

Two Different Perspectives toward the World-Class University: A Case Study

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Two Different Perspectives toward the World-Class University: A Case Study

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Abstract. The purpose of this paper is to visualize the internationalization program in Universitas Negeri Semarang (UNNES) reviewed from two different groups: international class managers and international class students. The 13-Dimension Model developed by Elkin, Devjee and Farnsworth in 2005 was used as a guideline for measuring the perspective of two-grouped respondents toward internationalization program in UNNES. The research sample was 13 managers of 13 international classes in UNNES and 153 international class students from each study program. This sample was determined based on stratified random sampling including cluster sampling and proportional random sampling. The results of this study indicated that there was a different point of view from two groups of how the ideal internationalization program has to be. The international class managers tended to have an activity approach in organizing internationalization programs, hence their main focus were student exchange program. Meanwhile, international class students tended to interpret a world-class university using process approach, therefore their focus were the quality of study program itself. It is necessary both groups adjust the approach used to create a synergy in terms of accelerating internationalization program of UNNES.

1. Introduction

The level of dependence on the global economy is getting higher. World Foreign Direct Investment was far from being a "global" phenomenon after the Second World War [1]. The world is integrated through electronic media and communication. Cross-country travel and English dominance are increasing. This phenomenon encourages the development of markets for graduates who are internationally oriented and qualified. University graduates are required to be able to understand cultural variations and works in a multi-cultural global society.

The rising number of demand for the multi-cultural workforce raises prospects and pressure for universities to participate in international markets so that an international profile is needed to attract significant foreign students. The study of [2] stated that international students will consider the reputation of hotels, tourism, and education networks very much in choosing study programs and countries to continue their studies. On the other hand, universities need adequate infrastructure and policy frameworks to manage the growth of quality learning.



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Till now, there is no tool to identify or measure what might be a key variable in the development of "international" universities. As such, this research is useful both as a diagnostic tool and as a guide for future resource allocation.

The International Trends in Higher Education 2015 report highlighted the growing popularity of a range of internationalisation strategies – beyond the traditional emphasis on international student recruitment – and showcased examples of branch campuses, international research collaborations, and collaborations between universities and industry [3]. The impact on higher education has been quite large and continues to grow, most of which have been a direct consequence of globalization. Universities in many parts of the world have realized the importance of "internationalizing the curriculum", but may still be in the early stages of internationalization. For example, Gomez, quoted in Webb, Mayer [4], reports that in Latin America, business schools have not been able to provide graduates with companies to meet their needs in terms of internationalization. In contrast, Asian business schools have moved forward by meeting business needs by giving students special international components. For example, the University of Hawaii stands as a model of internationalization in a way that specializes in the Southeast Asian trade bloc [4].

Another result claimed that governments and universities hold the view that students who study on internationalized campuses demonstrate greater knowledge of international events, perspectives, and methods [5]. For example, the emergence of a fast-growing and strong economy in India and China has created a large international market for western universities. Many students need this preparation because globalization and trade liberalization continue growing. In turn, it will create a two-way path of internationalization, for example, western students will aspire to study in China and India.

For domestic students, "internationalization at home" is considered capable of enriching the educational process to help them towards their final goals. Internationalization at home means curriculum development and extra-curricular processes that focus on internationalization without the need to conduct study abroad (student exchange). In contrast, Burn [6] stated that studying abroad and student exchange can become great international players in higher education. However, Take and Shoraku [7] stated two important things to consider. First, it is not clear how study abroad gives students the opportunity to gain knowledge and skills. Second, universities that face the same challenges to foster global citizenship through study abroad must review their educational content to determine whether students achieve the goals set in their policies. Universities must recognize the importance of studying abroad in terms of providing opportunities through what students need to achieve their educational goals. On the other hand, [8] showed a significant difference in the way students perceive reputation teaching, context-specific curricula, resources, interaction staff of student support and their attitudes towards universities.

This difference of opinion requires Universitas Negeri Semarang (UNNES), which has a vision to become an internationally reputable university, to develop the concept of internationalization of UNNES so that the internationalization program can be directed, measurable, and can be evaluated for its success. For this reason, it is necessary to visualize the achievement of the internationalization program which has been implemented at the UNNES. Based on these problems, this research was prepared with the aim of measuring whether current international programs or policies at universities, especially at UNNES, have been effective in responding to globalization comprehensively.

The novelty in this study lies in the comparative study used. To get a comprehensive visualization a review is needed from various perspectives. This study reviews the internationalization visualization from two perspectives, namely the point of view of the institution (program manager) and the student's point of view. Based on the identification of problems and limitations of the problem and as mentioned above, the formulation of the problem examined in this study is how the visualization of the internationalization vision of higher education is viewed from the 13-dimension model of internationalization from the student's point of view and from the viewpoint of the internationalization program manager.

This research is very important as a reference for making appropriate policies in the internationalization of UNNES. Through the results of this study, policy makers will know the

perceptions of the internationalization program manager and students' perceptions about factors that must be improved, maintained, or even eliminated in international class policies. This research offers a construction of a new understanding of the study of internationalization education policies and provides evaluations and recommendations on internationalization programs that are running in UNNES.

2. Literature Review

18. *Internationalization of University*

The Organization for Economic Cooperation and Development (OECD) defines internationalization of the curriculum as a curriculum with international content orientation, which aims to prepare students to appear in an international and multicultural context, and is designed for domestic and foreign students [9]. Meanwhile Knight, quoted in Teekens [10], stated a description of internationalization of the curriculum is a process of integrating international dimensions into the teaching, research and service functions of higher education institutions, with the aim of strengthening international education understood as education that involves and / or relates to people, cultures and systems of different countries.

There has been no consensus regarding the definition of "internationalization". However, UNNES has compiled 10 policies to realize internationalization. First, strengthening institutional capacity towards the integrity zone of the Corruption-Free Region and the Serving and Clean Bureaucracy Region. Second, strengthening the accreditation of study programs (regional, national and international). Third, the development of the internationalization of culture and academic atmosphere. Fourth, the development of conservation role models in *Tridharma Perguruan Tinggi* (Three Pillars of Higher Education comprising Education, Research and Community Service). Fifth, revitalization of education institution and educational personnel. Sixth, improved service excellence and risk management. Seventh, increasing productivity and resource efficiency. Eighth, improvement in international achievement, entrepreneurship, and student character development. Ninth, the development of cooperation at regional and international levels. Tenth, increasing income generating universities sourced from academic and non-academic activities.

19. *2.2. The World Class University*

The concept of world-class university that appears has various meanings. The Altbach in Deem, Mok [11] stated, "Everyone wants a world-class university. No country feels it can do without one. The problem is that one knows what a world-class university is, and no one has figured out how to get one".

Salmi [12] put forward a view on world-class university; this view is a conception of the amalgamation of statements revealed by Altbach [13]; Khoo, Shukor [14]; and Niland [15]. World-class university is defined by Salmi as a University that regularly identifies a number of basic dimensions such as highly qualified teaching staff; perfection in research, quality teaching; high funding sources from the government and non-government; international students and very talented; academic freedom; autonomous government structures and complete facilities for teaching, research, administration, and student life.

Furthermore Salmi [12] stated that World Class University can be achieved by utilizing 3 (three) key factors, namely: (1) with a high concentration of talent possessed by lecturers and students, (2) abundant resources so as to provide a learning environment that consist and availability of funds in carrying out further research, and (3) good governance that promotes strategic vision, innovation and flexibility and allows institutions to make decisions and manage resources without being burdened by bureaucracy (autonomous). These dimensions are mutually integrated so that 3 (three) aspects are created which are indicators of the assessment of a university that have become world-class universities, namely: (1) graduates who have high absorption in the community; (2) quality research output; (3) technology transfer that has high access to various information.

2.3. *The 13-dimension model of internationalization*

The 13-dimension model of internationalization was developed by Graham Elkin, Faiyaz Devjee and John Farnsworth from the University of Otago, New Zealand in 2006. This model is the result of literature searches and interviews with academic and non-academic university staff. This model has been tested with various universities in New Zealand and other countries. The 13 scale model of internationalization dimensions was developed intuitively through discussion. The researchers reviewed overseas university websites which were considered international publications to identify what internationalization meant at these universities and whether the 13 scales were considered according to their public statements. The scale consists of: (1) international study programs, (2) international links, (3) student exchange programs, (4) international research collaboration, (5) internationally recognized research activities, (6) staff interactions in an international context, (7) support of international students, (8) attendance in international conferences, (9) international postgraduate students, (10) international undergraduate students, (11) staff exchange programs, (12) overseas staff training, and (13) overseas curriculum.

3. Research Method

This type of research is explorative sequential research. This is indicated by the initial stages of qualitative data collection and analysis, and then followed by the phase of quantitative data collection and analysis [16]. Data collection techniques include: (1) observation; (2) questionnaire; (3) interviews; and (4) documentation study. Data analysis of the 13-dimension model of internationalization used a Likert scale. Each scale ranges from 0 to 10 where 0 is low and 10 is high. Scale is designed to be used twice so that respondents mark two things, namely the current level of internationalization and the level of internationalization desired for their institutions. After the initial analysis, an average percentage of ideal performance and actual performance will be calculated. The average size is divided into three categories: very significant (on the scale 7-10), neutral (on the scale 5-6) and not so significant (on the scale 1-4). The second final result is then presented in the form of a series of radiating spokes.

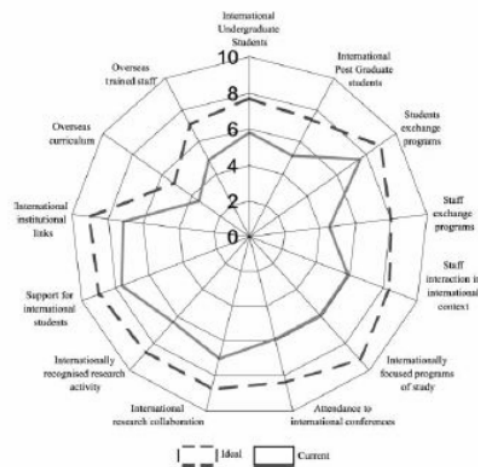


Figure 1. Internationalization framework with radiating spokes

The ideal and actual average scores of the two categories of respondents were then tested differently to find out whether there were differences in perceptions of internationalization from the point of view of program managers and from the perspective of students as objects subject to internationalization programs.

1

4. Result and Discussion

4.1. Result

4.1.1. Internationalization Visualization Based on Student Perception

The results of processing raw data on 153 students can be detailed in Table 1. It shows that based on the perception of 153 international class students, the most important aspect in internationalization at UNNES was the quality of study programs, while the aspects that are considered to be the lowest level of urgency in the development of internationalization programs were international postgraduate students. This conclusion is obtained from the average column of the ideal performance of the internationalization program. The difference between the expectation number and the biggest reality number lies in the aspect of the number of international students in undergraduate programs (S1). Furthermore, the thirteen aspects of internationalization in the perceptions of international class students can be visualized by Figure 2 with gray as a hope area and light blue as an area of reality.

Table 1. Perception of Internationalization of International Class Students

No.	Aspect	Average of Ideal Performance	Average of Current Performance	Differences Between Ideal and Current Performance
1	Study Program Quality	6.25	4.61	1.63
2	International Links	6.15	4.54	1.61
3	Student exchange programs	6.19	4.39	1.80
4	International research collaboration	5.88	4.12	1.76
5	Internationally recognised research activity	6.08	4.54	1.54
6	Staff interaction in international context	6.05	4.52	1.52
7	Support for international students	6.17	4.50	1.67
8	Attendance to international conferences	6.11	4.37	1.74
9	International postgraduate students	5.71	3.80	1.91
10	The Numbers of International undergraduate students	5.84	3.91	1.93
11	Staff exchange programs	5.74	3.95	1.79
12	Staff training programs	5.85	4.23	1.62
13	Overseas curriculum	5.91	4.14	1.76

(Source: the processed data 2019)

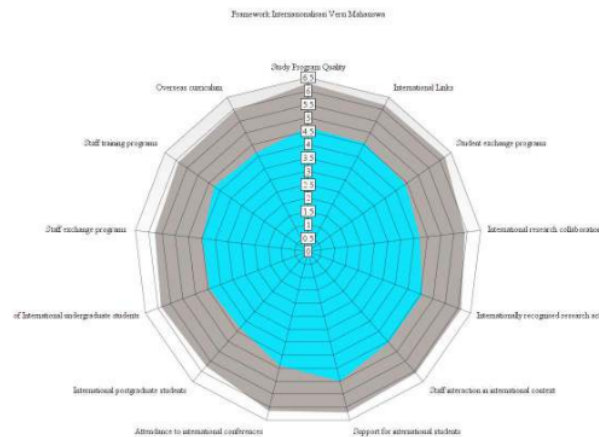


Figure 2. Visualization of the internationalization program of UNNES based on perceptions of international class students

4.1.2. Internationalization Visualization Based on Manager Perception

The results of processing raw data on the 13 internationalization managers of UNNES can be detailed in Table 2 below.

Table 2. Perception of Internationalization of Internationalization Program Managers

No.	Aspect	Average of Ideal Performance	Average of Current Performance	Differences Between Ideal and Current Performance
1	Study Program Quality	6.08	4.77	1.31
2	International Links	5.92	4.92	1.00
3	Student exchange programs	6.23	5.15	1.08
4	International research collaboration	6.00	3.77	2.23
5	Internationally recognised research activity	6.08	4.69	1.38
6	Staff interaction in international context	6.08	4.38	1.69
7	Support for international students	5.85	4.38	1.46
8	Attendance to international conferences	6.08	5.08	1.00
9	International postgraduate students	5.69	3.92	1.77
10	The Numbers of International undergraduate students	5.62	3.77	1.85
11	Staff exchange programs	5.46	3.54	1.92
12	Staff training programs	5.62	3.54	2.08
13	Overseas curriculum	6.00	4.62	1.38

(Sumber: the processed data, 2019)

Based on the perceptions of the UNNES internationalization program managers, the most important aspect in this program was the student exchange program with an average score of 6.23. Conversely, the aspect with the lowest level of urgency in the development of internationalization programs was the staff exchange program. The biggest gap between expectations and the biggest reality figures lies in international research collaboration. The perception of the managers of the UNNES international class program on the thirteen aspects of internationalization is visualized by Figure 3. with gray as a hope area and dark blue as an area of reality.

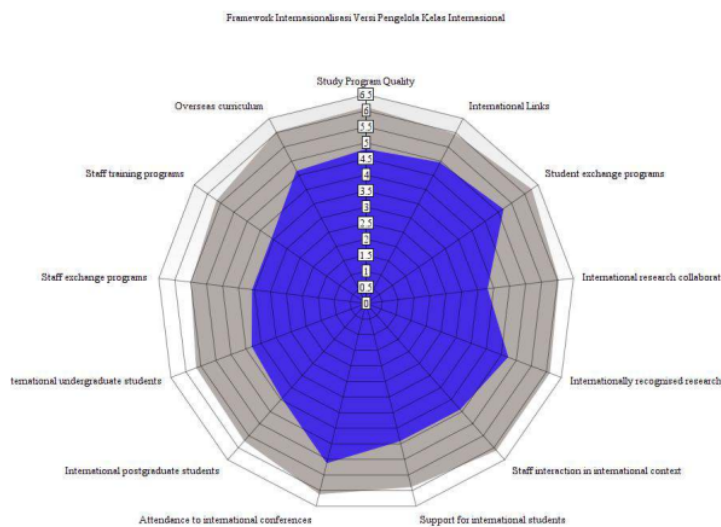


Figure 3. Visualization of the internationalization program of UNNES based on perceptions of internationalization program managers

4.2. Discussion

This study attempts to analyze a phenomenon in the form of an internationalization program carried out by UNNES from two different points of view, namely: international class students and internationalization program managers. Perception of international class students is very important to consider because international class students are the direct object and frontline of the internationalization program of a university. Meanwhile, the perceptions of managers are very important to know as technical implementers of internationalization activities. Based on the results of the analysis of the three types of respondents, there are several similarities of perceptions as well as differences that will be discussed further.

Based on the results of visualization formed based on research data, there are different perceptions between international class students and managers. Students argue that the most important aspect in the internationalization program of UNNES is the quality of study programs. In other words, the strategic plan of the study program must focus on internationalization activities, so that an adequate internationalization system and atmosphere are formed. The results of this study are in line with the results of research by Elkin, Devjee [17] which stated that study programs that focus on internationalization are the most important aspects in the opinion of respondents at various universities in New Zealand and several other countries with an average score of 9.1. On the other hand, based on the perceptions of program managers, the aspect that requires the most attention in the internationalization program is the student exchange program with an average score of 6.23. A similar finding was expressed by Knight [18] that the first aspect in an internationalization program was the assignment of students to study abroad, or in other words, student exchange programs.

Differences in preferences between students and managers of internationalization programs are natural, because according to Knight (1994) basically there are four different types of approaches in operationalizing internationalization policies, namely: process approach, activity approach, competency approach, and organizational approach. The process approach frames the internationalization program as a process that integrates an international dimension or perspective into the main functions of the institution. The characteristics of the process approach use terms such as infusion, integration, and incorporation. The activity approach defines internationalization as activities related to curriculum, student exchange, and technical cooperation while the competency approach considers internationalization policies as a program for developing new skills, attitudes, and knowledge of students and all institutional staff. This approach focuses on humans, not organizational activities or interests. The last approach is an organizational approach that focuses on developing the ethos or culture of the university so that it has values that support internationalization activities. Usually this approach is very closely related to the process approach.

Based on the results of research data analysis, it can be concluded that students tend to use process and organizational approaches in defining internationalization programs. Meanwhile, program managers are more likely to use the activity approach because they argue that student exchange programs are the most important aspect of the internationalization program. The difference in approach to understanding the internationalization process in the long run has the potential to create a larger gap between expectations and reality. Therefore, effective communication is needed between students, program managers, and including institutional leaders to equalize perceptions and set common goals, so that the internationalization program has a clear, measurable, and rational focus. Furthermore, the difference between expectations and the greatest reality according to students lies in the number of international students in undergraduate programs (S1). This is understandable because currently the number of international students owned by international classes in two departments at UNNES has not even reached 5%. In 2018 there were only about 5 international students in the

international class, including those from Thailand, Taiwan and Libya. As Indonesian students studying in international classes, this number is considered too little to represent the number of international classes.

Internationalization program managers have different perceptions regarding the biggest gap between expectations and the largest reality on internationalization programs. Based on managers' perceptions, the biggest gap lies in international research collaboration. The ratio of the number of lecturers in the number of collaborative studies with lecturers or researchers from overseas universities is still very small. Only a few lecturers have access and competence to carry out international collaborative research. The main causes identified were the lack of lecturers who had the ability to communicate in both spoken and written English. Furthermore, there is no structured program designed by universities to improve the competence of lecturers in English, so far lecturers are required to improve their English skills independently.

5. Conclusion

Based on the results and discussion reviewed in this study, it can be concluded that in addition to funding, the internationalization of higher education requires a comprehensive internationalization strategy to ensure that limited funds can be used effectively and efficiently in order to realize the internationalization program. This is in line with the opinion of Hudzik [19] that funding is the most significant stimulus in making internationalization efforts, but strong funding is not enough to support internationalization, especially in ensuring the sustainability of the internationalization program. Rogers [20] stated that the strategy for innovation and change can be done by creating "early innovators" who are subsequently valued for success, then proceeding to create conditions and rewards for those who spread the adoption of the system for the first time, then build the entire system for majority. Based on Roger's opinion, there are three important points that can be formulated in order to build a system to support the internationalization program of UNNES. First, the need for a pilot project. In this case, universities can choose one international class to be used as a pilot class by implementing a new internationalization system for the class, and conducting regular evaluations. This pilot project must be followed by providing appropriate incentives for those who have worked hard and participated in developing and succeeding the new system. Providing incentives is a form of trust that is believed to increase the work ethic of both managers and students who become objects in the pilot program. The provision of incentives is certainly not only material, but also recognition in the form of Assignment Letters for managers and Decrees for students. Second, giving attention and appreciation to the management of internationalization programs outside the pilot program if they are willing to follow the pilot system that has been developed and successfully shows that the system works well. And third, when the system has been evaluated and refined, the university socializes to the entire academic community at UNNES to achieve a common perception so that the objectives of the internationalization program can be understood and supported by all faculties so that all components can synergize in achieving the goals of the internationalization program.

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