Dimensions of Entrepreneurship in the Planning, Development and Management of Tourism and Hospitality Industry
## Parallel Session 2A: Language, Culture, Value and Globalization

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THE INTERNATIONALIZATION APPROACH OF IBM INTERNATIONAL CLASS OF
CIPUTRA UNIVERSITY: SUPERFICIAL OR CONTEXTUAL

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ABSTRACT

As the vision of Ciputra University is “Creating World Class Entrepreneur”, it was deemed necessary to run an international class as the first step to fulfill it’s vision. Since 2011, the International Business Management of Ciputra University (IBM) runs an international class (IC) that runs a parallel curriculum and activity with the regular class (RC). The only difference is the use of English language and textbook used in teaching learning process. Over the last 2 years, several programs were created to accentuate the difference between IBM IC and IBM RC and also aim at improving human capital of its graduate. Program such as student exchange, visiting professor, immersion program and others were introduced and received a warm welcome from the students. This paper will describe the development of internationalization approach of the IBM-IC. Literatures in internationalization strategy of higher education in global era will be used as a benchmark in evaluating IBM IC’s approach. The result shows that IBM IC has a strong support from Ciputra University’s leader and substantiates the organizational elements of internationalization. On the program/academic elements of internationalization, it is noticeable that the focus is still on academic program. This is can be understood as activities in academic program is more visible to the public so it has a more direct effect in IBM IC image which in turn translate into student intake.

Keywords: Internationalization, Global student, Higher education
Introduction

Internationalization of higher education has been going on since 70s and integral part to the strategic planning of universities worldwide. Universities decision on internationalization affects the graduate profile it plans to attain which make it even more important for universities leader and educators to grasp the current issue in internationalization and how it will be run within universities. Political wise, a nations tries to maintain the individuality of the nations while also plan to responds to the impact of globalization. Many higher education institutions around the world are internationalizing the campuses as a response to globalization (Knight, 1997 as cited in de witt 2002).

As countries borders are disappearing, one cannot stand alone anymore. The coming EAC in 2015 bring consequences that graduates must equip themselves not only with academic and professional skill but also social and intercultural skills such as multilingualism, cross cultural understanding, etc (Knight 2004). An increase in competition and the commercialization of higher education have challenged the value traditionally attached to cooperation such as exchanges and partnership (De witt, 2011).

Ciputra University with its vision of “creating world class entrepreneurs”, push IBM IC to move forward with internationalization. Sets of activities are conducted in order to prepare the students to be world class entrepreneur. IBM IC tries to infuse international ambience in campus both in class meeting and outside.

Research Problem

As there are elements in internationalization, this paper will discuss the internationalization done by IBM IC of Ciputra University whether it is superficial or contextual.

Research Methodology

The Research method used in this paper is a descriptive qualitative. Actions taken by IBM IC in internationalization will be describe combine with students remarks on the programs and benchmarked with elements of internationalization as define by Qiang (2003)

Literature review

There is several approaches in internationalization. According to Arum and van de water (1992), the activity approach in internationalization refers to activities, programs and services that fall within international studies, exchange and technical cooperation. On organizational approach, Knight (1994) identifies it as “the process of integrating and international / intercultural dimension into the teaching, research and service function of the institution”. Those two approaches are institutional based which are considered too narrow by Van der wende (1997). He suggests a broader definition where internationalization is “any systematic, sustained efforts aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labor market”.

Qiang (2003) summarize and categorizes approaches to internationalization into four to describe the concept of internationalization:

1. The activity approach. This approach focus on activities such as curriculum, student / faculty exchange, technical assistance and international students. This approach tries to distinct their international program with series of “superficial” operation. This often leads to a rather fragmented and uncoordinated approach to internationalization whereby the relationship, impact and benefits between and among the activities are not taken in consideration
2. The competency approach. This approach tries to identify competencies for graduate to succeed as national and international citizen. In this approach, any developments (in skills, knowledge attitude and values) do not end in itself but aim at developing competencies.
3. The ethos approach. This approach acknowledges that the international dimensions is fundamental to the definition of a university or any other institutions of higher learning and believes that without a strong belief system and supportive culture, the international dimension of an institution will never be realized.
4. The process approach. It integrates the international dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

Higher education institutions must strive for high academic standards and develop reputation internationally if they want to remain competitive. They must undertake serious effort to create an international reputation. Not just ordinary internationalization but the internationalization program should be innovative and clearly define to public to gather public interest.

Qiang (2003) suggest that differentiating between academic and organizational element is essential. Fragmented action in internationalization will not give strong impact. There might not be a clear cut between elements of organizational and academic but they reinforce each other, that they become central to achieve the institution’s vision. To be successful and sustainable, internationalization must be entrenched in the culture, policy, planning and organizational process of the institution.

Table 1. Summary of Organizational Elements of Internationalization

<table>
<thead>
<tr>
<th>Element</th>
<th>Details</th>
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<tbody>
<tr>
<td>Governance</td>
<td>commitment by leaders, active involvement of faculty and staff, articulated rationale and goals, recognition of international dimension in mission statement and other policy document</td>
</tr>
<tr>
<td>Operations</td>
<td>integrated in institution and department planning, budgeting and quality review system, appropriate organizational structures, communication systems for liaison and coordination, balance between centralized and decentralized promotion and management of internationalization</td>
</tr>
<tr>
<td>Support Service</td>
<td>support from institution wide service units, i.e., student housing, registrar, counseling, fundraising, etc</td>
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Table 2. Summary of academic/program elements of internationalization

<table>
<thead>
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<th>Element</th>
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<tr>
<td>Academic Program</td>
<td>student exchange program, foreign language study, internationalized curricula, area or thematic studies, work/study abroad, international students, teaching/learning process, joint and double degree programs, cross culture training, faculty/staff mobility program, link between academic programs and research, training and development assistance</td>
</tr>
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</table>
**research and scholarly collaboration**
- area and theme centers
- joint research projects
- international conferences and seminars
- published articles and papers
- international research agreements
- researcher and graduate student exchange program
- international research partners in academic and other sectors
- link between research, curriculum and teaching

**extracurricular activities**
- student clubs and association
- international and intercultural campus events
- liaison with community based cultural groups
- peer groups and programs
- social, cultural and academic support system

**external relations and services (domestic and offshore)**
- community based partnerships and projects with non-government groups or private sector companies
- international development assistance projects
- customized/contract training programs offshore
- link between development projects and training activities with teaching and research
- community service and intercultural project work
- offshore teaching sites and distance education
- participation in international networks
- offshore alumni chapter


Some universities will take abroad international elements in a sporadic irregular, often knee jerk way with many loose ends in terms of procedure structure. For some universities, internationalization is essentially a relatively marginal activity – an interesting and stimulating addendum to predominantly regional or national focus.

**Result and Discussion**

As with other internationalization strategy of higher educations, IBM IC conducts several programs to prepare the students to international business standard. Following table 1 and table 2, here are several policies/actions conducted by IBM IC:

**Governance**

IBM IC starts to receive more attention in the second half of 2015. Ciputra University’s leaders express their expectation that IBM IC will be the star because it suit with university’ vision which is “creating world class entrepreneur”. Task forces were assigned to plan and execute a series of programs such as curriculum update, students’ competitions, events, thematic classroom, etc. The University leader of course commits to support the proposed and approved programs with the necessary budget. Upgrades of competencies are also especially encouraged to IBM IC lecturers.
Operations

To achieve the vision of the university, IBM IC creates a simple organization structure. The three units of task forces will report to the head of IBM IC:

1. Curriculum upgrade (integrated curriculum)
2. Cooperation (universities and institutions)
3. Marketing (Branding)

IBM IC are also given an autonomy to design internationalization and market it

Support service

Support services unit are available both for Indonesian and international student. Ciputra University provides UC Residence (a boarding house) to accommodate new batch of student where they can stay for the first year. Other services (registrar, counseling, etc) are available but need more preparation especially in the administration process as the document are still in Bahasa Indonesia

Academic Program

Academic get the most attention out of other elements. IBM IC has run a student exchange program with Sol Bridge (South Korea). Every semester, 2 students receive scholarship to take one semester in Korea with a basic tuition payment to Ciputra University. A joint degree is offered with UMKC (University of Missouri in Kansas City - USA) and Swinburne University – Australia. Student can also participate in summer school with University of New South Wales with classmates form around the world. At Ciputra University there are 2 international students (Korea and India). The respond of IBM IC student for this student exchange program is positive. Based on interview, respondent 1, 2 and 3, all state that they appreciate the idea of student exchange as it will give them more experience to interact with international student and IBM IC should attract more international students.

Every semester, IBM IC invites a professor from university abroad to teach and share experience with IBM IC’s lecturer for one week. Inviting professor also aims at building a link in academic, research or training with university abroad. Unfortunately it has not yield any result in research and training. IBM IC lecturers also participate in student’s immersion program to countries such as China, Taiwan, Singapore, Malaysia and other South East Asia Countries. This decision is also liked by three informants and they suggest more visiting professors from different countries. The students also suggest that an apprentice program with international company (domestic or abroad) will benefit them greatly.

Currently, IBM IC curriculum is undergoing major update. The traditional (functional curricula) will be transformed into business process theme curricula. Students will take several clustered business process (customer, operation, capital acquisition, etc) rather than taking functional courses (accounting, marketing, finance, etc). As the vision of Ciputra University is to create entrepreneur, than an integrated understanding of business function is more important rather than separated business function. For curriculum, the informant expects that IBM IC should benchmark the curriculum with well-known business program abroad.

Research and scholarly collaboration

This element is currently not yet actively pursue by IBM IC. It has not conducted any international conference or seminar. Instead, every lecturer of IBM IC must present his/her research in a national or international seminar or publish it in a journal once every semester. By joining seminars, a link to university abroad can be build and it can be a start to a vast network which in time will help when IBM IC to held an international conference. This issue did not surface at the interview with the students as it did not directly relate to them.

Extracurricular activities

Students of IBM IC extracurricular activities currently still the same with regular program. There is no special program created for IBM IC students. Currently, IBM IC is considering of inviting Toastmaster to run a program in campus so the students can participate in it. The three informants agree that they do not need special extracurricular activities for IBM IC as it is deemed exclusivism.
External relation and services

There are several partnerships either with government or non-government groups. Cooperation with government such as with the department of cooperation and MSME and department of Industry and creative economy, were under IBM (both IC and regular) provide resources as facilitator in the department workshops and also in marketing. The students also can utilize facilities provided by those departments such as nutritional test, trademark, legalize business entity, etc. For non-government groups, IBM has a program with GKJW (Eastern Javanese Christian Church) member to run an entrepreneurship program by giving training in producing chips from banana tuber. IBM is in progress to certify its lecturers with international certifications (such as NPDP, CPM Asia, etc) and also aiming to become the principal of those certifications in Indonesia. The three informants suggest that they are eager to get involve in non-government and non-commercial activities operating in Indonesia. They are very interest in joining event by Green Peace, WWF, UNESCO, etc.

Using internationalization elements listed by Qiang (2003) in table 1 and table 2, it can be identifies which organizational elements and/or academic element of internationalization that have been completed. The governance aspect of internationalization is well articulated. The university leaders drive faculty and staff of IBM IC to be more proactive in internationalizing. The support of University leader in internationalizing is also accompanied by allocation of departmental budget although it is coordinated and integrated under IBM RC. Due to limited number of lecturer at IBM IC, the organization structure is relatively flat. All PICs of event/assignment report directly to the head of IBM IC. For institution wide service unit, Ciputra University has setup international office but IBM IC also has the liberty of opening up cooperation directly. It is the support service that needs more attention as most paper works/documents are still in Indonesian language. It might create difficulty to international student.

For academic/program elements of internationalization, IBM IC still focus on academic program. Various aspect of academic program is offered and receives a positive respond from the student. Although not too high in demand, participation in various program (such as student exchange, summer class, and visiting professor) keep the program running. Problem occurs for joint degree program where no student participates. The student considers that the cost for joint degree is too high, more than twice the cost of finishing study in Ciputra University. This element is also the focal point because those programs directly known by the students and also give distinction between students of international class (IC) and regular class (RC). The (on going) thematic studies/curriculum will give IC students a more distinction and preparedness when they graduate as it will give them a more comprehensive and integrated understanding of how a business operate. Two aspects that need more attention are international students and faculty mobility. To enrich student’s intercultural and social awareness, IBM IC should focus on recruiting international student. It can be done by approaching communities of expatriate in Surabaya or directly conduct marketing activities abroad. Lecturers also need more exposure to international exposure by participating in international conferences, short courses or other form of activities abroad or at least interaction with International Corporation in Indonesia. Based on structured interview with informants, having international students were considered important.

The next three elements (research and scholarly collaboration; extracurricular and external relation and services) are considered conducted minimally and domestically. Only international conference is done and no other research or scholarly collaboration with international institution is yet to exist. For extracurricular activities, IBM IC students participate in the same program with IBM RC student. On external relation and services, projects run by IBM IC are still a domestic project either with government or communities. These last three elements indeed need more extra commitment and support. A limited resource at IBM IC makes it difficult to cover all element of internationalization.

Conclusion

The internationalization program at IBM IC although receive a strong support from Ciputra University’s leaders, still focus on activities / program that will give distinctions with the regular class. It is important to have distinction as it will also help the commercialization of IBM IC. It can be seen that almost all planned activities are focusing on academic program that are relatively superficial. Although academic programs are not merely superficial, it needs to create a link with research (or scholarly collaboration), and external relation (government, non-government and communities) or else it will be fragmented and superficial. The more contextual of internationalization should not be
considered less important. Building a contextual internationalization takes more time, effort and commitment but in the long run, it will be a strong rapport for IBM IC and benefit the students greatly.

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