S,N,Gertz,L,W & Goodman,E.Allan, " A Perent Guide to Study Abroad, the Institute of International Education,2015
(<https://www.brandeis.edu/abroad/docs/families/parent-guide.pdf>)
- [17]Maulana,Huda, Parental Advisory: Identifying Parents influence on Intention to study abroad. 2020
(<http://digital.library.ump.ac.id/857/2/5.%20Full%20Paper%20-%20Huda%20Maulana>)

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

