

## Evaluating Students' Experiential Learning in International Course Program

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**Abstract.** The University of Medan Area has a vision to become a university that can be recognized at the ASEAN Level, for this reason, from now on, the university has begun to prepare the students to have qualified English skills, one of which is by organizing an International Course Program, which is applied to some courses. This program was first implemented in the even semester of the 2023/2024 academic year and received high enthusiasm from the lecturers and participants. This research adopts a descriptive qualitative approach. Four courses had joined this program, which consisted of 117 participants. The data for this study was gathered using questionnaires filled out by lecturers and students. This study aimed to evaluate the students' experiential learning in the ICP class, which peeled from the experiential learning phases designed by Wolfe & Byrne in 1975; designing, conducting, evaluating, and giving feedback. The results of this study showed that the international course program had given positive feedback on the pedagogical aspects for the students and the lecturers as well. The students could be involved in new learning experiences, and improve their English language skills, thus for the lecturers, the ICP had given additional insight into teaching methods, and curriculum development.

**Keywords:** experiential learning, International Course Program, pedagogical impact

### Introduction

Concerning education, English has become widely used in curriculum, resources, and pedagogical approaches. The fact that 380 million people speak English as a second language indicates that the language is currently used widely. Furthermore, regardless of linguistic and cultural differences, over a billion

individuals who speak English as a second language utilize it to connect with others who speak it as a first language (Angga Gunantar, 2016).

English is no longer taught uniformly, instead, teachers adapt their instruction to the needs of their respective classrooms (Saud, 2020). One could argue that teaching English as an international language to university students is feasible and necessary for them to communicate in a range of international situations in today's globalized society (Xu, 2018). Language assessment in EIL, EIL teacher education, and the use of English as an International Language (EIL), all imply the use of English teachers in EIL classrooms (Tan et al., 2020). Therefore, there is no need to debate the importance of teaching English and teaching in English to students who will later be involved in the world of work and the business world which globally uses English in every sector. Accordingly, numerous studies have been conducted on methods and programs aimed at enhancing students' proficiency in the English language; the use of digital platforms for online teaching (Amin & Paiman, 2022); using Google Meet to teach English at Vietnamese universities (Vo et al., 2023); the use of multimedia language laboratory in teaching English phonetics to Russian university students (Kvasyuk et al., 2021); bilingual education program at Indonesian University (Jalaluddin, 2023); the use of Artificial Intelligence in Public Health universities (Li, 2022); the use of E-learning mode for teaching in Arab universities (Zakarneh, 2018); stratified teaching method and mobile computing used in teaching English in Chinese universities (Zheng, 2022); the use of Big Data in teaching (M. Li, 2022); the use of capacity building for teaching English in Afghanistan universities (Hafizi, 2023); TEIL in Nepal (Saud, 2020); cross-cultural communication concept in teaching English in Chinese universities (Chen, 2023); etc.

Along with the programs that have been mentioned above, the University of Medan Area aims to improve the quality of learning and encourage the excellence of each Study Program at the International Level with Asian Level recognition in 2033, therefore, the International Course Program (ICP) was formed in each Study Program at The University of Medan Area based on the Decree of The University of Medan Area Chancellor No. 3795/UMA.09/XII/2023 concerning the management of the International Course Program (ICP) at Medan Area University. ICP is the flagship class of the Study Program, which uses English as the language of instruction. This program is a brand new one for Medan Area University. The form of ICP realization itself can be in the form of, a) elective course classes of the Study Program, b) compulsory course classes of the Study Program, and c) elective course classes held by several Study Programs. The university's rector had designated some departments to implement the international course program for one semester. Each course was required to prepare learning instruments, such as course plans, learning modules, students' assignments, and evaluation papers, all of which must be presented in English. Implementing the International Course Program (ICP) at The University of Medan Area aims to organize the *Merdeka Belajar Kampus Merdeka* (MBKM) program, especially student exchanges between study programs and universities; attract foreign students for learning activities in the Study Program; increase recognition of the excellence of the Study Program outside Medan Area University. The ICP programs' benefits are improving foreign language skills,

especially English for The University of Medan Area students, and participants from other campuses; increasing the interest of foreign students to participate in learning at Medan Area University; opening opportunities for local and foreign students to build relationships and gain different and interesting learning experiences; and equipping all ICP class participants with a Certificate of Graduates Companion (SKPI).

Numerous studies on this kind of program have proven its success in the teaching-learning process; E-marketing education is applied in more than one hundred business schools worldwide (Shaltoni, 2016); three-week international summer program has an impact on the improvement of innovative pedagogy quality (Lakkala et al., 2017); international short course program implementation in Educational Tourism Programs by involving local and overseas students (Suyasa & Dewi, 2018); the improvement of science course curriculum design of Saudi Arabian first-year program students (Kadwa & Alshenqeeti, 2020); implementation of English Medium Instruction Course within the International Business course in Japan (Thompson et al., 2022); testing students' self-efficacy in Bridging Program Course (Muhammad & Ardini, 2022); the implication of teaching international graduate students of Italian universities to the teaching perspective (Coryell et al., 2022); developing international joint programs for undergraduate students at Vietnamese Universities (Vũ Thị Huyền & Vũ Thùy Dương, 2024), The trend of international course programs has rapidly increased; therefore, universities at the local level, need to chase its implementation as well.

The implementation of ICP is also considered to be the realization of the experiential learning approach. Since experiential learning is beneficial in combining the grasp and transformation of the learning experience (D. A. Kolb, 1984). It restructures higher education to meet the needs of educational technology, offering a redesigned learning environment that gives students more power (A. Y. Kolb & Kolb, 2017). It has been used worldwide in education since it provides students with both practical and theoretical information concepts (Abrahams & Singh, 2010). Since then, vast numbers of studies on experiential learning have been globally adopted in the classroom context from the lower up to higher education level; academic and motivation to learn physics of grade 10 students using an experiential learning approach (Agsalog, 2019); experiential learning for practical ethics in science and technology (Parahakaran, 2017); augmented reality for e-commerce learning (Huang, 2015); experiential learning for teaching science for general education in Vietnam (Giac et al., 2017); promoting effective learning among English language learners (Silver, 2021); experiential learning as a teaching strategy in life sciences (Mc Pherson-Geysler et al., 2020); learning autonomy among Omani students (Boggu & Sundarsingh, 2019); experiential learning in accounting cycle simulation project (Sathe & Yu, 2021); social entrepreneurship education through experiential learning (Thomsen et al., 2021); learning business English courses by selling products on the e-commerce platform (Dinamika & Siregar, 2022); virtual project-based learning in an Islamic higher education setting (Asfihana et al., 2022); motivational experience in online learning during covid-19 pandemic era (Lestari et al., 2022). Through the existence of ICP at Medan Area University, it is expected that the students themselves can learn from their own experiences. This study evaluated

the students' experience while becoming part of the ICP participants peeled from the pedagogical aspects.

## Method

A qualitative descriptive method was adopted in this study. The method's data-derived approach ensures fidelity to the participants' language and experiences by generating codes directly from the data (Sandelowski, 2010). It is a systematic approach that gives a complete summary of events or experiences. This method is methodologically flexible, allowing researchers to apply multiple theoretical methods, sample methodologies, and data-gathering tactics (Hall & Liebenberg, 2024). Therefore, this kind of method was considered suitable for this study. The study was conducted in the University of Medan Area, located in the heart of Medan City. There were 4 courses from different departments administered in the international course program, the Plant Biotechnology course from the Agrotechnology Sciences Department with 51 participants, the International Law course from the Law Sciences Department with 27 participants, the Digital Information System from the Management Postgraduate Program with 12 participants, and Coaching and Counselling from the Psychology Postgraduate Program with 27 participants. In total, 117 students participated in the International Course Program.

The data of this study was obtained through a questionnaire distributed in Google form. To gain the lecturers' and participants' points of view on the international course program, the participants were instructed to fill out a questionnaire containing several questions. The numbers that emerged from the questionnaire results only functioned as the quantification aid to describe the findings in this study. The data was analyzed according to the four phases of the experience-based learning concept which was designed by Byrne & Wolfe in 1975. The phases were respectively designing, conducting, evaluating, and giving feedback.

## Findings

From all of the participants, only 68 (58%) participants filled out the questionnaire. The data obtained from the questionnaire was then analyzed using a qualitative descriptive method. The tables below present the questionnaire items filled out by the participants of the International Course Program.

**Table 1. The effectiveness of International Course Program**

No	Answer	Percentage
1	Very Effective	46,9 %
2	Effective	39,1 %
3	Less Effective	14,1 %
4	Not Effective	0

Table 1 shows that according to students' perspectives, the international course program is quite effective in its implementation, this is shown from the percentage results above. Meanwhile, there are still participants who have the perspective that this program is less effective in its implementation.

## Table 2. The amount of suitability between learning material and course plans

No	Answer	Percentage
1	Very suitable	95,3 %
2	Less suitable	4,7 %
3	Not suitable	0

Table 2 shows that almost all students agree that the material taught follows the lesson plan distributed by the lecturer at the beginning of the lecture.

**Table 3. The amount of student's understanding to the learning material**

No	Answer	Percentage
1	Yes	87,5 %
2	No	12,5 %

Table 3 shows that most students can understand the learning materials delivered by lecturers in the International Course Program class.

**Table 4. The number of obstacles faced by the students in the learning process**

No	Answer	Percentage
1	Language understanding	40,6 %
2	Unsupported infrastructure	12,6 %
3	Facilities	4,8 %
4	No difficulties	42 %

Table 4 shows that students who attended International Course Program classes experienced some obstacles, such as difficulty understanding the language of instruction and inadequate infrastructure and facilities. Still, most others did not experience any obstacles.

**Table 5. The frequency of English used by the lecturer in teaching**

No	Answer	Percentage
1	Very often	29,7 %
2	Often	28,1 %
3	Sometimes	18,8 %
4	Rarely	20,3 %
5	Never	3,1 %

Table 5 indicates that more than 50% of participants agreed that lecturers used English quite often in teaching.

**Table 6. The frequency of the lecturer asks and responds to questions in English**

No	Answer	Percentage
1	Very often	26,6 %
2	Often	28,1 %
3	Sometimes	15,6 %
4	Rarely	10,9 %
5	Never	18,8 %

Table 6 shows that during the learning process, lecturers actively asked questions to students, and responded to students' questions using English.

**Table 7. The frequency lecturer assigns and evaluates the learning using English**

No	Answer	Percentage
1	Very often	29,7 %
2	Often	32,8 %
3	Sometimes	9,4 %
4	Rarely	14,1 %
5	Never	18,8 %

Table 7 shows that during the learning process, lecturers gave assignments and evaluated these assignments using English.

**Table 8. The amount of lecturer teaches in an interesting and attractive method**

No	Answer	Percentage
1	Yes	95,3 %
2	No	4,7 %

Table 8 shows that almost all students believed lecturers used interesting and appealing methods to teach them.

**Table 9. The amount of the student's English skill improvement**

No	Answer	Percentage
1	Highly improved	83,8 %
2	Improved	16,2 %
3	Less improved	0%
4	Not improved	0%

Table 9 shows that the ICP had highly improved the students' English language skills.

**Table 10. The amount of main English skill improvement**

No	Answer	Percentage
1	Writing	19,2%
2	Reading	22%
3	Listening	41,1%
4	Speaking	17,7%

Table 10 demonstrates how the ICP enhanced the students' four English skills: listening, reading, writing, and speaking.

**Table 11. The amount of supportive English skill improvement**

No	Answer	Percentage
1	Vocabularies	47,1%
2	Translation	27,9%
3	Grammar	11,8%
4	Pronunciation	13,2%

Table 11 demonstrates how other components of English, such as vocabulary, translation, pronunciation, and grammar, improved after attending ICP lessons.

**Table 12. The amount of students' interest in joining another ICP class in the upcoming semester**

No	Answer	Percentage
1	Yes	84,4 %
2	No	15,6 %

Table 12 shows that about 80% of students were interested in participating in other ICP classes in the coming semester.

**Table 13. The amount of student's satisfaction with the ICP class**

No	Answer	Percentage
1	Yes	92,2 %
2	No	7,8 %

Table 13 indicates that more than 90% of students are satisfied with the implementation of the International Course Program classes.

Furthermore, 8 out of 13 lecturers (62%) filled out the questionnaire. The tables below show the results of the questionnaire filled out by the lecturers.

**Table 14. The effectiveness of International Course Program**

No	Answer	Percentage
1	Very Effective	25 %
2	Effective	62,5 %
3	Less Effective	12,5 %
4	Not Effective	0

Table 14 shows that the majority of lecturers stated that the implementation of the International Course Program was quite effective.

**Table 15. The amount of suitability between learning material and course plans**

No	Answer	Percentage
1	Very suitable	87,5 %
2	Less suitable	12,5 %
3	Not suitable	0

Table 15 shows that the material taught is suitable to the lesson plan delivered by the lecturer at the beginning of the lecture.

**Table 16. The amount of student's understanding of the learning material**

No	Answer	Percentage
1	Yes	87,5 %
2	No	12,5 %

Table 16 reveals that lecturers agreed that the majority of students understood the learning material presented by them during the learning process.

**Table 17. The number obstacles faced by the lecturers in the learning process**

No	Answer	Percentage
1	Language understanding	37,5 %
2	Unsupported infrastructure	25 %
3	Communication gap because of the hybrid method of learning	25%
4	No difficulties	12,5 %

Table 17 illustrates that almost all teachers encountered difficulties in lectures, ranging from language comprehension issues with students to less supportive infrastructure to communication gaps produced by hybrid lectures.

**Table 18. The frequency of English used by the lecturer in teaching**

No	Answer	Percentage
1	Very often	50 %
2	Often	25 %
3	Sometimes	12,5 %
4	Rarely	12,5 %
5	Never	0 %

Table 18 reveals that lecturers from the International Course Program regularly used English in class.

**Table 19. The frequency of the lecturer asks and responds to questions in English**

No	Answer	Percentage
1	Very often	37,5 %
2	Often	25 %
3	Sometimes	36,5 %
4	Rarely	0 %

5 Never 0 %

Table 19 shows that lecturers frequently threw questions to students and responded to their questions using English, however, sometimes lecturers still used Bahasa.

**Table 20. The frequency of lecturer assigns and evaluates the learning using English**

No	Answer	Percentage
1	Very often	37,5 %
2	Often	37,5 %
3	Sometimes	25 %
4	Rarely	0 %
5	Never	0 %

Table 20 illustrates that lecturers frequently used English while assigning and evaluating tasks.

**Table 21. the amount of interesting and attractive teaching method**

No	Answer	Percentage
1	Yes	100 %
2	No	0 %

Table 21 reveals that all lecturers used engaging teaching strategies with their students.

**Table 22. The amount of student's enthusiasm for joining the ICP class**

No	Answer	Percentage
1	Yes	85,7%
2	Less	14,3 %
3	No	0 %

Table 22 shows that according to lecturers, most of the students seemed very enthusiastic about attending lectures in the ICP classes.

**Table 23. The effective number of ICP participants**

No	Answer	Percentage
1	10-15 students	75 %
2	15-30 students	12,5 %
3	30-45 students	12,5 %

Table 23 shows the effective number range of students to join an ICP class according to lecturers.

**Table 24. The amount of lecturers' willingness to teach another upcoming ICP class**

No	Answer	Percentage
1	Yes	71,4 %
2	No	28,6 %

Table 24 shows the lecturers' willingness and availability to teach other coming ICP classes; more than 70% voted for it.

On the response sheets on Google Forms, the lecturers also wrote about some of the methods they applied in teaching the ICP class: discussion, tutorial, presentation, counseling practice, project-based learning, case explanation, and journal review.

## Discussion

This section provides a comprehensive explanation of the analysis results for the study's objectives. Adopting phases of the experience-based learning



concept designed by Byrne & Wolfe in 1975, respectively designing, conducting, evaluating, and giving feedback. The questionnaire filled out by the students will be discussed first.

Table 1 talks about the effectiveness of the International Course Program seen from the student's perspective, the answers range from less effective (14,1%), effective (39,1%), to very effective (46,9%). So, it can be concluded that the majority of students consider that this program is effective in its implementation, but there are still students who consider this program to be less effective in its implementation, on this question item it is not yet known what the reason for this response is. Furthermore, Table 2 shows that 95.3% of students agree that the learning materials delivered by lecturers follow the lesson plans made by lecturers, and have been delivered to students at the beginning of the International Course Program class meeting. This conformity is considered important because it is a form of lecturer consistency and commitment in the learning process. From Table 3, it can be seen that 87.5% of students claimed to understand the learning material delivered by lecturers in the International Course Program class, this indicates the establishment of instructional and interpersonal communication between lecturers and students.

Table 4 shows that in its implementation, students encountered several obstacles, which ranged from constraints on the facilities provided, then inadequate infrastructure, to language understanding problems, while less than 50% of students, claimed not to experience any obstacles. The International Course Program is still implemented in classrooms that are usually used for regular learning classrooms, so the facilities available are still standard, such as only whiteboards and projectors as learning support media. Meanwhile, most students claimed to experience problems in understanding the language. The language used as the language of instruction for lectures is English. Table 5 indicates that the use of English by lecturers during teaching varies from rarely to very often. After a brief interview with the lecturer, it was found that there were times when the lecturer did not use English in class because students asked the lecturer to explain the material in Indonesian so that it was easy to understand. Sometimes, lecturers also teach using bilinguals. In addition, most of it happened in the postgrad program. However, in general, more than 50% of students agree that lecturers teach in English more often.

Table 6 shows that during the learning process, the majority of question-and-answer activities conducted by lecturers used English. However, some students stated that there were lecturers who rarely, if ever, asked questions using English. However, after the researcher asked about the lecturer's concerns, it was found that this happened due to students who were less responsive to the questions asked by the lecturer, so the lecturer responded to the question using Indonesian. Asking and responding to questions in English was one of the learning activities included in the International Course Program concept. Furthermore, Table 7 shows that most students agree that lecturers often give assignments and evaluate students' assignments using English. However, there were still students who claimed that their lecturers never gave and evaluated assignments using English. This is quite unfortunate, but this is the process of learning itself.

In Table 8, it can be seen that more than 90% of students admitted that during the learning process, lecturers had applied interesting and attractive teaching methods so that students seemed more enthusiastic and active in participating in the program, the types of methods used will be described in the next section. Thus, this opens up the possibility of opening another ICP class in the coming semester. Table 9 reveals that all students report considerable improvements in their English language skills after completing ICP lessons.

Then, based on Table 10, it is possible to conclude that all students believe that every aspect of their English language skills has improved; of the four aspects, listening has the highest level of ability, followed by reading, writing, and speaking. Listening is the most important part of progress because students pay more attention to verbal explanations of material presented by lecturers, meanwhile reading comes in second because students read more texts and teaching materials displayed by lecturers to them. Meanwhile, the writing aspect takes third place because, in this ICP class, students need to copy material and make study notes in English. Students are also instructed to answer exercise questions, assignments, quizzes, and exams in English. The speaking part takes the final spot; students reported that their speaking skills increased as a result of having to answer oral queries and deliver their assignments in English. In other words, each student has a distinct potential for English language abilities, depending on which individual experiences the impact of the improvement. Aside from the four aspects described in Table 10, several other aspects of English language skills improved after the students attended the ICP class (shown in Table 11), including improvements in vocabulary, translation, grammar, and pronunciation. Students agreed that the learning materials provided by lecturers featured a lot of new and unusual terms in their ears. If they have been hearing broad vocabulary before joining the ICP class, they can now distinguish particular terminology that is directly related to the courses they are taking; in other words, English for Academic and particular Purpose is considerably distinct from general vocabulary. For example, in the International Law course, where students are introduced to specific legal terms, some of the words that appear familiar to them turn out to have a specific meaning that is very different from the general meaning they know, such as the word 'court', which in general means 'field/arena' but in legal terms, specifically means 'place/room for making legal decisions'. Another beneficial component that has developed is translation skills; students confront the challenge of learning numerous new vocabulary, phrases, clauses, and even sentences, so they must understand what these words mean. As a result, pupils believe that their translating skills have increased. Furthermore, in terms of pronunciation, students agreed that lecturers presented the vocabulary with correct and precise pronunciation and that lecturers encouraged students to learn and improve their pronunciation while they were teaching. The final position is supplied by strengthening grammatical abilities; throughout assignments and exercises, students are urged to connect words to form excellent phrases in English grammar. Thus, pupils must intentionally recollect the grammar forms they have learned in school.

Table 12 demonstrates that more than 80% of students who took part in the International Course Program class during this period are still interested in returning to the program with alternative courses in the following semester. This

demonstrates that, despite encountering many barriers and hurdles during the International Course Program lectures, students still want to study and develop themselves. Table 13 reveals that, overall, more than 90% of participants were pleased with the International Course Program's implementation throughout this period.

Based on the results of all questionnaires completed by students, it was discovered that they received both positive and negative feedback on their learning experiences. However, the study revealed that almost all questionnaire items resulted in good responses; while there was some negative feedback, the amount was minor. Thus, it is possible to infer that the pedagogical execution of this program has a beneficial impact on the learning experience of students who took part in the International Course Program.

Meanwhile, compared to the student's evaluation, the questionnaire filled out by the lecturers is discussed in this section. A total of 13 lecturers taught 4 ICP courses during this period, but only 8 completed filling out the questionnaire. Table 14 is a reference that shows that more than 80% of lecturers assessed that the implementation of this ICP was quite effective. Table 15 demonstrates that lecturers taught the topic following the course arrangements. This is congruent with the results of the student questionnaire in Table 2, indicating that lecturers are very committed to what they intended and planned. Table 16 shows that according to lecturers, more than 85% of students understand the teaching materials presented.

Table 17 indicates the obstacles experienced by lecturers in teaching ICP classes, most lecturers admit that language understanding is the main obstacle in the learning process, this is in line with the findings in Table 4 filled in by students. Although this obstacle arises, it does not make a barrier for students to continue to be consistent in participating in ICP classes. Instead, they still want to improve their English language skills. Recognizing this, lecturers remain committed to using English as the language of instruction for ICP lectures. Furthermore, table 18 illustrates the frequency of English use by lecturers; while there are still lecturers who rarely or only occasionally use English, with a total figure of 75%, the class remains dominated by the use of English. The results of this table are in line with the results of Table 5, which stated by students that lecturers have quite often interacted with students using English in ICP classes.

Then, in Table 19, it can be seen that the frequency of lecturers is often enough to speak English in asking questions and responding to student answers, but sometimes, lecturers also still teach bilingually. Furthermore, in Table 20, it can be seen that lecturers have quite often given assignments and assessed assignments using English, although occasionally the use of language in these activities is still found. In Table 21, all lecturers admitted that they use interesting and attractive teaching methods and strategies in ICP classes, this aims to increase the enthusiasm of students and provide differentiation with non-ICP classes. Thus, more than 80% of lecturers believed that students who attended ICP classes seemed very enthusiastic about participating in the learning process.

Furthermore, table 23 shows the number of students considered effective by lecturers to be ICP participants. 75% of lecturers think that the most effective number in one ICP class is 10-15 students. However, some lecturers assume that 15-30 and 30-45 students in one class are still considered effective for ICP

classes. Table 24 indicates the willingness of lecturers to be able to teach ICP classes again in the future, although there are still 28.6% of lecturers who do not want to teach again, most lecturers still want to teach ICP classes.

### **Conclusion**

Broadly speaking, the learning experience through the International Course Program lectures held at The University of Medan Area in the even semester of the 2023/2024 academic year, can be said to be successful, since it received high enthusiasm from the teachers and participants. Following the experiential learning phases designed by Wolfe & Byrne, the implementation of ICP was evaluated starting from the designing stage which includes learning preparations such as conducting TOEFL tests for lecturers and students, making course plans, learning materials, handouts, and modules, at this stage all courses have met the requirements for opening ICP classes. Furthermore, at the conducting stage, the implementation of lectures takes place following the requirements, namely, carried out face-to-face or hybrid, using English as the language of instruction for lectures, and directly monitored by sit-in monitoring officers, the implementation of exams as a form of learning evaluation using English on questions and student answer sheets, in this phase, all requirements have been met and implemented. Then, at the evaluation stage, all requirements were audited for compliance with their implementation in the field, and it was found that all requirements for implementing ICP classes were by the provisions. In the last stage, namely providing feedback, it was found that based on the results of questionnaires filled out by students and lecturers, showed findings that tended to indicate positive features and feedback from the ICP program. This positive feedback can be used as a barometer for the university to continue the ICP class in future semesters. The results of the questionnaire can also be used by stakeholders from the university ranks to prepare ICP classes more thoroughly, both in terms of infrastructure, learning support facilities, and curriculum development. It is also suggested that the university can open a broad promotional media so that the ICP program is widely known by scholars globally so that it can attract many scholars to join this activity. For lecturers, it is suggested that they prepare course plans, teaching strategies, and learning instruments that are more up-to-date and more interesting, to liven up the atmosphere of the ICP class. For students, it is expected to be able to prepare themselves, especially in improving English language skills, both before, during, and after the program takes place. They are also suggested to be consistent in using English in daily activities to preserve the knowledge they got during the ICP class.

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