



Developing Global Perspectives Through Study Abroad Programs For Edu Global Senior High School Students: Implementation, Impact, And Community Engagement

Min Adlina¹, Moh. Aria Badar^{2*}

¹Universitas Tjut Nyak Dhien Meda, Indonesia, e-mail: minadlina@utnd.ac.id

^{2*}SMA Edu Global Medan, Indonesia, e-mail: mohariabadar@gmail.com

* minadlina@utnd.ac.id

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Abstrak

Program pengabdian kepada masyarakat ini bertujuan untuk memberdayakan siswa-siswi sekolah menengah atas dengan perspektif global melalui inisiatif studi jangka pendek di luar negeri. Dilaksanakan dalam kerangka misi pendidikan Edu Global School Medan, program ini melibatkan siswa-siswi Indonesia yang mengikuti kegiatan belajar di Australia. Dengan menggunakan kerangka teori Pierre Bourdieu (habitus, modal, dan ranah), kegiatan ini mengukur dampak paparan internasional terhadap perkembangan pribadi, kompetensi antarbudaya, dan keterlibatan sosial para siswa. Hasil menunjukkan adanya transformasi signifikan dalam hal kepercayaan diri, kemampuan komunikasi, dan adaptabilitas siswa. Lebih lanjut, program ini memberikan kontribusi bagi komunitas pendidikan dengan menawarkan model pembelajaran global yang dapat direplikasi di tingkat pendidikan menengah.

Abstract

This community service program aims to empower high school students with global perspectives through a short term overseas study initiative. Conducted under the educational mission of Edu Global School Medan, the program involved Indonesian students studying in Australia. Using Pierre Bourdieu's framework (habitus, capital, and field), the activity measured the impact of international exposure on students' personal development, intercultural competencies, and social engagement. The results show significant transformations in students' confidence, communication, and adaptability. Furthermore, the program contributes to the educational community by offering a replicable model of global learning integration at the secondary education level.

1. INTRODUCTION

In line with the global trends in education, there is a growing need to equip students not only at the tertiary level but also in secondary schools with intercultural skills and global awareness. This community service activity was initiated as a response to this need, integrating global education into the high school curriculum through real world engagement. The study abroad initiative was conducted not only to benefit the individual students but also to offer strategic insight for schools, teachers, and education stakeholders on how short term overseas programs can shape students' cognitive, emotional, and social development.

2. REVIEW OF LITERATURE

This community based activity aimed to:

1. Develop global mindedness among high school students through direct cultural exposure.
2. Enhance the students' academic and life skills through immersion in international educational environments.
3. Strengthen Edu Global School's role as a transformative institution committed to global citizenship education.
4. Provide a community learning model for other schools interested in adopting similar global education programs.

3. METHOD

The activity was carried out through the following stages:

3.1 Preparation and Participant Selection

The school selected 10 students from Indonesia based on academic merit, language skills, and personal motivation. A pre-departure orientation session was held to prepare students psychologically and culturally.

3.2 Program Execution

The study visits lasted for two weeks and took place in Australia. Students attended classes, lived with host families or in dormitories, and participated in cultural exchange activities.

3.3 Data Collection and Reflection

Students completed surveys and reflective journals about their learning experience, challenges, and personal growth. These reflections were later analyzed using Bourdieu's sociological theory.

3.4 Dissemination to Local Community

Upon return, students delivered presentations at school and parent forums, sharing their experiences and lessons learned. These sessions aimed to inspire other students and increase awareness among parents and educators about the benefits of international learning.

4. RESULT AND DISCUSSION

4.1 Transformational Changes in Students (Habitus)

Students underwent a profound transformation in their habits, attitudes, and values. They became more self-assured, independent, and open to new perspectives, reflecting a shift in their internalized ways of thinking and behaving what Bourdieu refers to as habitus.

4.2 Enhancement of Cultural Capital

Through the program, students gained both practical and symbolic forms of knowledge, such as improved language proficiency, intercultural communication skills, and empathy toward different cultures. These abilities enriched their cultural capital, making them more equipped for academic and social engagement



Figure 1

4.3 Strengthening of Social Capital

By building connections with peers and mentors abroad, students expanded their social networks an asset that may lead to future academic or professional opportunities. They also developed greater confidence in public speaking and navigating social situations.



Figure 2.

4.4 Symbolic Capital and Social Acknowledgment

Upon returning, students reported a stronger sense of self worth and were regarded as role models by their classmates. This aligns with Bourdieu's concept of symbolic capital social recognition and prestige gained through one's achievements and experiences.

4.5 Challenges and Cultural Adjustment

Students encountered various cultural hurdles, including language barriers, unfamiliar learning approaches, and dietary differences. Nevertheless, by overcoming these obstacles, they cultivated resilience and sharpened their critical thinking skills.



Figure 3.

4.6 Community Engagement Outcomes

The program not only benefited the individual participants but also contributed to broader educational advancement by:

1. Encouraging a globally minded perspective within the school community.
2. Stimulating curriculum development through the inclusion of global education themes.

3. Creating a community of practice among students, parents, and teachers focused on intercultural understanding.
4. Inspiring other schools in Medan to initiate similar student mobility programs.

5. CONCLUSION

This study abroad-focused community service initiative has proven to be an effective platform for nurturing students' global awareness and intercultural competencies. More than a personal enrichment effort, the program sparked wider impact shaping school culture, promoting innovative educational practices, and shifting community perceptions about global learning. It also illustrates how interventions at the high school level can align with national education goals in character development, 21st-century skills, and international collaboration.

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