

# The Strategy of Internationalization of Muhammadiyah Higher Education Institution: A Case Study at Universitas Muhammadiyah Yogyakarta

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**Abstract.** This study sought to investigate the strategy of internationalization of Muhammadiyah higher education institutions at Universitas Muhammadiyah Yogyakarta (UMY) to pursue the status of a world-class university. Qualitative method approach, empirical research was used to explore the internationalization strategy. A case study was used to achieve deep understanding to build institutional policy and practices of internationalization. People who were directly involved in the internationalization process served as key informants. In-depth interviews, participation, and document studies were used to collect the data, and an interactive model was used to analyze the data. The results of this research show that internationalization at home and internationalization of cross-border education were the strategy used, and the summer course was the main program at UMY.

**Keywords:** *strategy, internationalization, higher education, Muhammadiyah*

## INTRODUCTION

Globalization is a social phenomenon that has a long history [1], replacing postmodernism as a theory and framework of social sciences [2], increasing world economic integration [3], related to the victory of liberal capitalism as the dominant economic model [4], encouraging higher education institutions (HEI) towards greater global involvement [5], supporting the idea of competition and perceptions of international excellence, and supporting new approaches in teaching, research and service [1]. The relationship between higher education (HE) and globalization has four trends, including :1) the creation of demands and a significant new urgency on HEI as a center of knowledge; 2) the increase of demands for HEs throughout the world; 3) elimination of national regulations and policies, and 4) the emergence of an unlimited HE market [6].

Internationalization is one of the strategies of a country or HEI in responding to globalization and increasing competitiveness towards world-class universities (WCU) [7,8] and being a key for HEI and the government to prepare itself to be a strong and effective

actor in a global platform [1]. Internationalization of HEI has the following characteristics: 1) an internal commitment to the internationalization process, and 2) the existence of an apparent positive attitude to understand culture and society better [9].

Some of the reasons for an HEI internationalization include: 1) preparing graduates to have an international dimension in entering the global labor market; 2) encouraging research activities as a form of contribution in solving global problems based on the idea that global issues require international cooperation between academics, HEI, business, and government, and 3) playing an educational role in promoting international values based on the idea that HEI must prepare graduates to become global citizens who understand cultural differences [10]. The four main reasons for the internationalization of HEI in developed countries include: 1) political reasons, as a tool for implementing foreign policy, especially in relation to national security, political interests and cooperation in peace between nations; 2) economic reasons, utilization of international cooperation to find alternative funding for the development of HEs and expanding market share abroad, especially developing countries; 3) academic reasons, the means to obtain international quality recognition for teaching and research, and 4) social and cultural reasons, to promote culture and national identity from developed countries as an effort to introduce cultural diversity between ethnic groups or nations [11].

The University of Muhammadiyah Yogyakarta proactively responded to the opportunities and challenges of globalization and internationalization by trying to improve their international competitiveness towards world-class universities. UMY has made adjustments in many aspects such as curriculum, human resources, public service, leadership, cooperation, quality assurance, quality of students, quality of graduates, and international certification qualifications. The purpose is to increase the number of international students and staff, improve academic quality with international culture, increase the international mobility of students and staff, and create positive experiences for international students. Based on the reasons above, it is crucial to conduct research on the internationalization strategy of private higher education institutions (HEI) at UMY.

METHOD

The researchers investigated the internationalization strategy of Muhammadiyah higher education institutions used by Universitas Muhammadiyah Yogyakarta (UMY) to pursue the status of a world-class university. This is qualitative-explorative research in which empirical evidence was used to explore the internationalization strategy. Besides, a case study was used to achieve a deep understanding of the institutional policy and practices related to the internationalization. People who were directly involved in the internationalization process served as key informants. In-depth interviews, participation, and document studies were used for data collection, and an interactive model was used to analyze the data.

RESULT

**Concept of Strategic Planning for Higher Education Institutions**

Strategic planning is a systematic process of imagining and translating the desired future into goals, which are broadly defined and accompanied by a series of steps to achieve them. In contrast to long-term planning (which starts with the current status to meet estimated future needs), strategic planning starts with the desired end and works backward to its current status [12]. Lockwood & Davies [1] define institutional strategic planning as a continuous and collective exercise of honesty in an integrated decision-making process. HEI strategic planning usually shows where, when and what is desired (goals and values); what to do (auditing and analysis, e.g., SWOT); and how to do it (the plan of action and development activities). To consider strategic planning in HEI, it is necessary to define its objectives. According to Barnett [14], there are four intrinsic goals that all HEIs must fulfill: 1) Developing student autonomy, critical abilities, and academic competition; 2) Creating an autonomous institution, in that it is responsible for and maintains its standards and develops them in the future. Internal academic life will promote an independent academic community and independent learning; 3) Building an institution where research is essential in the sense of "a culture of critical discourse" or a systematic critical inquiry, and 4) Making a form of higher education (one of the critical investigations) available to all parties who can benefit from it and who wish to have access to it. Strategic planning in HEI has the following functions: 1) to fulfill the needs of funders; 2) to assist in internal communication (understanding the framework, participation, corporate identity); 3) to control the future; 4) to determine the allocation of resources; 5) to provide for external stakeholders, and 6) to increase responsibility. The structure of HEI's strategic planning must be cost-effective; on time (according to opportunity, environment); participatory (opportunities to contribute); successful; transparent, and trustworthy. Strategic planning is a policy development process, which is described in the following cycle (Figure 1).

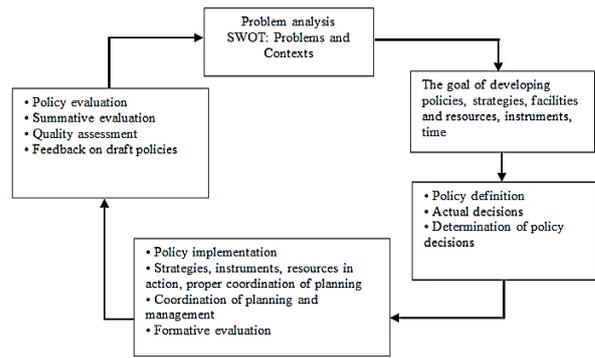


Figure 1. Higher Education Institution Policy Development Cycle

In strategic planning, it requires clarity in the objectives and plans of the institution. The organizational infrastructure and its relevance in developing globalization and internationalization activities must include: 1) development and operational costs for infrastructure and technical development; 2) robustness and support of system and administrative relevance; 3) over-extension / over trade; 4) human resources with new tasks in different settings, and 5) policy issues that include expertise, contracts, recognition, incentives, time of development and cultural transformation (see Figure 2).

**Internationalization Strategic of Private Higher Education Institution**

The results showed that the internationalization of private Higher Education Institution (HEI) at UMY with an extensive international connections had intellectual coherence, explicit internationalization missions and was followed up by specific policies and procedural support so that the approach taken by UMY in internationalization occupied Quadrant D (Systematic-Central) in the internationalization approach of the Davies Model (1995)[16] (see Figure 3).

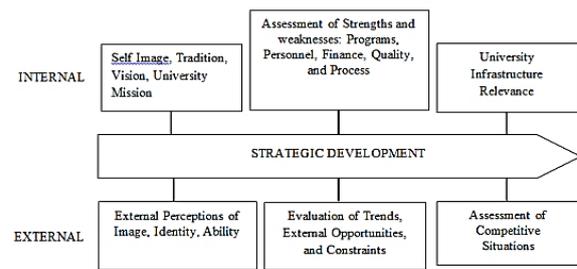


Figure 2. Elements in the Development of HEI Strategies towards Globalization and Internationalization (Keller, 1983)<sup>[15]</sup>

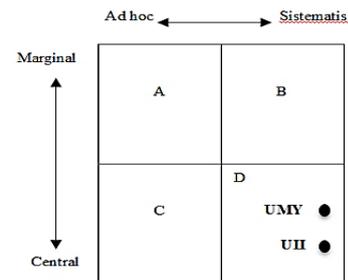


Figure 3. Internationalization of private HEI at UMY and UII

By looking at the internationalization programs of UMY carried out inside and outside the institution, it can be said that the strategy used is internationalization at home and internationalization of cross-border education (see Tables 1). This is in accordance with the study of Abdullahi et al. [17] which stated that there are two (2) dimensions of internationalization, namely internationalization at home and internationalization of cross-border education. Internationalization in a purely domestic manner is the same as the international and intercultural curriculum dimensions, teaching, and research that help students improve international and intercultural abilities without leaving the country. Based on what and who crosses the boundary, cross education can be divided into three forms: 1) person mobility; 2) program mobility and 3) institution mobility (institutions that invest abroad with educational institutions). The

Table 1. Findings of Internationalization at Home and Cross-border Education Strategies of Private HEI in UMY (2017<sup>20</sup>)

Planning	Actuating
Institutional Internationalization Strategy (2015-2020):	Internationalization at home:
1. Increase the number of MOUs to expand and increase the scope of international cooperation.	1. Providing English courses for young lecturers to achieve 7 in IELTS or 550 in TOEFL to help them to get a scholarship
2. Increase international competency standards in the management of UMY while still taking into account local conditions / potential	2. Providing teacher training which uses English as a medium of instruction
3. Develop specific and well-worthy study programs nationally and internationally	3. Inviting students from abroad in the IP class so that the international atmosphere is created
4. Increase collaboration with leading universities abroad to improve the quality of its teaching and learning, graduates, double degree programs, and international standard education	4. Opening international programs for students to ensure that they are ready to compete internationally
5. Make cooperation to improve UMY's competitiveness at the national and international levels	5. Sending lecturers to join internships to learn about research and writing international articles indexed by Scopus
6. Expand cooperation with government agencies and the Indonesian society	6. Giving incentives or rewards for lecturers who have achievements in the international stage by covering the cost for proofreading the articles and publication for Q1-Q4 level journal
7. Increase people participation in the industry to increase education relevance and improve its graduates quality	Internationalization of cross-border education:
8. Increase the ability of academics to communicate at the international level	1. Sending lecturers to study abroad
9. Make rules and policies about scholarships, student exchanges, lecturers assignments, internships and training for students, lecturers, and staff	2. Breaching program, an internship to make doctoral proposals abroad
10. Regular monitoring and evaluation to maintain program accountability	3. Encouraging research with international collaboration and international issues
	4. Conducting international community service for local students
	5. Conducting local community service for international students
	6. Conducting joint program with a foreign university where students can learn there for one semester
	7. Encouraging lecturers to take part in international conferences once a year, followed by an international publication
	8. Encouraging lecturers to do joint research with other researchers from abroad

rapid development of internationalized HEI activities took place in 1990, such as sending students and collaborating between continental education programs [18]. This has led to the modification of structures in the world HEI system [19], most of HEI follows an internationalization strategy, such as increasing the number of international students, providing international scholarships, increasing comparative studies to universities on other continents, and conducting conferences to support collaborative research [20,21].

#### CONCLUSION

The internationalization strategies implemented by UMY include internationalization at home and outside (internationalization of cross-border education) which include student mobility, lecturer development, curriculum innovation, and organizational change. UMY is prominent in the Summer Course program and the collaboration between Muhammadiyah Universities and

foreign universities.

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