

# CHAPTER I INTRODUCTION

## **A. Title**

Implementation Of The Internationalization Strategic Policy In The Faculty Of Social And Political Sciences, University Of Muhammadiyah Yogyakarta

## **B. Problem Background**

The role of universities in supporting this internationalization is considered necessary to be implemented because the issue of internationalization is one of the impacts of world globalization, not only in the field of information technology but also in the field of education. Brawijaya University as an example of a University that has carried out internationalization is committed to becoming a world-class university through its policies to support the aim of Universitas Brawijaya to become a World Class University. The results of this study indicate that the assessment of the implementation of internationalization policies in terms of inputs, processes, and outputs indicates that the implementation of these policies is still inefficient due to the imbalance of the inputs, processes and results obtained. This shows that internationalization still experiences many obstacles in the level of implementation (Khadafi, Haryono, & Wanto, 2018).

Internationalization is a trend for many universities (Hazelkorn, 2015; Salter & Tapper, 2002). The international activities of universities dramatically expanded in volume, scope, and complexity. These activities range from traditional study-abroad programs, allowing students to learn about other cultures, to providing access to higher education in countries where local institutions cannot meet the demand. Other activities stress upgrading the international

perspectives and skills of students, enhancing foreign language programs, and providing cross-cultural understanding (Altbach & Knight, 2007).

The mainstreaming of internationalization assumes a more integral process-based approach, aimed at a better quality of higher education. Reality is less promising, however, although the international dimension takes an increasingly central role in higher education. Still, there is a predominantly activity-oriented or even instrumental approach toward internationalization, which leads to major misconceptions about the nature of this development (Wit, 2011).

The activity to internationalize university tend to promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students. This approach is one that has been most prevalent and is characteristic of the period when one described the international dimension in terms of specific activities or programs. The competency approach, which emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff. The issue central to this approach is how generation and transfer of knowledge help to develop competencies in the personnel of the higher education institution so that they become more internationally knowledgeable and interculturally skilled (Qiang, 2003).

Although internationalization is a prevalent goal of contemporary higher education institutions, significant barriers to its institutionalization exist. In particular, as internationalization is a process of institutional transformation, it requires a paradigm shift to alter institutional stakeholders' assumptions, values, and practices from a myopic, inward focus to a broader international perspective. A significant obstacle to internationalization,

however, is the “normal structure of the university itself, which neither lends itself to sweeping reform nor centralized coordination (Childress, 2009).

The internationalization of higher education in Indonesia still cannot be implemented optimally due to various problems. One of the problems experienced by universities in Indonesia is the policy of internationalization of universities. many universities are still unable to implement university internationalization policies because of human resource problems and also students. Research results from the Ministry of Research, Technology and Higher Education show that there are only 35 higher education institutions out of 4593 universities in Indonesia that have the potential for university internationalization. (Kemenristek Dikti, 2020c, 2020a).

The Ministry of Research, Technology and Higher Education also conducts research on the clustering of universities in Indonesia. This research was conducted at 2136 universities in Indonesia. The purpose of this clustering is to characterize the quality of higher education performance that has been documented in the Higher Education Database, to study clustering based on certain characteristics for the benefit of higher education development, and to build a foundation for the Ministry of Education and Culture and universities to make continuous improvements in order to improve the health and performance of higher education institution. The results showed that there were only 15 out of 2136 universities that were included in cluster 1. This cluster 1 has the characteristics of strong human resources and infrastructure that has been successfully utilized to achieve high national achievements. Cluster 1 is also feasible for capacity building programs to build an international reputation (Kemenristek Dikti, 2020b).

UMY's social and political science faculties have been internationalized for a long time. (Ho Chi Minh) In order to speed up the internationalization process, Muhammadiyah University of Yogyakarta through the Faculty of Social and Political Sciences is re-establishing cooperation with universities abroad. This time, the academic collaboration established by UMY through FISIPOL is with the University of Social Sciences and Humanities – Vietnam National University, Ho Chi Minh City, Vietnam (USSH). In the signing of the Memorandum of Understanding (MoU) which was held on Friday (29/7) in Vietnam, the FISIPOL UMY delegation led by the Dean of FISIPOL Dr. Ali Muhammad and consists of the Head of the International Relations Study Program, Dr. Nur Azizah, Head of Government Science Study Program Dr. Titin Purwaningsih, Director of the International Program of International Relations (IPIREL) Dian Azmawati, SIP, MA, Director of the International Program of Governmental Studies (IGOV) Dr. Eko Priyo Purnomo and Lecturer of International Relations Dr. Ali Maksum. The UMY FISIPOL delegation was received directly by USSH Ho Chi Minh City officials represented by USSH Vice-President Dr. Ngo Thi Phuong Lan was accompanied by the Head Office of International Cooperation and International Project Development Dr Bang Anh Tuan, Dean of the Faculty of International Relations, and Dean of the Faculty of Urban Planning (Fisipol UMY, 2016).

The effort to internationalize the social and political science faculty of UMY in 2017 was to establish a partnership with Cheng Kung University. To support internationalization activities, the Faculty of Social and Political Sciences (FISPOL) Universitas Muhammadiyah Yogyakarta cooperates with the College of Social Sciences Cheng Kung University. The signing of the cooperation in the form of a Memorandum of Agreement (MoA) was held on Saturday (01/04) in the Amphitheater Room of the Postgraduate Building, 4th floor of UMY.

The signing was carried out by the Deans of the two institutions, namely Prof. Dr. Yue-dian Hsu from Cheng Kung University and Ali Muhammad, Ph.D., from Fisipol UMY. The areas of cooperation between the two institutions are staff exchange, student exchange, research collaboration, cooperation in seminars and academics, exchange of academic materials and information, and short-term academic programs (Fisipol UMY, 2017).

In 2020, the Communication Studies Program (IK) of the University of Muhammadiyah Yogyakarta (UMY) launched the International Program of Communication Studies (IP-COS). This program will commence in the 2020/2021 academic year. IP-COS is ready with online or online based learning. The concentration offered in this international program is in the field of public relations (PR). This program is an international program launched by UMY's Communication Studies Study Program to support UMY's vision of internationalization. Previously, the Communication Studies study program at UMY received an A accreditation by the National Accreditation Board for Higher Education (BAN-PT) through a Decree (SK) number 2016/SK/BAN-PT/Akred/S/VII/2018 on July 31, 2018. This proves that UMY's Communication Studies Study Program is able to compete with other universities (Fisipol UMY, 2020).

The implementation of the internationalization of higher education at the Faculty of Social and Political Sciences at Muhammadiyah Yogyakarta University certainly has obstacles and supporting factors, especially regarding the implementation of the strategic policy of internationalization of national universities. Therefore, researchers are interested in conducting research with the title Implementation of the internationalization strategic policy in the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta.

Case Study : Faculty of social and political science at Muhammadiyah Yogyakarta university  
Yogyakarta.

### **C. Problem Formulation**

From the background of the problems above, the following problems can be formulated:

1. How is the implementation of the internationalization strategic policy in the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta?
2. What are the inhibiting factors and supporters of the implementation of the strategic policy of internationalization in the Department of Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta?

### **D. Research Objectives**

The following can be described research objectives based on the formulation of the problem above:

1. To find out the implementation of the strategic policy of internationalization in the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta.
2. To find out the inhibiting factors and supporters of the implementation of the strategic policy of internationalization in the Department of Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta.

### **E. Theoretical Framework**

#### **1. University Internationalization**

Having noted the trends influencing internationalization in the last decade, a major challenge is evident to maintain the positive benefits of internationalization in an

increasingly competitive environment. This paper suggests that universities taking a responsible approach to internationalization are more likely to achieve the transformational institutional change that will help to maintain their reputation and foothold in international markets. There has been relatively little research that captures the transitions for individuals and communities that are essential to transformative internationalization (Robson, 2011). The transformative agenda creates new challenges and opportunities for universities to engage all stakeholders in the ‘radical reassessment of the purposes, priorities and processes’ of HE that delivering a world class internationalized education requires. Internationalization can act as a descriptor of the institutional culture, illustrating the ways in which the ethical and ideological values and beliefs represented by its communities underpin program design, curriculum delivery and teacher–student relationships (Vita & Case, 2003).

Internationalization has become increasingly associated with the development of democratic principles, embodied in inclusive practices that respond to and respect the diverse learning histories, expectations, preferences and motivations of academic staff and students (Turner & Robson, 2007). Emerging conceptualizations of internationalization challenge earlier definitions that privileged westernized or Europeanized concepts and approaches (Cross, Mhlanga, & Ojo, 2011), arguing that indigenous knowledge should be equally valued and not subjugated to the structures and standards of Western knowledge. Link equality and diversity with internationalization policies, locating internationalization within an era of globalization where culture, diversity, context and difference challenge neoliberal marketization discourses. The co-location of debates about internationalization and human rights, ethics and values ‘create a set of potent heuristics for generative theorization’ leading

to practical actions that can form the ‘foundation for a balanced and integrated university experience at the interface of global and local exposure’ (Odora Hoppers, 2009).

ACE’s initial internationalization indicator set included six categories: (1) articulated commitment; (2) academic offerings; (3) organizational infrastructure; (4) external funding; (5) institutional investment in faculty; and (6) international students and student programmes. In the latest (2008) survey, slight changes were introduced, leading to four main categories: (1) institutional support; (2) academic requirements, programmes and extracurricular activities; (3) faculty policies and opportunities; and (4) international students. This model must be further modified to assess internationalization intensity in schools as, by default, actual mobility of students and staff in local schools is generally fairly limited, and international activities can be expected to centre around the curriculum and school atmosphere (Dolby & Rahman, 2008).

Yemini (2012) states that some of the potential internationalization categories that might be expressed and measured in schools is:

1. Institutional support. Institutional support relates to the school’s internal governance. This category is composed of variables that assess the intensity of a school’s management support and commitment to internationalization. These factors include stated institutional commitment to internationalization in the school’s mission and vision statements, international diversity policies related to school staff, and commitment to funding internationally oriented initiatives. The governance-related variables can be accessed through analysis of schools’ websites and other official documents or by interviewing school principals and teachers regarding their schools’ formal commitment to internationalization. In



this category, almost no conceptual differences exist in implementation of internationalization between schools and higher education institutions.

2. Academic requirements, programmes and extracurricular activities. This category is probably the most important in the school context, as it includes schools' internal activities that can express an international dimension. This grouping includes requirements and offerings of foreign languages and international and global courses, use of technology for international purposes, international partnerships and exchanges, and internationally-minded delegations, competitions, projects and extracurricular activities. This category is also very similar to its counterpart in the higher education system, although here offerings and requirements of foreign languages and study programmes might be regulated at regional or national level and not subject to schools' autonomous decisions. Thus, the internationalization intensity here must be evaluated with respect to the level of autonomy granted to local schools in these subjects.
3. Faculty policies and opportunities. This section discusses the criterion of internationalism among school staff. The category includes, among others, hiring and promotion guidelines regarding teachers' international experience, as well as policies and initiatives geared towards school staff that might support or facilitate internationalization: workshops on international issues, encouraging use of global teaching resources, opportunities to increase foreign-language skills and recognition awards for international staff activities. Although clearly important in fostering schools' internationalization, schools are expected to

exhibit staff internationalism to a lesser extent in comparison with higher education institutions and, ultimately, internationalism among teachers may be less important in schools, since most teachers are trained within their native country, through a locally oriented education.

4. International students. As stated above, students' actual mobility is one of the most important measures of internationalization intensity in higher education, but this parameter is less common in schools. Most students attend schools in their local environment and large-scale mobility or full schooling in foreign countries is less common, except for within international schools. This category – as it relates to higher education – includes enrolments, recruiting targets and strategies, financial support for international students and programmes and support services. I posit that in assessing schools, these measures can be substituted with measures of virtual mobility presently facilitated by the spread of internet connectivity, use of social networks, and other technological solutions. Involvement in this form of internationalization can be assessed by investigating students' international engagements in e-learning and virtual courses, school resources allocated for external and international students and international activities of alumni.

## **2. Inhibiting Factors Of University Internationalization**

Many higher education scholars have analyzed dominant trends and new challenges in a globalized society. These are summarized in Fig. 1. As the figure shows, egalitarianism and elitism were affected by globalization and thus the different dimensions of egalitarianism and elitism were intertwined with market competition. In this study, special focus will be on

five particular dimensions (massification, privatization, governance and accountability, international mobility, and ranking and world-class university) that represent major innovations in response to market competition. Although the conceptualization is simple, it shows how egalitarianism and elitism have contributed to shaping higher education and how both (Shin & Harman, 2009).

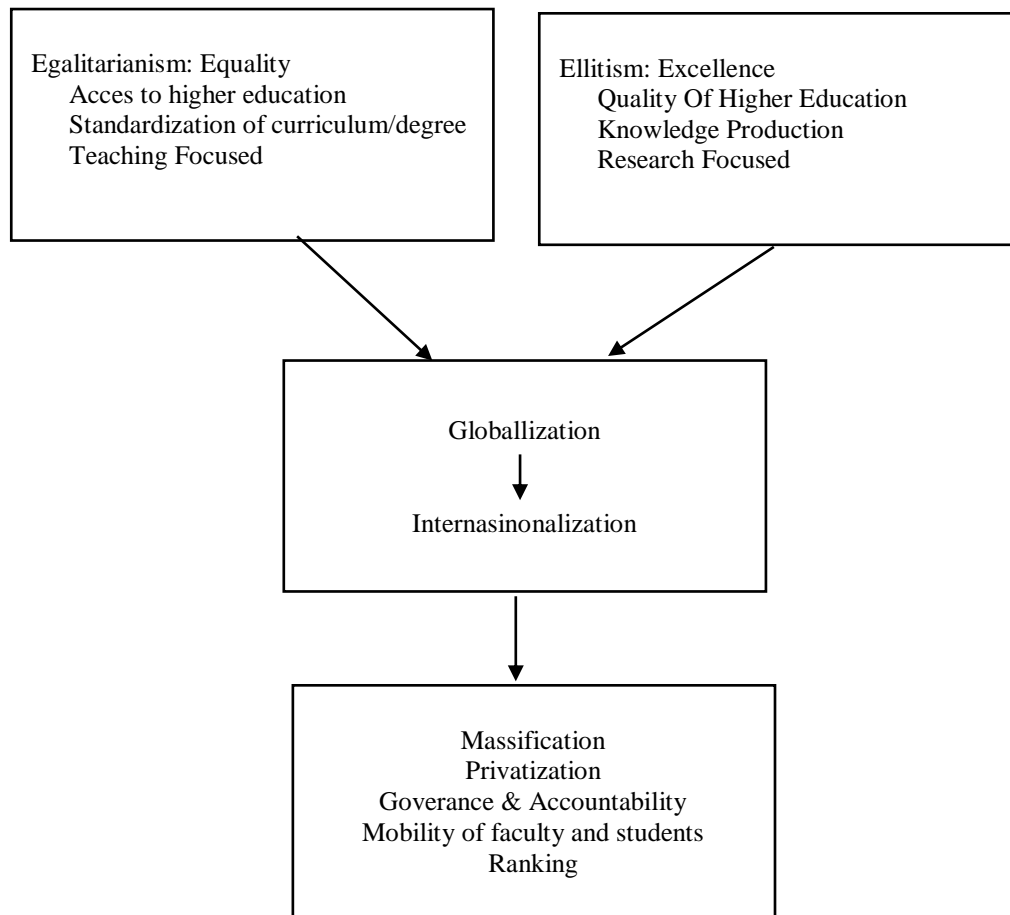


Figure 1. Inhibiting Factors Of University Internationalyztion

### 3. Supporting Factors Of University Internationalization

The following are factors supporting the internationalization of higher education (Qureshi, Janjua, Zaman, Lodhi, & Tariq, 2014):

- a. University leadership and strategic planning. Internationalization is an ongoing, future oriented and leadership driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever changing external environment.” This condition of leadership driven vision suggest that the internationalization should be considered central to the mission of the university and is not a marginalized effort. People at key position with their clear vision of internationalization are indispensable to the achievement of this objective. Strategic plans that are consist of goals, objectives, strategies, time lines etc. are complementing the leadership efforts towards the internationalization goal. Leadership not only includes people at key positions but also if the mission and vision statement of the University depicts this desire of internationalization. Further, the promotional and publicity activities should also have a flavor of internationalization in them. In reference to strategic planning, University goals and objectives should depict its intentions and commitment toward internationalization.
- b. Institutionalizing the internationalization of education. Institutionalizing refer to governance structure of a University, as a university has the governance structure for internationalization, the probability of success is much greater. This could be accomplished by establishing committees (from a University wide level to department-wide level) that are responsible for international education. After defining different committees at different level, University should also define

the accountability structure that ensures the efficient and effective working of different committees.

- c. Supporting infrastructure. This implies that a University should have professional staff and designated departments that should focus on specific dimensions of international education e.g. handling international students, faculty development, student exchange programs, international grants and contracts etc. These are highly specialized activities and require that should be handled by professional trained staff with international education experience. This could be achieved by establishing an international student center that focuses international scholars and exchange program students. Further an independent international program office should be setup which could handle international projects, collaborations, international research grants, contracts etc.
- d. Curriculum Curriculum focusing international education is at the heart of internationalization. If the teaching and learning depicts an international character, this would communicate a message that internationalization is valued and students were given many opportunities e.g. a chance to learn secondary language, to participate in study abroad or student exchange programs. The internationalization of curriculum could be achieved by offering international majors, e.g. secondary languages. Further overall curriculum is designed and adjusted to meet the needs of globalization.
- e. International students, campus life and co-curricular activities Presence of full time international student is another important dimension of internationalization. Their interaction with host institution students through in and out of class

discussion, activities, and discussions can be a key factor in achieving internationalization objective. Further, the integration of social, informal or co-curricular activities of international students into main stream campus activities is an important strategy for achieving this objective. This will ensure provision of an environment to host and guest students to mix and interact, thus giving each other a flavor of international exposure. Also by integrating co-curricular and non-academic activities into main stream of activities will pave a way for overall multi-culture and diverse university environment.

- f. International collaborations. To ensure that international curriculum is taught and practiced in its true essence, it is very important that both faculty and academic staff have reasonable international exposure. This could be achieved by sending faculty & staff for studying abroad, exchanging faculty and staff for short durations e.g. up to six months, joint research projects, participation in international conferences, joint development of courses. These kinds of activities, on the one hand helps in development of faculty and staff and on the other give an international flavor to the university image.

## **F. Operational Definition**

### **1. University Internasionalization**

A responsible approach applied by The Faculty Of Social And Political Sciences, University Of Muhammadiyah Yogyakarta to internationalize and to achieve the transformational institutional change that will help to maintain their reputation and foothold in international markets.

## **2. Inhibiting Factors Of University Internationalization**

Challenge faced by The Faculty Of Social And Political Sciences, University Of Muhammadiyah Yogyakarta to internationalize and to achieve the transformational institutional change that will help to maintain their reputation and foothold in international markets.

## **3. Supporting Factors Of University Internationalization**

Supporting factor faced by The Faculty Of Social And Political Sciences, University Of Muhammadiyah Yogyakarta to internationalize and to achieve the transformational institutional change that will help to maintain their reputation and foothold in international markets.

## **G. Framework of thinking**

The development of globalization and competition between tertiary institutions requires universities to improve the quality of education and their reputation at the international level. However, not all universities are able to meet this challenge. One effort that can be done is through the implementation of internationalization strategic policies. Therefore, this study aims to analyze the implementation of internationalization strategic policies at the Faculty of Social and Political Sciences, Muhammadiyah University of Yogyakarta (UMY). In an effort to internationalize the Faculty of Social and Political Sciences, Muhammadiyah University of Yogyakarta (UMY) it is necessary to apply an internationalization policy. In an effort to internationalize the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta (UMY) there are bound to be inhibiting and supporting factors. So this research will reveal how efforts to internationalize the Faculty of Social and Political Sciences,

University of Muhammadiyah Yogyakarta (UMY) require the application of internationalization policies, and what are the inhibiting and supporting factors.

## **H. Research Methodology**

### **1. Types of research**

The paradigm of this research is qualitative research. Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives (Aspers & Corte, 2019).

Policy and practice decisions, including those in education, increasingly are informed by findings from qualitative as well as quantitative research. Qualitative research is useful to policymakers because it often describes the settings in which policies will be implemented. Qualitative research is also useful to both pharmacy practitioners and pharmacy academics who are involved in researching educational issues in both universities and practice and in developing teaching and learning. Qualitative research involves the collection, analysis, and interpretation of data that are not easily reduced to numbers. These data relate to the social world and the concepts and behaviors of people within it. Qualitative research can be found in all social sciences and in the applied fields that derive from them (Anderson, 2010).



Qualitative research paradigm is used to interpret the internationalization phenomenon of the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta. With this qualitative paradigm, it is hoped that the factors that hinder and support the internationalization process can be identified. With this qualitative paradigm, it is hoped that accurate research results will be obtained regarding the internationalization phenomenon of the Faculty of Social and Political Sciences, University of Muhammadiyah Yogyakarta.

This type of research is qualitative descriptive. Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. To some researchers, such a qualitative design category does not exist. Unfortunately, this has forced other researchers, especially novices to the methods of qualitative research, to feel they have to defend their research approach by giving it ‘epistemological credibility.’ This has led to the labeling of many research studies as phenomenology, grounded theory, or ethnography, when in fact these studies failed to meet the requirements of such qualitative approaches (Lambert & Lambert, 2012).

The qualitative descriptive in this study was used to obtain an overall summary of the internationalization of the faculty of social and political sciences, Muhammadiyah University, Yogyakarta. Qualitative descriptions in this study were also used to obtain an overall summary of the inhibiting and supporting factors for the internationalization of the Faculty of Social and Political Sciences, Universitas Muhammadiyah Yogyakarta. The

results of this summary description of the supporting and inhibiting factors of internationalization will be used to provide input to the internationalization committee of the faculty of social and political science to consider for the formulation of internationalization policies.

## **2. Research Location**

This research will be carried out at the UMY Faculty of Social Sciences which is located at 58QC+6M2, Jl. Lkr. South, Geblagan, Tamantirto, Kec. Bantul, Bantul Regency, Special Region of Yogyakarta 55183

## **3. Type Of Data**

The types of data in this study are primary data and secondary data. Primary data is data collected by researchers through observation, interviews, or questionnaires addressed directly to research subjects. Primary data is data that has never been analyzed before, and researchers must collect the data directly from the source. Examples of primary data are the results of interviews with respondents, observation results, and questionnaire results. Meanwhile, secondary data is data that has been previously collected by other sources, such as government agencies, statistical agencies, or organizations. Secondary data can be public data, such as data published by the government or data published in journals or mass media. Secondary data can also be personal data, such as medical records, financial data, or recorded conversations. Examples of secondary data are the results of previous research, statistical data, and official documents from institutions or organizations.

## **4. Data Collection Technique**

### **a. Interview**

Many, if not most, qualitative research studies rely on interviews with participants. The data collection method is an effective way of soliciting and documenting, in their own words, an individual's or group's perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences and social world, in addition to factual information about their lives. Your research topic, purpose, and questions form the basis for the subjects you cover and types of questions you ask during an interview, but the improvised conversation may also generate unexpected areas and insights for further inquiry (Saldana, 2011).

Interviews in this study were used to dig up information on the research subject. The information that will be explored in this interview is information about the inhibiting and supporting factors of internationalization. The results of the interviews will be checked and compared with the results of observations to determine the validity of the data.

### **b. Observation**

Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. For example, in interviews participants may be asked about how they behave in certain situations but there is no guarantee that they actually do what they say they do. Observing them in those situations is more valid: it is possible to see how they actually behave. Observation can also produce data for verifying or nullifying information provided in face to face encounters (Hancock, Ockleford, & Windridge, 2007).

### **c. Documentation**

Documentation data collection is a method of collecting data in research conducted by collecting information from various written or electronic documents. These documents can be in the form of manuscripts, notes, newspapers, reports, books, policy documents, and so on. Data collection through documentation is usually carried out in research related to history, policies or certain activities.

## **5. Data Analysis**

According to Sugiyono (2019:335), what is meant by data analysis techniques is the process of finding data, systematically compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizes, arranges into a pattern choosing which ones are important and which will be studied, and draws conclusions so that they are easily understood by themselves and others. The data analysis technique used in this research is inductive data analysis. Inductive data analysis is drawing conclusions that depart from specific facts, to then draw general conclusions. The steps to analyze the data in this study are as follows:

### **a. Data Reduction**

According to Sugiyono (2019: 338) reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary things. Thus the data that has been reduced will provide a clearer

picture, and make it easier for researchers to conduct further data collection, and look for it when needed.

#### **b. Categorization**

In conducting categorization, researchers will find categories that can be added, subtracted, or replaced in the study. Categorization is a systematic and logical intuitive process based on research objectives, research orientation and knowledge, as well as explicit constructs by research respondents (Sugiyono, 2019:235-236).

#### **c. Data Display**

According to Amailes and Huberman (Sugiyono, 2019: 341) the most frequently used to present data in qualitative research are texts and narratives. At this stage the researcher presents the data that has been reduced into a report systematically.

#### **d. Conclusion**

The third step in qualitative data analysis according to Miles and Huberman quoted by Sugiyono (2019: 345) is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. Conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning, but may also not, because the problems and formulation of problems in qualitative research are still temporary and will develop after research in the field.