Increasing global literacy (GL) competence of university students to support the Indonesian International Student Mobility Awards (IISMA) program: Development of GL instructional framework

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Abstract

A preliminary study has found that Indonesian International Student Mobility Awards (IISMA) grantees faced a variety of challenges during their IISMA program at the destination universities. Therefore, this study aims to develop and implement a global literacy (GL) framework to help IISMA students improve their GL competence to survive during their stay in host universities. Ten IISMA awardees studying at one of the state universities in Malang, Indonesia, participated in this study. A qualitative mixed-method design was applied. The data were collected through FGDs, questionnaires, and in-depth interviews. Using a descriptive qualitative analysis, this study proposes a practical framework to aid IISMA students in improving their global literacy competence. The findings were in the form of an instructional framework that can be maximally applied by those who need to prepare students for the IISMA program. It is envisaged that this study can aid in developing GL competencies, enabling subsequent students to fulfill their responsibilities as change agents from a global viewpoint. The framework created in this study provides pedagogical implications for re-creating a subject-specific curriculum that incorporates student practice in GL. The study’s findings could also be useful to policymakers when implementing GL training for educators to effectively increase students’ GL.
Keywords: global literacy (GL) competence; GL framework; Indonesian International Student Mobility Awards (IISMA); IISMA program

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Introduction

The Indonesian International Student Mobility Awards (IISMA) program is one of the emancipated learning programs (MBKM) managed by the Ministry of Education and Culture of the Republic of Indonesia, aiming to provide students with the experience of studying abroad (Budiarti et al., 2022; Hartati & Riniati, 2022; Zidani & Sudarwati, 2023). Students participating in exchange programs must step outside their comfort zone and quickly adjust to obstacles (Atalar, 2020). The student exchange program will address business, cultural science, and international relations while highlighting and discussing these topics. Consequently, using English as the academic lingua franca facilitates students’ integration into transcultural social communities (Baker, 2016).

Hartati and Riniati (2022) stated that students all around Indonesia have embraced this program with incredible zeal from its inception. The Indonesian students are all vying to be eligible for this IISMA (Budiarti et al., 2022; Hartati & Riniati, 2022; Zidani & Sudarwati, 2023). In the current globalized and interconnected world, study abroad experiences are becoming more and more valuable, particularly for students pursuing foreign language degrees, for it offers a wealth of educational and cultural opportunities (Chak & Makino, 2010), social, cultural, economic, and knowledge level (Keogh & Russel-Roberts, 2009; Messer & Wolter, 2007), and students’ learning booster (Patrício et al., 2017).

Alatar (2019) asserts that in the long run, universities would benefit from good links with universities overseas as a means of promoting trade and national reputation. Besides, elements such as international, national, and institutional contexts can influence students’ sojourn decisions (Daly, 2002). Furthermore, Messer and Wolter (2007) examined the benefits of the learning manifestation for
students and discovered that those who participate in the exchange program will become more conscious of cultural variety.

A preliminary study on IISMA awardees in the scope of a university in Indonesia showed that IISMA awardees lack global literacy (GL) competence. GL is a subset of critical literacy (CL) referring to a social competence that enables an individual to gain a critical comprehension of current domestic and global events in order to effectively perform the role of a "world-minded person" or as a global citizen (Schuerholz-Lehr, 2007, p. 183). Consequently, the students faced problems while staying in the host university and country. Therefore, to eliminate this problem, lecturers are expected to be able to prepare their students to become representatives of Indonesia on the international stage. The present study was carried out with consideration for the constraints of earlier research that examined the assessment and contemplation of the execution of the Ministry of Education and Culture's IISMA initiative.

IISMA students need to have GL to help them in making a connection to the larger collective and an understanding of the convergence of individualized, local, and global concerns (Nair-Venugopal, 2013; Shor, 2009). Moreover, a Schuerholz-Lehr (2007) also proposed five dimensions of GL characteristics: cultural competence, global awareness, GL, world-minded people, and world literacy.

Students who take part in the IISMA program should already have this GL competence, making it easier for them to take part in the IISMA program abroad. Previous research on the IISMA program put more focus on the implementation of IISMA and its impact (Lestari et al., 2022; Prakoso et al., 2021; Rizki et al., 2022), efforts to improve students' critical thinking (Hartati & Riniati, 2022), challenges faced while participating in the IISMA program (Budiarti et al., 2022; Karismawati, 2022; Prasetyaningrum et al., 2022; Sudargo, 2022), general preparation for the IISMA program (Maninggarjati et al., 2022), and emotional preparation and geographies of IISMA awardee (Zidani & Sudarwati, 2023). From previous research, there is an aspect of IISMA that has not been explored, namely the importance of students' GL skills when preparing to take part in this program. Therefore, research aimed at preparing students to take part in the GL-based IISMA program is very necessary to make it easier for students participating in IISMA later to carry out their programs abroad. This study specifically addresses the following issues:

(1) How is the GL framework practiced by IISMA students?
(2) How do IISMA students perceive GL practice in class?
(3) How is the IISMA students’ engagement during the framework implementation?
Literature review

Higher education and global literacy (GL) competence

The internationalization of higher education is one of the key factors impacting transformation in the field (Patrício et al., 2017; Yonezawa & Shimmi, 2016; Zidani & Sudarwati, 2023). In today’s interconnected and globalized world, study-abroad experiences are becoming more and more valuable. This is especially true for language learners who can take advantage of the chance to attend a foreign university that offers priceless educational and cultural immersion (Keogh & Russel-Roberts, 2009; Messer & Wolter, 2007), ways of pursuing global careers or lifelong learning (Chak & Makino, 2010), bring social, cultural, economic and knowledge benefits (Kot, 2014), and increase students' motivation (Patrício et al., 2017).

Under the direction of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the Indonesian International Student Mobility Awards (IISMA) program is one of the emancipated learning programs (MBKM) that give Indonesian students the chance to spend a semester studying at host universities overseas. Any university student in Indonesia is welcome to participate (Hartati & Riniati, 2022). Since it was launched for the first time, this program has received extraordinary enthusiasm from students throughout Indonesia (Budiarti et al., 2022; Hartati & Riniati, 2022), and they are all competing to qualify for this program so that they can gain experience studying abroad at the destination campus.

Indonesian International Student Mobility Awards (IISMA)

The student is placed in an environment that differs from their homeland through the exchange program. This may cause pupils to feel a specific way because of novel problems, customs, and approaches (Atalar, 2020; Keogh & Russel-Roberts, 2009; Patrício et al., 2017). The Minister of Education, Culture, Research, and Technology of the Republic of Indonesia established the Indonesian International Student Mobility Awards (IISMA) program in 2021 (Budiarti et al., 2022; Hartati & Riniati, 2022; Zidani & Sudarwati, 2023). Like other exchange programs, it exposes students to the development of the vast industry, including international cases and intercultural diversity, in a semester. Up to 110 host universities are available that can be chosen by Indonesian awardees, including Penn State University, Universidad de Granada, University of Pécs, and so on (Budiarti et al., 2022; Sudargo, 2022). International issues will be brought up through the constructed courses. Thus, it somehow creates
intercultural communication spoken by different speech communities that leads to perspectives as found in the form of a conceptual model (Budiarti et al., 2022).

The present research focuses on how the GL-based instructional framework for use in learning at universities can help university students to have adequate GL competence and be ready to compete in the IISMA program. Efforts to develop the instructional framework developed in this research are in line with the education center’s roadmap in the university research strategic plan for the period of 2020-2024 (Renstra UB 2020-2024, 2019) where this research took place. The strategic plan is also supported by Grant and Sleeter (2009), who state the realization of an independent learning process that is innovative and applicable by implementing the latest technology.

**Method**

**Design**

To gather more thorough information for creating the suggested framework and setting it up for use, we employed a qualitative mixed-method design (Morse, 2010). After a comprehensive and analytical review of the global literacy (GL) literature, the suggested framework was improved through a descriptive qualitative analysis of the information from focus groups and interviews. This time, we watched as a group of IISMA students who were the inquiry’s participants dealt with GL practice to support GL’s initial development. We also investigated students’ perceptions and engagement after being exposed to the framework by asking the participants.

**Participants**

The study involved ten IISMA awardees studying at one of the state universities in Malang, Indonesia. Those students were invited via the IISMA coordinator in the faculty of cultural studies. We invited them to an academic forum and let them know the research objectives. To address research ethics, we gave the research participants a consent form to sign, confirming their willingness to make all the data public. In addition, we made sure that the participant was aware of the study’s objectives and that ethical approval was upheld, respecting their rights throughout the process. Table 1 clarifies the demographic information regarding the research participants.
Table 1
Demographic information of research participants

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RAD</td>
<td>21</td>
<td>M</td>
<td>Faculty of Cultural Studies</td>
</tr>
<tr>
<td>2</td>
<td>NAA</td>
<td>20</td>
<td>M</td>
<td>Law Faculty</td>
</tr>
<tr>
<td>3</td>
<td>MDPA</td>
<td>20</td>
<td>M</td>
<td>Computer Science Faculty</td>
</tr>
<tr>
<td>4</td>
<td>PSB</td>
<td>21</td>
<td>F</td>
<td>Faculty of Social Science</td>
</tr>
<tr>
<td>5</td>
<td>ZAK</td>
<td>21</td>
<td>F</td>
<td>Faculty of Economic and Business</td>
</tr>
<tr>
<td>6</td>
<td>AH</td>
<td>21</td>
<td>M</td>
<td>Faculty of Engineering</td>
</tr>
<tr>
<td>7</td>
<td>MHM</td>
<td>21</td>
<td>M</td>
<td>Faculty of Fishery and Marine Science</td>
</tr>
<tr>
<td>8</td>
<td>MFG</td>
<td>21</td>
<td>M</td>
<td>Faculty of Animal Husbandry</td>
</tr>
<tr>
<td>9</td>
<td>NAP</td>
<td>21</td>
<td>F</td>
<td>Faculty of Mathematics and Natural Science</td>
</tr>
<tr>
<td>10</td>
<td>ND</td>
<td>20</td>
<td>F</td>
<td>Faculty of Farming Technology</td>
</tr>
</tbody>
</table>

Data collection

Ten participants, namely IISMA awardees, were invited into an FGD to discuss the GL framework. We also invited five students of IISMA alumni to share their experiences and challenges during their stay in host universities. We, the teacher researchers, asked and discussed the GL competence and how it should be acted out in the instructional process. The FGD lasted for two rounds.

The next data collection concerned with the implementation of framework we have already discussed during FGDs in a learning process. We invited those 10 participants to the class and implemented the framework into instructional process. To create detailed and meaningful field notes, we focused on the thoughtful insights and comments made by IISMA participants on the materials brought into the classroom while observing the learning process.

To investigate IISMA students' perception of the framework implemented in the classroom, we also asked them to complete the questionnaire. The questionnaire was developed to investigate the students' perception of the implementation of the flipped classroom model using five Likert-scale response choices (Johns, 2010).

To get further insight into the students' responses to the questionnaire's results, an instant interview was held after the questionnaire. It is crucial for assisting researchers in elucidating and verifying their conclusions regarding the study's data. In addition, the interview is essential for learning about the students' personal opinions beyond the rigid statements provided in the questionnaire, the rationale behind their agreement or disagreement with particular statements, and the explanations they provide for their difficult decisions. There was no pre-prepared list of questions; thus, the interview was
unstructured. Based on the students' responses to the questionnaire, it was presented right away after the questionnaire.

An observation of the students' attitudes throughout the deployment of the GL framework was also conducted to enhance the data. The observation was centered on how the students engaged in class learning activities. The degree to which students were willing to participate in class discussions, collaborate with one another, and complete assigned assignments was a clear indicator of their level of engagement in those activities. In the meantime, the report on the students' activity completion and active engagement in online discussions revealed their involvement in their learning activities. The results of the observation and interview were unavoidably included in the study's results presentation, together with the findings from the examination of the pertinent questionnaire items.

Data analysis

During the FGDs, the participants were involved in a series of discussions related to global literacy competence. The discussion on several competencies IISMA students should possess in order to prepare themselves for the IISMA program was also discussed. Some challenges IISMA students face during their stay were also discussed along with the solutions offered. The discussion of the FGDs produces a proposed global literacy framework to which IISMA student candidates can apply. Two days of FGDs were then continued by the in-class instructional process for four meetings to implement the proposed framework. The FGDs were then followed by the instructional process of the GL framework for four meetings. This way, we observed and took notes on the process of covering the four dimensions suggested in the proposed framework. At the end of the fourth meeting, a set of questionnaires covering a perception questionnaire adapted from Yujing (2015) and an engagement questionnaire adapted from Reeve (2013) were shared with the participants to know participants' perceptions and engagement during the implementation of the GL framework in the classroom. An in-depth interview was conducted to confirm the participants' answers to the questionnaire. This in-depth interview was done to give a thorough analysis of the findings.

Findings

The presentation of this study's findings is based on three research questions. The first study question focuses on the development of a global literacy (GL)
framework for IISMA students and how it is implemented. The second one focuses on how IISMA students view the application of GL in the educational setting. Lastly, it looks into how involved the students are with the GL practice.

**Global literacy (GL) framework**

The following is a global literacy (GL) framework which was developed based on the development stages described in the previous section. Four dimensions of the GL framework were developed based on data collection involving questionnaire instruments, in-depth interviews and FGDs with IISMA alumni, and input in the piloting project.

The interview and FGDs resulted in the formulation of the GL framework, which consists of four dimensions: dimensions 1, 2, 3, and 4. These dimensions relate to knowledge, intellectual, social, cultural, ethical, problem-solving, and communication elements.

Dimension 1 focuses on the effort to examine local, global, and intercultural issues. In this dimension, students try to identify how they position themselves within local, global, and intercultural communities. Dimension 2 focuses on understanding and respecting other people’s perspectives and worldviews. This way, students are encouraged to understand and respect other people’s perspectives and worldviews. Next, dimension 3 encourages open, appropriate, and effective cross-cultural interactions. In this case, students try to mingle with members of the world in effective interactions. Lastly, the last dimension focuses on the action for collective well-being and sustainable development. This way, students try to participate in social action for the common good. The framework (based on the research findings) is depicted in Figure 1.

**Figure 1**

*Proposed global literacy (GL) framework*
The FGD also yields some findings related to the characteristics of the young generation having GL competence. These characteristics are those who have intellectual skills, knowledge skills, social competence, cultural competence, ethical disposition, problem-solving skills, and communication skills. Those characteristics are depicted in Figure 2.

**Figure 2**

IISMA characteristics

The implementation of GL practice in IISMA class

We have already introduced the idea of GL to the class to raise conscious knowledge of it before bringing up global issues in the EFL classroom. According to the instruction, one strategy for improving GL competence among students is to expose them to global challenges. Participants were informed that the majority of the reading items in their handout are real English-language resources that cover major global issues (Table 2) with the goal of fostering such critical literacy (CL).

The concept of GL was introduced to the students and then the world’s global challenges were discussed in class. There are two steps in the research procedure. The first step is the normative reading comprehension. The second is they have to go through reading beyond the line, that is, to find out about the author's intentions and to have declarative knowledge of the text they have read, i.e., to relate the text with the GL on the cultural-related topic. This can be done by reading critically, not merely comprehending the ideas in paragraphs but also
relating to global issues. The next step was comparing the global issue brought to their home-country cultures in Indonesia.

Table 2
World’s global issues facilitating GL development

<table>
<thead>
<tr>
<th>No</th>
<th>GL dimensions</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating global awareness with an interconnected world concept</td>
<td>COVID-19 as a global health problem</td>
<td>The pupils discussed their opinions on this matter. Finally, they examined potential global solutions to the pandemic challenge faced and made parallels between the issue of the COVID-19 epidemic and their own lives.</td>
</tr>
<tr>
<td>2.</td>
<td>Establishing links from the local to the global</td>
<td>Fertility for sale</td>
<td>The teacher gives students a text entitled “Fertility for Sale,” describing the pros and cons issues regarding the issue of whether or not a woman should do surgery for an egg to be donated to infertile women who are in need of having babies. The woman sacrifices her life by taking a risk of having this for the purpose of earning a living. Some critical questions (e.g., in what position are you in and why, what will they do in that kind of condition, what do they think about this practice? Are women paid higher for their eggs are more exploited?) were addressed.</td>
</tr>
<tr>
<td>3.</td>
<td>An international and cross-cultural perspective on critical text analysis</td>
<td>Cultural leisure issues during the COVID-19 pandemic</td>
<td>Students discuss how they differ culturally regarding the topic on cultural leisure activities during COVID-19 pandemic. This is to train students’ awareness on cultural differences people exhibit in their leisure time during the COVID-19 pandemic.</td>
</tr>
<tr>
<td>4.</td>
<td>Encouraging political and social activity</td>
<td>Being involved in the efforts to reduce the world’s plastic trash problem</td>
<td>EFL students are invited to share their ideas for example on solving the global problem like trash problem in the world. Students can collaboratively do real action in the effort of reducing the use of plastics for example by making a campaign on the use of stainless-steel straw via social media.</td>
</tr>
</tbody>
</table>

(Source: Adapted from Yoon et al., 2018)
Four subjects were selected for the exercise by modifying Yoon et al.’s (2018) four-dimensional GL framework (Table 2). While the handout included a wide range of topics, these four were selected at random to address the GL experience.

In Table 2, the students were taught how to plan a social media campaign to halt the COVID-19 virus’s spread. For the trash problem lesson (content), EFL students were given pre-taught topic-relevant vocabulary (brainstorm), and they were encouraged to use this terminology in the conversation (language). They evaluated the organization, vocabulary, and comprehension of the readings. Stated differently, the courses promoted critical GL practices while facilitating the use of academic language in real-world encounters. The specific CL exercises carried out in the classroom are listed below.

First lesson: Creating global awareness

Increasing the pupils’ awareness of complicated global concerns was the aim of this session. Students came up with a list of global issues through brainstorming. After creating an exhaustive inventory, the students chose to talk about COVID-19. As the teacher developed a theme around this problem, she asked one crucial question: how do you act in a way that demonstrates your self-awareness as a global citizen? The students discussed and shared their opinions on a few COVID-19-related topics.

Second lesson: Establishing links from the local to the global

Students could link the local, personal, and global worlds using this lesson. It was about fertility for sale. The instructor asked several important questions, such as, “Would you consent to having a surrogate mother carry a baby to term on your behalf if you and your spouse were infertile? why not?” Some critical viewpoints from a wide range of experts in various fields were presented to students to help them think more broadly about how they would approach the issue, which has now become a global issue as people who used to work in charity now do so in the business sector.

Third lesson: Analyzing critical texts from a global and cross-cultural perspective

This lesson’s objective was to assist students in accepting different points of view while they examined works from a variety of cultural and global angles. The topics of leisure culture during the COVID-19 pandemic let students learn about how many cultures’ leisure styles are acceptable and how each one is unique. During the while-reading conversation, students discussed their emotions and considered the various points of view stated in the text.
Fourth lesson: Encouraging social and political activism

The lesson focused here on promoting activism because developing students' global and multicultural awareness is closely tied to political and social activism. It was built on the question of how. Students were invited to choose a topic and they decided to choose trash problems after doing a brainstorming. They decided to talk about a local issue because of their personal connection to it: students’ irresponsible behaviors in using plastic products. They collaboratively wrote a trash campaign using reusable straws instead of plastic straws, for example. The examples listed are only samples, not an exhaustive list, and simply reflect the main idea of the four dimensions by serving as guiding illustrations, not unconditional ones. Thus, it can provide opportunities for students to think about their real-life experiences and view diverse issues worldwide from a critical lens.

IISMA students’ perception of the introduction of GL in IISMA class

The second research question deals with the student's response to the introduction of GL. In addition to field notes, both closed-ended and open-ended questionnaires were employed to help us answer this question. There were five close-ended questionnaire items adapted from Yujing (2015) requiring the students to answer the questions by choosing the options “Agree” or “Disagree” (Table 3). In addition, an open-ended questionnaire was also utilized to strengthen the result (Table 4).

Table 3
Students’ perception of the introduction of GL (close-ended questionnaire)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The global world issues introduced in the classroom session are sufficient enough to help me understand global issues and differences</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>I am interested in knowing more about the world’s global issues (politics, economy, social, culture, and health)</td>
<td>97.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>3</td>
<td>I have a more multicultural perspective after being introduced to global issues content during the class</td>
<td>90.9%</td>
<td>9.1%</td>
</tr>
<tr>
<td>4</td>
<td>I have become more aware of cultural differences among countries</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>I learn a lot from global issues (politics, economy, social, culture, health) presented in the classroom</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 3 shows that the majority of the students have a good perception of the GL practice in the IISMA classroom. It means that the world issues introduced in the classroom session are sufficient enough to help them understand global differences (Statement #1). Further, they also become interested in knowing more about the world’s global issues (politics, economy, social, culture, and health) (Statement #2). Next, it is also stated that students have a more multicultural perspective after being introduced to global issues content during the class (Statement #3). They become more aware of the cultural differences among countries (Statement #4), and finally, they acknowledge that they learn a lot from global issues (politics, economy, social, culture, health) presented in the classroom (Statement #5). Besides the closed-ended questionnaire, students were also required to fill in the open-ended questionnaire, as shown in Table 4.

Table 4
Students’ responses to the implementation of GL (open-ended questionnaire)

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>The summary of students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you think the topics covered in class about the world’s problems contributed to your development of GL? Why?</td>
<td>The discussion world’s global issues improve learners’ social awareness, broadens knowledge, and triggers EFL learners’ interest to knowing more about other global issues</td>
</tr>
<tr>
<td>2.</td>
<td>Which particular elements of the global concerns aided you in developing your GL?</td>
<td>Students felt that their knowledge in education (language, politics, social welfare, health, culture, and economy) gradually improved after being introduced to the world’s global issues.</td>
</tr>
<tr>
<td>3.</td>
<td>Should English classes incorporate global issues articles as resource material to develop IISMA learners’ GL? Yes/No? Explain why</td>
<td>Yes, because sooner or later, students will get acquainted with people around the world. For example, maybe later, they will have some international experiences like studying abroad through scholarships, international trips, job offers abroad, and international business. Therefore, they need to be globally competent and world-minded.</td>
</tr>
<tr>
<td>4.</td>
<td>Based on the experience in the critical reading, what does it mean to be a global citizen or globally literate?</td>
<td>To be a global citizen means as individuals we should understand the world’s complexities through dynamic human relationships. By keeping well-informed on global issues, we are ready to face the dynamics of the global world’s complexities and be ready to contribute.</td>
</tr>
<tr>
<td>5.</td>
<td>What do you think is the benefit of including world’s global issues in the IISMA classes</td>
<td>IISMA learners should be accustomed to reading passages not only to answer questions but also to going deeper by analyzing multiple perspectives, as their contribution as members of global citizens is needed.</td>
</tr>
</tbody>
</table>
Table 4 shows that IISMA learners have a good and positive perception regarding the implementation of global issues as one way of enhancing GL. Students' positive answers show that they are fully aware that they are part of the world’s citizens who are expected to be responsive to phenomena happening around the world as they do not belong to a single entity.

**IISMA students' engagement during the introduction of GL in class**

The third study finding focuses on the participation of IISMA students in the classroom's GL practice. IISMA students' GL competence can be seen from their roles as (a) globally engaged participants and (b) socially and politically conscious (global) citizens when reacting to the practices of GL after being exposed to the world's global concerns.

**IISMA students’ engagement as the world’s global citizen**

Observations made in the classroom revealed that IISMA students were actively involved in discussions on global issues. They were eager to learn about international concerns from one another in addition to sharing their own experiences. Their enthusiasm was particularly evident when they discussed their thoughts and perspectives on the problems raised. Students' engagement is strengthened by students’ answers in the reading session and answer sheets during the post-reading activity when they are given questions related to issues they have just discussed. The students actively showed their opinions and stances with regard to the topic discussed by providing relevant justification to support their answers.

The results of the following students' questionnaires can also indicate their engagement. Table 5 shows the average score of the students' responses for each questionnaire item.

**Table 5**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>I participate well in the classroom discussion</td>
<td>70.6%</td>
<td>32.4%</td>
</tr>
<tr>
<td>7.</td>
<td>I enjoy classroom discussion</td>
<td>97.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>8.</td>
<td>I enjoy doing tasks assigned in the IISMA class</td>
<td>94.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>9.</td>
<td>The tasks help me improve my GL</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>The task helps me improve my GL competence</td>
<td>97.1%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Table 5 shows the level of students’ engagement during the implementation of the world’s global issues in the IISMA classroom. Table 5 also shows that most
students thought they participated well in the classroom discussion (Statement #6). Moreover, they also enjoy the classroom discussion (Statement #7), enjoy doing the reading task assigned in critical reading class (Statement #8) as the reading tasks help them improve their GL (Statement #9), and finally, they also stated that the tasks given help them in improving their GL competence (Statement #10).

However, with regard to a statement concerning whether students have already participated well in the classroom discussion (Statement #6), one-third of the class (32.4%) thought that they had not participated well in the classroom discussion. After being confirmed through in-depth interviews, the same responses were given by ten participants being interviewed, stating that online learning is considered to be ineffective as it limits them in sharing opinions directly. They stated that they have more opportunities to freely share ideas in the offline class or during a face-to-face interaction.

**IISMA learner’s role as socially conscious global citizens**

Global and local issues were the main emphasis of the online meeting classroom, and IISMA learners were allowed to participate in the problem-solving process. Even in the absence of the teacher's direct supervision, the students responded to the presented local and global concerns and proposed potential answers and actions they could implement in their daily lives.

For instance, they show their big concern about the global issue faced by people around the word "COVID-19 pandemic." The following excerpts are some examples taken from students' worksheets during post-reading sessions, showing their good engagement during the activity of sharing opinions regarding the issue raised on the listed topics we have already addressed. The students showed their big concern and positioned themselves as globally aware citizens.

I have learned such things as trying to master my guitar, reading as many books as possible, hanging out with my friends (with protocols applied), and getting close to my family. This leisure just hit me in a good way. On the good side, I got to be free to explore what I wanted. Finishing my book is my current focus right now. Many people are annoyed by this quarantine, but half of them also feel free. Anyway, this quarantine time makes us believe in the importance of staying healthy. (MHM)

What I get from this passage is that I can learn more from the cultural part. And I also know that everyone's view of what 'leisure' means is different depending on customs in a country, gender, personality, or hobby, especially during this pandemic, when we have more free time. (ND)
The aforementioned excerpts demonstrated how students positioned themselves in their unique activities as critically aware global citizens. Every session addressed both local and global challenges, giving IISMA students the chance to participate in the problem-solving process. Even in the absence of the teacher's direct instruction, the students responded to the presented local and global challenges and proposed potential answers and actions they could implement in their daily lives.

When the students decided to take actual action, like starting a social media campaign to raise awareness of waste issues, it was clear how determined they were to find a solution. They underlined the need to provide well-reasoned justifications for their positions, as well as the kind of change they hope to see and how it will impact the globe. Their answers suggest that students have begun demonstrating awareness of global social issues.

**Discussion**

The global literacy (GL) framework, according to the students, assisted them in improving their GL competence. They both felt that this GL had been a huge help in being ready for success overseas in the future. They enjoy socializing with individuals who are not from their faculty and who are majoring in various subjects. The findings of Grami (2012) and Vurdien (2011) that students grow braver and more self-assured when they hang out with their friends in discussion forums are supported by this conclusion. One strategy for increasing students' critical literacy (CL) was introducing them to global challenges. The three study questions posed are reflected in the discussion that follows.

The first study question focuses on the GL taught in Indonesian International Student Mobility Awards (IISMA) classes. The current study's findings demonstrate that including current global issues in critical reading exercises can enhance language acquisition in more significant ways. The results of this study are consistent with those of Lee and Gilles (2012), who demonstrated how IISMA may be used to achieve GL at any competence level. During Yoon et al.'s (2018) implementation process, for example, it was discovered that this framework allows IISMA learners to actively seek solutions to problems collaboratively, expressing their satisfaction with the opportunities to voice themselves, share their experiences from their own culture, and learn about the world.

Put another way, people actively navigated their identities and took on a global sense of agency while becoming aware of both local and global issues. Pupils exhibit a high degree of social awareness by using authentic thought.
processes and actively contributing to the creation of new knowledge through assignments. Consequently, this study’s findings support a study by Rodríguez Gómez (2017) that discovered that students’ GL is enhanced by exposure to foreign news since it increases their knowledge, sensitivity, and awareness of the global concerns happening around them.

The results of this investigation support Yol and Yoon’s (2019) claim that there is more room to grow in applying GL. However, the present study reveals no indication of complex process identities. One of the possible factors could be the homogenous culture of the research participants, who are all Indonesians with practically the same culture. They only have their own culture and the other cultures that need to be observed, so when global problems are introduced, and GL is practiced, they are not confused about which culture to follow.

They are not perplexed and even concerned about being removed from their current culture. Students’ continued identification as Indonesians on the theme of cultural leisure is evident despite their exposure to a wide variety of cultural activities. They view cultural diversity among nations as commonplace and believe it to be acceptable. Even though they are fully aware that they are citizens of the world, their culture remains their foundation.

Regarding the second research question, the current study’s findings showed that students believed understanding global issues was important for improving their GL studies (Lee & Giles, 2012; Rodríguez Gómez, 2017; Yol & Yoon, 2019), demonstrating students’ favorable view of the inclusion of GL practice in the classroom complement the current research finding. Previous research findings align with the current study’s conclusion that students enrolled in IISMA programs should be exposed to global news (Rodríguez Gómez, 2017).

Apart from examining how students saw the introduction of global issues in critical reading classes, another area of investigation was how involved they were in the execution of cultural literacy exercises. Similar to Yol and Yoon’s (2019) and Rodríguez Gómez’s (2017) studies, the current research’s findings indicate that IISMA students can positively engage during the instructional process; as a result, positive student engagement is a crucial component in improving students’ learning and performance. Students benefit from positive engagement during GL practice since it will motivate them to work harder, stay longer, and improve their spirits in critical reading classes.

We have highlighted several important implications for the implementation of GL as a result of the results. It is crucial for educators to create a welcoming classroom environment where IISMA students feel empowered to voice their thoughts and opinions. When pupils are able to acquire the language for maximal access to education and social mobility, feeling comfortable and taking back one’s
voice becomes even more important (Bacon, 2017). Subsequently, educators ought to provide materials and activities that link IISMA students with significant extracurricular social and cultural experiences. By extending how students read the word (languages) and the world (critical literacy [CL]), the findings also offer educators implications and useful recommendations for assisting students’ language and literacy development as they become more socially and globally aware individuals (Bacon, 2017). In order to promote and encourage IISMA students to freely express their viewpoints in a multicultural and global setting, IISMA instructors should make use of the four dimensions of their own courses.

**Conclusion**

Involving students in the international practice of student exchange programs such as IISMA needs very good support. This study has demonstrated that exposing students to the global literacy framework in language instruction can be one strategy to improve their GL. Additionally, it has a good effect on students' involvement, with an impression of the global literacy practices used in the classroom shown by their good perception and engagement.

Notwithstanding the significant information regarding English language acquisition, the researchers acknowledge the current investigation’s shortcomings and make recommendations for further research. To support the results, each dimension needs to be expanded upon as it was only explored in one class. The usefulness of the critical GL framework and its four instructional components in diverse contexts and settings should be further investigated by academics and educators. Several research methods can be selected to offer further insights into the use of GL in the IISMA scenario. The more studies on GL that are done, the more proof we have for the introduction of GL and its advantages for pupils. To complement the current study’s findings, there is also a suggestion regarding the effects of GL on students’ involvement in the IISMA and language skills development.

Because acceptance into the IISMA program involves more than just linguistic competence, this GL framework offers insight into university students to move beyond their major goals. This is due to the fact that developing social skills to address issues with international communication, knowing about various cultures, and realizing how linked the globe is all need to be a part of one’s global awareness. Efforts to prepare IISMA students in host countries and target universities might benefit from insights in the form of best practices in the
framework of GL offered by lecturers in an effort to prepare students who will carry out the program.

In addition, students' positive evaluations of the GL practices created by the study team to better prepare IISMA students for host universities demonstrate the positive effects of the implementation of the GL framework on students. Notwithstanding the results, we acknowledge the limitations of this investigation and, hence, propose recommendations for additional research. Future studies on the efficacy of the GL framework and its four instructional components in diverse contexts and settings should be conducted by researchers and educators, with a focus on examining the effects of learning following students' completion of the IISMA.

To determine whether the GL framework is genuinely effective, a comparison between IISMA students who received this training and those who did not need to be conducted. It is possible to select several study methodologies to gain an additional understanding of how GL is implemented in educational settings. We shall have more proof of the introduction of GL and its advantages for pupils as more research on the topic is carried out. The framework created in this study provides pedagogical implications for re-creating a subject-specific curriculum that incorporates student practice in GL. The results of this study could also be useful to policymakers when implementing GL training for educators on how to effectively increase students' GL.

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