CHAPTER III

FINDINGS AND ANALYSIS

3.1 The Role of Internationalization Strategic Policy at The Level of Government Science Study Programs at Universitas Muhammadiyah Malang

In this chapter, the researcher will describe about The Role of Internationalization Strategic Policy in Muhammadiyah Higher Education (PTM): A Case Study of Government Science Study Program at Universitas Muhammadiyah Malang (UMM). This research aims to find out and understand the process of internationalization strategic policy in higher education, especially in Universitas Muhammadiyah Malang. Like the author has mentioned in the previous chapter, this research used qualitative methods, which produced data in the form of descriptive verbal and written words from people or behavior observed through events that occur in the research field. Therefore, the type of data were the primary data, namely by collecting information or facts through directional and systematic interviews.

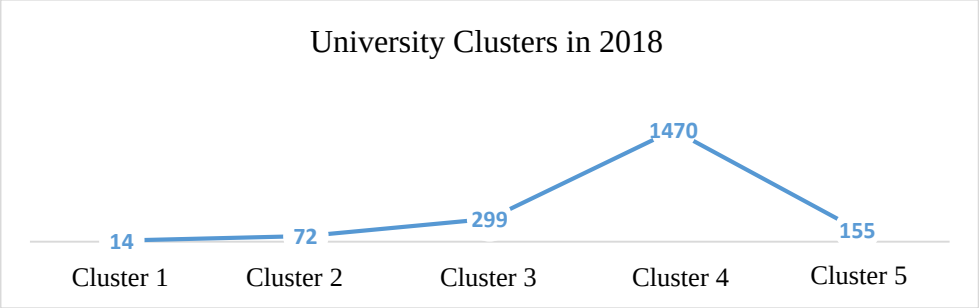
The internationalization strategic policy at the higher education institution was designed because it was felt that the institution had not been able to show the performance as expected. This suboptimal performance has an impact on achieving the goals of internationalization in higher education institutions and one of which is to have a positive impact on all stakeholders. The role of universities in supporting internationalization is deemed necessary because the issue of

internationalization is one of the impacts of globalization, not only in the field of information technology but also in the field of education (Khadafi, Haryono, & Wanto, 2018). Right now, the internationalization of higher education is not only to encourage domestic people to trust the credibility of Public Higher Education (PTN), Private Higher Education (PTS), and Muhammadiyah Higher Education (PTM), but also to foster the trust of the international community. For this reason, the issue of internationalization of study programs has become one of the many strategic policies taken by higher education.

Related to internationalization as an effort to encourage higher education competitiveness, on August 17, 2018, Ministry of Research, Techonology, and Higher Education (Kemenristekdikti) announced the clustering of Indonesian tertiary institutions in 2018. Aspects and indicators used in the ranking are first, the human resource aspect (30%) with indicators of the percentage of lecturers having S3 education, the percentage of lecturers in the position of associate professor and professor, as well as the ratio of students to lecturers, second, the institutional aspect (28%) with indicators of institutional accreditation of the National Higher Education Accreditation Board (Badan Akreditasi Nasional Perguruan Tinggi/BAN-PT), namely accreditation of BAN-PT study programs, international accreditation, and the number of foreign students, third, the student aspects (12%) of student performance, and the last is the aspect of research and community service (30%) with indicators of research performance, community service performance and the number of Scopus indexed scientific articles per number of lecturers. As a result, there are 14 higher education institutions included in cluster 1, 72 higher

education institutions in cluster 2, 299 colleges in cluster 3, 1.470 universities in cluster 4, and 155 universities included in cluster 5 (https://ristekdikti.go.id//wp-content_uploads_2018_05_20180508-Layout-Book-Annual-Report-2017.pdf) cluster results from 1- 5 can be seen in graph 1 below.

Figure 3.1 University Clusters in 2018



Source: Kemenristekdikti, 2018

Based on graph 1 above, it can be seen that from the total of 2.010 Higher Education, only 14 Higher Education were in Cluster 1, meanwhile 1.470 Higher Education occupied Cluster 4 which is the Cluster with the most Colleges. This shows that the quality of Higher Education in Indonesia still needs a lot of improvement. Based on the facts above, it becomes important to encourage the internationalization of study programs as an indicator of Higher Education Ranking.

To collect the data needed, the author held a Focus Group Discussion (FGD) and distributed questionnaires which was held on Saturday, July 20th 2019. The FGD was joined by staffs from the Faculty of Social and Political Sciences (FISIPOL), staffs from the Study Program under the auspices of FISIPOL UMM such as Governmental Science, International Relations Science, Communication Science, and Social Welfare Science, lecturers at UMM Faculty of Social and Political Sciences, or who represented it.

The topics in the FGD are as follows;

a. International Policy

b. The Strategy

c. Institutional

d. Support and obstacles

e. Threats and challenges

f. The benefits

The results of the FGD which were attended by 26 peoples, related to the gap between PTN and PTS based on data from Kemenristekdikti, the Internationalization Policy model in Higher Education, Faculties, and Study Programs that are able to achieve international recognition is viewed from the external and internal sides. The internal side are the Internationalization Policy and planning strategies, institutions, and activities. Whereas in the external sector, it is international recognition and accreditation as a benchmark for the quality dimension.

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

For the management of the university's internationalization program, The Vice-Chancellor is in charge of academics to regulate the availability of finance and

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

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

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

1. Challenges of management, data collection, and inventory at the Study Program level;
2. The commitment of various parties, to be competence at every level, and a high effort in convincing the budget field either in the Study Program or the Faculty; and

3. Settling documents for the public that is arranged neatly and collapsed.

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

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

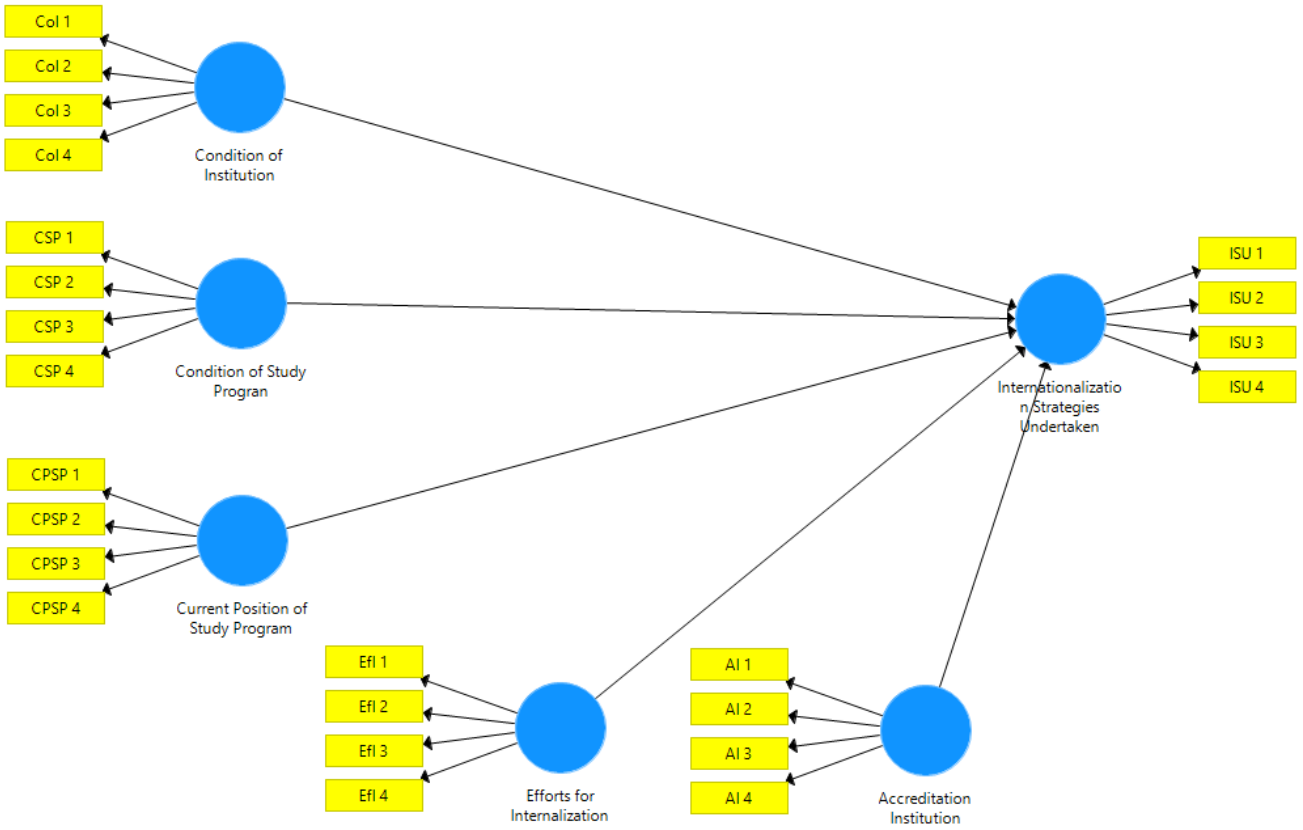
Meanwhile, the results of the questionnaire obtained from 35 correspondents with illustrated by measuring the outer model to explain how the conditions in each indicator block are related to the latent variable.

In this study research, the authors used the Partial Least Square (PLS) system. Partial Least Square (PLS) is a predictive technique that can handle many independent variables, even though there is multicollinearity between these variables (Ramzan and Khan, 2010). Multivariate statistical techniques that can handle multiple response variables and explanatory variables at the same time. This analysis is an alternative to the method of multiple regression analysis and principal component regression because this method is more robust or invulnerable. Robust means that the parameters of the model do not change much when new samples are taken from the total population (Geladi and Kowalski, 1986). The use of PLS is recommended when the available data has a limited number of samples while the model being built is more complex. However, because this software is specifically

for processing with small samples, it is not suitable for use with extensive sample studies.

This is to determine the nature of the indicator on each latent variable based on operational definitions.

Figure 3.2 Outer Model



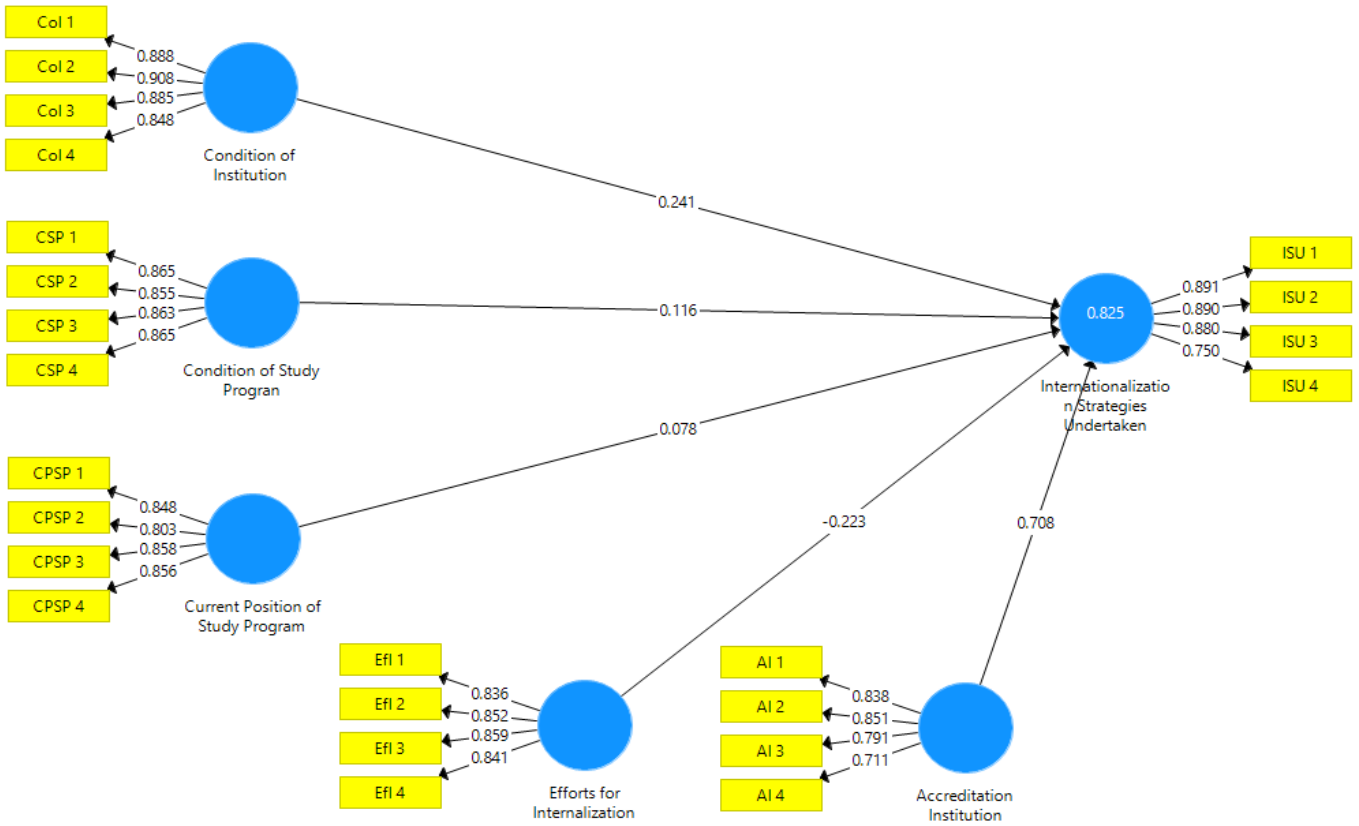
Source: processed from primary data, 2019

The outer model examination is done by evaluating the outer model with its reflection indicator namely convergent validity, discriminant validity, and composite reliability.

PLS is used to determine the complexity of relationships of a construct and other constructs, as well as the relationship of a construct and its indicators. PLS is defined by two equations, namely the inner model and the outer model. The inner model determines the specification of the relationship between constructs and indicators. The extract is divided into two, namely exogenous extract and endogenous extract. Exogenous extracts are causal constructs, extracts that are not affected by other constructs. Exogenous extracts have an effect on other constructs, whereas endogenous extracts are extracts explained by exogenous extracts. Endogenous extracts are the effects of exogenous extracts (Yamin and Kurniawan, 2009).

Here is the results of the output loading factor.

Figure 3.3 Loading Factor



Source: processed from author's primary data, 2019

The results are used to measure and find out the results and interpretation of outer loading. In this model, there are 3 equations to measure the output of the outer loading. The structural equation of the model is:

Internationalization Strategic Undertaken = 0.241 Condition of Institution (CoI) + 0.116 Condition of Study Program (CSP) + 0.078 Current Position of Study Program (CPSP) + -0.223 Efforts for Internationalization (EfI) + 0.708 Accreditation Institution (AI) or **ISU = 0.241CoI+0.116CSP+0.078CPSP+-0.223EfI +0.708AI**

The first and second criteria are convergent validity and discriminant validity seen from the results of the outer model score called the AVE value. The validity of data that can be seen from the AVE value has a value limit. AVE value is declared valid if the score is more than 0.50 and if the score of AVE is less than 0.05 then the data cannot be said to be valid. The validity of data that can be seen from cross-loading also has a value limit for data that can be said to be valid. Cross loading value is said to be valid if the score of the cross-loading is more than 0.50 and if the score of the cross-loading is less than 0.50 then the data cannot be said to be valid.

Table 3.1 Convergent Validity and Discriminant Validity

Variable	Item	Loading Factor	AVE	Result
Internationalization Strategic Undertaken	ISU 1	0.891	0.852	Valid
	ISU 2	0.890		
	ISU 3	0.880		
	ISU 4	0.750		
Condition of Institution	CoI 1	0.888	0.882	Valid
	CoI 2	0.908		
	CoI 3	0.885		
	CoI 4	0.848		
Condition of Study Program	CSP 1	0.865	0.862	Valid
	CSP 2	0.855		
	CSP 3	0.863		

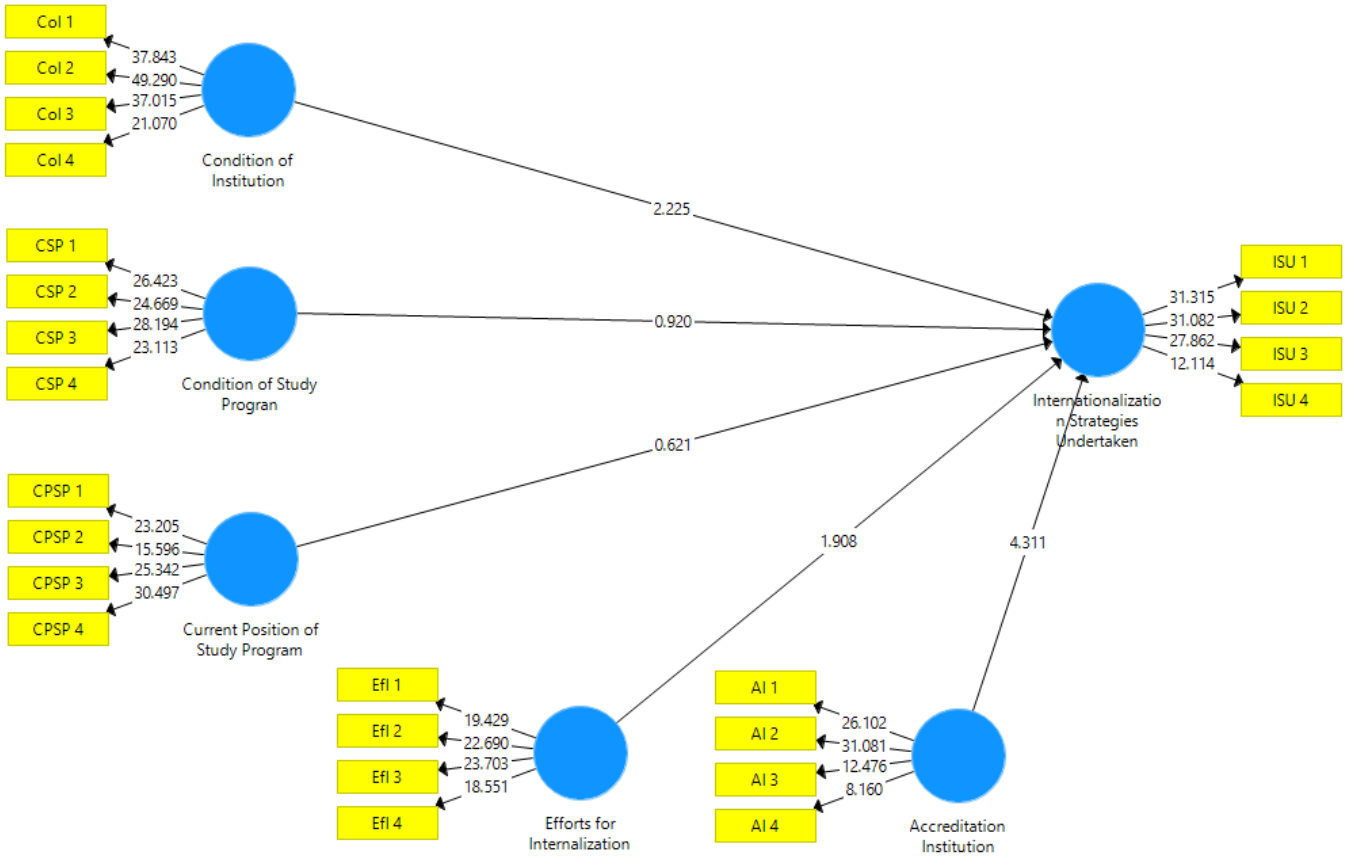
	CSP 4	0.865		
Current Position of Study Program	CPSP 1	0.848	0.841	Valid
	CPSP 2	0.803		
	CPSP 3	0.858		
	CPSP 4	0.856		
Efforts for Internationalization	EfI 1	0.836	0.847	Valid
	EfI 2	0.852		
	EfI 3	0.859		
	EfI 4	0.841		
Accreditation Institution	AI 1	0.838	0.797	Valid
	AI 2	0.851		
	AI 3	0.791		
	AI 4	0.711		

Source: processed from the author's primary data, 2019

The validity test results in Table 3.1 showed that each research variable consisting of Internationalization Strategic Undertaken, Condition of Institution, Condition of Study Program, Current Position of Study Program, Efforts for Internationalization, and Accreditation Institution has a loading factor greater than 0.500 and all research variables have AVE values greater than 0.500. Therefore it can be concluded that all questions in all research variables are declared valid.

Hypothesis testing between variables, namely endogenous variables (γ) and exogenous variables (β) is done by the bootstrap resampling method after knowing the validity and reliability of the data. The test statistic used is the t statistic. The comparative t value in this study was obtained from t table . The test was declared significant if the T-statistic was > 1.96 and the value of P values < 0.05 (Haryono, 2017). Hypothesis testing which is done by way of the output path coefficient from the bootstrap resampling results can be seen in Picture and Table as follows.

Figure 3.4 Output Bootstrapping



Source: processed from primary data, 2019

Table 3.2 Hypothesis Testing

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/ STDEV|)	P Values	Result
AI > ISU	0.708	0.683	0.158	4.478	0.000	Accepted
CoI > ISU	0.241	0.234	0.114	2.120	0.034	Accepted
CSP > ISU	0.116	0.123	0.124	0.936	0.350	Rejected
CPSP > ISU	0.078	0.087	0.135	0.580	0.562	Rejected
EfI > ISU	-0.223	-0.215	0.115	1.935	0.054	Rejected

Source: processed from the author's primary data, 2019

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

The condition of higher education institution related to internationalization strategies is that the institution has a systematic strategy to encourage study programs towards internationalization by having commitments, but has not been able to develop a systematic strategy to encourage study programs towards internationalization. Meanwhile the conditions of study programs related to internationalization strategies have fulfilled most administrative and substantive criteria as the current study program's position towards international recognition. Efforts made by institutions for internationalization are the support of higher education to increase the capacity and capability of study programs, facilitation of study programs, and compiling an internationalization road map.

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