

Internationalization Policy factors in Muhammadiyah Higher Education (PTM): A case study of Government science study program at University Muhammadiyah Malang (UMM)

Novita Wulandari¹

Dyah Mutiarin²

Tunjung Sulaksono³

Awang Darumurti⁴

Muhammad Iqbal⁵

Abstract

Internationalization of institutions or programs in Higher Education is one of a benchmark that is starting to be noticed in 2000, especially in Asia regional. New standards on internationalization have begun to be applied in Indonesia both in State Higher Education and Private Higher Education to achieve World Class University. The legal basis and data on internationalization policies are based on the Ministry of Research, Technology, and Higher Education (Kemenristekdikti). The problem is the gap in international recognition between State and Private Higher Education. Even in Kemenristekdikti data, there are only two Muhammadiyah and Aisyiyah Higher Education (PTMA) that have been recognized, one of them is Universitas Muhammadiyah Malang (UMM). UMM has 4 department programs that have been recognized as internationalization standards. UMM also

¹ Undergraduate of Government Studies, Universitas Muhammadiyah Yogyakarta, Indonesia
E-mail: novitawulandari62@gmail.com

² Lecturer of Government Studies, Universitas Muhammadiyah Yogyakarta, Indonesia

³ Lecturer of Government Studies, Universitas Muhammadiyah Yogyakarta, Indonesia

⁴ Lecturer of Government Studies, Universitas Muhammadiyah Yogyakarta, Indonesia

⁵ Lecturer of Government Studies, Universitas Muhammadiyah Yogyakarta, Indonesia

continues to make improvements and updates in increasing international recognition. As the main goal of internationalization recognition, therefore at the university, faculty and study program levels have played their respective roles in certain programs and activities as support. The purpose of this research is to understand how to see UMM programs have been implemented for international recognition, especially for the Department of Governmental Science. Then, to fix and suggest the programs or activities that have been implemented but are deemed less than optimal. To maximize all the needs to achieve internationalization recognition. In order, it has a policy relevance to the general policy of higher education in conducting internationalization benchmarks for study programs. The method of this research used a mixed method. A qualitative method with a case study approach through document searches, interviews, and observations. The premier data used Forum Group Discussion (FGD) also a questionnaire to optimize the data. A questionnaire analytic technique data used Partial Least Square (PLS) system. Several influences were found which became a reference in the internationalization of higher education at UMM, including the condition of institution and accreditation institution. The credibility of higher education institutions is the first benchmark assessed by organizations or individuals. Defense, strength, and institutional policies are urgently needed at an early stage towards implementing derivative programs.

Keywords: Internationalization Recognition, Strategic Policy, and Higher Education

1. Background

Globalization is an information exchange on all aspects quickly, even on an international reach and scale (Scholte, 2008). The impact of globalization aspects, such as the economic, political, cultural, and global environment has an unlimited flow (James & Steger, 2016). Advances in technology and communication are one of the impacts of globalization which also affects the education sector (Mubah, 2011). The development of the education system aims to improve the quality and quantity of education itself and science so it can always keep up with time (Mustari & Rahman, 2014).

One of the international activities contributions is international recognition. International study programs, international relations and collaborations, and research contributions are part of activities in the international's scope scale (Knight, 2004). To open up opportunities for internationalization, cooperation between regional levels was created then expanded from national to international levels (Eggon-Polak, 2012). But the problems are, to achieve internationalization in Higher Education institutions has competition that is continuously discussed and developed by both scientists and the public (Greblikaitė et al., 2016). In the process of internationalization, the system and regulations of higher education also must be changed in accordance with internationalization standards (Wächter, 1999).

Higher education also plays a role in activities in the education sector, such as scientific development, research, or community service (Setiawan, 2016). Every public and private university is obliged to do this. In accordance with what is stated in the Three Pillars of Higher Education (Tri Dharma Perguruan Tinggi), namely teaching, education, and community service. The

development of curriculum, policy, promotion, learning, and teaching is also influenced by current technological advances.

One of the largest Islamic Non-Governmental Organization movements in Indonesia is Muhammadiyah. KH Ahmad Dahlan founded Muhammadiyah in the Special Region of Yogyakarta on 8 Dzulhijjah 1330 or 18 November 1912. Muhammadiyah was founded to teach about Islam base on Al Quran and As-Sunnah. From the Muhammadiyah side, it was found that there was a misunderstanding during the preaching process at that time. This is due to the presence of acculturation which is misinterpreted by some people. Therefore, Muhammadiyah is very active and incessant to spread goodness, not only in the religious field. So, Muhammadiyah also engaged in education, humanity, and health which have been regulated in several assemblies that are experts in their fields.

Muhammadiyah has an education council that regulates all Muhammadiyah and Aisiyiyah Higher Education (Perguruan Tinggi Muhammadiyah dan Aisiyiyah/PTMA). Related to regulation by Muhammadiyah Higher Education, Research and Development (Diktilitbang) Council, principled that every PTMA is connected and contributed to empowering one another. For Muhammadiyah, education is an important means to create a superior and Islamic generation. Generations who have broad and high insight without leaving Islamic thought, that always be applied in daily life. Therefore, PTMA also strives to carry out internationalization standards according to the Ministry of Research, Technology, and Higher Education (Kemenristekdikti)'s regulation. Muhammadiyah has 174 higher education institutions.

The Kemenristekdikti (<https://www.ristekdikti.go.id/>) data shows the number of universities that have been recognized internationally, as below:

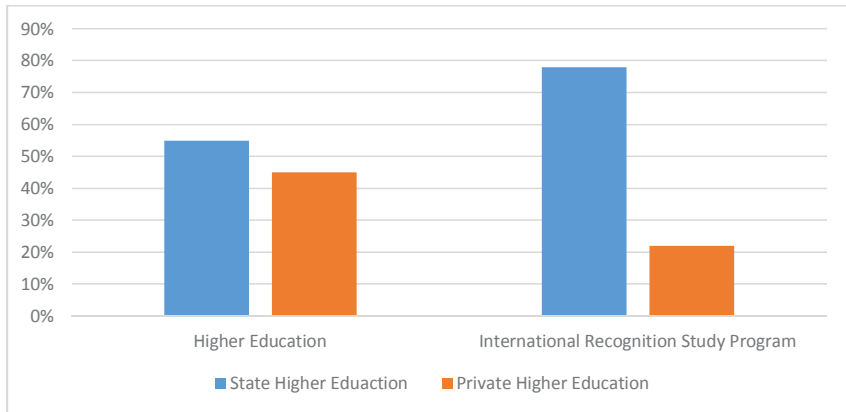


Figure 1 Universities Recognized Internationally (*Source: It has been modified from Kemenristekdikti's website, 2019*)

Based on the data above, there is an inequality between public and private universities. In private universities, there are only 2 recognized PTMA universities. One of them is Universitas Muhammadiyah Malang (UMM), with 4 study programs that have applied several internationalization program criteria. Therefore this research is intended to find out how the processes and systems that have been implemented by PTMA, which are still not optimal in these criteria. At once review an external and internal factor too. According to PTMA's objective roadmap relation, the internationalization policy system focuses on government policy, especially with ASEAN perspective. This research is concerned with an achievement of the Strategic Draft (Renstra) 2030 of Government Science Study Program at UMM leading internationally specifically in ASEAN.

This research intended to help in the internationalization process of higher education institutions especially those in Muhammadiyah and Aisiyah Higher Education. This paper is expected to give a contribution to

strengthening internationalization recognition institutions for the Government Study Program of UMM which is implementing internationalization. The aim is UMM is ready to compete at the international level to face World Class University. Then, Governmental Science Study Program is better prepared to face national and international challenges and become the superior study program from UMM. The results of this study are expected to be a basis for the development of learning media or application further. Besides, it is also a value for scientific knowledge in the field of Indonesian education. Furthermore, by an internationalization process in higher education, it is hoped that it will be able to build and create a good and superior generation to answer global challenges.

2. Literature Review

The advantage of internationalization is to expand the advancement of information that should be possible with a trade, social character, and assimilation (Jibeen & Khan, 2018). Plans to more liberal with going abroad for improving quality and amount likewise examining variety. The role of internal and external application of internationalization policies are taken into account. The benchmarks of an institution in response and design policies are considered as internal. Meanwhile, the vision and mission also regulation implemented are considered as direct external actions (Nurhayati & Suyanti, 2009). Higher Education as an internal factor as well as the main factor itself (Jibeen & Khan, 2018). Meaning to say, higher education takes the main role of the process and system related to an internationalization strategic policy. Higher education should make a new innovation to open door opportunity for attractive a student wants to study at their home university (Huang, 2003). Cleverly looking for loopholes in promoting and

presenting higher education to the public is a way to attract them to want to study at that university. Meanwhile, controlling, planning, and running policy must be supported by the government. The strategic plan is designed to face a mission and as a benchmark of reaching Internationalization as a way to keep sustainably (Hassanien, 2017). The internationalization strategy is divided into 2, there are Program Strategy and Organizational Strategy (Knight, 2004). In actual action, should be implemented to higher education is a strategic role, the choice of the proper approach, and actual implementation. In the end, they will achieve an international standard scale as well as they want. Internationalization strategy policy designed as expected at least has a teaching staff and researchers with Masters and Doctoral degrees; have access to scientific literature sources such as the internet, journals, and libraries; carry out a contract or patent research collaboration; produce scientific papers with international standards; superior student output that able to face the globalization. The part of development planning internationalization strategic policy is to create awareness of the importance and benefits of internationalization for all university levels. Moreover, a commitment to the process of integrating international into teaching, learning, research, and university service functions. Monitoring and continuously improve the quality and impact of different aspects of the internationalization process. An appreciation and recognition of all aspect participation, by incentives and rewards system.

Then, acculturation that a foreign student brings in their university, like their culture and language from their home country, is regarded as an external factor (Wadji, 2016). In any case, it could be a danger on account of the adaption of another culture (Jibeen & Khan, 2018). Because of that, it will have an impact on the process of curricula. The curriculum was created for a comfortable learning and teaching process for both teacher

and student (Setiawati, 2012). The international curriculum is meant to offer equality for overseas and domestic students. A cross-tradition, it is miles hoped that it could provide a venture to clear up a problem through crucial questioning with global requirements (Haigh, 2002).

To run university activities, financial and human resources support are important too. Making a university program needs financial support. Moreover, to run the program good human resources must be taken into consideration. To form a superior quality higher education, integrated human resources are needed. Control and management of human resources according to Wasono, et al. (2013) there are 6 elements, namely: confidence, self-motivation, a reward system, training to improve skills, control, and joint decision making, quality learning. A conducive environment, leadership, and role models also need to be considered in the process of managing human resources in Higher Education. The unexpectedly developing international competition offers severe competition as properly (Douglass & Edelstein, 2009). Every individual is expected to have an international skill with the intention to fight international competition, no longer most effective for a countrywide competitor. Consequently, it is wanted for the right practice so one can grow to be an expert.

A success achievement of an institution is the face of internationalization competition that is from the aspect of increasing participation, demand, medium and short-term potentialities, and business use (Mazzarol, 1998). First-rate making plans and great system programs in building best control are expected to help harmonize academic establishments. The students additionally no longer learn from a national point of view, likewise confronted what takes place at home universities simplest but also look from an international point of view, assess evaluate, and examine very well (Voogt & Roblin, 2012). In fact, graduates from Islamic Higher Education are

still much less absorbed in employment (Wadji, 2016). An evaluation at the end of the program to know how the program runs well or not. If there is a fundamental mistake, how they solve it or how they improve the program for getting better.

3. Research Method

This research analysis uses a mixed method (mix-method). Mix method research is an approach that combines qualitative and quantitative research (Cresswell, 2012). Research methods combine quantitative methods with qualitative methods to be used together in research activity so that more comprehensive, valid, reliable, and objective data are obtained (Sugiyono, 2006). Then, the qualitative data is extracted from the quantitative method. For data processing used a system called Partial Least Square (PLS). PLS could be a predictive technique that may handle many independent variables, although there's multicollinearity between these variables (Gulo, 2002). Multivariate statistical techniques may handle multiple response variables and explanatory variables at an equivalent time. This analysis is another strategy of multiple correlation analysis and principal component regression because this method is more robust or invulnerable. Robust means the parameters of the model don't change much when new samples are taken from the entire population (Prastowo, 2012).

Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Bogdan et al., 2010). Data in qualitative research are collected through a variety of different data collection techniques, such as interviews, observations, quotations, and extracts from documents or notes. Therefore, data in the form of words that are more numerous than these

numbers are processed and analyzed before they can be used. Descriptive analysis aims to describe the overview of research objectives, which are to explore the role of international strategic policy in Muhammadiyah Higher Education (PTM). Meanwhile, the type of qualitative research method uses a case study type. The type of approach in this case study is an approach that is applied to examine and explore a phenomenon for a matter that happens by collecting some kinds of explanation and after that processed to obtain a solution so that the matter can be solved. The form of notes, transcripts, books, newspapers, magazines, minutes of meetings, and agendas are the way for collecting data use the documentation method, which means that the documentation method is looking for data or variables. Related to Miles and Huberman's qualitative collecting data analysis, as follow:

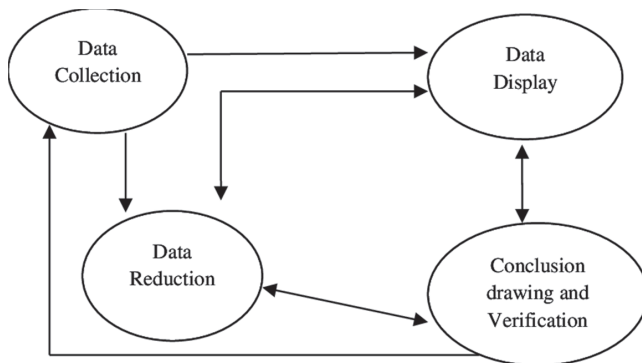


Figure 2 Miles and Huberman's model (Source: *Analisis Data Kualitatif Book* (Miles & Huberman, 1992))

For the research data, the author has taken from them Government Science Study Program at Universitas Muhammadiyah Malang (UMM) who has been running an internationalization program. Therefore the author uses a purposive sample technique, which means is a sampling technique with

certain considerations. Purposive sampling is intentional sampling, which means the researcher determines that the sample is not random. Sampling is based on the assessment of researchers about who is eligible to meet the requirements to be sampled. Consequently, the background of certain expertise about the sample question is a direction also the populace with a purpose to get be a capable sample according to necessities or targets of the researcher which will achieve or obtain accurate statistics.

The author used Kemenristekdikti, also Muhammadiyah legal basics and data such as websites, journals, books, and articles related to the research. Besides that, researchers conducted observation and interviews through Forum Group Discussion (FGD) which was held at UMM with lecturers, study program officials, also the staff. The advantage of this sampling method is easy to choose the relation with the research design. According to a predetermined correlation, this method is relatively done under research considerations. To minimize errors, precision is necessary because there is no guarantee regarding random sampling. So all members of the population do not provide the same opportunity to be elected. That is the reason the authors conducted FGDs and distributed questionnaires. For supporting data, questionnaires were distributed to strengthen the data in the study.

The criteria determined by the author are based on the title and research objectives, due to understanding the role of strategic internationalization policies, therefore stakeholders of university officials and program studies are selected. They are the stakeholders of the International Relations Office (IRO), International Cooperation Institute (Lembaga Kerjasama Internasional/LKI), Student Affairs, Government Science Study Program at UMM, Government Science Department Laboratory, several Lecturers, and staff Faculty of Social Science and Political Science.

4. Theoretical Framework

The improvement of international cooperation in numerous sectors is economics, trade, education, politics, or culture, among worldwide (Djokopranoto & Indrajit, 2014). Internationalization is carried out to Indonesian Universities as a strategy to obtain international requirements or referred to as a global magnificence university (Nurhayati & Suyanti, 2009). Internationalization interest in universities including lecturer and student exchange, research collaboration, similar study application assistance for lecturers, dual-degree packages, lecture collaboration applications consisting of exchange, summer class, internships, and so forth.

A method is a system for an organization or corporation to achieve its targets consistent with possibilities and threats faced through an external environment and internal abilities also assets (Purwanto & Sulistyastuti, 2012). The coverage is a system that regulates all internal and external affairs starting from membership to programs (Wibawa, 2015). The strategic policy is the system of figuring out the course the organization should cross to achieve its vision and mission. Internationalization Strategic policy is a design idea to increase the improvement of strategic regulations which are prompted through competition among higher education institutions or a country to attract extra scholar and international recognition of an institution.

Inner or outside elements from institutions' inputs whether inside the form of within the shape of natural or human resources are formulated utilizing a law to regulate the path of such an institution to provide output particular objectives. Policy making is a dynamic social system with intellectual strategies (Yulianti, 2014) toxic chemical products formed as secondary metabolites by a few fungal species that readily colonise crops and contaminate them with toxins in the field or after harvest. Ochratoxins and Aflatoxins are mycotoxins of major significance and hence there has been significant research

on broad range of analytical and detection techniques that could be useful and practical. Due to the variety of structures of these toxins, it is impossible to use one standard technique for analysis and/or detection. Practical requirements for high-sensitivity analysis and the need for a specialist laboratory setting create challenges for routine analysis. Several existing analytical techniques, which offer flexible and broad-based methods of analysis and in some cases detection, have been discussed in this manuscript. There are a number of methods used, of which many are lab-based, but to our knowledge there seems to be no single technique that stands out above the rest, although analytical liquid chromatography, commonly linked with mass spectroscopy is likely to be popular. This review manuscript discusses (a. The procedure of policy making is the activity of choosing a selection whether for use within a brief or long time, regarding an expansion of external and internal resources.

Education is a system of existence increase experience and its approaches supporting internal growth without being restricted through age (Dewey, 1938). The technique of increase is a procedure of fixing to every section and including competencies in a single's improvement. Likewise, education selected attempts to persuade and assist a person with the purpose of growing scientific, physical, and ethical in order to turn beneficial for themselves and the community.

Higher education is a stage of schooling after secondary schooling that consists of a diploma, undergraduate, masters, professional, and doctoral education programs prepared through higher education. Kinds of higher education primarily based on clusters of science and education system which includes Universities, Institutes, Schools, Polytechnics, Academies. Meanwhile, varieties of higher education based on management are State Universities (PTN), Private Universities (PTS), and Official Universities (PTK). Tendencies

for higher education towards the performance of international strategic policy are growing faster at a worldwide competition. Society's opinion for universities is a place that they trust to get and knowledge as an illegal institution in the education sector.

Based on the outline of the previous explanation above issues, to offer limitations or scope is one of the roles of instructional institutions is that higher education is considered as one of the executors of the strategic internationalization policy. According to statistics in 2019 from the Ministry of Research, Technology, and Higher Education Republic of Indonesia (Kemenristekdikti) there is a gap between the variety of international recognition study programs of State Universities (PTN) and Private Universities (PTS). There are only 2 Muhammadiyah and Aisyiyah higher education (PTMA) which were given global reputation variations. There are Universitas Muhammadiyah Malang (UMM) and Universitas Muhammadiyah Yogyakarta (UMY), which means only 1.14% of 45% of the entire. The Government Science Study Program of Universitas Muhammadiyah Malang, under the legal basis of vision and mission's The University, is running a program to have the internationalization preferred of higher education institutions indexed within the Strategic Draft (Renstra) for its success in 2030.

5. Result and Discussion

The internationalization strategic policy on the higher schooling group became designed as it changed into felt that the group had no longer been capable to reveal the performance as predicted. This suboptimal performance has an impact on attaining the desires of internationalization in Higher Education institutions and certainly one of that is to have a positive impact on all stakeholders. The position of universities in assisting internationalization is deemed essential due to the fact the problem of internationalization is

one of the impacts of globalization, now not simplest inside the discipline of data generation but additionally inside the discipline of training (Khadafi et al., 2018). Proper now, the internationalization of Higher Education isn't always simplest to inspire domestic humans to consider the credibility of State Higher Education (Perguruan Tinggi Negeri/PTN), Private Higher Education (Perguruan Tinggi Swasta/PTS) and Muhammadiyah Higher Education (Perguruan Tinggi Muhammadiyah/PTM), but additionally to foster the agree with of the global community. Because of this, the difficulty of internationalization of taking a look at programs has grown to be one of the many strategic guidelines taken through better education.

Related to internationalization as an attempt to encourage better schooling competitiveness, on August 17, 2018, the Ministry of Research, Technology, and Higher Education (Kemenristekdikti) introduced the clustering of Indonesian higher education institutions in 2018. Aspects and signs used within the ranking are first, the humanitarian aid issue (30%) with indicators of the proportion of lecturers having Ph.D. training, the percentage of teachers in the function of professor and associate professor, as well as the ratio of students to lecturers, second, the institutional thing (28%) with signs of institutional accreditation of the national higher schooling Accreditation Board (Badan Akreditasi Nasional Perguruan Tinggi/BAN-PT), namely accreditation of BAN-PT observe programs, global accreditation, and the number of foreign college students, 0.33, the student aspects (12%) of student overall performance, and the remaining is the issue of studies and network service (30%) with indicators of studies performance, network provider overall performance and the wide variety of Scopus listed medical articles in step with a number of teachers. As an end result, there are 14 higher education institutions covered in cluster 1, 72 better schooling establishments in cluster 2, 299 schools in cluster 3, 1,470 universities in

cluster four, and 155 universities blanketed in cluster 5 (<https://ristekdikti.go.id/wp-content/uploads/2018/05/20180508-Layout-Book-Annual-Report-2017.pdf>) cluster outcomes from 1-5 can be seen in graph under.

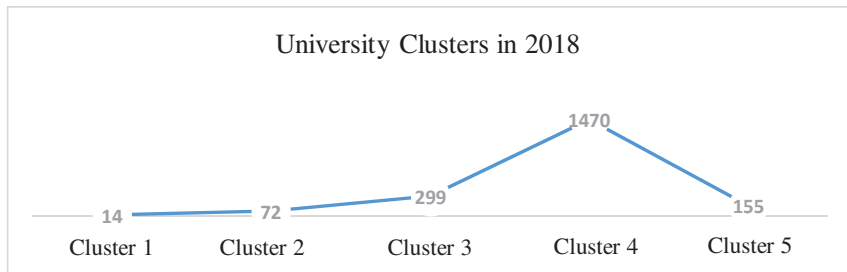


Figure 3 University Clusters in 2018 (Source: Kemenristekdikti, 2018)

Primarily based graph on figure 3 above, it could be visible that from the overall of 2,010 higher education, the best 14 higher education were in Cluster 1, in the meantime 1,470 Higher Education occupied Cluster 4 which is the Cluster with the maximum faculties. This shows that the satisfaction of better education in Indonesia still needs loads of improvement. Based on the information above, it turns into important to inspire the internationalization of study programs as a trademark of Higher Education ranking.

Based on the research focus, for analyzing the factors inhibiting and supporting the internationalization strategic policy of Muhammadiyah Higher Education Institutions, so our focus is to should be reviewing all activities and programs related to all forms at the university, faculty, and study program levels.

The indicators to measure these variables:

Table 1 Indicator Variable Measurement

Independent Variables	Indicators
Internationalization Strategic Undertaken (ISU)	ISU 1: Establish MoU
	ISU 2: Establish MoA
	ISU 3: International curriculum
	ISU 4: Credit transfer
Condition of Institution (Col)	Col 1: Institutions already have systematic strategies for internationalization.
	Col 2: Institutions already have commitments but have not been able to develop a systematic strategy
	Col 3: International fellowship
	Col 4: Following international ranking
Condition of Study Program (CoSP)	CoSP 1: The study program has fulfilled all administrative and substantive criteria
	CoSP 2: The study program has fulfilled all the basic criteria but has not met all the substantive criteria.
	CoSP 3: The study program has fulfilled most administrative and substantive criteria.
	CoSP 4: The study program has not fulfilled most administrative and substantive criteria.
Current Position of Study Program (CPSP)	CPSP 1: The study program has international recognition.
	CPSP 2: Study program is in an international recognition process.
	CPSP 3: Study program is towards international recognition.
	CPSP 4: Study programs have the potential to lead to international recognition.

Independent Variables	Indicators
Efforts for Internationalization (Efi)	Efi 1: Facilitation of Study Programs
	Efi 2: Study Program Acceleration and Assistance
	Efi 3: Prepare an internationalized road map
	Efi 4: Institutional support for increasing the capacity and capability of study programs
Accreditation Institution (AI)	AI 1: The substance of outcome-based education measurement
	AI 2: Have attention to scholarship
	AI 3: Have comprehensive standards, terms, and procedures
	AI 4: Inter-recognition institutional

The FDG was attended by representatives of stakeholders and university officials, such as IRO, LKI, Lecturers, and Staff of Government Science Study Program, Government Science Department Laboratory, several Lecturers other departments, and staff Faculty of Social Science and Political Science, Student Affairs. With a total are 26 peoples. The topics are internationalization strategic policy, benefits, obstacles, threats, and challenges.

In this study research, the authors used Partial Least Square (PLS) system. The use of PLS is suggested when the available data contains a limited number of samples while the model being built is more complex. To determine the character of indicators for every latent variable supported operational definitions, as bellow:

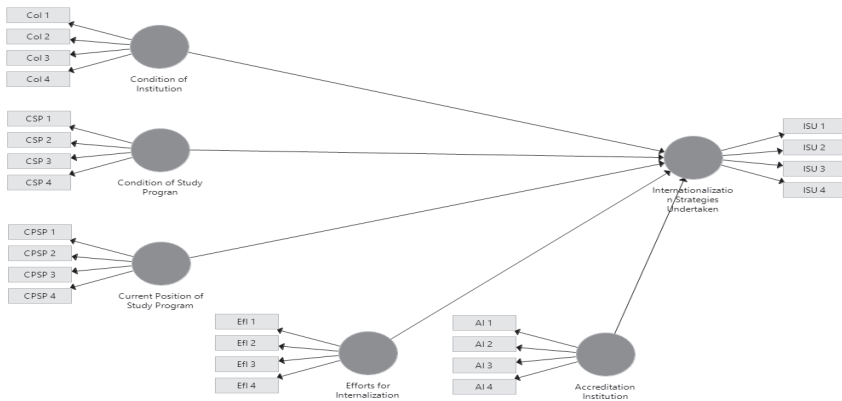


Figure 4 Outer Model

PLS is used to determine the complexity of relationships of a construct and other constructs, as well as the relationship of a construct and its indicators. PLS is defined by two equations, namely the inner model and the outer model. The inner model determines the specification of the relationship between constructs and indicators. The outer model examination is complete by evaluating the outer model with its reflection indicator are convergent validity, discriminant validity, and composite reliability. Outer Model is used as the focus of research as well as research boundaries. To support data strengthening in the FGD, it was strengthened by distributing questionnaires to stakeholders and executors of internationalization recognition in the Government Study Program at UMM. Outer Model of the variables from the questioner's result, obtained from 35 correspondents.

The results of the field, related to the gap between PTN and PTS based on data from Kemenristekdikti, the Internationalization Policy model in Higher Education, Faculties, and Study Programs that are able to achieve international recognition is viewed from the external and internal sides. The internal sides are the Internationalization Policy and planning strategies,

institutions, and activities. Whereas in the external sector, it is international recognition and accreditation as a benchmark for the quality dimension.

The implementation of internationalization at the Universitas Muhammadiyah Malang is based on the legal base and also the vision of the university stated in the Strategic Plan which is realized in mid-2019 and is targeted to be achieved in 2030 as a goal to achieve international recognition. IP UMM tried as much as possible to strengthen the MoU and the MoA which was more focused on attracting inbound or outbound students both in Asia or Europe.

For the management of the university's internationalization program, The Vice-Chancellor is in charge of academics to regulate the availability of finance and human resources. At UMM there is a cooperation assistant consisting of two people as a work program assistant. At the Faculty level, there is the International Cooperation Institute (Lembaga Kerjasama Internasional/LKI) to control students, staff, and also alumni. The LKI was formed based on the decree in 2019 consisting of the chairman and secretary. Faculty LKI's overseas study programs in each faculty and works under the supervision of the University International Relations Office (IRO). IRO works to regulate administration such as MoU and substantive implemented by the Faculty.

The Study Program's policy in 2020 will be credit transfer and exchange and the process of opening international classes at IP UMM, applying bilingual and Indonesian classes taught to foreign students. Various methods were carried out including to attract students to want to choose IP UMM as a major in undergraduate education, such as promoting testimonials to prospective students by means of student mobility, because IP UMM assumed that the first news would arrive at a student level.

The obstacle experienced is for example sometimes it is difficult to establish an MoU because some countries must do the agreement with senate approval. Furthermore, the obstacles in general are as follows:

1. Challenges of management, data collection, and inventory at the Study Program level;
2. The commitment of various parties, to be competence at every level, and a high effort in convincing the budget field either in the Study Program or the Faculty; and
3. Settling documents for the public that is arranged neatly and collapsed.

Meanwhile, the short-term expectations at the study program level are:

1. Getting recognition either by accreditation or certification by strengthening the study program branding;
2. Improving standard infrastructure, facilitating all information and access, as well as improving both lecturers and students.
3. The competition challenge refers to 2 international class lines, namely full English class aimed at Indonesian students to hone English language skills and full language classes for foreign students.

Meanwhile, the results of the questionnaire, illustrated by measuring the outer model to explain how the conditions in each indicator block are related to the latent variable

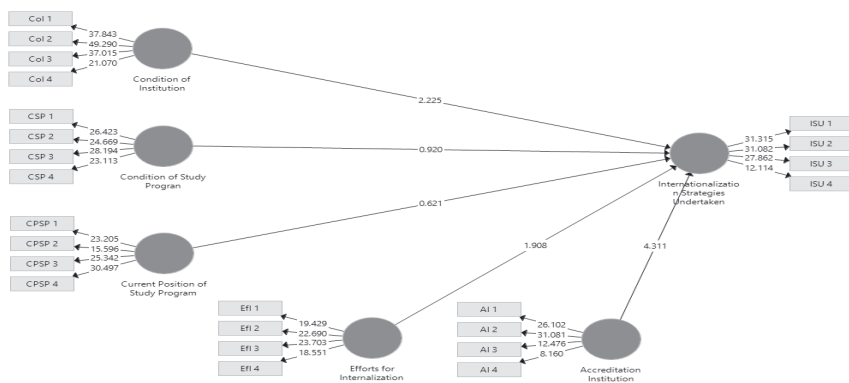


Figure 5 Output Bootstrapping (Source: *processed from the author's primary data, 2019*)

Between variables, namely endogenous variables (γ) and exogenous variables (β) is done by the bootstrap resampling method after knowing the validity and reliability of the data. The test statistic used is the t statistic. The comparative t value in this study was obtained from t table. The test was declared significant if the T-statistic was > 1.96 and the value of P values < 0.05 (Sutopo, 2006).

H1 Condition of Institution (X1) has a positive and significant influence on Internationalization Strategic Undertaken (Z). Table 3 shows that the Condition of Institution has an influence on Internationalization Strategic Undertaken with P Values less than 0.050. Therefore, H1 in this research is supported.

In fact, the field shows that the condition of the institution has a more significant role. Because the state of a study program is seen from the readiness of an institution first as a stakeholder and as first responsible for having a system and maximum roles that fulfill the criteria or not.

H2 Condition of Study Program (X2) has a positive and significant influence on Internationalization Strategic Undertaken (Z). Table 3 shows that the Condition of Study Program has no significant influence on Internationalization Strategic Undertaken with P Values more than 0.050. Therefore, H2 in this research is not supported.

In fact, the sustainability of the condition of a study program does not yet have an important role in the strategy of internationalization because for the readiness of internationalization in higher education institutions must take place simultaneously, it cannot only stand on one study program. Therefore universities must be able to balance and harmonize all study programs simultaneously if they want to achieve things related to internationalization

H3 Current Position of Study Program (X3) has a positive and significant influence on Internationalization Strategic Undertaken (Z). Table 3 shows that the Current Position of Study Program has no significant influence on Internationalization Strategic Undertaken with P Values more than 0.050. Therefore, H3 in this research is not supported.

Likewise, with the current condition of the study program, of course, it has a relationship to the sustainability of the study program conditions. Meanwhile, from the data above that, the role current condition of the study program needed is very unnecessary in internationalization strategies undertaken.

H4 Efforts for Internationalization (X4) has a positive and significant influence on Internationalization Strategic Undertaken (Z). Table 3 shows that Efforts for Internationalization has no significant influence on Internationalization Strategic Undertaken with P Values more than 0.050. Therefore, H4 in this research is not supported.

If seen from the figures, the data stated that the efforts for Internationalization made at Government Science Study Program at Universitas Muhammadiyah Malang were still not optimal. There are still many roles, changes, and other efforts that must be developed. Readiness towards international tertiary institutions seems to be far from expectations because indeed some of the activities carried out are still running not long ago which allows its influence to be felt for now.

H5 Accreditation Institution (X5) has a positive and significant influence on Internationalization Strategic Undertaken (Z). Table 3 shows that the Accreditation Institution has an influence on Internationalization Strategic Undertaken with P Values less than 0.050. Therefore, H5 in this research is supported.

The accreditation of an institution is related to the condition of an institution. Therefore these two things are interrelated, if the conditions of a constitution are high and good standards then the accreditation of an institution will also have high and good standards.

The data above showed that the role of internationalization strategic policy in Muhammadiyah Higher Education of Government Science Study Program at Universitas Muhammadiyah Malang (UMM) has the influence on the Condition of Institution and Accreditation Institution as policymakers in managing the education system that is run but there are several factors Condition of Study Program, Current Position of Study Program, and Efforts for Internationalization which are not having a significant influence on Internationalization Strategic Undertaken.

The condition of higher education institution related to internationalization strategies is that the institution has a systematic strategy to encourage study programs towards internationalization by having commitments, but has not been able to develop a systematic strategy to encourage study programs

towards internationalization. Meanwhile, the conditions of study programs related to internationalization strategies have fulfilled most administrative and substantive criteria as the current study program's position towards international recognition. Efforts made by institutions for internationalization are the support of higher education to increase the capacity and capability of study programs, facilitation of study programs, and compiling an internationalization road map.

Concern for Accreditation institutions is in the form of international level: criteria for accreditation institutions that have comprehensive standards, conditions, and procedures as well as substance in outcome-based education measurement. Internationalization strategies are strengthened by conducting MoU, student exchanges, visiting lecturers, and establishing MoA.

6. Conclusion and Recommendation

The conclusion from the facts acquired from the field confirmed that the maximum essential role in attaining the internationalization of higher education establishments is to be credible from the inner institutions themselves. Due to the fact to run internationalization in examine packages in higher education institutions should have a high scale general by higher education which may be interpreted as institution accreditation. Accreditation of higher education institutions and the situation of institutions end up the most vital benchmarks because the primary element is seen by the human beings outside the institution or students who are interested for study at the higher education institution, they will see how credible the institution is.

Furthermore, enhancing human resources is likewise needed with the purpose to make top credibility for establishments. Therefore, stakeholders have to be able to have high competitiveness towards better institutions,

together with making upgrades to the sectors that affect tertiary positions and accreditation. They are also anticipated to create sustainable regulations that gain each internal and external event to attain a predetermined output of the way to create standards expectancies.

Recommendation

1. The programs and guidelines are undertaken for strategic rules undertaken need_aid from every stage at higher education. Particularly at Private Universities that are beneath foundations which include Muhammadiyah and Aisyiyah Higher Education (PTMA). Support to reap worldwide recognition is done both utilizing coverage makers which include lecturer and staff nevertheless student support as a participant is important. Because a Study Program cannot run through themself without supervision from the faculty or the college.

2. The Program Study should be advanced and improved for control management, data collection, and the stocktaking sector due to a fact a variety of statistics that ought to be able for the general public can't but be accessed. Although such information can be used as testimonials and promotions for the examine program itself.

3. High dedication between colleges institutions are needed, each stability in investment for the help of program implementation. The program developed is not only to offer student exchange but also to apply an international class to double degree programs as the difference between international and regular classes. Like matters which international standards are achieved, likewise overseas lecturers in a certain subject associated with international science.

7. References

Book

- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (2007). *Handbook Of Ethnography*. London: SAGE Publications Ltd.
- Bogdan, Taylor, & J. Moleong, L. (2010). *Metodologi Penelitian Kualitatif*. Remadja Karya.
- Cresswell, J. . (2012). *Research Design Pendekatan Kualitatif, Kuantitatif dan Mixed; Penerjemah Ahmad Fawaid* (3rd ed.). Pustaka Pelajar.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of Qualitative Research*. New York City: Sage Publications.
- Dewey, J. (1938). *Experience and Education* (Education). United States: Kappa Delta Pi.
- Ellingboe, Brenda J. (1998). Divisional Strategies to Internationalize a Campus Portrait. In Mestenhauser, J. & Ellingboe, B. *Reforming the Higher Education Curriculum: Internationalizing the Campus. American Council on Education/Oryx Press Series on Higher Education*. Phoenix: Oryx Press.
- Hajar, I. (1996). *Dasar-Dasar Metodologi Penelitian Kwantitatif dalam Pendidikan*. Jakarta: Raja Grafindo Persada.
- Irwanto. (1998). *Focus Group Discussion (FGD) Sebuah Pengantar Praktis*. Jakarta: Pusat Kajian Pembangunan Masyarakat Universitas Katolik Indonesia Atma Jaya.
- Miles, M., & Huberman, M. (1992). *Analisis Data Kualitatif. Diterjemahkan oleh Tjetjep Rohendi Rohidi*. Jakarta: Universitas Indonesia Press.
- Mustari, M., & Rahman, M. T. (2014). *Manajemen Pendidikan*. Jakarta: Raja Grafindo Persada.

- Nata, A. (2016). *Ilmu Pendidikan Islam*. Jakarta: Prenada Media.
- Nazir, M. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Prastowo, A. (2012). *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*. Yogyakarta: Ar-Ruzz Media.
- Raharjo, S. (2011). *Pemahaman Individu Teknik Non Tes*. Kudus: Nora Media Enterprise.
- Sugiyono. (2006). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Sutopo. (2006). *Metodologi Penelitian Kualitatif*. Surakarta: Universitas Negeri Surakarta.

Journal

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305. <https://doi.org/10.1177/1028315307303542>
- Binsardi, A., & Ekwulugo, F. (1999). *International marketing of British education : research on the students' perception and the UK market penetration*. 318-327. <https://doi.org/10.1108/02634500310490265>
- Boucher, B. A., Chyka, P. J., Fitzgerald, W. L., Hak, L. J., Miller, D. D., Parker, R. B., ... Gourley, D. R. (2006). A comprehensive approach to faculty development. *American Journal of Pharmaceutical Education*, 70(2). <https://doi.org/10.5688/aj700227>
- Djokopranoto, R., & Indrajit, R. E. (2014). *Manajemen Perguruan Tinggi Modern*. Retrieved from https://s3.amazonaws.com/academia.edu/documents/38229897/Book15-ManajemenPTModern.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1538532972&Signature=dM9o0P1wUTPoeDYIyAmKCCat7Ts%3D&response-content-disposition=inline%3B filename%3DManajemen_Perguruan_Ti

- Douglass, J. A., & Edelstein, R. (2009). The Global Competition For Talent: The Rapidly Changing Market for International October 2009. *Education News*, (August), 22. Retrieved from <http://escholarship.org/uc/item/0qw462x1.pdf>
- Egron-Polak, E. (2012). *Higher Education Internationalization: Seeking a Newbalance of Values*. Retrieved from https://www.nafsa.org/Explore_International_Education/Trends//TI/Higher_Education_internationalization_Seeking_a_New_Balance_of_Values/
- Fuadi, D. (2016). Internasionalisasi Perguruan Tinggi: Studi Multisitus Pada Perguruan Tinggi Islam di Yogyakarta. *The Progressive and Fun Education Seminar*, (1), 594–607. Retrieved from <https://publikasiilmiah.ums.ac.id/handle/11617/7870>
- Futao, H. (2009). The internationalization of the academic profession in Japan: A quantitative perspective. *Journal of Studies in International Education*, 13(2), 143–158. <https://doi.org/10.1177/1028315308331101>
- Goodlad, J. I. (1993). School-University Partnerships and Partner Schools. *Educational Policy*, 7(1), 24–39. <https://doi.org/10.1177/0895904893007001003>
- Greblikaitė, J., Barynienė, J., & Paužaitė, Ž. (2016). Towards the Internationalisation Process of Lithuanian Universities. *European Integration Studies*, 0(9), 73–85. <https://doi.org/10.5755/j01.eis.0.9.12797>
- Gulo, W. (2002). *Metodologi Penelitian*. Retrieved from <http://mkm.helvetia.ac.id/wp-content/uploads/2017/07/Buku-Metodologi-Penelitian-by-W-Gulo.pdf>
- Haigh, M. J. (2002). Internationalization of the curriculum: Designing inclusive education for a small world. *Journal of Geography in Higher Education*, 26(1), 49–66. <https://doi.org/10.1080/03098260120110368>

- Hassanien, M. (2017). Strategic Planning in Higher Education, a Need for Innovative Model. *Journal of Education, Society and Behavioural Science*, 23(2), 1–11. <https://doi.org/10.9734/jesbs/2017/37428>
- Huang, F. (2003). Policy and Practice of the Internationalization of Higher Education in China. *Journal of Studies in International Education*, 7(3), 225–240. <https://doi.org/10.1177/1028315303254430>
- Indrizal, E. (2007). *DISKUSI KELOMPOK TERARAH Focus Group Discussion (FGD) (Prinsip-Prinsip dan Langkah Pelaksanaan Lapangan)*. Retrieved from [http://repo.unand.ac.id/4984/1/Artikel Edi Indrizal.pdf](http://repo.unand.ac.id/4984/1/Artikel%20Edi%20Indrizal.pdf)
- James, P., & Steger, M. B. (2016). *Globalization and Global Consciousness: Levels of Connectivity*. Retrieved from [http://socialsciences.people.hawaii.edu/publications_lib/James & Steger Globalization_and_Global_Consciousness_L.pdf](http://socialsciences.people.hawaii.edu/publications_lib/James%20&%20Steger%20Globalization_and_Global_Consciousness_L.pdf)
- Jibeen, T., & Khan, M. A. (2018). Internationalization of Higher Education: Potential Benefits and Costs. *International Journal of Evaluation and Research in Education (IJERE)*, 4(4), 196. <https://doi.org/10.11591/ijere.v4i4.4511>
- Khadafi, M., Haryono, B. S., & Wanto, A. H. (2018). Evaluasi Kebijakan Internasionalisasi Universitas Brawijaya Dalam Rangka Menuju World Class University. *Jurnal Ilmiah Administrasi Publik (JIAP)*, 2(4), 227–235.
- Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, 8(1), 5–31. <https://doi.org/10.1177/1028315303260832>
- Masadeh, M. A. (2012). Focus Group: Reviews and Practices. *International Journal of Applied Science and Technology* (Vol. 2). Retrieved from www.ijastnet.com
- Mazzarol, T. (1998). Critical Success Factors For International Education Marketing. *International Journal of Educational Management*, 12(4), 163–175. <https://doi.org/10.1108/09513549810220623>

- McLaughlin, C., & Black-Hawkins, K. (2007). School–university partnerships for educational research—distinctions, dilemmas, and challenges. *Curriculum Journal*, 18(3), 327–341. <https://doi.org/10.1080/09585170701589967>
- Mubah, A. S. (2011). Strategi Meningkatkan Daya Tahan Budaya Lokal dalam Menghadapi Arus Globalisasi. In *Journal Universitas Airlangga* (Vol. 24). Retrieved from [http://journal.unair.ac.id/filerPDF/03 Safril Strategi Meningkatkan Daya Tahan Budaya Lokal Safril mda.pdf](http://journal.unair.ac.id/filerPDF/03%20Safril%20Strategi%20Meningkatkan%20Daya%20Tahan%20Budaya%20Lokal%20Safril%20mda.pdf)
- Nurhayati, F., & Suyanti, E. (2009). Strategi Internasionalisasi Dalam Bidang Penelitian Pada Universitas Indonesia Dan Institut Pertanian Bogor. *Jurnal Manajemen Pendidikan*, 339–409.
- Prasetyo. (2014). *Dampak Kebijakan Akreditasi Perguruan Tinggi Terhadap Daya Saing (Competitiveness) Perguruan Tinggi Swasta di Kabupaten Kebumen* (Vol. 13). Jurnal Fokus Bisnis.
- Purwanto, E. A., & Sulistyastuti, D. R. (2012). *Implementasi Kebijakan Publik: Konsep dan Aplikasinya di Indonesia* (1st ed.). Retrieved from https://repository.ugm.ac.id/35958/1/IMPLEMENTASI_KEBIJAKAN_PUBLIK_.pdf
- Qiang, Z. (2018). Internationalization Of Higher Education: Towards A Conceptual Framework. *Routledge Handbook of the Sociology of Higher Education*, 1(2), 289–298. <https://doi.org/10.4324/9781315772233-26>
- Randolph, J. (2009). A Guide to Writing the Dissertation Literature Review. *Practical Assessment, Research & Evaluation*, 14(13).
- Scholte, J. A. (2008). Defining Globalisation. *World Economy*, 31(11), 1471–1502. <https://doi.org/10.1111/j.1467-9701.2007.01019.x>
- Setiawan, E. B. (2016). *Perancangan Strategis Sistem Informasi IT Telkom untuk Menuju World Class*. (January 2009).
- Setiawati, L. (2012). *Efektifitas Pengembangan Manajemen Pendidikan Tinggi (Studi pada Perguruan Tinggi Negeri di Jawa Barat Menuju WCU)*. 1–16.

- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21 st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.668938>
- Wächter, B. (1999). *Internationalisation In Higher Education A Paper and Seven Essays on International Cooperation in the Tertiary Sector*. Retrieved from http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/1999_Internationalisation_in_Higher_Education.pdf
- Wadji, M. B. N. (2016). Metamorfosa Perguruan Tinggi Agama Islam. *At-Tahdzib Jurnal Studi Islam Dan Muamalah*, 4(1), 1–17. Retrieved from <http://ejournal.kopertais4.or.id/mataraman/index.php/tahdzib/article/download/2227/2398>
- Wasono, R., Soesanto, Samsudi, & Sutarto, J. (2013). *Manajemen Sumber Daya Manusia Perguruan Tinggi Muhammadiyah Berbasis Budaya Organisasi melalui Implementasi Teori Z*.
- Wibawa, S. (2015). *Kebijakan Publik*. Retrieved from <http://samodra.staff.ugm.ac.id>
- Winarno, J. (2006). Menyikapi Globalisasi Pendidikan Tinggi. *Unisia*, 11(60), 186–193.
- Yulianti. (2014). Tahapan Dalam Siklus Kebijakan Publik. *Universitas Jendral Soedirman*, (1), 1–5. <https://doi.org/10.1007/s13398-014-0173-7.2>