

HIGHER EDUCATION READINESS TO GO INTERNATIONALIZATION

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Abstract: Globalization has brought many impacts to human life around the world. In terms of advantages globalization provides various conveniences for humans, but on the other hand it also forces humans to better prepare themselves to face various changes that can actually increase competition. Globalization causes the level of competition in various fields to be tighter, especially in the field of labor, currently competition for jobs is not only regional but has become global. In Indonesia, improving the quality of human resources is part of the development of the education sector which is also a concern of the government. The government is well aware that the quality of Indonesia's human resources derived from higher education graduates is still very lagging compared to several countries in the world. What we feel now is that there is a lag in the quality of education. We should be able to increase Indonesian human resources that are no less competitive with human resources in other countries.

The problem of low international recognition of the ability and quality of scholars in Indonesia can be answered by using the concept of internationalization of higher education.

There are 3 main pillars that must be prepared in the internationalization of higher education, namely:

1. Mobile Lecturers and Students (Exchange)
2. Partnership
3. Curriculum

Therefore, to lead the internationalization of higher education, national universities must first be qualified, able to develop student potential, and able to compete in the global (competitive) market. But in this case, the government must help encourage the development of national universities in order to provide quality and relevant higher education through various programs, ensuring that universities must be licensed by the Ministry of National Education and must consistently carry out educational activities

INTRODUCTION

Globalization has brought many impacts to human life around the world. Globalization seems to open the influx of various changes from various parts of the world. The findings in the form of technology and sophistication of various equipment from various countries easily enter other countries. With the emergence of various technologies, more and more conveniences are obtained by humans in various fields. Both in the fields of technology, transportation, information, communication and so on. However, globalization has 2 different sides, namely the advantages and disadvantages. If in terms of advantages globalization provides various conveniences for humans, but on the other hand it also forces humans to better prepare themselves to face various changes that can actually increase competition.

Globalization causes the level of competition in various fields to be tighter. Competition in the field of business, technology is also in terms of labor needs. Especially in the field of labor, currently competition for jobs is not only regional but has become global. Therefore, every country is in the form of improving the quality of its human resources both through formal and non-formal education. The quality of good human resources will be a support in the implementation of nation building. In realizing the vision and mission of the government, there are not only large human resources, but also resources that have strong competitiveness, which are able to compete at home and abroad.

In Indonesia, improving the quality of human resources is part of the development of the education sector which is also a concern of the government. The government is well aware that the quality of Indonesia's human resources derived from higher education graduates is still very lagging compared to several countries in the world. So that the number of ready-made workers is very small, even to meet the employment is also still very far from the satisfactory category. It is not surprising that the unemployment rate in Indonesia is very difficult to suppress, it can even be said to be increasing day by day. Based on data obtained from the Central Statistics Agency (BPS), the unemployment rate in Indonesia reached 8.75 million as of February 2021 (BPS, May 5, 2021, databoks.katadata.co.id). Ironically, the majority are dominated by college graduates (republika.co.id 2021), reaching 10.09% (korankaltara.com 2021).

RESEARCH METHODOOD

The research method used in this research is literature study, namely a series of activities relating to methods of collecting library data, reading and taking notes and processing research materials.

RESULTS AND DISCUSSION

What we feel now is that there is a lag in the quality of education. Both formal and informal education. And that result is obtained after we compare it with other countries. Education has indeed become a support in improving Indonesia's human resources for nation building. Therefore, we should be able to increase Indonesian human resources that are no less competitive with human resources in other countries.

The following data shows the quality ranking of Indonesian human resources in the world. Indonesia is ranked 50th.

Covering 141 economies, the Global Competitiveness Index 4.0 measures national competitiveness—defined as the set of institutions, policies and factors that determine the level of productivity.

Rank	Economy	Score ¹	Diff. from 2018 ²		Rank	Economy	Score ¹	Diff. from 2018 ²		Rank	Economy	Score ¹	Diff. from 2018 ²	
			Rank	Score				Rank	Score				Rank	Score
1	Singapore	84.8	+1	+1.3	48	Mexico	64.9	-2	+0.3	98	Kenya	54.1	-2	+0.5
2	United States	83.7	-1	-2.0	49	Bulgaria	64.9	+2	+1.3	99	Kyrgyz Republic	54.0	+1	+1.0
3	Hong Kong SAR	83.1	+4	+0.9	50	Indonesia	64.6	-5	-0.3	100	Paraguay	53.6	-2	+0.3
4	Netherlands	82.4	+2	—	51	Romania	64.4	+1	+0.9	101	Guatemala	53.5	-2	+0.2
5	Switzerland	82.3	-1	-0.3	52	Mauritius	64.3	-3	+0.5	102	Iran, Islamic Rep.	53.0	-10	-1.9
6	Japan	82.3	-1	-0.2	53	Oman	63.6	-6	-0.8	103	Rwanda	52.8	+8	+1.9
7	Germany	81.8	-4	-1.0	54	Uruguay	63.5	-1	+0.8	104	Honduras	52.7	—	+0.2
8	Sweden	81.2	+1	-0.4	55	Kazakhstan	62.9	+4	+1.1	105	Mongolia	52.6	-3	-0.1
9	United Kingdom	81.2	-1	-0.8	56	Brunei Darussalam	62.8	+6	+1.3	106	El Salvador	52.6	-5	-0.2
10	Denmark	81.2	—	+0.6	57	Colombia	62.7	+3	+1.1	107	Tajikistan	52.4	-2	+0.2
11	Finland	80.2	—	—	58	Azerbaijan	62.7	+11	+2.7	108	Bangladesh	52.1	-2	—
12	Taiwan, China	80.2	+1	+1.0	59	Greece	62.6	-2	+0.5	109	Cambodia	52.1	+4	+1.9
13	Korea, Rep.	79.6	+2	+0.8	60	South Africa	62.4	+7	+1.7	110	Bolivia	51.8	-2	+0.4

Data source: *The Global Convetitivenes Report 2019*

Meanwhile, the ranking for the quality of students in Indonesia issued by PISA

(Programme for International Student Assessment) or the *International Student Assessment* Program has tested the academic performance that has been achieved by children in each country. Measurements are made once every 3 years.

Results for Indonesia are as follows:

No	Year	Rank
1	2015	64 of 72 countries
2	2018	70 out of 78 countries

Source: Programme for International Student Assessment (2018)

For the quality of our undergraduates, based on Data from the Indonesia Development Forum 2019 (IDF 2019) shows the ability of undergraduate graduates in Indonesia to be equivalent to high school graduates in Denmark. This is a clear enough picture to show how the quality of education in this country is in a situation that needs immediate improvement. Education development which is one of the indicators in *Sustainable Development* requires serious attention from various groups, especially from higher education managers in Indonesia. Higher education as a producer of quality scholars is required to be able to provide learning materials that contain hard skills and soft skills that can meet the demands of the global job market. Robertson (2003) said that internationalization is an acceleration into all fields that is able to penetrate the territorial boundaries and territorial authority of a country. Internationalization is part of globalization that is able to lead countries to become advanced and superior or otherwise destroyed.

The problem of low international recognition of the ability and quality of scholars in Indonesia can be answered by using the concept of internationalization of higher education. Where to realize these ideals, is not an easy thing. It needs careful preparation in various fields, needs improvement in various parts and needs support from all parties.

According to Niland (2000) in Zainuddin Bin Zakaria has characterized WCU into ten characters including:

1. Faculty quality;
2. Research reputation;
3. Have talented students;

4. Take part in the international arena;
5. Use of resources at the university;
6. University alliances and networks;
7. Use of technology;
8. Teaching staff whose expertise is in accordance with the discipline;
9. Implement *good governance*;
10. Internationalization of all aspects of the university. (Zainuddin bin Zakaria, 2009: 60)

Furthermore, it is said that there are 3 main pillars that must be prepared in the internationalization of higher education, namely:

1. Mobile Lecturers and Students (Exchange)
2. Partnership
3. Curriculum

The following will explain 3 (three) main pillars in the internationalization:

1. Mobile Lecturers and Students (Exchange)

In an internationalization effort, several things required of lecturers include:

- (1) research collaboration
- (2) exchange of lecturers;
- (3) international conferences.

And student internationalization includes several programs:

- (1) sandwich programs; (education or research abroad as a form of facilitation for students in completing their dissertation writing).
- (2) online lectures (teleconference); and
- (3) student exchanges.

(Rizal Dwi Prayogo, Internationalization of Education in Third World Countries, 2012).

It must be recognized that lecturers and students must work together in realizing a quality and enjoyable teaching and learning process. Lecturers as supervisors while students are actors as well as connoisseurs of services in educational services. The one-way learning method, where the lecturer plays an active role in providing lecture material and students play a passive role, only receiving material fed by lecturers, is no longer able to answer

problems in the world of education in Indonesia and even in the world. The one-way method used by our country decades ago has proven to produce a generation that is "less courageous" in creativity. Students tend to be "afraid" and "shy" to convey their ideas and creativity.

Therefore, learning methods that open up the widest opportunities for lecturers and students to be creative are needed to be applied to all levels of education in Indonesia, especially at the tertiary education level. One of the programs offered is Lecturer and Student Exchange. Student exchange is a semester credit collection program that can be carried out by students at universities outside the relevant campus, both at home and abroad. While lecturer exchange is a program that provides opportunities for lecturers who meet the criteria to carry out teaching duties in universities outside of the higher education which is the lecturer's home base.

Some of the obstacles faced in this program are:

1. Different teaching methods in each place based on different cultures
2. Need adaptability because both lecturers and students will enter different environments
3. Different administrative regulations and colors in each university

To overcome these obstacles, one of the steps that must be carried out is good communication and coordination. Thus various incomprehension will be resolved before the program runs.

2. Partnership

Partnership that is more identified with the term collaboration is one of the important pillars in the establishment of the internationalization program of higher education. Education / universities need to foster relationships with various groups both with fellow universities, industry parties, stakeholders and other parties who support efforts to improve the quality of Indonesia's productive resources.

Partnership, better known as "collaboration", is one of the important pillars to maintain the internationalization of higher education. Education/universities need to foster relationships with various groups, including with other universities, industry, stakeholders, and other parties that support improving the quality of production resources in Indonesia.

But in practice, these partnerships have not been optimal due to a lack of coordination between the higher education community and industry. Finally, many companies are not

invited to participate in educating the younger generation due to differences in perceptions, including regarding the material for the implementation of student placement/practicum.

Therefore, in order for this internationalization program to run as expected, partnerships with foreign countries both in the field of services and non-services need to be improved. Equalization of perception, the existence of clear agreement and provisions in the assessment must be determined and agreed upon by both parties. In the World Class University concept, the development of the number of foreign students studying at universities is one of the aspects used to measure readiness and reflect the ability of universities to organize internationalization programs to face global competition in higher education. (<https://ristekdikti.go.id/2017>).

3. Curriculum

When universities expect that every graduate needs to have competence in local intercultural understanding and international knowledge, then only the university curriculum itself can provide this. (Matheus, 2020)

The curriculum is characterized by: (1) curriculum recognized by international institutions, (2) there are international classes, (3) there are joint courses, (4) there are Double Degree programs, and (5) integration of international issues into the curriculum. The process of equalizing the curriculum is a process that must be passed, especially before the implementation stage of the student *exchange program (student mobility)* is implemented. In this equalization process, reliable human resources are needed who can understand well the various skills and soft skills needed by the international world today.

Therefore, to lead the internationalization of higher education, national universities must first be qualified, able to develop student potential, and able to compete in the global (competitive) market. But in this case, the government must help encourage the development of national universities in order to provide quality and relevant higher education through various programs, ensuring that universities must be licensed by the Ministry of National Education and must consistently carry out educational activities. Increase control over proposal submissions so that universities can focus more on developing student abilities. Some inputs for higher education providers and policy makers in internationalization include, first, preparing academic and non-academic human resources

for international events and the international climate. Secondly, international programs must be aligned with the vision, mission, philosophy and philosophy of the University.

CONCLUSION

Based on the description above, it can be concluded that several important things that need to be prepared in the internationalization of higher education in Indonesia are:

1. Preparation for mobile lecturers and students (exchange), partnerships and curriculum.
2. There is a need for cooperation with various parties in improving the quality of higher education in Indonesia, the government cannot act alone
3. Obstacles in internationalization include: availability of facilities and infrastructure (internet) and human resources, especially teaching staff, which are sufficient both in terms of quality and quantity.

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