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## INITIATION AND FORMULATION OF INTERNATIONALISATION OF ISLAMIC RELIGIOUS HIGHER EDUCATION

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### Abstract

Globalisation trends and free trade have emerged as catalysts for the internationalisation of higher education institutions. The internationalisation of PTKI has primarily been spearheaded by State Islamic University (UIN) Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta, particularly within their Postgraduate Programs (PPs). However, the efficacy of these initiatives necessitates critical review and evaluation, hence the imperative for this research. This qualitative, multi-case study employs internationalisation as the unit of analysis, gathering data through documentary studies and in-depth interviews. Following verification, reduction, and categorisation, the data were analysed utilising discourse and thematic techniques. This study focuses on the Postgraduate Schools (SPs) of UIN Jakarta and UIN Yogyakarta. The findings reveal that indicators of internationalisation across various dimensions, including management, teaching and educational staff, students, research, collaboration, and international reputation, have been pursued by the SPs of UIN Jakarta. However, one notable absence is the provision of international study programs at both the master's and doctoral levels, a feature already present within the PPs of UIN Yogyakarta.

**Keywords:** internationalisation; PTKI; graduate; UIN Syarif Hidayatullah; UIN Sunan Kalijaga

### Abstrak

Tren globalisasi dan perdagangan bebas telah menjadi salah satu pendorong bagi internasionalisasi lembaga pendidikan tinggi. Internasionalisasi Perguruan Tinggi Keagamaan Islam (PTKI) telah diinisiasi, dirancang, dan bahkan diimplementasikan oleh Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta dan UIN Sunan Kalijaga Yogyakarta, khususnya Program Pascasarjana mereka. Namun, implementasinya perlu ditinjau kembali dan dievaluasi; oleh karena itu, ini adalah urgensi dari penyelenggaraan penelitian ini. Penelitian ini adalah studi kualitatif dan multi kasus di mana internasionalisasi digunakan sebagai unit analisis yang mengarah pada pengumpulan data melalui studi dokumen dan wawancara mendalam. Setelah verifikasi, reduksi, dan kategorisasi, data dianalisis menggunakan teknik diskursus dan tematik. Objek dalam penelitian ini adalah Program Studi (PS) UIN Jakarta dan UIN Yogyakarta. Penelitian ini menunjukkan bahwa indikator internasionalisasi lembaga pendidikan tinggi dalam Manajemen, pengajaran dan staf pendidik, mahasiswa, penelitian, kerjasama, dan reputasi internasional telah dilakukan dan terus dikejar oleh Program Pascasarjana (SPs) UIN Jakarta. Satu indikator yang absen dari SPs UIN Jakarta adalah program studi internasional baik pada tingkat magister maupun doktoral. Sebagai gantinya, program studi internasional telah ada di PPs UIN Yogyakarta.

**Kata kunci:** internasionalisasi; PTKI; lulusan; UIN Syarif Hidayatullah; UIN Sunan Kalijaga

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## Introduction

The term world-class university (WCU), sometimes mentioned as the internationalisation of higher education, has recently become very popular among stakeholders of higher education institutions. They mostly agreed about the importance of the establishment of world-class universities. Previously, several similar terms had appeared, such as research, competitive, and flagship universities. In 2003-2005, the term internationalisation (WCU) became popular among universities published by the Times Higher Education Supplement (THES). In 2003, Shanghai Jiao Tong University published a ranking list of universities and colleges worldwide. Between 2004 and 2009, THES, in collaboration with Quacquarelli Symonds, created a list of world university rankings known as the QS World University Ranking. Meanwhile, the ranking list issued by Shanghai Jiao Tong University is known as the Academic Ranking of World Universities (ARWU) (Salmi, 2009).

The internationalisation of higher education is considered a consequence of globalisation. Every higher education institution will try to show its competitive advantage. Internationalisation of higher education is expected to open access to knowledge globally, increase opportunities to participate in international research, and generate global recognition for output, including graduates, papers, and research results (Munadi, 2020). According to Nan Jiang, globalisation has facilitated and accelerated the internationalisation of higher education (Jiang & Carpenter, 2013). Related to this, Philip G. Albatch stated that internationalisation is a consequence of globalisation (Albatch, 2004).

Regarding the internationalisation of higher education, we need to understand two important things. First, increasing the indexation of scientific publications must be increased, both from the lecturers and students, as well as the credibility of the campus among the world's elite universities. Second, international opinion concerning the composition of international students and lecturers (Assegaf, 2022). The internationalisation strategy of higher education as a gateway to WCU leads the higher education stakeholders to formulate the university's vision that can become an anticipatory platform for driving the dynamics of university life (Muqoyyidin & As'ad, 2020). Nowadays, the universities in Indonesia, both public and religious universities, are "vying" to proclaim their vision and mission for the future as world-class universities (WCU). Based on the demands of the globalisation era, high-level competition is necessary, both at the level between universities in their own country and abroad; each university is forced to prepare with various grand strategies related to the change of higher education management. In this context, the internationalisation strategy of higher education as a gateway to WCU has become an appropriate response suggested by higher education stakeholders (Muqoyyidin & As'ad, 2020).

Islamic higher education university (PTKI-Perguruan Tinggi Keagamaan Islam) needs to respond to the internationalisation of higher education. Historically, Indonesia played an important role, both structurally and culturally, from the colonial period until the independence period to the present. Azyumardi Azra stated that there are two strategic roles of PTKI in Indonesia: structural-organisational and socio-cultural (Azra, 2000). Article 50 (3) of National Education System Law states: The Government and local governments organise at least a unit of education Act of the Republic of Indonesia on National Education System 27 at all levels of

education, to be developed further as a unit having international standards of education (H.A.R Tilaar, 2012).

The internationalisation of PTKI has been implemented by SPs UIN Jakarta and PPs UIN Yogyakarta, making them pioneers of the international education system. Research is needed to initiate and formulate internationalisation for Islamic higher education institutions. It aimed to discover a comparison model for the internationalisation of PTKI.

## Method

The research applied a qualitative research model. It needed comprehensive and integrated understanding, including interpretation and analysis of social-cultural phenomena. The understanding stressed context, values, and subjectivity for the research and the subject of the research. This research also applies a case study model because the focus of this research is on the reality of the internationalisation of higher education, which is typically carried out by PSs of UIN Jakarta and PPs of UIN Yogyakarta. This research also applies a policy study model because it focuses on the initiation, formulation, and execution of internationalisation policies at the PSs of UIN Jakarta and the PPs of UIN Yogyakarta. In a similar vein, this research also applies an evaluative research model. In this study, the issue of internationalisation is used as a unit of analysis that directs study parameters and researchers in collecting research data. Data on internationalisation concepts and practices were collected through documentary study techniques. Data on the theoretical framework of “university internationalisation” were obtained through a literature review; in this regard, several reputable scientific journal articles are used. Data on the formulation and implementation of internationalisation at the PSs of UIN Jakarta and the PPs of UIN Yogyakarta were obtained from documents, library media, and online media—likewise, the data related to organisational and academic descriptions of the two institutions.

The data collected is verified, reduced, and categorised. The data were then analysed using qualitative content analysis techniques. In this regard, research findings are given a qualitative interpretation, relating them to theoretical views and providing analytical comments.

## Results and Discussion

### Theoretical Perspectives on the Internationalization of Higher Education Definition of Higher Education Internationalization

The internationalisation of higher education is a process of integration and harmonisation of the global dimension, a noble value in science, culture, and humanity recognised internationally into the goals and functions of the *tri dharma* conveyed through higher education institutions. The term “internationalisation” encompasses a broad range of concepts in scope and emphasis on various aspects of higher education. Several viewpoints have been adopted regarding the internationalisation of universities, and consequently, differences in the understanding of the terms have become apparent. Internationalisation can involve international contributions to syllabuses, literature in other languages, exchange of professors and students, international studies, international technical collaborations, and academic staff mobility.

As defined by Jane Knight, internationalisation is integrating international, intercultural, or global dimensions into post-secondary education's goals, functions, and delivery. It clearly describes the process in a general and value-neutral way (Knight, 2008).

What do we mean by the internationalisation of higher education? First of all, we must realise that there have always been many different terms used in connection with the internationalisation of higher education. In the literature and the practice of internationalising higher education, it is still quite common to use terms that address only a tiny part of internationalisation and emphasise specific reasons for internationalisation. Most words used are curriculum-related, such as international studies, global studies, multicultural education, intercultural education, and peace education, or related to mobility, such as study abroad, education abroad, and academic mobility (de Wit, 2010).

The terms internationalisation and internationality are often mixed up or used synonymously. They often speak of "internationalisation" in cases where the key features or indicators barely reflect the current level of "internationality" (e.g., the number of international students enrolled). We must be able to distinguish between the two terms to evaluate indicators properly concerning targeting and significance. In addition, to achieve helpful measurement, it must be clearly defined beforehand what counts as "internationality" and "internationalisation" can be measured and under what conditions this occurs. In most cases, these can only be developed individually within the context of their strategic process (Bradenburg, 2007).

### **Higher Education Internationalization Strategy**

According to Christopher Cripps, ten strategies need to be carried out by universities in the framework of internationalisation, namely:

- a) In formalising the strategic process, the university needs to decide what efforts are the focus of its attention, who or what institutions are its partners, and what kinds of activities need to be carried out. Universities need to analyse the elements that are their strengths in education and research, existing partnerships, and available means to achieve goals and objectives within the specified time frame. The university must determine how to utilise the ranking results if it has obtained an international ranking. If not, the college must study the different internationalisation ranking criteria for strategic inspiration.
- b) Determination of the scope of the strategy. Formal international relations have traditionally focused more on student and faculty exchanges. In order to enlarge the scope of international development, higher education institutions need to include collaborative research, collaboration in designing and implementing academic, innovation, and entrepreneurship programs, as well as a variety of activities with companies.
- c) Accommodation of input/suggestions from stakeholders. Universities need to synergise with stakeholders. Universities must also involve representatives from the entire higher education community in the strategic process. Universities must establish a framework and solicit input from faculty, staff, local and international students, alums, corporate partners, ministries, diplomats, and international partners. Universities will gain an objective perspective to fine-tune coverage and prioritise action.

- d) Selection of critical projects and programs: universities need to list core projects and programs that can be reviewed when universities establish new partnerships on the international stage. Comparing strategic research initiatives with potential partners is always an effective way to start exploring collaborative relationships.
- e) Strategic countries visits. Universities need to make observation visits to strategic countries, a maximum of five or six strategic countries. Universities also need to combine bottom-up and top-down approaches. In this regard, tertiary institutions need to use input from stakeholders and reliable analysis through existing higher education academic and research collaborations to see in which countries a tertiary institution has had an impact.
- f) Optimisation of strategic partnership relations. Leading universities reduced their partnerships to focus on a few critical institutional relationships for more intensive collaboration, often based on co-financed collaborative research projects, faculty and student mobility, and shared programs. Universities need to select strategic partners by leveraging recent successful relationships. Target universities are considered partners in quality, research results, reputation, and international networks. It is necessary to be realistic; it is not required to aim too high or too low; it is essential to determine the number of strategic partners by evaluating the capacity of the tertiary institution to maintain the partnership relationship.
- g) Formation of a professional international team: without support from the top, the best strategy will fail. The chancellor must realise the global strategy. A director of international affairs must build a team that will drive strategy, drive activities with various departments across the university, and liaise with international partners.
- h) Adequate funding allocation. The development of internationalisation is not a cost; it is an investment. This forms the basis for opening all budget discussions. Serious internationalisation development is complemented by details of fees for hiring a team, covering travel expenses, financing partnership activities, and hosting international delegations. Universities need to guarantee realistic funding to ensure continued success.
- i) It has improved communication efforts. After university leaders have approved a brilliant internationalisation strategy, it is necessary to intensify communication and public relations, both internally and externally. Internally, those who help frame the strategy should help spread the word/information across university sub-units. The bold mission statement that opens up the strategy document should be known to everyone. We need to organise internal roadshows to promote internationalisation strategies. Externally, it is necessary to publish a non-confidential version of the internationalisation strategy to inform partners and partners, the press, and the public about this internationalisation plan. We must update the institution's old page and activate it for international conferences, associations, and other events.
- j) Planning for the next three-year phase. The internationalisation strategy requires patience at the implementation level. Measurable results take time, and internationalisation strategies should not be changed too quickly. New opportunities must not be ignored but must be coherent. Developing phase two of the internationalisation strategy begins from phase one.

When a college meets initial targets, it can legitimately increase its institution's international reach—targeting more prestigious partners, exploring new countries, and undertaking more ambitious projects (Cripps, 2023)

### Higher Education Internationalization Indicator

Many internationality and internationalisation indicators are at the level of the university as a whole and other structural units such as faculties. These indicators can be applied to the university and smaller structural units (Bradenburg, 2007). The first indicator is management. Management is a determining factor for the internationality of a university or the process of internationalising a university. In this case, “management” means higher education management staff and includes all tasks and structures attached to higher education management. A crucial aspect related to higher education management and the urgency of internationality and internationalisation is the personality of the leadership. It should be stated that such indicators as “anchor devices” cannot describe or measure the totality of the personality of higher education leaders who drive internationalisation (Bradenburg, 2007).

The second indicator is Education Personnel. Administrative/non-academic staff play a significant role in the success of internationalisation. Because of that, the personal qualifications of higher education leaders, for the sake of internationality as a whole, are important to note. The more intensely a university views internationality within the framework of a holistic context, the greater the role played by the administration, including all university employees (Hunter, 2018).

The third indicator is Educators. Educators determine what is best for their students based on professional consideration (Sumardjoko, 2010). This includes (i) the number of professors who have lived for at least 1 (one) semester abroad in the last few years, (ii) the proportion of professors who have stayed for at least 1 (one) semester abroad for the total number of professors, (iii) the proportion of the number of international affairs trips that have been made by professors each year to the total number of professors; (iv) the number of professors who obtained their doctorate degrees abroad; (v) the proportion of professors who obtained their doctorate degrees abroad to the total number of professors; (vi) the number of professors who have gained international professional experience outside of higher education; and (vii) The proportion of professors who gain international professional experience outside of higher education to the total number of professors.

The fourth indicator is students. Regarding students, some questions can be explored to obtain data. Among them are: (i) the number of international students with non-Indonesian education backgrounds; (ii) the proportion of international students with non-Indonesian education backgrounds to the total number of students; (iii) the number of incoming/coming international exchange students; (iv) the proportion of incoming/coming international exchange students to the total number of students; (v) the number of exchange students who dropped out; and others.

The fifth indicator is Scientific Research. Traditionally, scientific research is given special meaning to the quality of higher education. Scientific research also plays a vital role in internationality and internationalisation. To date, approaches to evaluation and ranking have

been almost entirely limited to certain aspects of scientific research findings, such as publications and citations, or some statistical indicators, such as the number of publications (Antelo, 2012).

The sixth indicator is Teaching and Learning. When measuring internationality and internationalisation performance, areas of teaching and research are often considered less important than areas of research. If quantifiable, indicators in this field are limited to easily obtainable items such as the proportion of international students to the total number of students. A balanced mixture of indicators can also be prepared, which considers aspects of teaching quality and conditions and students' composition (Serpa et al., 2020).

The seventh indicator is the International Network. Regarding international networks, several questions can be explored to obtain data. The following questions are asked: (i) participation in international networks; (ii) membership in groups/ideas at the international level; and (iii) active participation: the number of participation in which at least one participation has been realised (Al-Youbi, 2020).

The eighth indicator is Graduates. As far as teaching is concerned, the allocation of funds is often input-oriented. Especially in the international context, it is rational to consider the output dimension. Regarding graduates, many questions can be explored to obtain data. Among them are: (i) the number of graduates who obtained dual/joint degrees; (ii) the proportion of graduates obtaining dual/joint degrees compared to the total number of graduates; (iii) the number of graduates with foreign status (graduates from other countries with non-Indonesian educational backgrounds); (iv) the number of graduates with foreigner status (graduates from other countries with non-Indonesian educational backgrounds) compared to the total number of graduates; (v) the ratio of first-year students from abroad (foreign graduates with non-Indonesian educational backgrounds) and graduates from their first year of study; (vi) the percentage of graduates with foreign status (foreign graduates with non-Indonesian educational backgrounds) included in alum papers after 3 (three) years; and (vii) information media about the whereabouts and professional development of graduates (Oatay, 2017)

The ninth indicator is International Reputation. Cooperation in international research projects must be given the same attention as other aspects. Regarding international research projects, many issues can be explored to obtain data. Among them are (i) the number of international research projects with international cooperation partners, (ii) the number of researchers involved in international research projects with international cooperation partners, (iii) the number of research projects funded internationally, (iv) the proportion of research projects funded internationally to the total number of research projects; (v) third party funds obtained in international research projects with international cooperation partners; and (vi) third party funds obtained in an internationally funded research project (Zahoor et al., 2020).

## Implementation of Internationalization at UIN Syarif Hidayatullah Jakarta

### Management

UIN Syarif Hidayatullah Postgraduate School Jakarta has an Islamic Studies Study Program for master and Doctoral Programs, with two specialisations: 1) Concentration, namely specialisation that is part of the disciplines of Islamic religious sciences, includes Interpretation

Studies, Hadith, Islamic Thought, Islamic Law, Islamic Education, Da'wah, History of Islamic Civilization, Arabic Language and Literature, Islamic Economics, and Islamic Politics; 2) Cross Disciplines, namely specialisations which are Islamic studies in the perspective of the disciplines of social sciences, humanities, and natural sciences, including Sociology, Anthropology, Political Science, Communication Studies, Economics, Philosophy, Psychology, Philology, Law, Environment, Gender, Medicine/Health, Architecture, Informatics, Biology, Physics, and others.

The Graduate School awards the academic degrees Master (MA) and Doctor (Dr). In the diploma, this degree is accompanied by a mention of specialisation/expertise. The Postgraduate School has a vision of "integrating Islam, science, Indonesianness and humanity to deliver UIN Jakarta to become an international research university in 2022". The mission is: 1) Develop Islamic sciences based on a comprehensive and contextual understanding of the realities of Indonesia and the world; 2) Develop social sciences, humanities, and natural sciences and integrate them with Islamic studies; 3) Develop research-based knowledge and expertise in Indonesia to contribute to Islamic civilisation and the world. To achieve the standards set by UIN Jakarta in developing governance and cooperation, SPs UIN Jakarta has established strategies, including increasing the number of service units that obtain international service standards. This is an important strategy carried out in the internationalisation framework of PSs of UIN Jakarta.

### **Educators and Education**

On the official website of PSs of UIN Jakarta, 103 lecturers teach at the master's and doctoral levels. The educational profile consists of 62 lecturers from within the country and 41 other lecturers from abroad. There are 17 home base lecturers, most of whom hold professorships. The lecturers come from leading universities (PT) in the country, Europe, America, Australia, and the Middle East. One person helps explicitly with internationalisation for the educational staff of SPs UIN Jakarta. However, the educational staff was transferred to the International Cooperation Service Center (PLKI) section. Even so, his duties at SPs are still carried out in relation to international relations, such as managing international students, both as postgraduate students and as students with scholarship status for one year. They likewise concern the communication of foreign guests who will be resource persons at international postgraduate events or international lecturers who serve as visiting professors.

### **Students and Graduates**

The number of active SPs students in 2022 is 732, with details of 215 Masters Program students and 517 Doctoral Program students. Each program has international students: the Master's program has six international students, and the Doctoral Program has 18 people. This shows that SPs are ready to realise international-level learning. As of December 2022, 1,414 graduates have actively worked in Ministries/Institutions, Government, Public and Private Educational Institutions, Social Institutions, NGOs, and others. Prospective students who enter the UIN Jakarta SPs are alumni of various domestic and foreign Higher Education Masters Study Programs (PT).



## Scientific Research

In 2022 the publication of lecturers at the Postgraduate School of UIN Jakarta both at the national and international levels consisted of 32 articles in national journals, 15 in Scopus-indexed international journals, and 30 in international proceedings. As for student publications, namely: 14 master student articles presented at international events, 19 doctoral student articles presented at international events, 6 international publications by doctoral students, and 58 national publications by Master and doctoral students.

The number of collaborative research conducted by the Postgraduate School of UIN Jakarta in 2022 with other universities from within and outside the country is five collaborations. The ratio of SPs lecturers to the number of published articles in international journals is 1:10. The number of activities in collaboration with external parties, both domestic and foreign, is 5. The number of guest lecturers from within and outside the country (professionals, practitioners, inventors, and bureaucrats) invited to campus is 23 guest lecturers.

In the last two years, 2021-2022, some international publications by Postgraduate lecturers at UIN Yogyakarta have been published in Scopus-indexed international journals. In 2021, there are ten and three international publications in 2022.

## Teaching and learning

SPs UIN Jakarta has the jargon "Reading the World and Being Read by the World." Learning at UIN Jakarta SPs is oriented towards efforts to read world thoughts and publish student ideas to the world. All study programs have implemented a curriculum based on the Indonesian National Qualifications Framework (KKNI).

UIN Jakarta has 56 study programs in undergraduate and 19 postgraduate study programs (S2 and S3), as well as three professional education programs that have been accredited by BAN PT, with details: 50% of study programs are accredited A, 42% are accredited B, 5% are accredited C, and 3% who have not been accredited. Concerning internationalisation, until early 2023, SPs UIN Jakarta does not yet have international study programs or concentrations with English or Arabic as the language of instruction.

SPs UIN Jakarta and PPs UIN Yogyakarta both used a student centered of learning system. It employed the problem base learning approach. It could grow and encourage students to be creative and actively responded the problem and found out the solution. It designed to help the students dealing with the problem. Eventually the students have the ability to produce information and ideas with their own style (Bruce Joyce, : 4).

## International Network and Reputation

SPs UIN Jakarta in carrying out its international activities, among others, by establishing cooperation and inviting international speakers to deliver their speeches at public lectures or international seminars at the PSs of UIN Jakarta. Apart from that, the PSs of UIN Jakarta also invited guest lecturers from outside to receive experiences of religious life in Indonesia.

Activities related to internationalisation activities include:

- a) FGD with lecturers from Afghanistan University. The purpose of this FGD is to gain experience from Indonesia's religious life, which is considered harmonious to be used as a provision for organising religious life in Afghanistan;
- b) Public Lecture with speakers from Alliant International University in America, Dr. Sherry Camden Anders and Dr. Shirley Baker, on "Change Strategies and Leadership Characteristics" on October 19, 2016;
- c) Public Lecture with guest speaker Prof. Dr. James Hoesterey from Emory University, Atlanta, USA, in September 2016;
- d) Inviting the Ambassador of Saudi Arabia to be a Resource Person for a Public Lecture on Islam, the Religion of Peace: The Role of Muslim Countries in Realising World Peace;
- e) International Seminar on Religion and Democracy: The Compatibility of Islam and Democracy with speakers from Australia, Tunisia, Turkey, Canada, and UIN Jakarta;
- f) Public Lecture with speakers from the Chancellor of Ezzitouna University, Prof. Dr. Hisham Grissa, December 7, 2016;
- g) Collaboration with Coventry University, England, was marked by Prof. Dr. Mike Hardy's visit to SPs UIN Jakarta. The partnership was then followed up with the signing of an MoU between the Chancellor of UIN Jakarta, Prof. Dede Rosyada, and the deputy Chancellor of Coventry University, Prof. Dr. Richard Dashword, on March 9, 2017;
- h) Organised a public lecture with Prof. Dr. Louis Leon Christian from the Catholic Lavoin University in Belgium on the topic "Religion in Europe: Social Diversity and Fundamental Religious Convergence" on April 10, 2017,
- i) Fostering bilateral relations with Ezzaitounah University in Tunis by sending 20 Doctoral Program students for one month to gain experience in Islamic studies in North Africa in September 2022.

## Implementation of Internationalisation in the PPs of UIN Sunan Kalijaga Yogyakarta

### Management

The UIN Yogyakarta PPS Masters Program is an Interdisciplinary Islamic Studies (IIS) study program that offers 13 concentrations consisting of Nusantara Islam Concentration (Isnus); Islamic Concentration; Development and Public Policy (IPKP); Islamic Communication and Society Studies Concentration (KKMI); Al-Qur'an Hermeneutics Concentration (HQ) ; Islamic Educational Psychology Concentration (PsiPI); Islamic and Gender Studies Concentration (IKG); Middle East Studies Concentration (KTT); Disability Studies and Inclusive Education Concentration (SDPI); Study Concentration Maqasid and Strategic Analysis (KMAS); Social Work Concentration (Peksos); Library and Information Science Concentration (IPI); Islamic Guidance and Counseling Concentration (BKI); and Halal Industry and Business Studies Concentration (KIBH).

The Doctoral Program (S3) regular class and international class. The Doctoral Program takes theoretical courses for 2-3 semesters (I – III). The concentrations offered in the Doctoral program are as follows: Regular Class consists of Islamic Studies (SI), Islamic Economics (EI), Islamic Cultural History (SKI), Islamic Education (KI), Al-Qur'an and Hadith Studies (SQH), Islamic Law and Social Institutions (IHPSI), Islamic Early Childhood Education (PAUDI), Islamic Library and Information Studies (IPII), Middle East Studies (KTT), and Interfaith Studies (SAI). The international class comprises English-speaking Islamic Thought and Muslim Societies (ITMS) and Arabic-speaking al- Dirasat al-Islamiyya wa al-Arabiyya (DIA). These two international classes have also been offered for Master's programs since 2022.

The opening of this international program is expected to be a postgraduate development milestone supported by the implementation of various academic exchange programs for lecturers and students, conferences, seminars, joint workshops, collaborative research and joint publications (Shen & Tian, 2012). Prof. Dr H Abdul Mustaqim, M.Ag, Director of PPs UIN Yogyakarta, in his remarks, said that PPs UIN Yogyakarta had made a myriad of achievements, especially in the fields of teaching and research as well as international cooperation under the leadership of Prof. Noorhaidi Hasan, MA., Ph.D. To maintain and improve these achievements, we want to keep the intellectual legacy, tradition (Para et al., 2021; Shen & Tian, 2012), and academic culture that has been good so far and those that previous leaders have initiated. Create campus Sunan Kalijaga Yogyakarta Postgraduate as a worldwide centre for excellence. So efforts are needed to improve quality (Para et al., 2021) and quality and solid collaboration related to institutional development (Shen & Tian, 2012; Williams et al., n.d.), learning processes, and academic services at PPs of UIN Yogyakarta. In this regard, several strategies and programs will be carried out as follows: 1) Postgraduate reputation enhancement; 2) Synergy of the Three Pillars of Higher Education (Tri Dharma); 3) Improving the Effectiveness of Public Services, Income of BLU, and Welfare of Lecturers and Staff (Barat et al., 2020; Vorobyova, 2022); 4) Creating a Postgraduate Campus that is integrity (Tran et al., 2022; Williams et al., n.d.), comfortable, friendly, and religious.

### **Educators and Education**

From the author's data from the official website of PPs of UIN Yogyakarta, 22 lecturers were teaching at the master's and doctoral levels. The educational profile comprises 11 lecturers (50%) who graduated from within the country and 11 lecturers (50%) from abroad. The lecturers come from leading universities (PT) in the country, such as Gadjah Mada University (UGM), Sebelas Maret University, UIN Jakarta, and UIN Yogyakarta as for foreign countries, such as the Netherlands, Berlin, America, Australia, and the Middle East (Egypt and Morocco).

### **Students and Graduates**

In 2018 more than 100 students came from abroad. They consist of S1, S2, and S3 students across all UIN Sunan Kalijaga Yogyakarta faculties. Most come from Thailand, Malaysia, Korea, Russia, and the Philippines. The faculties with the most international students are the Faculty of Dakwah and Communication and the Faculty of Tarbiyah and Teacher Training (more than 25%). The rest are scattered in various other faculties and postgraduates.

## Study Program and Language of Instruction

International class is part of an indicator of the internationalisation of a university. International classes don't just use a foreign language, English or Arabic, but also have an international standard curriculum (anshori & Sahara, 2020). With international classes, an educational institution can have students from various countries.

Masters and Doctoral Programs Interdisciplinary Islamic Studies (IIS) Postgraduate Program at UIN Sunan Kalijaga opened two new concentrations, namely the International Masters al-Dirasat al-Islamiyah wa al-A'rabiyyah (DIA) and Islamic Thought and Muslim Societies (ITMS). The DIA study program uses Arabic as an instruction, and ITMS uses English as an instruction.

The opening of this new concentration certainly adds to the choices of prospective Postgraduate students to choose a wider variety of concentrations of interest. With the addition of this concentration, the Interdisciplinary Islamic Studies (IIS) Study Program now has 15 concentrations for the Master's program.

## International network and reputation

Postgraduate UIN Yogyakarta in carrying out its international activities, among others, by collaborating and inviting international speakers to deliver their speeches at public lectures or international seminars. Apart from that, he also guests from outside to experience religious life in Indonesia. Activities related to the internationalisation event include:

- a) Sending two PhD students to Canal Suez University, Egypt, in the sandwich program. Afrida Arinal Muna and Amamur Rohman Hamdani were allowed to consult with the professors there to get guidance in writing their dissertations. They are also given access to the university's library to enrich research data and sharpen their dissertation writing analysis. Not only monitoring the sandwich program, the Postgraduate also negotiated with the leadership of Canal Suez University regarding the cost of the sandwich program and socialised Masters and Doctoral programs related to international class programs with a concentration of DIA (Dirasat Islamiah and al Arabiah) and ITMS (Islamic Thought and Muslim Societies). The hope is that several Egyptian international students will enter the international program.
- b) Studium General featuring Susanne Rodemeier, an expert in the field of Dynamics of Religious Artifacts, in Exhibitions of the Religionskundliche Sammlung / Museum der Religionen der Universität Marburg with the theme "Understanding The Materiality of Religion and The Dynamics of Religious Artefacts" on March 6, 2023.
- c) UIN Yogyakarta PPS lecturers and students participated in The 7th International Conference on Business, Economics, and Social Science (ICBESS) this year with the theme "Creativity and Innovation of Business, Management, and Accounting on Resilient and Sustainable Economic Recovery," which lasted for two days at Shingasari Resort, Malang, East Java in December 2022.
- d) Academic Writing Workshop activities with the theme "Publication for Young Academics: Best Practices & Tips for Publishing in International Journals." UIN SUKA Postgraduate Program presents foreign speakers from Western Sydney University, namely

Dr Jan Ali, a Senior Lecturer in Islam & Modernity, Languages, Linguistics, I&T, and TESOL. This activity was carried out on December 1, 2022.

- e) A visit from the KAICIID delegation (The King Abdullah bin Abdulaziz International Center for Interreligious and Intercultural Dialogue), namely Mike Waltner as KAICIID senior program manager and Dimitra Missira as KAICIID External Relations Officer on May 23, 2022.
- f) On May 19, 2022, the organising committee for the Summer School 2022 held
- g) Coordinating meeting of the organising committee for the Summer School 2022 in a hybrid manner on May 19, 2022. Postgraduate UIN Sunan Kalijaga Yogyakarta hosted the ENIS/NISIS- MIDA Summer School 2022 with the theme “Mobility and Mobilisation in Muslim Societies” on June 20-24, 2022. The event was held by Prof. Christian Lange (ISIS), Dr Pascal Buresi (MIDA), and Prof. Noorhaidi Hasan (UIN Sunan Kalijaga/UIII). The event will discuss the issue of mobility and mobilisation as two interrelated dimensions in the structure of Muslim society, which have played an important role in shaping society’s religious, intellectual, and political development for centuries. Several lecturers and students from various countries who will attend include Indonesia, the Netherlands, France, Belgium, Germany, Spain, England, Morocco, Tunisia, Algeria,
- h) Studium General with Dr Mahmood Kooria from Leiden University in the Netherlands with the theme “Muslim Women on The Move: Unusual Travelers of The Premodern Indian Ocean” on October 24, 2022.

## Conclusion

SPs UIN Syarif Hidayatullah Jakarta and PPs UIN Sunan Kalijaga Yogyakarta have made several efforts in the context of internationalising higher education institutions. Implications of this study extend beyond the individual institutions studied to the broader landscape of Islamic higher education in Indonesia.

Firstly, this study underscored the importance of integrating internationalisation efforts into institutional vision, mission, and strategic planning to enhance global competitiveness. *Second*, it was found that both apply modern curricula to ensure their directions are relevant to the evolving needs of global society. *Third*, the study highlights the standardisation of international institutions through their vision, mission, and strategic planning. *Fourth*, both have teaching staff with backgrounds in well-known universities worldwide.

*Fifth*, both PTKI applied constructivism based on the learning model. It pushed the student to be creative and actively engaged with the learning system and become a problem solver through seminar, discussion, and task methods. *Sixth*, neither of them fulfilled international learning and teaching. Islamic Thought and Muslim Societies (ITMS) should be delivered in English, and al-Dirasat al-Islamiyya wa al-Arabiyya (DIA) should be delivered in Arabic. In contrast, in both universities, it should be delivered in Indonesian and mixed with Arabic/English. *Seventh*, these two institutions have carried out other international standard

components, such as international research, seminars, and cooperation. Eight, the presence of international students studying there: they have data on Indonesian and international students.

To support internationalisation, the government should strengthen the role of PTKI simultaneously and continually. Through the improvement of the management of system quality of Islamic education, it aimed to improve the international standard of academic quality. PTKI should accommodate all potential development while continually adhering to Islamic values of morality as the basis for its implementation. The internationalisation of higher education by UIN Jakarta and UIN Yogyakarta should be recognised as a role model for PTKI in Indonesia.

Finally, this study demonstrates the potential for Islamic higher education institutions to thrive in a globalised world while maintaining their distinct Islamic identity. It provides valuable insights and direction for those attempting to negotiate the complicated landscape of internationalisation in higher education.

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