INITIATING THE ENDEAVOUR FOR INTERNATIONALIZATION OF EDUCATION IN INDONESIA: PROPOSING A FRAMEWORK

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ABSTRACT

Marginson and Van Der Wende (2007) stated in their OECD paper that "Economic and cultural globalization has ushered in a new era in higher education. Higher education was always more internationally open than most sectors because of its immersion in knowledge, which never showed much respect for juridical boundaries. In global knowledge economies, higher education institutions are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products, and financial capital". It can be seen that globalization has made it possible for rapid transfer of knowledge and technology spillover inter countries

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through academic staffs, researchers, and students exchanges as well as through inter-institutions collaborations. This transfer of knowledge and technology spillover did not only significantly influence higher education / university management but also have impacts on the increasing level of industrial and economy productivity in general.

The importance of universities as vehicles for the existence of process stated formerly has required university to design effective internationalization strategies in order to get the advantages from globalization. This paper is aimed to explore internationalization approaches, strategies, and programs, which could be relevantly implemented in developing such as Indonesia, related to nation's policy on higher education.

Study has shown that university's readiness to play roles and take advantages from globalization was determined by both academic program preparedness and organizational or managerial preparedness. This study also shown that in most cases, universities tended to be more focus on academic aspects than professional organizational management aspects. This condition could be understood as there were perceptions that academic quality and other academic related aspects of education institutions in developing countries were not as good as those of education institutions in developed countries. Moreover, in most of the cases, in the developing countries, university also experiences many obstacles in term of organizational preparedness in conducting internationalization policy. It means that the endeavor to conduct internationalization approaches, strategies, and programs that focused only on academic program might not effectively enhance universities' abilities and exposures in international context as it should be supported by organization readiness in internationalizing its other organizational management issues.

Keywords: Internationalization, higher education institution, Indonesia

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FULL PAPER

I.   INTRODUCTION

The provision of education services to students across national borders has been a major growth industry over the last 30 years. In 2004, there were an estimated 2.5 million international students studying abroad (Bashir, 2007) and demand is projected to grow fourfold in the next 20 years (Bohm, Daris, Meares, and Pearce, 2002 as cited in Chen and Zimitat, 2004). Aligned with this trend, the development process of internationalization of higher education has become an important issue in many higher education institutions. The internationalization of higher education provision has been identified as a major trend since the late 1980s. According to Global Alliance for Transnational Education (1999, as cited in Huang, 2007), the internationalization of higher education is typically characterized by traditional forms such as mobility of students, scholars and researchers, as well as showed by systematic efforts in terms of academic cooperation and transnational higher education (TNHE).

In the last decade, the internationalization process has been accelerated especially by trend of globalization. Many higher education analysts (e.g. Scott 1998) described higher education as globalized sector, in the sense of globalization as 'the widening, deepening and speeding up of all kinds of world-wide interconnectedness' (Held et al. 1999). However, interestingly the global effects are not uniform in various countries. The spread, velocity, and intensity of global transformations are undergoing many permutations, and being articulated through different national and local zones (Marginson 2006; Marginson & Rhoades 2002; Valimaa 2004). Due to the complexity of relationship between national and international environment, such conditions have brought different

approaches to many organizations toward the efforts of shaping their competitiveness in national and global market.

In the context of higher education in the developing countries like Indonesia, the response toward internationalization of higher education with relates to globalization has been varied. From higher education service provider perspectives, the internationalization of higher education & globalization can be interpreted as threats on one side and opportunities on the other. The threats refer to situation where the local universities have to compete with overseas universities in the local market. Overseas universities have been using many forms of marketing strategies ranging from joint or double degree to franchise programs. On the opportunity side, the local universities have the possibility to attract many international students and researchers to study and do research in various fields. The presence of international students and researchers does not only bring academic benefit to the development of the science, but also joint activities in terms of individual academics and university-to-university collaboration. The collaboration will have significant effects on the performance of local universities' managerial capacity in handling contemporary challenges in providing education services. From national government perspectives, it is an urgent agenda to develop a sound national policy framework in higher education in order to minimize the negative impact on the society as a whole and to optimize the benefit from globalization.

In the context of higher education in Indonesia, the Ministry of National Education has put different emphasis for bases of future direction of Indonesia higher education. In the Higher Education Long Terms Strategy (HELTS) 2003-2010, there is a significant shift in the higher education management paradigm from centralized to decentralized approach. The strategy does not only have important implications on the national education development program but also has triggered many universities to amend their strategies and programs.

With regard to the internationalization of higher education, therefore, it is interesting to analyze how universities in Indonesia should implement the strategy of internationalization given the relationship between globalization and internationalization (external environment and driving forces), and the national policy framework toward the future development of higher education (internal driving forces). In order to find a common framework for internationalization of higher education, this paper will discuss: (1) the relationship between globalization and internationalization, (2) the Indonesia's national policy framework toward higher education development, (3) the proposed framework

for intentional, systematic, and strategic approach to higher education internationalization.

II.   GLOBALIZATION AND INTERNATIONALIZATION

Globalization could be perceived as "a phenomenon of a process which is affecting many sectors and disciplines and education is no exception" (Knight, 2003). Along with globalization, the internationalization of higher education is happening at the same time. Knight (2002) stated that " internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education." Both globalization and internationalization has created enormous development in the higher education industry.

Quoting on several studies conducted by Dale, 1999; Davis & Guppy, 1997; Mok & James, 2005; Pedro, 1998; Yang, 2005; Mok (2007) stated that in the last two decades, scholars have debated globalization and its impacts on education. Many of those scholars believed that globalization has affected education in different ways, ranging from education systems and educational policies to organizational and management aspects (Mok, 2007). Furthermore, Mok (2007) also stated that some other studies (Stewart, 1996; Woolf, 2002) showed that globalization has brought about negative effects on educational developments, while others argue that globalization has positive impacts on education (e.g. Rouhani & Kishun, 2004). Related to this condition, Knight (2002) stated that globalization has become crucial issue. This matter is strengthened by the fact that higher education has been regarded as one of 12 service sectors covered by the General Agreement on Trade in Services (Knight, 2002).

Data in these tables below show the volume and value of trade in higher education industry that has increasing trends. In the aspect of mobility (table 1), during 1999-2004 there was a significant increase on the numbers of students studying overseas for up to 50%. This increasing number had not been only shown by developed countries but also by developing countries. Rapid economic development in Asia has become the source of the significant growth in the number of Asian students studying overseas.

Table 1
Students studying abroad by sending region 1999-2004

Region	1999 (thousands)	2004 (thousands)	% increase	% share in 2004
North America	60	90	50.0	4.1
Latin America & the Carribbean	100	150	50.0	6.8
EU 15	100	110	10.0	5.0
Central and Eastern Europe	190	300	57.9	13.6
Arab States	120	190	58.3	8.6
Central Asia	60	70	16.7	3.2
South and West Asia	100	200	100.0	9.0
East Asia & the Pacific	440	720	63.6	32.6
Sub-Saharan Africa	90	160	77.8	7.2
Other	40	60	50.0	2.7
Not Specified	60	160	166.7	7.2
Total (excluding intra EU 15)	1,370	2,210	61.3	100.0
Intra EU 15 Students	270	240	(11.1)	
Total with Intra EU 15 Students	1,640	2,450	49.4	

Notes: "not specified" refers to students studying abroad without record of the host or sending country
Sources: Bashir (2007)

Table 2
Students studying abroad by host region 1999-2004

Region	1999 (thousands)	2004 (thousands)	% increase	% share in 2004
North America	480	570	18.8	25.8
Latin America & the Carribbean	10	20	100.0	0.9
EU 15	460	770	67.4	34.8
Central and Eastern Europe	130	170	30.8	7.7
Arab States	30	70	133.3	3.2
Central Asia	20	30	50.0	1.4
South and West Asia	Negl	Negl	-	-
East Asia & the Pacific	200	510	155.0	23.1
Sub-Saharan Africa	Negl	Negl	-	-
Other	50	50	0.0	2.3
Not Specified	Negl	160	-	-
Total (excluding intra EU 15)	1,370	2,210	61.3	100.0
Intra EU 15 Students	270	240	(11.1)	
Total with Intra EU 15 Students	1,640	2,450	49.4	

Notes: "not specified" refers to students studying abroad without record of the host or sending country
Sources: Bashir (2007)

From the perspectives of host country for education providers (table 2), historically, United States and European Union especially United Kingdom, were countries with highest numbers of international students. However, recent development shows that other countries in Asia Pacific were currently experiencing increasing trend in the number of international students, such as Australia, Japan, and China. In some reports, in 1993, Australia through its computation, education, and training sectors had gained devisa for almost AU$1,2 billion. In the UK, for example, the contribution of revenue from education service export is almost 4% of all service sector revenue (Effendi, 2007)

Latest accessed data shows that revenue gained from higher education service sector export has significant increasing trend. Data in table below shows the value of education service exports from 5 big countries, which are United States of America, United Kingdom, Canada, New Zealand, and Australia. Data (table 3) shows that in the year of 2005, total value of education exports was more than US$ 28 billion, dominated by United States with US$ 14.1 Billion followed by UK (US$6.0 billion) and Australia (US$5.5b billion). Other countries, such as New Zealand and Canada had doubled their revenue compared to the year of 1999. These high levels of revenue gained by those countries have intensified their efforts to promote free trade in higher education service in various countries (Effendi, 2007).

Table 3
Export of education services (foreign students)
By main exporting countries, 1999-2005 (US $ million)

	1999	2000	2001	2002	2003	2004	2005	% increase 99-04/05
Australia	2038	2259	2528	2897	3925	4872	5563	173
New Zealand	273	257	343	632	925	998	1000	265
Canada	568	615	699	784	1014	1268	1573	177
UK	4101	3766	3921	3891	4709	5627	6064	48
US	9620	10350	11480	12630	13310	13640	14120	47
Total 5 countries	16600	17247	18971	20834	23883	26405	28320	71

Source: Bashir, 2007

Taken a look from the perspective of home country of international students --especially developing countries--, it can be seen that positive economic development and increasing level of awareness toward the importance of education have pushed the growth of import in higher education service. Table 4 below shows that in 2004, seven countries spent US$ 11.3 billions to import education service from five education service exporters. Country with high education service spending was China (US$5.1 billion) and India (US$3.1 billion). If those import values are compared to Gross Domestic Product and domestic public expenditure on higher education, then it would be similar with the case of Indonesia, in which total education service import is over the budget provided by the government for domestic education sector. This number is predicted to increase in line with the trend of positive economic development in developing countries.

Table 4
Estimated imports of higher education from five main exporters by selected developing countries, 2004

Countries	Estimated value of imports of HE (US$ million)	HE imports as % of GDP	Domestic public expenditure on HE as % of GDP
China	5,080	0.26	0.44
India	3,151	0.46	0.59
Malaysia	850	0.12	2.96
Hong Kong	805	0.49	1.50
Singapore	460	0.43	0.85
Indonesia	515	0.20	0.17
Turkey	405	0.13	1.04
Korea	1,802	0.27	0.69
Japan	1,506	0.03	0.52

Source: UNESCO, 2006; IMF, 2006 as quoted in Bashir, 2007

From the perspective of level of study taken by international students, it seems that undergraduate level education has reached more than 50% of market share. This implies that market for general higher education was big enough and steadily increasing, which was associated by the fact that most of the international undergraduate students are self-financing (parent funding). In contrast, postgraduate program, which its tuition fee is higher than undergraduate program, reflects the need to have greater co-financing that might be obtained through grants and scholarships schemes.

Table 5
Distribution of foreign students by level of education, selected host countries foreign students enrolled in higher education-national data

Country	Total	Distribution by level of education			Foreign enrolment UIS data (2004)
		Undergraduate	Graduate	Other	
Australia					
Total 2005	239,495	55.8	37.7	6.5	166,954
% change (99-05)	188.2	124.0	285.4	380.9	
United States					
Total 2005	565,039	30.7	46.8	22.5	572,509
% change (99-05)	15.1	-26.4	25.1	190.8	
New Zealand					
Total 2004	55,502	45.1	8.3	46.6	37,422
% change (99-05)	345.7	371.1	203.3	260.3	
United Kingdom					
Total 2005	218,395	45.3	54.7		211,201
% change (99-05)	-10.0	-19.6	-0.4		

Source: Bashir, 2007

Furthermore, from the customers' side, there is an increasing awareness to pursue higher education overseas. Apart from many academic related reasons --such as internationally recognized qualification (Bashir, 2007), ability to learn new and different culture (Chen and Zimitat, 2006), and many other reasons--, his trend is also encouraged by the fact that the mode of delivery of education is getting flexible. Presented below (table 6) is the example of mode of delivery offered by universities for their potential students.

Table 6
Characteristics of various modes of delivery of foreign higher education services

Mode of Delivery	Definition
Branch Campuses	Foreign institution establishes a subsidiary, either on its own of jointly with local provider, and delivery is entirely by the foreign university, leading to a degree from the latter
Double/Joint Degree	Students pursue a program jointly offered by institutions in two countries. The qualification(s) can be either a degree that is jointly awarded or two separate degrees awarded by each partner institution
Twinning	Students pursue part of the program at the domestic institution and part in the partner foreign institution. The degree is awarded by the foreign institution
Franchised Program	Learning program designed by the foreign provider (franchiser) and delivered in the domestic institution (franchisee). The student receives the qualification of the franchiser institution. Variations range from 'full' to 'part' franchise
Validated Program	A program established in a local higher education institution that has been 'approved' by a foreign institution as equivalent to its own, leading to the award of a qualification from the latter
Distance/Open Learning (e-learning)	Course is through distance learning whether traditional or online and could be with a local partner or entirely foreign. 'Open Learning' also signifies that the program does not have the normal academic entry requirements

Source: Bashir (2007)

Study by Bashir (2007) summarized numerous factors that affect demand and supply higher education in global environment and encourage growth of trade in higher education (presented in the table 7 below). It can be seen that there are many reasons of each component involved in the education sector, such as students, government, and higher education institutions.

Table 7
Demand and supply factors encouraging growth of trade in higher education

		Common factors	Factors specific to mode of trade	
			Student studying abroad	Partnerships in developing countries
Demand Side (importers)	Student	▪ Limited domestic tertiary education capacity resulting in 'excess demand' overall ▪ Low quality domestic education in disciplines in high demand (science, technology, management, business studies) ▪ Higher rate of return on internationally recognized qualifications (through higher earnings and migration possibilities)	▪ Access to highly skilled labor market of industrialized countries and global market ▪ Access to postgraduate and research opportunities	▪ Access to higher paid segments of domestic labor market for highly skilled labor; eventually regional/global market ▪ Access to postgraduate studies in partner institutions abroad ▪ Lower cost compared to studying abroad
	Government	▪ Perceived economy-wide benefits from international education and research ▪ Skills development seen as constraint in attracting/complementing FDI	▪ Lack of domestic capacity in key disciplines/skills considered important for economic development (especially specialized science and technology) **(Instrument**: public scholarship) ▪ Study abroad allowed to address domestic capacity constraints by mobilizing private financing **(instrument**: liberalization of student loan schemes)	▪ Need to expand domestic higher education capacity rapidly; limited size of private sector with no background in education ▪ FDI in other sectors requires expansion and upgrading of domestic skills ▪ High foreign exchange outflows due to students studying abroad **Proactive approach**: authorization of FDI in education; regulatory framework created; high level government commitment
Supply Side (Exporters)	Institutions	▪ Foreign students are an important source of revenue	▪ Global talent seen as important for raising standard	▪ Students in partner institutions provide a pipeline of graduate students ▪ Opportunities to build international profile of faculty through teaching and research in different environments

		Common factors	Factors specific to mode of trade	
			Student studying abroad	Partnerships in developing countries
5	Government	▪ Country's brand image in higher education seen as important for sustaining export ▪ Opportunity to build trade and investment links in other sectors **Proactive approach:** creation of marketing agencies, high level coordination between education and trade /investment sectors	▪ Need to enhance competitiveness of the economy, particularly in science and technology ▪ Reform of public funding of higher education institutions to encourage revenue diversification	

Source: Adopted from Bashir, 2007

Apart from those numbers, trends, and figures, Goodman (in press, as cited in Mok, 2007) argues that it is important for higher education institutions to comprehensively understand the context of internationalization of higher education. According to Mok (2007), it might be necessary to take a look and reflect at the questions such as for whose benefit should higher education be internationalized?; For what purpose should higher education be internationalized?; Why should internationalization be adopted as a major agenda for universities?; Does internationalization matter to students and other stakeholders in the society?; and many other thoughts. These questions should help the university in constructing its objectives in internationalization process as part of university's effort in improving its quality of education.

Related to the aims of internationalization, Knights (2004) and Mok (2007) argue that a sound and detailed analysis of the interactions between the bottom-up (institutional) approach and a top-down (national/sector) approach when internationalization activities take place in universities should be conducted to find out whether internationalization of university has really enhanced and enriched students' learning experiences and improved the quality of education.

So what the implication of globalization and internationalization trends from a university's perspectives? According Olson (2006), internationalization should be perceived as a journey rather than a destination. Elkin, Devjee, and Farnsworth (2005) also stated that "internationalization is not something that is either achieved or not achieved: rather it is an engagement with the range of dimensions. It is understandable if many parties want to know whether the institutions is already "there" to achieve its aims, to know when the institution is able

to proclaim that it is already a fully internationalized institution, and many other challenging questions. Comparing to higher education institutions in developed countries such as US, UK, Australia, and European countries, internationalization process in Indonesia could be perceived as still in its early stages. Up to this point, some leading universities have been dealing with establishing international program that enable them to accept international students and engaging with twinning and double degree programs with other overseas universities. Some of the universities are working harder than ever to get international accreditation for their academic programs as one of the ways to move into more advanced stages of internationalization. Other stages, such as to conduct "offshore educations" (delivery courses offshore), seem to be a long future objective for Indonesia case.

In terms of benefit for Indonesia, involvement in higher education internationalization will have significant effect on graduate skills enhancement. The internationalization also allows an effective transfer of knowledge across nation through high mobility of students, lecturers, and researchers. Through internationalization, a university also will gain benefit in terms of institutional capacity in meeting global challenges and fulfilling the organizational vision. Furthermore, from the perspective of economic development, internationalization could become a vehicle for the development of skills of national labor, which in turn affect the efficiency and productivity of economic development. Hence, it can be inferred that the international process in higher education has a strong relationship with the national attempt to improve the competitiveness in global economy.

III.   HIGHER EDUCATION LONG TERMS STRATEGY (HELTS) 2003 - 2010

According to Porter (2002, as cited in HELTS 2003-2010), the ability to compete in economy area will be determined by nation's ability in creating and employing knowledge. It would mean that by building that capability at its appropriate level, then a nation would be able to compete and work side by side with other nations in the world. Based on that thinking, the Ministry of Education, Republic Indonesia states clearly in HELTS 2003 – 2010 that university has greater roles in improving nation competitiveness in this knowledge-based economy.

Related to the spirit of improving nation competitiveness, as stated formerly, for the case of Indonesia, in the Higher Education Long Terms Strategy (HELTS) 2003-2010, there is a significant shift in the higher education management paradigm from centralized to decentralized

approach. It can be inferred from the statement, that the change of the strategy will not only have important implications on the national education development program but also urge higher education institutions to amend their strategies and programs.

HELTS 2003-2010 states clearly that higher education institutions need to proactively conduct benchmarking and establish mutual cooperation with other parties including other higher education institutions. Such mutual cooperation could be in academic area as well as non-academic area which are directed to explore potential strength and improve efficiency. Forms of cooperation inter higher education institutions could be done in the context of nurturing from more developed institutions to those which less developed. Besides, academic cooperation could also be conducted in various programs, such as twinning program, credit transfer programs, lecturers/students exchanges, resource sharing, joint research, and many other forms of cooperation (HELTS 2003-2010).

Referring to the context of globalization, it can be seen that HELTS have recognize the existences of such forms of internationalization of higher education institutions, similar to those acknowledged in the Global Alliance for Transnational Education (1999, as cited in Huang, 2007). Moreover, HELTS 2003-2010 also put emphasis on the need to conduct quality assurance to all of those academic collaboration, cooperation, and engagement by leading all the efforts toward international quality accreditation. It can be seen here that although still at its early stage, the internationalization process of higher education are highly encouraged and legally supported by nation policy through HELTS.

IV. PROPOSING FRAMEWORKS FOR INTENTIONAL, SYSTEMATIC, AND STRATEGIC APPROACH TO THE INTERNATIONALIZATION OF HIGHER EDUCATION

In most discussions on the internationalization of higher education, the primary topics were about inventorying organizational activities leading to internationalization process almost in every aspect of it. However, it is difficult to find discussions that lead to how internationalization is embedded in vision, mission, and objectives as well as how higher learning institutions could develop their approach to internationalization process.

This paper tries to discuss about what factors that might be needed by higher education institutions to initiate internationalization process, considering the national policy framework and the nature of higher education institutions in Indonesia. This framework represents only a general idea about how an institution can develop an internationalization approach. Still, a higher education institution has to dig deeper about its own strength and weakness and elaborate its capacity and capability to set up an approach that suit itself best.

IV.1. Framework for the Necessary Condition for Internationalization

In its earlier stage, the internationalization process of higher education is perceived as an umbrella for activities and programs aimed to obtain international recognition, such as mobility (exchange) of students, scholars and researchers, as well as showed by systematic efforts in terms of academic cooperation and transnational higher education (Olson, 2006). All of these various types of activities and programs are supported by considerable amount of fund from many involving parties including the government. However, from several studies, it could be shown that there are numbers of programs and activities that were marginalized that in turn lead to the partial internationalization efforts in an organization, and lead to the inability of institution to achieve the aim of internationalization itself. One of the causes of that condition is that the internationalization process is externally driven. The intention to conduct internationalization is more because of others are doing the same good things. It does not necessarily lead to bad condition, but it would be better for the higher education institution to understand truly the important, the risk, and the benefit of internationalization for the institution and the stakeholders.

IV.1.a. Transformational Change on Strategic Directions

Based on that condition, there is an urge that the existing internationalization approach is changed into a more holistic and intentional approach. It means that top management of higher education institutions along with its civitas academica must be able to push the organization to have aligned internationalization visions and missions. This is crucial, not only to determine how strong the position of organization internally to pursue internationalization process, but also to find out how big the *external opportunities* are and how far the

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external relationship could be established in order to implement the internationalization mission.

The internationalization process itself should be perceived as a change process, not only a set of activities that have to be conducted by a higher education institution. American Council on Education through its study determine that there are two dimensions of change, which are breadth and depth, that should be referred in seeing the relationship between higher education institution with its internationalization strategy (Green and Olson, 2003 as cited in the Olson, 2006). These dimensions are expected to be able to create what so called as comprehensive internationalization process, which in the context of organization, it can be synonymies with the term "transformational change". The breadth dimension of change will affect departments, administrative units, and curriculum and co-curriculum programs. Meanwhile, the depth dimension are represented by organization culture, values, policies, and other organizational practices (Green and Olson 2003; Engberg and Green 2002, as cited in Olson, 2006).

Although the organizational value is quite difficult to be assessed and represented in the practice, study by Morphew and Hartley (2003, as cited in Horn, Hendel, and Fry, 2007) argued that the organizational value of internationalization process could be portrayed by the content of an institution's mission statement (Morphew & Hartley, 2003). Moreover, this value is expected to be able to represent in the artifacts of the organizational culture, such as incentive, task forces, assessment procedures, structures, and the accessibility of relevant program information for prospective students (Siaya & Hayward, 2003 as cited in Horn, Hendel, and Fry, 2007).

It can be seen here that stepping into internationalization process requires universities in Indonesia to think again about their institutions' vision and missions. Indonesian higher education institutions should redefine their strategic directions that lead the organizations into the realm of internationalization. Institutions need to be more broad- and open-minded in analysis all the aspects the internal and external environment before they come to the decision whether they want to go through a long and winding road to the internationalization of their institutions. Each aspect should be carefully and thoroughly analyzed to ensure that institutions have commitment, capability, and capacity to conduct the process.

At this stage, some leading universities in Indonesia (several to be mentioned only), both public and private have included perspectives

of internationalization in their visions and missions. From those leading universities, their international perspectives are stated by statements such as producing graduates that are able to compete globally (i.e. University of Indonesia, Denpasar Institute of Art); adapting to global changes (i.e. Bandung Institute of Technology, Bina Nusantara University); support regional development/Asia Pacific (Sepuluh November Institute of Technology); internationally recognized (Gadjah Mada University, Bandung Institute of Technology, Airlangga University, Padjajaran University); establishing international cooperation (Gadjah Mada University, Bina Nusantara University). These universities have their own stages of internationalization. Gadjah Mada University and University of Indonesia, for examples, have started its internationalization since more than decade ago, while some others have just started at current years.

However, although it is necessary to put intention to conduct internationalization as part of institutions' strategic directions, some of the leading private universities are known not to explicitly include the international perspective in their visions and mission (i.e. University of Surabaya, Indonesia Islamic University, Pelita Harapan University). Yet, these universities are known to have strong approaches to internationalization process by international undergraduate program or having international office/international village as part of their administrative units.

It is suggested for other higher education institutions in Indonesia that keen to engage in internationalization process, although putting in the visions and mission might not be seen as necessary, but it would be beneficial in ensuring that all constituents of the university, internal as well as external, understand where the university is going in the future, what the university is going to do, and how the university is going to achieve that strategic objectives. By taking the internationalization perspective into the strategic directions, it is expected that universities would be able to direct all resources in certain directions, leading the human resources to support university's objectives as well as significantly committed to conduct holistic internationalization process.

IV.1.b. Transformational Change on Structural Arrangements

It is widely understood that developing an institution's strategic direction through its vision and mission is a difficult task for an organization (Thompson and Strickland, 2005). Moreover, according to Olson (2006), almost none of a college or university president would

contradict the magnitude of internationalizing higher education. Yet, in numerous literatures on organizational change (Harvey and Brown, 2005; Cumming and Worley, 2005; Axelrod, 2002), there are always certain gaps between what the organization want and what the organization actually do. According to Olson (2006), there might be a considerable gap between what management of the institutions says about the significance of internationalization of learning and what is actually conducted and happening at the institutions. This gap could be eliminated by conducting a more internally driven internationalization approach. Higher education institutions should comprehend what internationalization actually has to do with their educational as well as administrative systems.

According to Levin (1999:383, as cited in Mok, 2007), there are at least 12 aspects of globalization that have affected higher education institutions, which are (1) Internationalization (students, curriculum, delivery); (2) Public sector funding constraints; (3) Private sector interaction; (4) Electronic technology, real-time communications; (5) Productivity and efficiency; (6) External competition; (7) Restructuring; (8) Labor alterations (e.g., additional work); (9) State intervention; (10) Partnerships; (11) Workforce training; and (12) Commodification. For the case of Indonesia, one of the aspects that are needed to consider is the restructuring the organization. The term restructuring here would not be discussed as an independent entity, but more as a part that linked to other aspects.

In Indonesia, there are two types of higher education institutions namely, public university and private university. Private university is university run by certain foundations, which its establishment should be under the Ministry of National Education's approval. Private university has its own funding mechanisms and does not depend on government fund much. Compared to private university, all aspects of university should follow government's rules, policies, and regulations, including financial and academic aspects. At certain points, this condition might constraint the universities in conducting their attempts to face the global challenges.

Referring to the perspective that university should perceive the internationalization process as a change process, Cumming and Worley (2005) stated that in order to be able to conduct a successful change effort, one of the enablers are a flexible structure. A flexible structure will enable effective internal organizational process (flow of resources, information, and command) as well as support external efficiency to maintain organizational competitiveness in the industry. It would mean that flexible structure refers to a structure that not only

adaptable to the organization environment but also a structure that be able to support the accomplishment of organizational vision effectively. For the case of Indonesian universities, it is necessary to think that university needs to be given more flexibility and "rooms" for conduct innovation in its decision making so that university will be able to meet the challenge in a timely ways and manners. In order to have a flexible structure, university should be given a more autonomous status. This is especially for the case of public universities. For private university, as they have already run their business on their own, the autonomy issues might not be a problem.

However, it is also interesting to find out that being given a new status of autonomy does not make things directly change into something the university might expect. According to HELTS 2003-2010, University with its new status as State-Owned Enterprise (PT-BHMN) is expected to be able to independently manage, utilize investment and its own potential to improve the performance and the quality of creativity and innovation of its institution. However, HELTS 2003-2010 also stated clearly that in the actual implementation, the autonomy status given to higher education institutions is still constrained by numerous government regulations and acts, with regards to financial, human resources, and institutional management aspects.

Moreover, gaining new status of autonomy might not be the only thing to consider related to organizational restructuring. Stohl (2007) argue that if a university would like to internationalize itself, then top management of the university do also need to internationalize the faculty as well. It would mean that university should ensure that the faculty also in the necessary directions. Moreover, Stohl (2007) also argue that university need to consider not only how to do what needs to be done but also how what needs to be done affects the faculty and how we can mobilize their power over the process. In the context of Indonesia, the exposure to international context and internationalization might be initiated by faculty, departments, or even by individual academic staff.

Related to the exposure of internationalization, at the individual level, attending and presenting papers in international conferences are known to be one of the initial stage to bring international exposures amongst academic staffs. In Indonesia, universities through its study programs and institutional support systems (ISS) are open to the opportunities to get competitive grants from international funding bodies, such as the Asian Development Bank, the World Bank, the International Monetary Fund, USAID, and other bodies. Universities are required to set up activities and programs to improve their quality of

education and propose budget to those funding bodies through mechanisms set up by the Ministry of National Education. For Technological and Professional Skills Development Project (Asian Development Bank Loan – INO 1792), there are certain portion that might be used to conduct overseas degree/non degree trainings. Having this kind of fund, certainly will improve the opportunities of universities to international exposure. Moreover, in more advanced universities in developed countries, study by Siaya and Hayward (2003) revealed that the majority of universities have strengthen university's administrative structures with international offices, upper-level administrators overseeing operations, and a range of funding programs for students and faculty. Some of the universities in Indonesia have been established the same things (several to be mentioned are University of Indonesia, University of Surabaya, and Indonesian Islamic University). Having this kind of "division" certainly will enable the higher education institutions to better manage the endeavor to internationalize their institutions.

For the case of public universities which have got their new status recently, some changes are also being conducted. Airlangga University which has got its "more-autonomous" status through State-Owned Enterprise status, for example, this change enables and at the same time, requires the university to reconstruct its structure to accommodate the need of internationalization. For example, the university has redefined its structure down to the faculty level to coordinate institutional development, external cooperation, and information technology, which under the former status, these functions were not covered in organizational structure.

Yet, although the this paper is proposing the importance of a more autonomous status for higher education institution to enable them to be more flexible in meeting the demand of internationalization (especially for the case of public universities in Indonesia), still there is a problem on dealing with the sustainability of the endeavor. There will be several aspects that need to be carefully managed to ensure the sustainability of the internationalization process, which one of them is the resources. According to Kekale (1997, as cited in Cicmil and Kekale, 1997), three different types of resistance that might exist during the initiation are identity based resistance (i.e. the resistance against any change); culture-based (i.e. the thinking that it might not suit us), and resource-based (i.e. not enough time, not enough money, etc). The resource-based resistant is noted to be the one often quoted by institutions for whatever reason they have to resist.

As stated formerly, the term "restructuring" might not be able to be treated as an independent entity. Restructuring process is not only affecting organization structure itself as the hardware, but also has impacts on the organization's software embedded in the structure. Crucial issues such as increased commitment related to the employment of resources, is one of the things needed to be discussed. This software is closely related to the change of how people might think about the internationalization process. It is not only change the hardware, but also the mental attitude of the people in the system.

IV.1.c. The Importance of Leadership

As stated earlier, Olson (2007) argue none would contradict the magnitude of internationalizing higher education, but, there might be a considerable gap between what management of the institutions says about the significance of internationalization of learning and what is actually conducted and happening at the institutions. Many studies in overseas universities shows that although universities have put internationalization approach in their vision, missions, and strategic objective, but study revealed that there are low levels of articulated commitment to internationalization. Low commitment here is shown by lack of significant supports both from faculty members and students in a way to advance the internationalization exposures (Olson, 2006).

First thing first, to engage in a change process, organization needs a strong leadership. In supporting the roles of leadership, Cicmil and Kekale (1997) argue that the role of leadership is crucially needed in the early stages of the initiative. It is needed to get all components of the organization to be interested enough so they will really comprehend of what is expected of them. It should be noted that without the understanding "the why", no learning culture will emerge, and less commitment could be expected from all components of the organizations. In the case of universities, leaders should communicate the vision and mission of organization throughout all people in organization. Leaders also should give a clear expectation and feedbacks to each unit in organization regarding the effort of organization in internationalization. Hence, an effective communication becomes an important part of mechanism in organization.

As discussed earlier on how universities in Indonesia put their intention to conduct internationalization process in their (published) vision and mission, it seems that some of the universities have not yet included the issue into the vision and mission. Putting the intention into the vision and

mission could be perceived as a first step to make other people understand about where the university is going. Understanding is the first step to long term engagement of conducting a change process in the organization (Axelrod, 2002). Every aspect of the organization would be able to understand what the organization expects from them. Management of the university should ensure that everyone understand that everyone is expected to perform to the best of his or her ability to ensure that the collective outcome is as good as it can be (Morgan, 1997).

No one would say that communicating the strategic direction of the organization to lower level parts of the organization is not important. However, any change process, a simple one, always comes with a resistance. Resistance to change can come from any sources, including the system itself and the people. In conducting internationalization process, higher education institutions should consider the readiness of the people to change. This readiness, would requires not only a change in attitude and behavior, but also in how the people see the importance of the process, the value embedded in the process and how they change their framework of thinking. According to Aguilar (2002) on the IAU Lyon Conference on the Internationalization of Higher Education, attitude towards internationalization has proven to be the most important barriers, even more than financial restrictions.

Once again, leadership plays very important roles in constructing new culture as well as shaping people's attitude toward change. Related to this, Horn, Hendel, and Fry, 2007 stated that one of the most crucial dimension regarding the institution's organizational capacity and espoused values for supporting the internationalization process is administrative leadership. Some studies showed that administrative leadership has been identified as a crucial element for aligning institutional culture with the objectives of internationalization (Bartell, 2003; Goodwin & Nacht, 1991; Mestenhauser, 2000 as cited in Horn et al., 2007).

Quoted from Louis Gerstner, the Chairman and Chief Executive Officer (ret.) of IBM which say "Corporate Culture is not one thing a CEO does, it is everything he does"(Want, 2006). This statement means that leaders also play an important role as a role model for shifting the culture organization. Leaders should be able to encourage people in organization not only in terms of shifting from inward looking model to outward orientation paradigm, but also strategically encourage people activities with international exposures. Moreover, Aguilar (2002)

also argued that insufficient and weak leadership might slow or even stop the internationalization process.

In the early stage of internationalization process, management of the university must be flexible enough to accommodate any efforts conducted by each organizational unit to increase exposures to international environment. As stated earlier, related to the exposure of internationalization, at the individual level, attending and presenting papers in international conferences are known to be one of the initial stages to bring international exposures amongst academic staffs. The hardest part of this initiation is the funding. Although each academic staff is expected to improve and develop his/her own capacity and one of the ways to do that is by actively involve and engage in scientific activities such as international conference, the funding mechanism of the universities might not be able to accommodate this activities. Kekale (1997, as cited in Cicmil and Kekale, 1997), stated formerly, argued that one of three different types of resistance that might exist during the initiation resource-based resistant (i.e. not enough time, not enough money, etc). Furthermore, Kekale (1997, as cited in Cicmil and Kekale, 19970 also stated that this resource-based resistant is noted to be the one often quoted by institutions for whatever reason they have to resist. At this case, management of the universities should set up mechanisms that enable these activities to take place to encourage greater international exposures amongst academic staffs. In other words, leaders must make sure that there are appropriate amount of supports in terms of resources (time, funding, etc) to conduct international engagements. Restructuring, once again, does not only refer to the hardware of the organization, but also related to the software of the organization.

It is suggested that internationalization process could be seen as a shared burden and easier process than ever if higher education institution could ensure that the culture, reflected through the attitude and behavior of each component of the organization, is the culture of openness and flexibility. Openness is needed as internationalization process would result in bringing out people to global external environment and bringing in international engagement with other higher institutions along with its people to go inside the institution. Flexibility is needed to enable Indonesian universities to learn to deal with different characteristics of international students, lecturers, researchers, as well as international higher education institutions.

IV.2. Framework for the Sufficient Condition for Internationalization

Based on an intentional and rigorous approach to internationalization, the next step that should be considered is designing academic and university managerial preparedness toward internationalization.

IV.2.a. Academic Preparedness

By scrutinizing the experience of internationalization efforts by many universities, the authors come with a concise framework for academic preparedness for internationalization. The academic preparedness will involve the development of program specification, internationalization of curriculum, the establishment of academic quality assurance, and adoption of credit transfer system.

In the Indonesian context, one of the examples is Airlangga University's case. By referring to Airlangga University's Academic Quality Assurance system, it is expected that each study program develop what so called as program specification. According to Quality Assurance Agency for Higher Education in United Kingdom (2006), a program specification can be defined as a "concise description of the intended outcomes of learning from a higher education programme, and the means by which these outcomes are achieved and demonstrated". This document becomes an important reference, not only for the development of curriculum, learning and assessment methods, but also for the society as stakeholders to comprehend how the university manages the academic affairs. The program specification also might be particularly beneficial for the students to construct personal development planning by recognizing expected learning outcomes, subject materials, as well as learning and assessment methods.

Each study programs is expected to design the outcome of the program in terms of knowledge, skill, and other attributes. Each outcome should be supplemented by kinds of learning and assessment methods, both in class and out- class activities. Another significant feature from program specification is the matrix of learning outcome and modules. From this matrix, one could clearly observe the connection between learning outcomes and each modules that offered by the corresponding department. Hence, a further development of modules should take into account the learning outcome designed. Furthermore, the study program in its specification document should state the quality attributes, especially in academic

facets and elaborate how the study program improve its academic quality overtime. Some of other universities such as Gadjah Mada University and Indonesian Islamic University also required their study program to developed program specification.

Another important aspect is the development of curriculum. One of the challenges for developing countries in internationalizing a study program is related to quality of curriculum. According to Levin (1999:383, as cited in Mok, 2007), there are at least 12 aspects of globalization that have affected higher education institutions, which one of them is internationalization of students, curriculum, and delivery. It means that a sound curriculum development policy is very important in determining the focus of program and resources necessary to deliver all materials. In line with the effort of internationalizing higher education, the development of curriculum should also consider international dimension in many ways. Therefore emerges what so called internationalization of curriculum term. The internationalization curriculum could be define as "a group of program with an international name, content or perspectives; it can therefore be used interchangeably with programs, subjects or courses" (Huang, 2006).

Benchmarking is one of the keywords for developing curriculum with international dimension. Benchmarking activities should clearly point out how the program defines and addresses the knowledge and skills necessary to handle many issues in a discipline with international background. This is, then becoming one of the hearts of internationalization strategy of higher education. The exposure to global economy, knowledge and technology should be introduced in the curriculum development. The curriculum developers should shift their perspectives by not only addressing the local needs but also fulfilling international needs. One of the most fast growing disciplines in accommodating the international dimension is business, commerce, and economics. The issues of GATT, GATS, MNC and trade blocs and linkages in international financial markets have become common materials in faculty of business, commerce, and economics. Therefore, the term internationalization, has made that curriculum now should be more complex not only in terms of the competencies and contents offered but also in terms of learning process which involves cross-cultural interaction among local and international students. One of interesting example is the curriculum of undergraduate program in business and economics at Gadjah Mada University, where the program has 3.5 years length of study compared to 4-4.5 years in the regular program.

With regard to language of delivery, many universities in Indonesia have already established various classes ranging from undergraduate to postgraduate program which delivered in English. Even more, in some state universities in Indonesia such as Gadjah Mada University and University of Indonesia, they already have international programs where all subjects (i.e. in the faculty of economics and business) are taught entirely in English. These international programs do also have international students as well as foreign lecturers. The trend of using English as language of subject delivery is also occurred in many countries in Asia such as Japan, South Korea and China. Most Asian Countries currently put a priority in this aspect, although in some countries like China and Japan there are still few international programs taught in local language.

By designing the international program for all students both international and local, this strategy is expected to improve the academic atmosphere and the exposure of students to different cultures. However, most of universities face the situation where the local students participation in international program quite low. One of the major reasons is students' English proficiency. Therefore, it is suggested that all international programs could offer English language program for students before they commence the regular semester. Based on authors experience, it is very limited English language preparation program supports that provided by university even in the case of university which already has international program.

A long with the need to improve local students' English proficiency, there is also a growing concern regarding the implementation of academic quality assurance in order to improve continuously the academic quality. Due to its importance, the Ministry of National Education has put a priority on the development of academic quality assurance system framework especially for higher education institution. Academic quality assurance, based on national policy framework (HELTS 2003-2010), is perceived as one of the pillars of Higher Education Long-Term Strategy. The development of AQA will not only improve the organizational performance but also improve the international recognition, which in turn, enhancing the probability of degree comparability among universities.

IV.2.b. University's Management Preparedness

As the academic aspects such as curriculum, program specification, and academic quality assurance is considerably prepared, then a university is not only being able to facilitate local student to study on the international program but also can attract overseas students. With

regard to the effort of attracting overseas students, it is necessary for a university to develop a comprehensive management strategy.

The first thing need to be set up is a concrete numerical target related to internationalization objectives. It is recommended for each university not only to establish university wide targets but also certain targets at the faculty level. It is also important to develop a marketing strategy, especially with concern to education, both undergraduate and postgraduate programs. University and faculty should strategically promote the distinctive feature of their program and be able to differentiate their program with similar program from other universities. Branding also is good strategy to promote a program throughout international market. The table 8 below shows alternatives branding strategies.

Table 8
Alternatives Branding Strategies

Branding strategies	Explanation
Curriculum internationalization	a group of program with an international name, content or perspectives; it can therefore be used interchangeably with programs, subjects or courses
Collaboration	Collaboration especially with multilateral agency, multinational company and governments in educational or research areas
Scholarship	University can provide scholarship for international and local students both in undergraduate and postgraduate program. For postgraduate program, it is important to link between research and scholarship for students
International publication	It is very important to increase the institutional recognition by conducting international publication
Program customization	By introducing tailored made programs, it is expected that university can broaden its market coverage of international students
Education collaboration: Double/Joint Degree	Students pursue a program jointly offered by institutions in two countries. The qualification(s) can be either a degree that is jointly awarded or two separate degrees awarded by each partner institution
Education collaboration: Twinning	Students pursue part of the program at the domestic institution and part in the partner foreign institution. The degree is awarded by the foreign institution
Education collaboration: Distance/Open Learning (e-learning)	Course is through distance learning whether traditional or online and could be with a local partner or entirely foreign. 'Open Learning' also signifies that the program does not have the normal academic entry requirements

Sources: Bashir (2007), Huang (2006), Heriqbaldi (2007)

While a distinctive feature of program is very important to attract high quality students, it is also essential to conduct what so called global standardization. It involves many activities such as attempting to obtain international accreditation for curriculum and quality of education system, introducing credit transfer system and admission examination system for international students. In a way to facilitate students' mobility, it is important for university to adopt or develop a credit transfer system. This system is very crucial not only from local students' perspective but also from international students' interest.

Related to the context of international accreditation, gaining international accreditation is currently urged by the Ministry of Education. During his presidential visit to Airlangga University for celebrating the 52nd Dies Natalis of Airlangga University on September 4, 2007, President of Republic of Indonesia, Susilo Bambang Yudhoyono clearly stated that at this time being, universities are openly exposed to internationalization, and it is a must for universities to improve and enhance their capability and capacity in order to support the nation in developing nation competitiveness through producing qualified graduates. At the same occasion, Minister of National Education, Bambang Sudibyo stated that in order to improve the quality of national education, universities are encouraged to seek international accreditation. Especially for business education, there are two universities that are already engaged themselves to be internationally accredited. Faculty of Economics and Business, Gadjah Mada University is currently undergoing nurturing process for AACSB accreditation, while Faculty of Economics, University of Indonesia is just applying for the eligibility to be accredited by AACSB. The Ministry of Education had request Faculty of Economics of Airlangga University and that of University of North Sumatra to apply for being a member of AACSB.

In order to implement these activities effectively, university should design a capacity-building program for general staffs and lecturers to handle many issues related to their jobs. Promoting training overseas of faculty and the exchange of personnel with universities that the University has exchange agreements with will improve the performance of human resources within university in maintaining and enhancing the international program.

Furthermore, in promoting the University's internationalization, one of the most important key parts of the international strategy is the effective utilization of the IT strategy. Internationalization and

development of IT are both important ways of achieving aims and objectives efficiently and effectively. In order to serve both local people and foreign students, lecturers and researcher, all of the information system should be made bilingual.

Another aspect that rarely becomes a priority in university management policy in developing countries like Indonesia is the provision of safe and enriching campus environment. Such policy could be implemented by providing a friendly campus for foreign students, researchers and their families and guaranteeing safe and comfortable living conditions. In addition, it is also important to provide accommodation and an opportunity for international students to learn Indonesian language and culture necessary for daily living. Master of Management (Magister Manajemen) Gadjah Mada University for example, has built a nice and comfortable guest house that caters for short term guests as well as long stay students, especially international postgraduate students. Having this type of accommodation, the university is able to facilitate the learning process better as international student will blend with other people, deal with their study, and learn the culture of study and live in Indonesia.

V.   INTERNATIONALIZATION AND NATIONAL CULTURE

It is known that most of the internationalization efforts in several leading universities in Indonesia are being initiated in programs that are quite similar to those in developed countries' universities, like programs in business and commerce areas. This trend so far is understandable since the demand on this program quite extensive. However, as the numbers of the universities offering similar programs are significantly increases, universities should consider an alternative way to make the program unique compared to others.

One aspect that should be considered for Indonesian higher education in implementing internationalization effort is to take into account the national culture. There are at least two dimensions where national culture can play significant role in this area.

Firstly, many original programs can be developed by university in the area related to national culture such as traditional languages, dances, arts, and literatures. During the last few decades, the attention of international to Indonesia, in many dimensions such as social, culture, politics and economy, has generated international society to study about Indonesia. For example, currently, in some high school in

Australia, they offered Indonesian language as a subject, and even in Australian National University, there is a research center that specifically studies the Indonesia economy (Indonesian Project). In several state universities in Indonesia, there are also international students who study traditional arts, dances and languages.

Secondly, it is also important to introduce the Indonesian social values to international students through various activities. For example, the Indonesian society put collectivism as one of their value in social life. International students can be exposed by this collectivism value through a fieldwork program, which involved local society. Such exposure not only will enhance the capability of students in adapting to the local environment but also will enrich a unique learning experience. Hence, from local university's perspective, the involvement of national cultures and values in its program becomes a challenge that should be met in a way to improve its quality program and learning environment. This is aligned with Huang (2006, as cited in Huang, 2007) that the enhancement of competitiveness and academic quality in the context of a globalizing economy will lead to how the concern to academic quality of the education could be balanced with how the national identity and character could be maintained.
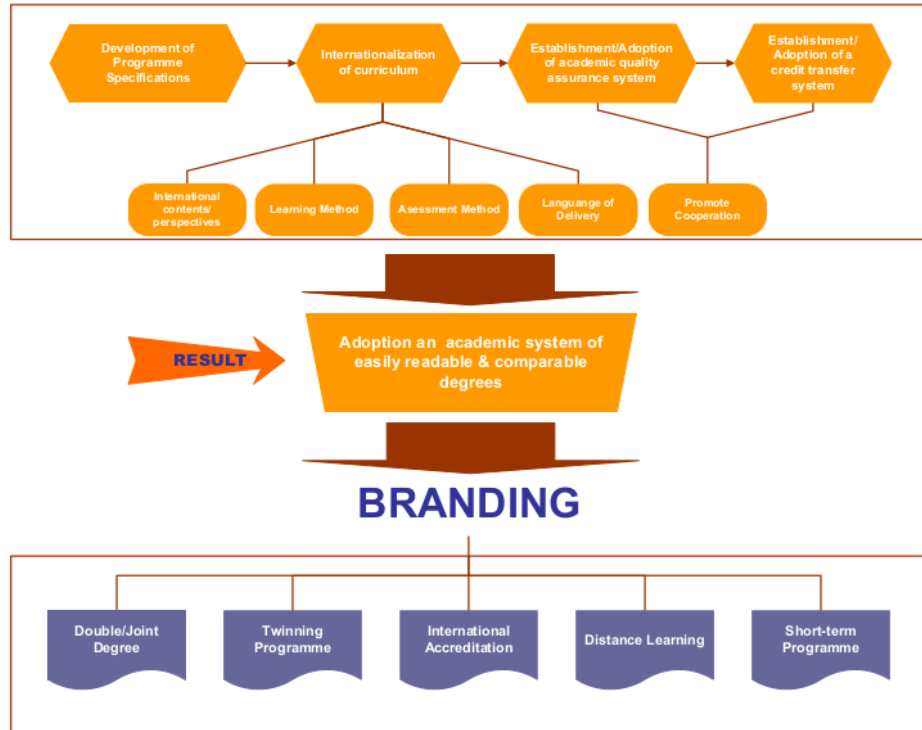
Figure 1
Framework of internationalization
academic and university preparedness

Figure presented (figure 1) above is the brief framework of academic and university preparedness for internationalization process. This framework might not cover all aspects needed to internationalize the institutions, but it gives general ideas on how higher education institutions in Indonesia could prepare itself for internationalization. Moreover, the adoption of this framework should be adjusted to the organizational as well as the cultural context of the institutions. Thus, detailed analysis on university's capacity and capability should be conducted before university decides to engage in the internationalization process.

VI.   CLOSING

The globalization trend has enormously intensified the effort of many higher education institutions in internationalizing their programs and

institutions as a whole. Globalization not only has increased the demand and supply of higher education services but also has given many alternative strategies for a university to have an international exposure in various dimensions.

This paper has been attempting to find a suitable ways for university in developing countries like Indonesia to be succeeded in global environment. Based on university's internal and external environment, the effort toward internationalization will be rewarding as long as the university could fulfill the necessary and sufficient conditions.

The proposed necessary condition refers to the approach of university toward internationalization effort. In order to have an effective result from internationalization strategy, it is important for higher education institution to perceive internationalization as a process not a destination. As it is a change process, then higher education institutions should clearly communicate it with each and every component of the organization by involving the process into the strategic direction. It is also suggested that more autonomy is needed for a higher education institution as an enabler to go through internationalization process and make realization for the strategic direction. For that purpose, leaders should ensure that there is high commitment of the organization as it is needed to ensure that all the planning can be conducted into the doing.

The sufficient condition involves a set activity both in terms of academic and organizational preparedness. From academic perspectives, higher education institution should have programs with distinctive features, which represented not only in terms of competencies and contents but also in terms of mode of delivery and assessment methods. Therefore, benchmarking becomes an important strategy to develop an international program. The academic program should be very close with international exposure so that the program is not only addressing local needs but also fulfilling international needs in terms of knowledge and skills. In order to maintain the academic quality, university should develop or adopt a system of academic quality assurance. This system is also very important in improving the recognition of higher education institution. From organizational preparedness, many agendas should be implemented in order to support an effective and enriching learning experience. The agendas involves: (1) setting up numerical target related to internationalization process to, (2) branding through various activities, (3) involving in international accreditation, (4) designing capacity building for lecturers and general staffs, (5) utilizing IT in learning activities and university management, (6) developing merit system with regard to

recognition for staffs who have a contribution to internationalization process, and (7) providing a safe and enriching campus environment.

It should be understood that this paper is only proposing a general framework. Each and every higher education institution in Indonesia is believed to have its own cultural and organizational context. One might find it useful yet higher education institution needs to develop its own best fit strategies to accommodate its intention to pursue internationalization process.

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FINAL GRADE

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GENERAL COMMENTS

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