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# Initiation and Formulation of Internationalization of Islamic Religious Higher Education (Case Study of Postgraduate Studies at UIN Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta)

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# Abstract

Increasing globalization and free trade have become a driving force for the internationalization of higher education institutions. So far, the internationalization of PTKI has been initiated, designed, and even implemented by State Islamic University (UIN) Jakarta and UIN Yogyakarta, especially their Postgraduate Programs (PPs). However, the implementation needs to be reviewed and evaluated; therefore, this is the urgency of conducting this research. This research is a qualitative and multi-case study in which internationalization is used as a unit of analysis that leads to data collection through documentary studies and in-depth interviews. After verification, reduction, and categorization, the data were analyzed using discourse and thematic techniques. The objects in this study are the PSs of UIN Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta. This research shows that indicators of the internationalization of higher education institutions in the Management, teaching and educational staff, students, research, collaboration, and international reputation have been carried out and continue to be pursued by Postgraduate Schools (PSs) of UIN Jakarta. One indicator absent from the PSs of UIN Jakarta is the international study programs at both the master's and doctoral levels. Instead, the international study program already existed in the PPs of UIN Yogyakarta.

**Keywords**: Internationalization, PTKI, graduate, UIN Jakarta, UIN Yogyakarta

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# Introduction

The term world-class university or internationalization of higher education is becoming very popular among actors and organizers of higher education institutions. Almost no organizers of universities deny the importance of building world-class universities. Previously, several similar

terms had appeared, such as research, competitive, and flagship universities. In 2033-2005 the term internationalization or world-class university (WCU) became popular among universities, the Times Higher Education Supplement (THES), and in 2003, Shanghai Jiao Tong University published a ranking list of universities or colleges worldwide. Between 2004-2009, 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 term "internationalization" covers various concepts and scopes and emphasizes different aspects of higher education. A point of view has been adopted regarding the internationalization of higher education institutions, and consequently, differences in understanding of the terms have become apparent. Internationalization may involve international contributions to the syllabus, literature in other professions, exchange professors and students, international studies, international technical collaboration, and academic staff mobility. Understanding internationalization depends on a particular socio-cultural context (Tayeb, 2016).

A massive increase in international activity has marked the expansion of globalization in recent decades. This widespread phenomenon is also experienced in academic circles and has fostered an interest in the internationalization of higher education. The phenomenon of internationalization of higher education can be conceptualized at various levels of analysis, such as global, regional, national, sectoral, organizational (institutional), departmental, or individual; includes several (internationalization) activities, for example, teaching, research, publication, hosting or participating in scientific events that attract delegates from other countries, establishing overseas work units, forming research groups with international scope, adaptation curriculum with global standards, and international fundraising; and involving actors such as students, lecturers and staff (Romani-Dias & Carneiro, 2019).

The internationalization of education has a strong influence on the people of a country, especially when there are policies that facilitate international students and their participation in the country's socioeconomic life, which has a multicultural society (Chong, 2014). The internationalization agenda in the future should prioritize the following 3 (three) areas of integrated development: (i) increasing the quality and variety of programs that involve the mobility of students, academic and administrative staff; (ii) increasing focus on the internationalization of curricula and related learning outcomes; and (iii) gain commitment globally to equal and ethical higher education partnerships. Internationalization is also challenged by social, economic, and cultural issues, such as the financial crisis, demographic decline, immigration, and inter-ethnic and religious tensions. While it is true that such challenges may negatively impact further internationalization, they also raise awareness of the importance of developing a meaningful response (de Wit, 2015).

Meanwhile, there is a link between globalization and internationalization. Related to this, Philip G. Albatch stated that internationalization is a consequence of globalization (Albatch, 2004). The internationalization of higher education is often understood as a necessity of globalization in which every higher education institution will try to show its competitive advantage. Internationalization of higher education is expected to open access to knowledge globally, increase opportunities to participate in international research, and generate global recognition for output (graduates, papers, and research results). According to Nan Jiang, globalization has facilitated and accelerated the pace of internationalization of higher education (Jiang & Carpenter, 2013).

Jane Knight further confirms that globalization can be considered a catalyst, while internationalization is a response to globalization, although the response is proactive (Knight, 1997). Internationalization and globalization are two terms that are synonymous and sometimes used

interchangeably. According to Richardus Djokopranoto and Richardus Eko Indrajit, the definition of globalization and internationalization is the global integration of all aspects of life without territorial boundaries that allow exchange, trade, and distribution of resources (capital, people, science, and technology) (Djokopranoto & Indrajit, 2004). The pressure point of globalization lies in the global integration of all countries through the process of free trade, namely the movement of capital, migration of human resources, capital resources, and scientific and technological resources without being controlled or prevented by the rules of a country. Meanwhile, internationalization is an activity based on public awareness voluntarily (Munadi, 2020).

The point of similarity in the interchangeable definitions of globalization and internationalization is cooperation between one or more countries in trade, including educational services; this phenomenon is called the General Agreement on Trade in Services (GATS). This agreement allows education services from any country to enter other countries without exception. In this regard, The World Bank states that various forms of international trade related to higher education services have increased in recent years. The most common form of this trade is the movement of students to study at foreign universities, supplemented by providing programs and higher education institutions for foreigners to transition and developing countries (The World Bank 2007).

Brendan Cantwell and Maldonado-Maldonado, support this opinion by stating that internationalization is understood as how higher education institutions respond to globalization (Cantweel & Maldonado, 2009). This opinion was further confirmed by Valentyna Kushnarenko, who stated that (internationalization) provides universities with an educational model that can respond efficiently to current issues and challenges of globalization (Kushnarenko, 2010).

Regarding the internationalization of higher education, two important things need to be understood, namely, increasing the indexation of scientific publications, which must be increased, both from the lecturers and students, as well as the credibility of the campus among the world's elite. Second, international is viewed concerning the composition of international students and lecturers (Assegaf, 2022).

Today, universities in Indonesia, both public and religious universities, are "vying" to proclaim the vision and mission for the future as world-class universities (WCU). Based on the point of view of the demands of the globalization era, which necessitates high-level competition, both at the level between universities in their own country, especially with universities in other countries, each university is enforced to prepare with various grand strategies, which is closely related to changes in higher education management. In this context, the internationalization strategy of higher education as a gateway to WCU has become an appropriate anticipated response suggested by higher education stakeholders (Muqoyyidin & As'ad, 2020). Accordingly, policymakers in Islamic religious tertiary institutions and their components must have foresight and sensitivity to read situations, understand the context of changing times, and then formulate strategic steps. Moreover, they must have a far-sighted vision that can become an anticipatory platform for driving the dynamics of university life (Muqoyyidin & As'ad, 2020).

Internationalization has become a global phenomenon, and Islamic tertiary institutions must also respond to this internationalization of higher education. Historically, Islamic tertiary institutions in the context of empowering people in Indonesia have played a very urgent role, both structurally and culturally, since the colonial period, the independence period to the present. Azyumardi Azra stated that there are at least two strategic roles of Islamic tertiary institutions in Indonesia. First, the structural-organizational role that shapes and creates academic cadres of future Muslim intellectuals who are expected to be the locomotive for the renewal of Indonesian Islamic thought

towards modernizing the infrastructure of Islamic education in society. Islamic higher education institutions, both private and state, mostly play this function. With this role, the community will have an academic conscience to position themselves in the social and political struggles of religion in a moderate manner. The second is the socio-cultural role. Islamic religious tertiary institutions mediate this role through service movements and social research involving various levels of society. This role is no less important because, with this approach, Islamic tertiary institutions can establish a social network with the community as one of the stakeholders and encourage the growth of social confidence and the spirit of ethics of community autonomy which is based on Islamic morality values to create a civilized society so that it is reasonable. If then Indonesia becomes the centre of the Islamic epicentre of the world's Muslim countries or the most moderate countries that are not only strong in their multiculturalism traditions but also have a high commitment to their Islamic traditions. Naturally, the West is more oriented towards Indonesia in the context of Islamic studies. Third, in terms of spirituality, Islamic tertiary institutions also have a role that is no less important, namely in forming a society so that they have religious consciousness. Religion is a platform for human life, so humans are not alienated from their environment and God. Spirituality is vital in navigating the phase of globalization and liberalization, which some experts call the era of blind materialism (Azra, 2000).

Islamic tertiary institutions in the country face this phenomenon, both those with state and private status. Various serious challenges currently faced by Islamic religious tertiary institutions, among others, relate to national-scale macro problems, economic, political, moral, and socio- cultural crises, and so on. In fact, in several aspects, the emergence of the phenomenon of overeducation is undeniable as a result of the swift pace of globalization as well as the application of free markets, as is now known as the ASEAN Free Trade Area (AFTA) and the ASEAN Economic Community (AEC) (Muqoyyidin & As'ad, 2020).

In this regard, the internationalization strategy of tertiary institutions, especially Islamic tertiary education (read: Islamic tertiary institutions), which in addition to necessitating a shift in orientation, namely from a teaching university orientation towards a research university, must also be supported by a distinctive paradigm both in the scientific and academic domains. Management, where it later becomes a differentiating distinction between Islamic religious tertiary institutions and public tertiary institutions (Muqoyyidin & As'ad, 2020). Regarding efforts to internationalize Islamic higher education, there are still a number of problems related to internal business, stakeholders, research and academic excellence, and capacity building. The internationalization policy of Islamic higher education has a significant impact on (i) improving the quality of academic culture: teaching, research, and community service; (ii) increasing the competitiveness and absorption of graduates; and (iii) increasing the quality of international cooperation, increasing the reputation of institutions from an international perspective (Zuhdi, 2018).

The internationalization of Islamic tertiary institutions that have been initiated, designed, and even implemented by UIN Jakarta and UIN Yogyakarta, especially their respective PPs, must be reviewed and evaluated. On this basis, it is necessary to research the initiation and formulation of the internationalization of Islamic tertiary institutions owned by PSs of UIN Jakarta and the PPs of UIN Yogyakarta.

There are several previous relevant studies regarding this discussion, including Isa Anshori and Elly Elvina Sahara, concluded that the prototype of the character of an international standard Islamic education institution is an institution that has integrity, professionalism, innovation, exemplary and responsibility, as well as high competitiveness in the international arena. The cultivation of English communication has shaped the character of progressive Islamic educational institutions, ready to

compete internationally. This internationalization spirit is formed into the institutional character of Islamic education (Anshori & Sahara, 2020).

Ling Gao LeBeau concluded that the strong commitment of faculty, staff, students, and administrative leaders ultimately determines the success of an internationalized culture. With this culture, internationalization is integrated into the university's mission and intertwines with the university's various functions. Having the value of commitment and strategic plans for internationalization is also essential. Top Management does not make this commitment but is distributed to all academic and administrative units. Despite the widely accepted concept of internationalization, each university is unique regarding atmosphere, context, and intent. Universities are therefore recommended to develop their definition according to the context of each higher education institution. Universities must have their definitions of internationalization and related terms, such as global learning and cross-cultural competence. The strategic plan for the internationalization of higher education institutions should not be categorized but only carried out through the international affairs office. This must be integrated into the university's strategic plan to achieve its internationalization mission: incorporating global perspectives into teaching, learning, and service (LeBeau, 2018).

Marta Tutko concluded that assessing the quality of internationalization plays a significant role in determining the success of internationalization and improving the quality of higher education. It is not developing in the same way across universities in Europe and the world as a whole. There are many different emphases and approaches; therefore, judging the quality of internationalization is difficult. The Accreditation Committee, which conducts a mandatory program of evaluating the quality of education in all tertiary institutions, includes issues related to internationalization in a self-assessment document. Particular attention is paid to the role of internationalization in the learning process, aspects of the curriculum that support internationalization with specific emphasis on education in foreign languages), the student preparation to learn foreign languages, and the international mobility of the students and staff (Tutko, 2018).

Lourdes Tanhueco-Nepomuceno concludes that internationalization is undoubtedly necessary for institutional growth and national economic interests, and selected tertiary institutions adopting a general rationale for internationalization, namely "realizing superior and quality education;"; and the internationalization of higher education is shown in terms of the main functions of higher education (teaching, research, and service). In this case, the general strategy of tertiary institutions may include (i) internationalizing the curriculum, (ii) internationalizing teaching and learning, (iii) using English on campus and as a teaching medium; and (iv) internationalization of research (Nepomuceno, 2018).

Nurhaeni et al. concluded that universities must utilize various media to support internationalization, namely visual, auditory, audiovisual, and other new media. Media content includes academic information, international research collaborations, and cross-cultural activities. In the case of certain tertiary institutions, policy consistency from the macro to micro level only occurs at the activity level. Still, there is no consistency at the vision, mission, strategy, policy, and program levels. In the case of a particular tertiary institution, stakeholders' views on internationalization vary from the overall understanding of internationalization as goals, strategies, activities, media, and intra-cultural dimensions standardized at the world level to only a part of the internationalization dimension. On that basis, it is necessary to harmonize policies at all levels of the organization. In addition, media content must be adjusted to internationalization indicators (Nurhaeni, 2021).

Jocelyne Gacel-A'vila concluded that higher education institutions have integrated internationalization into their strategic plans and redoubled efforts to increase their international activities. Government policies and programs in internationalization must be carried out in coordination, based on long-term directions and perspectives, as well as human and financial resource support. Declarations made by educational authorities on the importance of internationalization must result in a change strategy in institutional development. Many efforts need to be optimized toward institutionalizing the international dimension and implementing a comprehensive concept of internationalization. For this purpose, internationalization strategy must be integrated into the mainstream of institutional development; policymakers should consider it a cost-effective way and method to move more rapidly in tertiary development and not as a marginal and expensive activity. International cooperation should be enhanced according to a well-planned institutional strategy to overcome deficiencies in the relevant fields. The international dimension must be systematically integrated into all development policies related to teaching, curricular design, research, innovation, human resources, and community service. Moreover, the belief that overcoming current shortages without resorting to internationalization will eventually widen the gap, as other regions consider internationalization part of their daily strategy and institutional culture. All community and higher education stakeholders must have the same understanding of these basic concepts, and there needs to be agreement regarding the importance, significance, definition, scope, and strategy of internationalization (A'vila, 2012).

Elizabeth K. Niehaus concludes that the transformation of the international curriculum is often heralded as one of the most important and promising strategies for internationalizing higher education. However, faculty members cannot be expected to be involved in the work necessary for curriculum transformation without adequate support. When paired with broader internationalization strategies, faculty development programs can help faculty members develop the knowledge, perspective, and motivation to engage in curriculum transformation's challenging and vital work (Niehaus, 2016).

# Methods

A qualitative research model was applied in this research because the data used is qualitative. This research also applies a case study model because the focus of this research is on the reality of the internationalization 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 internationalization 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 internationalization is used as a unit of analysis that directs study parameters and researchers in collecting research data. Data on internationalization concepts and practices were collected through documentary study techniques. Data on the theoretical framework of "university internationalization" were obtained through a literature review; in this regard, several reputable scientific journal articles are used. Data on the formulation and implementation of internationalization 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 organizational and

academic descriptions of the two institutions.

The data collected is verified, reduced, and categorized. The data were then analyzed using content analysis techniques qualitatively. 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 internationalization of higher education is a process of integration and harmonization of the global dimension, which is a noble value in science, culture, and humanity recognized internationally into the goals and functions of the *tri dharma* conveyed through higher education institutions. The term "internationalization" encompasses a broad range of concepts in scope and emphasis on various aspects of higher education. Several viewpoints have been adopted regarding the internationalization of universities, and consequently, differences in the understanding of the terms have become apparent. Internationalization can involve international contributions to syllabuses, literature in other languages, exchange of professors and students, international studies, international technical collaborations, and academic staff mobility (Tayeb, 2016).

Internationalization, defined by Jane Knight, 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 internationalization of higher education? First of all, we must realize that there have always been many different terms used in connection with the internationalization of higher education. In the literature and the practice of internationalization of higher education, it is still quite common to use terms that address only a small part of internationalization and emphasize specific reasons for internationalization. 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 internationalization and internationality are often mixed up or used synonymously. They often speak of "internationalization" 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 with respect to targeting and significance properly. In addition, to achieve useful measurement, it must be clearly defined beforehand what counts as "internationality" and "internationalization" can be measured and under what conditions this occurs. In most cases, these can only be developed itself in individual cases 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 internationalization, namely:

1. In formalizing 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 analyze 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 utilize the ranking results if it has obtained an international ranking. If not, the college must study the different internationalization ranking criteria for strategic inspiration.
2. 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.

1. Accommodation of input/suggestions from stakeholders. Universities need to synergize 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, alumni, corporate partners, ministries, diplomats, and international partners. Universities will gain an objective perspective to fine-tune coverage and prioritize action.
2. 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.
3. 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.
4. Optimization 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.
5. Formation of a professional international team: without support from the top, the best strategy will fail. The chancellor must realize 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.
6. Adequate funding allocation. The development of internationalization is not a cost; it is an investment. This forms the basis for opening all budget discussions. Serious internationalization 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.
7. It has improved communication efforts. After university leaders have approved a brilliant internationalization 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 organize internal roadshows to promote internationalization strategies. Externally, it is necessary to publish a non-confidential version of the internationalization strategy to inform partners and partners, the press, and the public about this internationalization plan. We must update the institution's old page and activate it for international conferences, associations, and other events.
8. Planning for the next three-year phase. The internationalization strategy requires patience at the implementation level. Measurable results take time, and internationalization strategies should

not be changed too quickly. New opportunities must not be ignored but must be coherent. Developing phase two of the internationalization 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 internationalization 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 internationalizing 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 internationalization 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 internationalization (Bradenburg, 2007).

The second indicator is Education Personnel. Administrative/non-academic staff play a significant role in the success of internationalization. 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. Teaching staff in tertiary institutions include professors and non-professors. Some issues can be explored regarding the internationality of professors. 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 (Laufer, 2016).

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 (Urban, 2014).

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 internationalization. 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 to some statistical indicators, such as the number of publications (Antelo, 2012).

The sixth indicator is Teaching and Learning. When measuring internationality and internationalization 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 takes into account aspects of the quality and conditions of teaching and the composition of students (Serpa, 2020).

The seventh indicator is International Network. Regarding international networks, there are a number of questions that 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 realized (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) percentage of graduates with foreign status (foreign graduates with non-Indonesian educational backgrounds) included in alumni papers after 3 (three) years; and (vii) information media about the whereabouts and professional development of graduates (Oatav,

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) 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, 2020).

# Implementation of Internationalization at UIN Jakarta

## Management

UIN Syarif Hidayatullah Postgraduate School Jakarta has an Islamic Studies Study Program for Masters and Doctoral Programs, with two specializations:

1. Concentration, namely specialization 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 specializations 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 Masters (MA) and Doctor (Dr). In the diploma, this degree is accompanied by a mention of specialization/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 civilization 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 internationalization 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 internationalization 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 realize 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.

## 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 internationalization, until early 2023, SPs UIN Jakarta does not yet have international study programs or concentrations with English or Arabic as the language of instruction.

## 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 internationalization activities include:

1. 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 organizing religious life in Afghanistan;
2. 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;
3. Public Lecture with guest speaker Prof. Dr. James Hoesterey from Emory University, Atlanta, USA, in September 2016;
4. 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 Realizing World Peace;
5. International Seminar on Religion and Democracy: The Compatibility of Islam and Democracy with speakers from Australia, Tunisia, Turkey, Canada, and UIN Jakarta;
6. Public Lecture with speakers from the Chancellor of Ezzitouna University, Prof. Dr. Hisham Grissa, December 7, 2016;
7. 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;
8. Organized 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,

1. 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 Internationalization in the PPs of UIN 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. 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, and academic culture that has been good so far and those that previous leaders have initiated. Create campus [Sunan Kalijaga Yogyakarta Postgraduate](https://pps.uin-suka.ac.id/) as a worldwide centre for excellence. So efforts are needed to improve quality and quality and solid collaboration related to institutional development, learning processes, and academic services at PPs of [UIN](https://pps.uin-suka.ac.id/) Yogyakarta. In this regard, several strategies and programs will be carried out as follows:

* Postgraduate reputation enhancement;
* Synergy of the Three Pillars of Higher Education (Tri Dharma)
* Improving the Effectiveness of Public Services, Income of BLU, and Welfare of Lecturers and Staff; and
* Creating a Postgraduate Campus that is integrity, 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.

## Scientific research

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

International class is part of an indicator of the internationalization of a university. International classes don't just use a foreign language, English or Arabic, but also have an international standard curriculum. 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'rabiyah (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 internationalization event include:

* 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 socialized 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.

* 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.
* 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.
* 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.
* 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.
* On May 19, 2022, the organizing committee for the Summer School 2022 held
* Coordinating meeting of the organizing 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 Mobilization 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 mobilization 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,
* 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 Jakarta and PPs UIN Yogyakarta have made several efforts in the context of internationalizing higher education institutions. Regarding Management, both universities have tried to realize an institution with international standards through their vision, mission, and strategic design. Both also have teaching staff who are graduates of well-known universities worldwide. In addition, these two institutions have carried out other components, such as research and international cooperation. Another thing that is no less important regarding the efforts to internationalize higher education institutions is the presence of international students studying there; the available data states that both PSs of UIN Jakarta and PPs of UIN Yogyakarta have met these criteria. One thing that is still not fulfilled is in the learning and teaching component, *Islamic Thought and Muslim Societies* (ITMS) delivered in English and al-Dirasat al-Islamiyya wa al-Arabiyya (DIA) delivered in Arabic.

In contrast, PSs of UIN Jakarta do not have international study programs. To internationalize institutions, Islamic higher education institutions (PTKI) must simultaneously and continuously improve the quality management of the Islamic education system, which is oriented towards developing international-scale academic quality. In addition, PTKI must also be able to accommodate all potential development while still adhering to Islamic values of morality as the basis for its implementation.

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