

INTERNATIONALIZATION OF MUHAMMADIYAH EDUCATION: A STUDY OF MUHAMMADIYAH AUSTRALIA COLLEGE

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Abstract: This article aims to analyze the objectives, functions, and management of the Muhammadiyah Australia College (MAC) program in Australia. In the research process, the researcher uses a qualitative approach with a type of library research. Data and information collection is conducted through documentation techniques, while data analysis is carried out using content analysis techniques. From this research, it can be concluded that: (1) there are four main objectives of the MAC program, which are: to become a center of education that embodies *rahmatan lil alamin* (a blessing for all creation), to educate students with Islamic spiritual values and local cultural values, to shape students into tolerant and law-abiding individuals, and to foster students to become competent global citizens; (2) there are four main functions performed by MAC, which are: contributing positively to local communities, providing opportunities for Indonesians who wish to study in Australia, serving as a place for student exchange programs, and promoting the principles and practices of Australian democracy; and (3) MAC's management is guided by two main principles: all activities must align with MAC's vision, mission, objectives, and core values, and a commitment to child safety.

Keywords: Education;
Internationalization; Muhammadiyah
Australia College.

INTRODUCTION

The internationalization of educational institutions in today's era of globalization has become an inevitability for nations that aim to progress and contribute to global advancement. This is driven by the spirit of openness brought by globalization, which began to "resonate" in the 1980s. It represents a positive response from the education sector to the phenomenon of globalization, which has made the world feel increasingly smaller (Syaripudin, 2018, p. 75), intensified competition (Yuniarti, 2014, p. 69), accelerated and expansive development (Maiwan, 2014, p. 2), a global social environment (Moh Mudzakkir, 2016, p. 1), and high competency demands. In this era, only those who are "mobile" are able to master the world (Bauman, 1998, in Dadang Supardan, 2017).

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(Maiwan, 2014, p. 2), a global social environment (Moh Mudzakkir, 2016, p. 1), and high competency demands. In this era, only those who are "mobile" have the ability to lead the world (Bauman, 1998, in Dadang Supardan, 2017).

Furthermore, Indonesia's entry into the G20 group provides a strong foundation for the Indonesian nation and Muslim community to speak confidently on the world stage. Notably, if global economists' predictions hold true, by 2030 (Amin Abdullah, 2016, p. 12), Indonesia will face both opportunities and challenges to establish a role on the international stage.

Muhammadiyah has responded positively and proactively to these demands and opportunities by seriously promoting and developing internationalization programs, especially through its 47th Congress in Makassar in 2015.

Muhammadiyah's internationalization efforts aim to expand its strategic role within society, the nation, and in global dynamics as part of its efforts to embody *Islam rahmatan lil 'alamin* (Dimas Adi Nugroho, 2023, p. 91). Moreover, this internationalization initiative continues the legacy of Muhammadiyah's founder, KH. Ahmad Dahlan, who sought knowledge in Mecca at a young age and interacted with progressive Islamic thoughts that later inspired the creation of a moderate Islamic movement in Indonesia with an international vision Muhammadiyah (Iwan Satriawan et al., 2022, p. 3033).

The 47th Muhammadiyah Congress in Makassar formulated several primary objectives to be pursued within a five-year period, one of which focused on internationalization programs: "the

development of Muhammadiyah's strategic role in the life of the community, nation, and global dynamics" (PP Muhammadiyah, 2015, p. 13). Similarly, the outcomes of the 48th Congress in Solo in 2022 also emphasized Muhammadiyah's commitment to internationalization, specifically: "the expansion of international relations and cooperation as well as the development of internationalization of the movement at the global level" (PP Muhammadiyah, 2022, p. 14).

With this strong commitment, it is no surprise that Muhammadiyah has made history as an Indonesian Faith-Based Organization (FBO) successfully establishing formal schools abroad. Muhammadiyah established the Muhammadiyah Da'wah Center in Cairo, Egypt, in 2018 after Aisyiyah had already founded the ABA Kindergarten there. Three years later, in 2021, Muhammadiyah founded Universiti Muhammadiyah Malaysia (UMAM) in Perlis, Malaysia. In the same year, Muhammadiyah obtained approval to establish Muhammadiyah Australia College (MAC) in Melbourne, Australia (Ridho Alhamidi in Agus Saefurohman, 2023, pp. 110–111). With the establishment of these educational institutions and da'wah centers, Muhammadiyah has demonstrated its ability to operate globally and contribute meaningfully to the world community.

One of Muhammadiyah's international education initiatives includes the establishment of Muhammadiyah Australia College (MAC) in Melbourne, Australia, in January 2022. The establishment of MAC marked a new chapter for PCIM Australia in realizing Muhammadiyah's internationalization

program, as outlined by PP Muhammadiyah at the 47th Congress in Makassar in 2015 (Hamim Jufri, 2022, p. 342). Accordingly, MAC's existence, as noted by Supriyono, is part of Muhammadiyah's mission (Maysali, 2024). MAC can also serve as a symbol and beacon, so that when people see MAC, they see Muhammadiyah as an organization that teaches universal Islam, accepted by various backgrounds—not only by Muslims but also by the broader community in Australia and other parts of the world, insha'Allah" (Muhammadiyah.or.id Editorial Team, 2022).

MAC continues to thrive, and although the initial proposal to establish MAC faced some opposition, it is now warmly received by the Australian public. This acceptance cannot be separated from MAC's guiding principle: religion is not limited to knowledge or the private domain; rather, it must be reflected in students' character, so that they can contribute to the larger society in Melton, Victoria, Australia, and even to the global community (Muhammadiyah.or.id Editorial Team, 2022).

Studies and research related to Muhammadiyah Australia College's (MAC) internationalization program are still quite limited. The researcher's review revealed only two publications in scientific journals: (1) a Proceedings article by Endro Dwi Hatmanto and Eko Purwanti (2020) titled *Internationalization of Muhammadiyah: Challenges in Establishing the Muhammadiyah Australian College*, and (2) an article by Agus Saefurohman (2023) titled *Muhammadiyah Australia College:*

Between Internationalization and Multitrack Diplomacy.

Unlike these two articles, which discuss challenges in establishing Muhammadiyah schools in Australia (Endro Dwi Hatmanto & Eko Purwanti, 2020) and efforts toward diplomacy through Muhammadiyah Australia College (MAC) (Agus Saefurohman, 2023), the research conducted by this researcher examines the educational program implemented by MAC from 2022 to 2024.

In this study, the researcher examines the internationalization of education in PCIM Australia through Jane Knight's framework on educational internationalization. According to Knight, "internationalization of education is the process of integrating an international, intercultural, or global dimension into the purpose, function, or delivery of higher education" (Jane Knight, 2004, p. 11). In relation to this concept, Knight elaborates comprehensively (Jane Knight, 2004, pp. 11–12): (1) Process—an ongoing and continuous effort; (2) International, Intercultural, and Global Dimensions—these terms complement each other and together add breadth and depth to the internationalization process; (3) Integration—to embed or incorporate international and intercultural dimensions into policies and programs; and (4) Purpose, Function, or Delivery—these concepts are meant to be used together. (a) Purpose refers to the overall role and goals of higher education for a country/region or, more specifically, the mission or mandate of an individual institution; (b) Function refers to the main elements or tasks that characterize the national higher education system and individual institutions; and (c) Delivery refers to the

delivery of educational courses and programs, both domestically and abroad.

Based on the literature review and the theory above, this study focuses on the analysis of MAC's program in terms of its objectives, functions, and delivery of education. Therefore, the objectives of this study are: (1) to analyze the objectives of the Muhammadiyah Australia College (MAC) program in Australia; (2) to analyze the functions of the Muhammadiyah Australia College (MAC) program in Australia; and (3) to analyze the delivery of the Muhammadiyah Australia College (MAC) program in Australia.

METHODS

The research approach used in this study is qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people or observed behavior (Rahmadi, 2011, p. 14). The qualitative research method is based on postpositivism philosophy and is used to investigate natural conditions of the object (as opposed to experiments), where the researcher serves as the key instrument. Data collection techniques are conducted through triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2014, p. 9).

The type of research used is library research. Therefore, in this study, literature sources are the main data source. The data sources in this study include primary and secondary sources. Primary data sources comprise main reference materials, while secondary sources include additional references used to enrich the study.

In the process of data and information collection, this research employs documentation techniques. Consequently, the researcher will gather various documented materials, including scientific journals, books, magazines, websites, and other types of references relevant to this study. For analyzing the data found in this article, the researcher uses content analysis techniques.

RESULT

General Overview of the Muhammadiyah Australia College (MAC) Program

The idea for establishing a Muhammadiyah school first emerged when PCIM Australia was led by Endro Dwi Hatmanto (UMY) and secretary Dwi Santoso (UAD) for the 2013-2015 period, under the name Muhammadiyah Australia Islamic School (MAIS) (Hamim Jufri, 2022, p. 334). The journey Muhammadiyah had to take to develop an international school was not easy. The establishment process of MAC in Australia required a long struggle before obtaining approval on December 21, 2021. There was some initial resistance from the Australian community, as local residents with Islamophobic views sent letters of disapproval to the Yarra Ranges City Council (Hamim Jufri, 2022, pp. 347–348). Despite this, PCIM Australia was determined to establish the school in Australia, even pursuing legal channels, although this did not ultimately gain approval. PCIM Australia and the MAC Team did not lose heart and continued to explore alternative pathways to establish MAC in Australia until they finally received the permit on December 21, 2021.

Muhammadiyah Australia College (MAC) is the first Muhammadiyah primary school in Australia, located in Melton, a suburb approximately 35 km west of Melbourne (MAC PCIM Australia, n.d.-b). Although it has only been in operation since late January 2022, Muhammadiyah Australia College (MAC) has shown remarkable and impressive growth (Editorial Team, Muhammadiyah.or.id, 2022). The first cohort of MAC had 36 students, 20 percent of whom were of Indonesian descent (Afandi, 2022). By its third cohort in 2024, MAC had already enrolled 162 students, ranging from Primary to Middle School through grade 8 (Maysali, 2024). Edwards noted, "Our students are not only from Indonesia but from diverse ethnic backgrounds. We have Australians, Bangladeshis, Indians, Lebanese, Sri Lankans, Turks—all nationalities represented" (Editorial Team, Muhammadiyah.or.id, 2022).

MAC is strategically located near the M8 Western Freeway and the city center of Melton (MAC PCIM Australia, n.d.-c), and it is supported by several adequate facilities, including:

- a. A single-story educational building for students from primary level through grade 9.
- b. A single-story general administration building with staff offices and a meeting room to support school operations.
- c. A separate single-story library, ICT room, and cafeteria building, with an outdoor gathering area connected to these buildings for students.
- d. Outdoor sports facilities, including two basketball courts and one multi-purpose outdoor activity area.

- e. A total building area of approximately 1,716 square meters situated on more than two hectares, with ample spacing to integrate a landscaped design that supports learning and play environments according to needs (MAC PCIM Australia, n.d.-c).

Regarding the curriculum, Muhammadiyah Australia College collaborates with Universitas Muhammadiyah Surakarta (Afandi, 2022), which is fully integrated with the Australian curriculum (Hamim Jufri, 2022, pp. 349–352).

Objectives of the Muhammadiyah Australia College (MAC) Program

To comprehensively understand the objectives of the MAC international school, this section will present data and information related to the vision, mission, goals, and values that serve as references and guidelines for the implementation of the MAC program.

1. Vision and Mission of Muhammadiyah Australia College (MAC)

MAC is carried out with the vision of "becoming a center of excellence where Islamic values and Australian education are integrated and delivered in a safe, supportive, inclusive, and peaceful environment" (MAC PCIM Australia, n.d.). This vision is further elaborated in the mission of MAC, which is: "to encourage learning and spiritual development in an environment that enables students to realize their full potential as citizens, so they can make meaningful contributions to society. This college aims to develop students as global citizens capable of engaging in meaningful work, appreciating and respecting the laws and norms of society, and making personal

contributions to civil society" (MAC PCIM Australia, n.d.).

2. Objectives of the Muhammadiyah Australia College (MAC) Program

The objectives of implementing MAC include the following:

- a. To provide quality, meaningful, and relevant education for students in accordance with the content and standards of the Australian Curriculum.
- b. To provide education that emphasizes the importance of place, including recognition of the Traditional Owners of the land.
- c. To provide education that promotes sustainable environmental practices and harmony with the natural environment through engagement with local flora and fauna.
- d. To provide quality, meaningful, and relevant Islamic education for students as part of the curriculum and extracurricular activities.
- e. To create a positive and safe learning culture and environment both inside and outside school hours by involving the wider community.
- f. To provide intellectual, spiritual, mental, and physical challenges to students with various opportunities to help them reach their full potential.
- g. To prepare students to become dignified citizens who apply Islamic values in a way that contributes to the broader Australian community (MAC PCIM Australia, n.d.).

3. Core Values Guiding Muhammadiyah Australia College (MAC)

The main values that serve as guidelines for the activities of MAC include:

- a. **Faith (*Iman*)**: Fostering true Islamic practices in accordance with the Qur'an and Sunnah.
- b. **Respect (*Akhlaq*)**: Promoting respectful and positive relationships.
- c. **Excellence (*Ihsan*)**: Encouraging the pursuit of excellence in all aspects of life.
- d. **Innovativeness (*Tajdid*)**: Learning from real problems and seeking creative solutions.
- e. **Entrepreneurship (*Amal*)**: Developing the skills and confidence needed in a competitive market.
- f. **Enlightenment (*Tanwir*)**: Encouraging contributions from all parties for the good of the community (MAC PCIM Australia, n.d.).

Functions of the Muhammadiyah Australia College (MAC) Program

MAC serves as an educational institution that not only contributes positively to the local population in Australia but also provides opportunities for parents in Indonesia who wish to enroll their children in Australia while still incorporating Muhammadiyah and Indonesian values. MAC is also positioned to become a sister school to Muhammadiyah schools in Indonesia, facilitating student exchanges between Indonesia and Australia, and importantly, sharing experiences regarding the teaching of educational curricula in both countries (Hamim Jufri, 2022, p. 353).

In addition, MAC is committed to fulfilling its role in promoting and implementing programs and teachings in a manner that supports and promotes the principles and practices of Australian democracy. This includes a commitment to the principles of liberal democracy:

- a. We believe in a responsible government elected democratically.
- b. We respect and adhere to the rule of law and believe that no individual is above the law.
- c. We believe in equal rights for all individuals before the law.
- d. We believe in freedom of religion and the importance of tolerance and understanding of others' beliefs.
- e. We believe in freedom of speech and freedom of association, while also recognizing the responsibility not to misuse these freedoms.
- f. We value openness and tolerance and respect all members of the school community regardless of background (MAC PCIM Australia, n.d.).

Implementation of the Muhammadiyah Australia College (MAC) Program

The implementation of the MAC program refers to the following philosophical foundations:

“Implementation of the School Philosophy: In all documents, practices of students and teachers, cooperation with the school board and community, all learning and teaching programs, school initiatives, internal and external interactions, and in all organizational structures and practices, the school’s vision will be at the center. All work is expected to align with the school’s vision. Regular evaluation processes will be applied to measure performance in all areas of the school concerning the application of the vision and values of the school. This process at our school can be described with the vision, values, and beliefs at the center. In the outer circle, there are a series of principles. The even outer circle encompasses practices. A detailed list of school

policies will exist within this framework. In all work at the school, the question ‘Does this work or process align with the vision, values, and beliefs of the school?’ will be a fundamental part of the practice of all leaders in the school” (MAC PCIM Australia, n.d.).

Furthermore, the implementation of the MAC program also adheres to the “Commitment Statement to Child Safety,” which includes:

- a. **Principle:** Muhammadiyah Australia College is committed to providing a safe, happy, and empowering environment for all students. We support and respect all children, as well as our staff and volunteers. We have a zero-tolerance policy for child abuse, and all allegations and safety concerns will be taken seriously and handled according to our strong policies and procedures. We have a legal and moral obligation to report to authorities if we have concerns about a child's safety. We are also committed to ensuring cultural safety for Aboriginal children, children from culturally or linguistically diverse backgrounds, and children with disabilities.
- b. **Code of Conduct:** The Board of Directors and the Principal of Muhammadiyah Australia College will support the implementation and monitoring of the Code of Conduct to ensure an inclusive, safe, and orderly learning environment. All staff, contractors, volunteers, and school community members involved in work relating to children are required to comply with the Code of Conduct, which applies in all school situations, including the use of digital technology and social media.

- c. **Legislative Requirements:** Muhammadiyah Australia College has a legal responsibility to report abuse or serious concerns to authorities, including violations of child safety principles and reporting obligations.
- d. **Human Resources:** We embed child safety into the recruitment, induction, and management of staff. Training and performance evaluation of staff also include a commitment to child safety.
- e. **Handling Allegations, Concerns, and Complaints:** All allegations are taken seriously and thoroughly. Staff are trained to appropriately handle allegations and have a duty to report child safety concerns if they have reasonable belief that an incident has occurred.
- f. **Reporting:** For emergencies or if a child is in immediate danger, contact Triple Zero (000) or the local police. Concerns about child safety within a family unit can be reported to the Child Protection Crisis Line at 13 12 78 (available 24/7).
- g. **Regular Review:** This document and related child safety policies will be reviewed every two years or after significant incidents, if they occur. We will involve parents and students in this review process and collaborate with the local Aboriginal community as well as communities with diverse cultural backgrounds (MAC PCIM Australia, n.d.-a).

DISCUSSION

Objectives of the Muhammadiyah Australia College (MAC) Program

Based on the explanation of the vision, mission, goals, and values that form the foundational basis for the

implementation of the MAC program, it can be understood that the overarching objectives of the internationalization of Muhammadiyah education through MAC are: (1) to become a center for international education that embodies rahmatan lil alamin (a blessing for all the worlds); (2) to educate students with the values of Islamic spirituality and cultural values within Australian society; (3) to shape students into individuals who are tolerant of diversity and compliant with the legal provisions in Australia; and (4) to cultivate students into global citizens who are competent in their respective fields, enabling them to make meaningful contributions to Australian society.

These objectives illustrate Muhammadiyah's strong commitment to pursuing internationalization efforts. According to Hamim Jufri (2022, pp. 353–354), this commitment aims not only to disseminate the light and values of Islam but also to nurture and closely showcase the true concept of Islam to the international community.

Therefore, in operating schools and universities abroad, Muhammadiyah applies curricula and learning materials that are appropriate to the local country. The difference is that students will receive education in Al Islam and Muhammadiyah teachings. For students who are not Muslim, they will not study Islamic religion but will instead learn sociology or social studies related to religion (Erwina Rachmi Puspapertiwi & Inten Esti Pratiwi, 2024).

Functions of the Muhammadiyah Australia College (MAC) Program

Based on the functions and roles described in the research findings, MAC

has several important functions: (1) to provide positive contributions to the local Australian population; (2) to offer opportunities for Indonesians who wish to study in Australia while still incorporating Muhammadiyah and Indonesian values; (3) to serve as a venue for student exchange programs and sharing experiences regarding the teaching of curricula in Australia and Indonesia for Muhammadiyah schools in Indonesia; and (4) to promote the principles and practices of Australian democracy.

The functions carried out by MAC align with two of the three key aspects of Muhammadiyah's internationalization process, as stated by Ahmad Najib Burhani. First, the internationalization of Muhammadiyah is reflected in its involvement in various global issues and international activities. Second, the internationalization of Muhammadiyah occurs in the context of educational institutions' relationships with the global academic world (Agus Saefurohman, 2023, p. 109).

Implementation of the Muhammadiyah Australia College (MAC) Program

Based on the fundamental principles in the implementation of education as described in the research findings, the fundamental principles that MAC refers to in its educational organization are: (1) all activities conducted at the school must align with the vision, mission, goals, and core values that serve as references for MAC; and (2) the organization of the school refers to the commitment to child safety.

The implementation of educational internationalization that Muhammadiyah has undertaken must continue to be

enhanced, as international educational institutions have numerous benefits, including investment value, global networking, competition on the international stage, and many others (Widodo et al., 2017). In line with this, Ji-Yeung Jang (2009) concluded that internationalization is synonymous with quality enhancement. Similarly, Kaitlin Leigh Oyler (2007) emphasized that the internationalization of education can foster human resources with high competitiveness (Suwidi, 2015).

CONCLUSIONS

Based on the explanation above, the following conclusions can be drawn:

First, the implementation of the MAC program refers to several objectives, namely: (1) to become a center for international education that embodies rahmatan lil alamin (a blessing for all the worlds); (2) to educate students with the values of Islamic spirituality and local cultural values; (3) to shape students into tolerant and law-abiding individuals; and (4) to cultivate students into competent global citizens who can make meaningful contributions to Australian society. *Second*, MAC has several important functions, which include: (1) providing positive contributions to the local Australian population; (2) offering opportunities for Indonesians who wish to study in Australia while still incorporating Muhammadiyah and Indonesian values; (3) serving as a venue for student exchange programs and sharing experiences regarding the teaching of curricula; and (4) promoting the principles and practices of Australian democracy.

Third, the implementation of the MAC program refers to two main

principles: (1) all activities conducted at the school must align with the vision, mission, goals, and core values that serve as references for MAC; and (2) the organization of the school is based on the commitment to child safety.

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