

Analysis of Jambi University's Early Childhood and Primary Education Program for a Global Competitive Generation

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Abstract

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This article analyses educational programs for preparing a generation with global competitiveness in the Department of Early Childhood and Elementary Education, Jambi University using a qualitative approach and critical analysis. Furthermore, the data collection techniques used include interviews, observation, and documentation. The data analysis technique is the Miles and Huberman model, including reduction, presentation, and verification. The results showed that there are several programs to prepare a generation of global competitiveness, including 1) Organizing training and workshops to prepare a generation with global competitiveness, 2) Reframing for Global Competitiveness, 3) Organizing Focus Group Discussions (FGD), 4) Implementation of Student Extracurricular Activities, 5) Socialization of Student Achievement Improvement.

Kata Kunci:

*Berdaya Saing Global,
Program Pendidikan,
Generasi Kompetitif*

Abstrak

Artikel ini bertujuan untuk menganalisis program pendidikan yang berkaitan dengan menyiapkan generasi berdaya saing global di Jurusan Pendidikan Anak Usia Dini dan Dasar Universitas Jambi. Artikel ini menggunakan pendekatan kualitatif dengan jenis analisis kritis. Teknik pengumpulan data yang digunakan meliputi wawancara, observasi dan dokumentasi. Teknik analisis data yang digunakan yaitu model Miles dan Huberman meliputi reduksi data, penyajian data dan verifikasi data. Hasil penelitian yang diperoleh terdapat beberapa program untuk menyiapkan generasi berdaya saing global diantaranya: 1) Diselenggarakannya pelatihan dan workshop untuk menyiapkan generasi berdaya saing global 2) Pembiasaan Berdaya Saing Global, 3) Menyelenggarakan Focus Grup Discussion (FGD), 4) Pelaksanaan Kegiatan Ekstrakurikuler Mahasiswa, 5) Sosialisasi Peningkatan Prestasi Mahasiswa.

INTRODUCTION

Adaptability is essential for universities since they serve as a place to train future professionals. Strengthening human resources is one way to increase competitiveness and competitive advantage in today's era of globalisation (Banmairuroy, Kritjaroen, & Homsombat, 2022; Turmidzi, 2019). Globalisation requires every human resource to make changes to have a reliable and highly competitive character. Students are the human resources prepared in college (Basir, Syakhrani, Wirawan, Harahap, & Widjaja, 2021; Tang, Wong, Li, & Cheng, 2020).

The high flow of globalisation causes increasingly intense competition between organisations or countries. Based on data from the Human Development Index (HDI), Indonesia obtained a value of 43.91 in 2021-2022 for human resources in the education category, where this value is not high enough. Indonesia is ranked 116th based on HDI ranking data for 2021-2022. These results demonstrate the necessity for a mix of tactics and educational programmes in Indonesia to enhance the country's current human resources quality. Students and teachers have crucial roles in propelling national progress forward (Tanjung, 2020; Zuhdi, 2018).

In today's world of globalisation, students must acquire a wide range of transferable abilities. Students' abilities are highlighted as they rise to meet every test posed by the globalisation period. Greater competitiveness in terms of individual quality is unquestionably one of globalisation's most noticeable effects (Harlan & Tarigan, 2021; Rahmawati, Rosita, & Asbari, 2022; Stofkova & Sukalova, 2020). Students must strengthen abilities that contribute to their capacity to compete on a global scale. Increased national development rates are through increased student proficiency in global competition. To realise its goals, Indonesia is developing its human capital (Chuang, Yeh, & Lin, 2021).

The importance of the nation's generation having global competitiveness skills in the current era can be regulated in a policy by the leadership through educational programs. A planned and structured program can be flown in a policy (Soemartono, 2014). Programs that have continuous activities with changing times and continuously every year can provide a refresher of knowledge to students. Not just a routine activity without meaning, the activities designed must contribute to developing student life skills (Badrun, Sugiarto, Rachmadhani, & Sh, 2022; Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019).

Good governance is one of the Department of Early Childhood and Primary Education (hereafter, PAUDDAS), Jambi University's efforts in preparing students to be globally competitive. The policy focuses on governance and the implementation of study programs (Suzan et al., 2021). The educational program compiled encourages students to have good competence at the national and international levels. The determination of educational programs is adjusted to the needs of the times and the direction of national education policies, which focus on increasing competitiveness (Ridlwan, Asy'ari, & Abidin, 2021). In line with Harlan's research (2021) states that students' ability to be globally competitive is an important capital to compete during competition between individuals.

Higher education that aims to produce students with a competitive attitude requires solid managerial skills (Atmadja, Saputra, Tama, & Paranoan, 2021; Lewis et al., 2018). Human resource development and enhancement are prioritised through management that considers the status quo (Ismaya, 2021). Programs run by the PAUDDAS department are examples of those that benefit from competent management. Competent and globally competitive students in the PAUDDAS department pursue a structured progression of activities inside and outside the lecture hall.

The probability of reaching one's objectives increases with the quality of one's educational programme (Baharun, 2017; Pakpahan & Habibah, 2021; Pertiwi, Suchyadi, Sumardi, & Handayani, 2019). There is an emphasis on developing globally marketable talents within the PAUDDAS department. The head of the PAUDDAS department designed several training and development programmes for students and faculty. Initiative and extreme originality characterise the actions taken. Training and seminars have been held to equip the next generation to compete globally; daily routines have been established; Focus Group Discussions (FGD) have been organised; extracurricular activities have been implemented; student achievement has been raised. There is a need for more research on the issue of how educational programmes are executed to evaluate their efficacy. The study's overarching goal is to examine how the University of Jambi's PAUDDAS department is working to foster students' development into internationally competitive adults.

Previous researchers have not widely studied articles that discuss education with global competitiveness. Some articles discuss the problems and importance of globally competitive human resources. (Rabiatul Adawiyah, 2016; Robiatul Adawiyah, 2018; Robiatul Adawiyah, Wibowo, & Kartika, 2017) revealed in their writings that Indonesia has problems both micro and macro problems that cause Indonesia to be included in education which is still low, so it has not been able to create outputs or outcomes that can compete so that Indonesia can exist effectively in all fields. It can compete globally. In line with the above opinion, (Sari, Zainiyati, & Hana, 2020; Sudarma, 2022; Sudiami, 2019) also describes that human resources in the future must be acceptable and able to compete with a global workforce. One is through character education so the golden generation in 2045 can be prepared and considered competitive. The author above describes the problems and the importance of globally competitive human resources. (Nurtanto & Ramdani, 2016), for example, describe the elements that must be in place for local wisdom-based vocational education to be globally competitive, including regional characteristics, local government regulations, community awareness, school readiness, and local industry characteristics. This research suggests what should be done to make an education system more globally competitive.

Meanwhile, (Barirohmah, Nurmahmi, & Santosa, 2021; Bezak et al., 2022; Gustavsson, Andersén, & Berglund, 2019) research found that there are at least four challenges of higher education in the global era based on a review of the latest writings. The four challenges are transnational higher education, management autonomy policies, new teaching approaches, and social media data management application systems. It is suggested that leaders in the higher education sector pay attention to these difficulties by having a broader conversation about them. The study only concludes the difficulties facing universities today. Therefore, we need studies or essays that examine how university programmes, particularly at the department level, shape globally competitive human resources.

In determining the efficacy of the implemented education programme, it is necessary to investigate the design of the program's implementation in further detail. This study examines the educational programmes linked to preparing a generation for global competitiveness at the PAUDDAS department at Jambi University. Consequently, the specific objective of this study is to gain a better understanding of the educational program to be executed the next year and to address the shortcomings of the previous program.

RESEARCH METHOD

This study uses a qualitative approach with a type of critical analysis. Critical research is qualitative research, which is also intended to describe a certain situation in depth and to criticise the situation so that the situation changes. Data sources in this study include the department, the head of the study program in the department's environment PAUDDAS, education staff, students, and alums. The data collection techniques used covers questionnaire, interviews, and documentation. In contrast, analysis data used on research using the (Miles, Huberman, & Saldana, 2018) model includes data reduction, data presentation and data verification.

RESULT AND DISCUSSION

Result

Based on the interviews, observations, and written records that have been done, the following are the results of the analysis of the PAUDDAS department program to prepare a generation that is both globally and locally competitive:

Table. 1 Department program to prepare a generation

No	Program	Program type
1.	Organising training and workshops to prepare a generation with global competitiveness	Workshop on global competitiveness curriculum revitalisation for study programs in the PAUDDAS department, ICT-based learning media training, scientific article writing training, an entrepreneur workshop, and TOEFL training.
2.	Habituation of global competitiveness in the PAUDDAS department	Continuous English day and discipline culture.
3.	Organising Focus Group Discussion (FGD)	FGD for global competitiveness curriculum devices, FGD for Strengthening SPMI, FGD for strategic planning and Renop preparation, FGD for preparation of cooperation between partners, and FGD for study program management.
4.	Implementation of student extracurricular activities	Public speaking, reasoning, art, and learning media
5.	The socialisation of student achievement improvement	Scholarships, student creativity week (PKM), entrepreneurial student program (PMW), and Merdeka Belajar Kampus Merdeka (MBKM)

Providing Training and Workshops to Prepare a Globally Competitive Generation

The PAUDDAS department, as a study program management unit (UPPS), continues to prepare graduates with global competitiveness through various training activities and workshops as follows:

Workshop on Revitalisation of the Globally Competitive Curriculum for Study Programs in the PAUDDAS Department

Based on an interview with the head of the PAUDDAS department, workshop activities have been added to the bachelor's and master's level study programmes in the PAUDDAS department by mid-2021. Course instructors, programme stakeholders, UPPS Leaders, and subject-matter experts participated in this session. A bachelor's degree program outline and a master's degree program outline were written directly from the workshop. Master's degree program uses the Outcome Based Education (OBE) model, whereas bachelor's degree programmes in Indonesia follow the Merdeka Belajar Kampus Merdeka (MBKM) model. Those institutions are held to a high standard for the global competitiveness of their graduates and the pupils they produce. This refurbishment occurs every four years or as required by the academic curriculum.

ICT-Based Learning Media Training

This training is for lecturers in the PAUDDAS department. It is meant to help with learning activities that happen during lectures. Lecturers are taught to use information and communication technology (ICT) to help students learn. In this training, the Kinemaster and Canva apps are the ICT media made more accessible to everyone. This app can help in making audio-visual and visual media. This training took place over two days, and all of the lecturers in the PAUDDAS department were there. The results of this training are based on interviews with several lecturers who participated in the activity. They felt this training helped them develop new ways to teach and learn, and they hoped this training would happen regularly. Based on interview results, the PAUDDAS department has agreed to do this routine task at least once a year.

Training in Writing Scientific Articles

One of the missions of the PAUDDAS department is to organise innovative research to support the implementation of quality education and improve *HAKI* and scientific publications in Early Childhood Education, Primary Education, and Master of Primary Education. Based on the results of interviews and documentation, the publication of the academic community majoring in the PAUDDAS department is still minimal, especially for students. Therefore, the PAUDDAS department has carried out scientific article writing training activities to improve the quality and results of publications to achieve the mission of the PAUDDAS department. Professionals in the publishing industry are tapped as trainers for this purpose. Participants include students, lecturers, and members of the general public. Several rough draughts of articles were produced due to this exercise. This activity will be done every academic year in the PAUDDAS department to improve the academic community's publications in the PAUDDAS department.

Entrepreneur Workshop

This entrepreneur workshop supports Jambi University's goal of becoming a "World Entrepreneurship University," which is also a goal of this workshop. This activity has been done in the PAUDDAS department based on interviews and documentation data. The main participants

are the students, who are encouraged to develop business ideas that fit with the scientific field and their talents and interests. At least once a year, this activity is done.

Toefl Training

This activity helps students improve their English skills, which are also required for university graduation. Students must pass the JUELT or TOEFL test with a score of at least 400. Based on what was said in the interviews, this activity is done twice a year for one month. Students majoring in PAUDDAS go to this training and hear from experts. In this activity, students are taught, and there is also a pre-test to see how well they already know English.

Habituation of Global Competitiveness in the PAUDDAS Department

This programme has a lot of different things to do, like English Day and a culture of discipline. The English Day programme is a new thing that the PAUDDAS department is doing to help the academic community prepare to compete internationally. Every Wednesday is English Day, when everyone in the academic world is expected to speak English. This is one way the PAUDDAS department is helping make education more competitive worldwide. Then, the PAUDDAS department's management has a disciplined culture that includes wearing clothes that follow the rules, coming to work and going home on time, collecting data at the right time, and so on.

Organising Focus Group Discussion (FGD)

Focus Group Discussion (FGD) has several activities, including:

FGD Globally Competitive Curriculum Toolkit

A competitive curriculum includes learning tools that support and change with the times. The Semester Learning Plan (RPS) is one of the tools for learning. At this time, the Ministry of Culture and Technology emphasised the Main Performance Index (IKU) in the learning process in higher education by using case methods and project-based learning. This is so that students can learn in a more real-world way. Based on this, each university is working hard to get the Case Method-based RPS and Project-based learning programmes off the ground. Based on the results of observation and documentation, the PAUDDAS department has also done a Focus Group Discussion (FGD) of the globally competitive curriculum toolkit by inviting expert speakers to support the Ministry of Culture and Technology program. With this FGD activity, at least one RPS course is made by each lecturer.

FGD Strengthening SPMI

The purpose of carrying out this FGD is to give reinforcements in connection with the carrying out of the function of the quality assurance group within the PAUDDAS department. In addition, to assess the quality of each study program, it talks about a few factors that have to do with ensuring that the study programme has high standards of quality.

FGD Preparation of a Strategic Plan

The preparation of the Strategic Plan (*Renstra*) and Operational Plan (*Renop*) of the PAUDDAS department is based on the preparation of the Strategic Plan and *Renop* of the faculty. The preparation is done by a team that has been put together. After that, the team starts to put together the framework, which will be discussed at the FGD activity with the theme "Preparation

of the Strategic and Operation Plan of the PAUDDAS Department." This FGD gives feedback on the team's *Renstra* and *Renop* documents, which are then used to improve the strategic plan and *Renop* documents that have already been made.

FGD Preparation for Cooperation Between Partners

Increasing the number of education, research, and service partnerships is a priority for the PAUDDAS department. To better prepare for collaboration with other universities, the program's department head, study director, and lecturers all met for an FGD. The focus group discussion ended with an agreement to work together with UPI Serang, UNJ, UNISBA, and UHAMKA.

FGD for Study Program Management

The study program management FGD aims to evaluate the performance of study programs related to the *Tridharma*, student management and activities that will and have been held. FGD for study program management is carried out at least once a semester.

Implementation of Student Extracurricular Activities

There are several activities in this program, including:

Public Speaking

Training in public speaking improves students' feeling more comfortable in front of an audience and better prepares them for careers in which they will need to speak in front of others, such as teaching and lecturing. The student government of each academic department is responsible for supervising extracurricular speech activities. A minimum of weekly opportunities to hone one's public speaking skills are scheduled.

Reasoning

Students' academic performance is predicted to increase due to their participation in extracurricular reasoning. Scientific paper and article writing workshops, PKM proposal workshops, and capstone project workshops are part of this extracurricular activity. Under the supervision of the program's director and faculty members, this work has been completed within the PAUDDAS department's study environment.

Art

Art is an essential part of the PAUDDAS department's study program. So, the department helps set up local sports, dance, music arts, and traditional music programmes for students. The study program is in charge of the art programme that is not part of the regular school day. The department sets up trainers or mentors so art activities can be more focused. Since the beginning of the semester, the activity has been going on.

Learning Media

Students who want to become teachers must be able to make learning materials. So, there needs to be extracurricular learning media activities so that students can leave school with the skills to create learning media that can help them develop new ideas. This extracurricular activity involves making learning materials that are both visual and audible or both. It is done twice a month. Students have made things like learning videos and other works due to this activity.

The socialisation of Student Achievement Improvement

Scholarships

To improve student achievement, the PAUDDAS Department socialises scholarships to students through various media, such as direct socialisation when welcoming new students, social media, and student associations.

Student Creativity Week (PKM)

The socialisation of PKM is carried out by each head of the study program in the environment of the PAUDDAS department. The head of the study program conducts socialisation, nets student proposals, and guides proposals to compete at the faculty level.

Entrepreneurial Student Program (PMW)

The PAUDDAS department is committed to realising Jambi Universities's vision to become a world-class entrepreneurship university by encouraging students to be involved in the PMW program. The head of the department instructs students to take part in the PMW program and guides them to develop creative ideas in entrepreneurship.

Mardeka Belajar Kampus Merdeka (MBKM)

The PAUDDAS department intensively socialises MBKM both to students and lecturers. Socialisation is carried out by collecting students and lecturers through Zoom meetings, so that information about MBKM (curriculum) is received clearly. The success of MBKM socialisation can be seen from the number of students participating in this program, teaching campus activities, internships, student exchanges and independent studies.

Discussion

The results showed that programs in the PAUDDAS department are planned and implemented to prepare a globally competitive generation, including FGD, workshops, extracurricular, socialisation and others. The relationship between research results and theories will be described in the description below:

Holding Training and Workshops to Prepare a Globally Competitive Generation

According to the findings, the PAUDDAS department engages in five training and workshop activities to help the next generation become internationally competitive. A few examples of PAUDDAS-sponsored events are the workshop on the revitalisation of the globally competitive curriculum of study programs, the training in scientific article writing, the training in entrepreneurship, and the training in English as a foreign language (TOEFL). Several related studies' findings also reveal good reactions, which lends credence to the findings of this study.

(Annisa, Akrim, & Manurung, 2020; Zepeda, Parylo, & Bengtson, 2014) highlighted that one of the activity techniques utilised in handling partner problems linked to writing scientific articles was the use of an individual approach, such as assistance in writing scientific articles, namely via the workshop and training method. According to Darmalaksana's (2021) study, students who receive training to help them write scientific articles have a higher chance of improving their writing abilities and having their work published in scholarly journals. Everyone involved in teaching or learning needs to communicate effectively in writing (Dwijayanti, Marlana, & Patrikha,

2017). Graduates from today's universities will feel this effect as they navigate the globalisation waves of tomorrow.

Habituation of Global Competitiveness in the PAUDDAS Department

The findings indicated that a Culture of Discipline and an English Day could be two activities for worldwide afternoon habituation. These two things do a great deal of work toward the end goal: to produce graduates who can compete successfully on a global scale. Every modern-day citizen must be fluent in English or risk being considered socially and professionally irrelevant. Successfully navigating the job market and the challenges of the industrial revolution will be easier for graduates who have mastered English. That is in line with a study by (Rahman, 2019; Supriyanto, Hartini, Syamsudin, & Sutoyo, 2019), who found that students who regularly engage in conversation in English were more likely to grasp the idea that English class exists primarily to facilitate dialogue. Students' English proficiency will increase as a result of more opportunities for them to communicate in the language. Learning English through exposure to and participation in various contexts where the language is spoken is an effective method for developing a habit of speaking and thinking in English (Jaunanto & Mahliatussikah, 2020).

Organising Focus Group Discussion (FGD)

The results of the data analysis show that in this program, there are five FGD activities carried out by the PAUDDAS department, including FGD for globally competitive curriculum tools, FGD for strengthening SPMI, FGD for the preparation of strategic plans and *Renop*, FGD preparation for cooperation between partners, and FGD for study program management.

The term "focus group discussion" (FGD) refers to a type of discussion in which participants are guided through a process designed to help them analyse a problem or develop a policy. The PAUDDAS department has developed numerous initiatives thanks to FGD by soliciting input from inside and outside the organisation. According to (Welch & Wahidyar, 2019), the FGD process has people talking to one another and sharing what they know about the social situation inside a shared framework. By starting a conversation, we may encourage a solution-focused, participant-based approach (Scheelbeek, Hamza, Schellenberg, & Hill, 2020; Zacharia, Pai, & Paul, 2021). Multiple programmes designed to train the next generation to compete successfully on a global scale are available through the FGD.

Implementation of Student Extracurricular Activities

Public speaking, debating, art, and learning media are just a few of the extracurricular activities highlighted by the study's findings. Taking part in extracurricular activities is a great approach to help the next generation become globally competitive. This happens outside of regular class time (curriculum activities) and is meant to be instructive and useful for students by giving them something to do with their free time while enhancing their education in various ways. Students can grow their cognitive, emotional, and psychomotor skills through participation in extracurricular activities. According to (Brien, O'Brien, Costa, & Adamakis, 2022; O'Sullivan, 2020), instructors should be able to cater to the varied needs of their students. Providing opportunities for these children to pursue their passions and develop their skills outside the classroom. According to studies by (Bulturbayevich, 2021; Jubba, Awang, & Sungkilang, 2021), students that participated in extracurricular activities had a higher learning accomplishment index.

Each PAUDDAS-focused degree program offers a wide range of co-curricular opportunities with the hopes of catering to a wide range of student skills and passions.

The Socialisation of Student Achievement Improvement

The results showed that for the socialisation program, there were four activities carried out, including scholarships, student creativity week (PKM), entrepreneurial student program (PMW), and Merdeka Belajar Kampus Merdeka (MBKM). These activities are considered to help the department prepare alums who can be globally competitive. This result follows Utomo's research (2011) which shows that the provision of targeted scholarships will provide equality to students to achieve high academic achievement even though, economically, it is a little bit of a bottleneck. The provision of scholarships encourages students to maintain the continuity of their studies and excel.

Alums can be better equipped to compete on a global stage by participating in MBKM activities and spreading the word about them. According to (Arifin, 2017; Mohamad Azrien, Shukeri, Sharifah, & Arifin, 2014), the government's efforts to reduce the national unemployment rate include tailoring the curriculum to the needs of business and industry so that students graduate from college prepared for the workforce. Merdeka Belajar Kampus Merdeka, also known as MBKM, is a new policy implemented by the Ministry of Education and Culture to realise the government's goals (Mulyasa, 2014, 2021). Each academic track can tailor the MBKM curriculum to its goals. According to (Nanggala & Suryadi, 2020), the MBKM programme allows academic institutions to create time-appropriate curricula that result in prepared graduates for the workforce.

PKM is one of the essential university programs that helps prepare students to be globally competitive when they leave school. This event also helped the university reach its goal of becoming "A World-Class Entrepreneurship University." In each unit of the study program, socialisation activities help bring this vision to life. The importance of entrepreneurial activities for students is based on the findings of Lestari and Djamilah's research (2020) (Hasanah & Maarif, 2021; Lestari & Djamilah, 2020; Rahmat, 2019), which says that students need to gain experience in entrepreneurship to improve their skills. This is because most students know that there are fewer jobs available in companies and organisations, so it is time for them to become entrepreneurs who want to create jobs for themselves and others.

CONCLUSION

In light of the findings mentioned above, the PAUDDAS department has adopted the following five policies to equip the next generation better to compete on a global scale: 1) Organising training and workshops to prepare a generation with global competitiveness through; 2) Empowerment habituation global competitiveness in the PAUDDAS department; 3) Organising Focus Group Discussions (FGD) covering activities; 4) Implementing student extracurricular activities, and 5) Socialisation graduating students are expected to be globally competitive as a result of these numerous endeavours. This article has a limitation: it only analyzes the PAUD study program at Jambi University. It will have a difference when compared to other places. The next research recommendation is how researchers research PAUD lecturers to carry out self-development and innovation.

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