

**UNDERSTANDING THE INTERNATIONALIZATION OF HIGHER
EDUCATION IN INDONESIA: AN UNIVERSITAS ISLAM INDONESIA
(UII) CASE STUDY IN 2018-2023**

UNDERGRADUATE THESIS



**UNIVERSITAS
ISLAM
INDONESIA**

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**DEPARTMENT OF INTERNATIONAL RELATIONS
FACULTY OF SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA**

2025

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Proposed to the Department of International Relations
Faculty of Socio-Cultural Sciences

Universitas Islam Indonesia

As a partial fulfillment of requirement to earn

Bachelor Degree in International Relations



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AUTHORIZATION PAGE

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Defended in front of Board of Examiners
in the Department of International Relations
Faculty of Socio-Cultural Sciences
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STATEMENT OF ACADEMIC INTEGRITY

I hereby declare that this undergraduate thesis is the result of my own independent scientific work, and that all material from the work of others (in books, articles, essays, dissertations, and on the internet) has been stated, and quotations and paraphrases are clearly indicated.

No other materials are used other than those contained. I have read and understood the university's rules and procedures regarding plagiarism.

Making false statements is considered a violation of academic integrity.

7 July 2025,



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Jalaluddin Rizqi Mulia

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ABSTRACT

Internationalization of higher education is inevitable amidst the increasingly globalized world. Incentivized by varying factors – ranging from global competitiveness, world university rankings, and government's policy, higher education institutions are pushed towards internationalization. One leading institution conducting this strategy is Universitas Islam Indonesia (UII), the country's oldest national university. This thesis aims to examine the higher education internationalization in Indonesia, drawing from UII as a case study in 2018-2023. Through literature review and interviews with the university officers, this paper utilizes two frameworks to bring a robust analysis on internationalization: knowledge diplomacy framework and cross-border relations in higher education concept. This research seeks to analyze UII's rationales, actors, values, approaches and instruments in internationalization, and subsequently identify the university's definition of cross-border activities. This study finds UII's elements of internationalization generally comply with knowledge diplomacy framework, with several exceptions. Particularly, UII's main internationalization motives are its institutional history of mondial identity and vision as a globally recognized university. Knowledge diplomacy, comparatively, considers the strengthening of intercountry relationships as its main goal, while internationalization fairly perceives it as a by-product. Moreover, the analysis identifies UII's cross-border activities as equivalent-mutual internationalization and partly interdependent globalization, with less multi-polar traits and no decolonial attributes.

Keywords: Higher education internationalization, Universitas Islam Indonesia (UII), knowledge diplomacy, cross-border higher education

CHAPTER 1

INTRODUCTION

1.1 Background

For a long time, the establishment and management of higher education institutions has been domestic-oriented. The position of universities is considered significant in nation-building, mainly because it is integrated into the realm of education. This role is also increasingly apparent because the campus is an actor that facilitates learners – in this case students, to prepare key competences required in pursuing a career. Several of which include academic skills (critical thinking, scientific writing), practical skills (especially trained through vocational education), and as such. Predominantly across history, universities have tended to have an inward-looking outlook and prioritize serving the local community (Lane 2015, 18–19).

This situation is distorted by the growth of globalization encouraging innovation. Competition between countries no longer focuses on military capacity but rather penetrates vital aspects previously classified as internal, including higher education. The spirit of cross-country partnerships pushes universities to gain wider recognition – no more geographically limited, but instead beyond these boundaries. The process of higher education internationalization has become an inevitable phenomenon because globalization stimulates states to be interconnected economically, culturally, and politically, thus universities evolve into increasingly important actors (Ge (Rochelle) (葛贊) 2022). In addition to supporting economic competitiveness, tertiary education institutions further act as instruments of public diplomacy (Lane 2015, 17).

Internationalization itself is defined by de Wit and Altbach (2021) as a concept and strategic agenda towards a relatively new, broad, and varied phenomenon in higher education. It is driven by a dynamic combination of political, economic, socio-cultural, academic motives and stakeholders (de Wit and Altbach 2021). Another definition of internationalization is proposed by Knight (2012) as “the process of integrating international, intercultural, or global dimensions into the purpose, function or delivery of higher education” (Knight 2012, 4). Internationalization is further classified into two categories: internationalization abroad – often referring to the mobility of academic community abroad, and internationalization at home (de Wit and Altbach 2021, 2). Internationalization is marked by the movement of individuals and knowledge across countries (Lane 2015, 23), and throughout history have always faced varied dynamics.

Pursuing this, the Indonesian government has conceptualized programs like the world class university (WCU) or *Universitas Berkelas Dunia* (UBD) as policies in incentivizing the local universities to internationalize (Akhmaloka et al. 2023). Moreover, government-initiated internationalization programs have varied, whether in the form of academic cooperation, exchanges, providing study scholarships – such as *Kemitraan Negara Berkembang* (KNB), Darmasiswa, and Indonesian Arts and Culture Scholarship (IACS); cultural programs, and similar initiatives which also involve domestic universities (Indraswari 2016; Issundari and Rachmawati 2016; Brilyanti 2021; Baihaqi 2024). Regarding this, the government's efforts are further reflected in budgeting or grants facilitation, helping the process of initiating to implementing internationalization programs.

From the most recent case, the then-Ministry of Education, Culture, Research and Technology (Kemdikbudristek) of Indonesia initiated *Merdeka Belajar Kampus Merdeka* (MBKM) program which includes several universities strengthening activities, corresponding to internationalization. For instance, there were grants like the International Credit Transfer (ICT), Independent Campus Competition Program (PKKM), and Indonesian International Student Mobility Awards (IISMA) (Alfikalia et al. 2022; Lestari et al. 2022). Besides aiming to accelerate the capacity of universities globally, these activities are completed with the intention that Indonesia's image and nation-branding before the global community can be further developed while promoting cultural diversity (Kristiana and Benito 2023). Despite this, challenges and limitations certainly still emerge and cannot be fully overcome by the government alone, a gap that can be filled by non-state actors, including higher education institutions.

Scholars have long argued for the significant role of higher education in international relations (IR) as a field of study. Chou and Demiryol (2024), for instance, argue that higher education role in IR primarily exist through two concepts: that is knowledge power, the aim to seek leadership and dominance in global knowledge. The second is knowledge diplomacy, which refers to the objective of finding solutions towards global challenges (Chou and Demiryol 2024). Another example, Knight (2022), for example, conceptualized how universities as non-state actors could contribute to enhance intercountry diplomatic relations, particularly in people-to-people connection. Moreover, Marginson (2023; 2025) suggests on a clear intersection between higher education and IR, especially in geopolitics and double geography – the international and global relations of

higher education which has been exponentially growing (Marginson 2023; 2025). On this, the author notices that various, if not most, research in Indonesian universities internationalization are perceived through analytical lenses of educational policy or management – adding the significance to be examined from the currently scarce IR perspective.

The author considers two primary reasonings behind UII as the study case. Firstly, it is the country's oldest university established by the national founding fathers. This study is important to capture Indonesian figures' intentions and aims of an internationalized university and how it was, in the process, being redefined and recontextualized, particularly in 2018-2023. Secondly, most studies on Indonesian universities internationalization tends being concentrated on public universities – with higher fundings and reputation to internationalize, or private institutions affiliated with civil society organizations, which include research by Binangkit and Siregar (2020), Sibawaihi (2022), Rachman et al. (2024) and Yuliyani et al. (2023). UII is a non-affiliated, nationally historic, Islamic, private, and globally ranked university in Yogyakarta. Among thousands of Indonesian higher learning institutions, these identities are what makes the study case distinctly unique and, therefore, worthy of exploration to enrich the wider discourse of Indonesian higher education internationalization.

UII, located in the Special Region of Yogyakarta (DIY). Established on July 8, 1945, this first national university in Indonesia was also shaped by the nation's founding fathers, such as Mohammad Hatta, the first vice president of Indonesia (UII 2009). Based on its historical record, UII, formerly known as the Islamic College (STI or *Sekolah Tinggi Islam*), has been founded with high spirit of being

mondial. This view is reflected Ir. Soekarno's statement, Indonesia's first president, who was present at STI's opening and aspiring it being the "the largest Islamic university in Asia": "Let this Islamic College become a center, a source of knowledge, Islamic knowledge from all over Asia just as Nalanda (Srivijaya) was once a center of knowledge on Buddhism" (Wahid 2023c). UII's development was envisioned to have global reputation like the world-renowned al-Azhar University in Cairo, Egypt (Latief 2022; Wahid 2023c).

In the context of internationalization, the university has several indicators that are then listed in its competitive advantages, including international accreditation, management of international programs, dual degrees, mobility of academic community across institutions, and so forth (UII 2022c). The author argues that this status quo reflects a distinctive internationalization perspective based on UII's own values. For instance, in terms of gaining international ranking, UII perceives it not as the ultimate goal, but merely as a "side effect" (UII 2022n). This shows the uniqueness of UII compared to fellow higher education institutions.

Based on these explanations, this research will examine Indonesian higher education internationalization with UII as a case study. The paper focuses on how the internationalization at UII is viewed from the knowledge diplomacy framework formulated by Knight (2022). The study will investigate the intentions, actors, principles, approaches, and instruments of internationalization that have been implemented. Moreover, to enhance the analysis, this paper seeks to identify UII's characteristics in internationalization by utilizing the cross-border relations in higher education definitions conceptualized by Marginson (2023).

1.2 Research Question

Based on the explanation above, this paper raises a research question related to how the internationalization strategy of Universitas Islam Indonesia (UII) in 2018-2023, as a case study of higher education internationalization in Indonesia, is reviewed from the knowledge diplomacy framework? Additionally, this study raises further question on what is the fundamental definition of UII's cross-border relations in higher education?

1.3 Research Objectives

As a non-state actor, UII is one of the private universities in Indonesia that considers internationalization as one of its founding spirits, as it is explicitly mentioned in the institution's vision. This goal is also contained in the university's codified values "I'm UII" – standing for Islamic, Mondial, Up-Front, Intellectual and Indonesian (Wahid 2022d). In addition to programs implemented independently, there are numerous forms of internationalization programs carried out with government assistance. Based on the abovementioned research question, the study conducted by the author aims to review the internationalization strategy of UII in 2018-2023 from the knowledge diplomacy framework. Additionally, this study further seeks to understand the fundamental definition of UII's cross-border relations in higher education

1.4 Research Scope

From 2018 to 2023, this research examines internationalization carried out UII through the knowledge diplomacy conceptual framework. The author argues

that the time span includes a different paradigm towards internationalization, along with an intensive number of internationalization activities, especially in the transition period to post-Covid-19 pandemic. The year 2018, for instance, was marked by the election of the university's new board of management. 2021 was indicated by the emergence numerous new mobility programs, particularly initiated the government's framework of MBKM (UII 2022e). The implementation of various instruments related to internationalization continues to 2023. In addition, the aforementioned programs are further accompanied by the admission of foreign students, inbound and outbound mobility of academic community, double degree programs, exchanges or short programs, and others based on UII's partnerships with various stakeholders (UII 2023b; 2024e).

1.5 Literature Review

Regarding the research question, there are several literatures related to the theme of higher education internationalization. First is a study by Sibawaihi (2022) entitled "Internationalization of Higher Education in Indonesia: A Case Study of Gadjah Mada University". In his book section, Sibawaihi analyzes the trend of universities internationalization in Indonesia, including how the government regulates and stimulates it, along with the internal dynamics of each university that incorporates internationalization into its vision. Taking Universitas Gadjah Mada (UGM) Yogyakarta as the object of research, Sibawaihi examines the pattern of implementation of internationalization strategies at UGM which is classified into two categories: curriculum and campus internationalization and university's extensions in other countries (Sibawaihi 2022). Despite raising a similar discussion,

the research did not raise case studies from other universities that also promote internationalization, including UII as a case study that the author is proposing.

Comparatively in the neighboring country, the paper by Chowdhury (2022), entitled “Internationalisation of education and its effect on economic growth and development” further discusses the implications of higher education internationalization on economic performance. In her paper, taking Australia as a case study, she argues that higher education in Australia has transformed into a primary export. It considers the country’s position as one of top destinations for international students, originated ranging from East Asia, Europe, and Northern America. On a commercial basis, internationalization of tertiary education includes on higher tuition fees for foreign students. In 2019 alone, 31.3% of all students in Australian higher education was international students. Her findings show that higher education internationalization – focusing on its position as part of economic sector and “provider of quality training”, has a significant contribution to Australia’s economic development, particularly in employment and output growth, making it among the largest education-exporting country (Chowdhury 2022, 205). These findings, where higher education internationalization evolved as a service commodity, is different from Indonesia’s common experience, or particularly UII as this paper’s case study. Therefore, the author seeks to understand this gap.

In the context of internationalization specifically held at UII, there is study by Gailea (2022) entitled “Indonesian Cultural Representation in Universitas Islam Indonesia (UII) Virtual Exchange Programs”. In his research, Gailea investigates the representation of cultural elements in virtual cultural exchange events held during the Covid-19 pandemic by UII’s DP/OIA together with partnering

universities. Gailea explains how the agenda became an important medium to understand cultural diversity amidst the Covid-19 pandemic. The cultural exchange series is primarily intended to introduce international students on the diversity and uniqueness of Indonesian culture as a national identity. However, Gailea finds that the elements of “Indonesian culture” represented were Java-centric, seen from visual elements that are predominantly based on Javanese traditions and value systems. Thus, it does not comprehensively represent Indonesia's rich culture (Gailea 2022). Although related to UII, the study greatly focused on one instrument of internationalization – virtual cultural exchange. In addition, the research also uses different theoretical framework: Stuart Hall's perspective which is part of cultural studies, while the author reviews UII’s internationalization based on knowledge diplomacy framework by Knight (2022) and cross-border relations in higher education conceptualized by Marginson (2023).

Based on these literatures, the author has not found any discussion regarding the internationalization carried out by UII in 2018-2023. Although there is one source offering an alike explanation, the paper solely specifies on one instrument – virtual cultural exchange analyzed through a framework of cultural studies. Therefore, the higher education internationalization of UII reviewed through the framework of knowledge diplomacy and cross-border relations in higher education is the topic that the author intends to scrutinize.

1.6 Research Framework

This study utilizes a knowledge diplomacy conceptual framework proposed by Knight (2022). Her research focuses on conceptualizing an approach that seeks

to explain the role of higher education, research and innovation institutions (IHERI) in International Relations. In her writing, Knight (2022) outlined the differences between the formulated theory and its predecessor concepts, including cultural diplomacy, educational diplomacy, soft power, and others. She argues that knowledge diplomacy is a two-way process, where relations between countries can be reinforced through the strengthening of partnerships by IHERI, and vice versa. In brief, knowledge diplomacy is designated towards IHERI activities in strengthening relations between and among countries.

The central discourse of knowledge diplomacy is that collaboration between actors in IHERI is intended in positive outcome through a strengthened relations “between states and societies based on collaboration, reciprocity and trust” (Knight 2022, 109). The definition of knowledge diplomacy is considered different from other corresponding concepts. For instance, she suggests that knowledge diplomacy and higher education internationalization are not similar. Knowledge diplomacy is considered explicit in aiming to strengthen relations between countries and makes IHERI's activities an effort to achieve this goal, while higher education internationalization only perceives better intercountry relations as an “important by-product” (Knight 2022, 106).

Table 1. Conceptual framework of knowledge diplomacy

Intentions, Purpose, Rationales	Actors, Partners	Principles, Values	Modes, Approaches	Activities, Instruments
1	2	3	4	5
To build/ strengthen relations between and	Government departments and agencies related to education,	Reciprocity Mutuality Cooperation	Negotiation Communication Representation	<i>Generic:</i> Networks Joint projects Conferences

Intentions, Purpose, Rationales	Actors, Partners	Principles, Values	Modes, Approaches	Activities, Instruments
1	2	3	4	5
<p>among countries through international higher education, research and innovation (IHERI)</p> <p>To use IHERI to help address global challenges and promote peace and prosperity</p> <p>To strengthen IHERI through enhanced relations between and among countries</p>	<p>science, technology, innovation at all levels</p> <p>Intergovernmental agencies related to IHERI</p> <p>NGOs related to IHERI</p> <p>HEIs</p> <p>Research centres</p> <p>Think tanks</p> <p>Centres of excellence</p> <p>Research networks</p> <p>Foundations</p> <p>Innovation centres</p> <p>Experts</p> <p>Private sector – multinational corp</p>	<p>Common ground</p> <p>Partnership</p> <p>Common good</p> <p>Inter-disciplinary</p> <p>Multi-sector</p> <p>Transparency</p>	<p>Conflict resolution</p> <p>Compromise</p> <p>Collaboration</p> <p>Exchange</p> <p>Mediation</p> <p>Conciliation</p> <p>Partnerships</p> <p>Building trust</p> <p>Dialogue</p>	<p>Summits</p> <p>Coalitions</p> <p>Track Two</p> <p>Agreements</p> <p>Working groups</p> <p>Institution building</p> <p><i>IHERI specific:</i></p> <p>Intl joint universities</p> <p>Student/scholar exchanges</p> <p>Joint research networks</p> <p>Regional universities</p> <p>Education</p> <p>Knowledge hubs</p> <p>Scholarships</p> <p>ODA projects</p> <p>Twinning and joint degree programs</p>

Source: (Knight 2022)

In general, there are several fundamental elements of knowledge diplomacy. Firstly, it is intention or rationale reflecting the main interests of said actor. This point is important considering that each actor may have distinct needs or priorities for initiating partnerships, particularly to strengthen relations between and among countries. The second element is actors – whether government, industry, civil societies or fellow institutions in tertiary education, like research institutes, think

tanks, and such (Knight 2022). The third element is values as an integral part of knowledge diplomacy, such as reciprocity and mutuality. The categories of approach being the fourth element, which commonly resolve around negotiation, mediation, and finding common ground. The fifth, moreover, is the instrument of knowledge diplomacy; not only it includes activities like meetings and conferences, but also academic exchanges, international branch campuses, twinning programs, and others (Knight 2022).

Furthermore, to answer the research questions further, this study also uses concepts from Marginson (2023) on cross-border relations in higher education. In the framework, Marginson (2023) suggests several categorizations of cross-border activities. Equivalent internationalization, for instance, is marked focusing on equality of status, while mutual internationalization discusses on reciprocal relations. Decolonial internationalization, moreover, specifically argues for epistemic justice and decolonial approaches. If internationalization is linked to one’s geographical identity – “between nations”, globalization is any extension or intensification of relations beyond borders on a “planetary scale” (Marginson 2023, 12). According to Marginson (2023), it includes multi-polar globalization, arguing for global plurality, and interdependent globalization which concentrates on shared responsibility and global commons.

Table 2. Definition of cross-border relations in higher education

Term	Definition
Equivalent internationalisation	The advance of cross-border relations in higher education in which all nations or institutions in nations, and their cultures and languages, share common status, agentic autonomy and entitlements to justice.

Term	Definition
Mutual internationalisation	The advance of cross-border relations in higher education based on equality of respect, interdependent agency, justice and non-exploitation, free diversity, learning from the other, and shared responsibility for each other and the common good.
Decolonial internationalisation	The advance of relations between higher education in former colonized and colonizing countries on the basis of equality of respect and agentic authority, non exploitation, appreciation of diversity, and shared determination to address the hierarchies, violence and other pathologies of the past and root out their reproduction.
Multi-polar globalisation	The extension or intensification of worldwide relations in higher education on the basis of multiple agency, resources and status; in which no single centre, power bloc or culture is hegemonic
Interdependent globalisation	The extension or intensification of worldwide relations in higher education on the basis of openness, diversity, free connectivity of autonomous agents, mutual growth and learning, respect for others and for nature, and shared responsibility for each other, nature and the common good.

Source: (Marginson 2023)

This study will characterize UII's cross-border activities based on five proposed dimensions: focus of relations, underlying values, main objectives, focal actors, and major opponents. To clarify, these elements are not drawn from a single literature, but rather extrapolated from an interpretation of numerous writings by Marginson on similar topics (Marginson 2018; 2022a; 2022c; 2022b; 2024). The author does not aim to overextend the discussions. Instead, identifying dimensions is necessary to adequately address the research question and provide a comprehensive analysis of UII's internationalization.

Table 3. Five proposed dimensions in cross-border activities analysis

Dimensions	Equivalent internationalization	Mutual internationalization	Decolonial internationalization	Multi-polar internationalization	Interdependent internationalization
Focus of relations	Equality of status	Reciprocity, co-beneficial relations	Addressing colonial legacies	Multiple centres of influence, regional hub	Shared responsibility and global commons
Underlying values	Justice, inclusion	Respect, solidarity, shared learning	Epistemic justice, autonomy, diversity	Regional diversity, non-hegemonic order	Mutual care, ecological sustainability
Main objectives	Parity in partnerships	Co-creation of knowledge, mutual growth	Undo hierarchy and epistemic dependency	Shift from Western unipolarity to global plurality	Build relational, ethical, planetary HE systems; HE from competition to global public good
Focal actors	States, multilateral bodies, HE alliances	HE institutions, bi-national programs	HE institutions, decolonial scholars, postcolonial networks in Global South	Regional blocks, non-Western hubs	Global civil society organizations, SDG coalitions, institutions addressing planetary consciousness
Major opponents	Global rankings, Anglosphere performance metrics	Asymmetric, instrumental collaboration models	Eurocentrism, colonial legacy institutions	Anglophone hegemonic systems	Neoliberal global competition logic

Source: Author

1.7 Provisional Argument

Through knowledge diplomacy, UII's internationalization is analyzed into several parts. The rationale, for instance, can be referred to its founding spirit and vision as an internationally recognized university. The mobility of key stakeholders is the second aspect, reflected in individual and institutional actors involved. The third, besides "I'm UII" value, internationalization prioritizes reciprocal and mutually beneficial relations with partners, bearing cosmopolitan Islam identity. Internationalization is also characterized with openness, trust-building and collaboration. The instruments moreover are diverse, including mobility,

scholarships, project fundings, and such; although few specific examples of knowledge diplomacy are not yet covered, like foreign universities, branch campuses, among others. Furthermore, UII's internationalization could be defined as equivalent and mutual, while it accommodates small elements of other categories.

1.8 Research Method

1.8.1 Type of the Research

This study is qualitative research with a descriptive approach. The purpose of descriptive research itself is to create a description or depiction systematically, factually, and accurately related to the facts, characteristics, and relationships between the phenomena studied (Nazir 1988).

1.8.2 Subject and Object of the Research

The research subject in the following study is UII as an institution of higher education. The object of this research is the internationalization strategy therefore set by UII.

1.8.3 Method of Data Collection

This research uses a literature review as an approach in collecting data related to internationalization at UII. Literature review itself is defined as the process of collecting information through searching and analyzing the available literature (Nazir 1988). It includes books, journal articles, institutional reports, and news, particularly on UII's official website. In addition, this research approach also utilizes in-depth interviews.

1.8.4 Process of the Research

The research process is carried out by collecting data through interviews and finding corresponding literatures. The collected data were therefore analyzed to answer the research question, specifically in examining UII's internationalization according to knowledge diplomacy framework and cross-border in higher education concept.

1.9 Thesis Outline

Chapter 1: Introduction. The chapter contains background, research question, research objectives and scope, literature review, research framework, provisional argument, research methods, and thesis outline.

Chapter 2: Intangible Aspects of Internationalization at Universitas Islam Indonesia: The Constructs of Rationales, Actors and Guiding Values. The discussion is divided based on the classification of intangible and tangible aspects in internationalization, according to existing literatures (Smart et al. 2020; Raharjo 2024). This section explains the intangible aspects: rationales, actors, and principles.

Chapter 3: Tangible Elements of Internationalization at Universitas Islam Indonesia: Describing Its Approaches and Instruments. This reviews the tangible elements of internationalization, particularly approaches and instruments according to Caturdarma. This section will further analyze UII's cross-border relations.

Chapter 4: Conclusion. This chapter concludes the discussions on previous sections. It also includes recommendations based on this study's findings and suggestions for subsequent research.

CHAPTER 2

**INTANGIBLE ASPECTS OF INTERNATIONALIZATION AT
UNIVERSITAS ISLAM INDONESIA: THE CONSTRUCTS OF
RATIONALES, ACTORS AND GUIDING VALUES**

The first part of this research will describe the first three points of knowledge diplomacy: intentions/purposes/rationales; actors/partners; and principles/values. The intersection between these attributes could be traced to the arguments of Smart, Cleaver & Robertson (2020) on the characterization of intangible aspects in the context of higher education. They argue that intangible aspects are generally the non-sensory and unquantifiable elements, including ethos and identities (Smart et al. 2020). Conversely, tangible aspects are commonly measurable, metrics-related features of higher education which are commonly related to physical activities or facilities. Therefore, these are clearly distinct elements compared to intangible ones which relatively associated with non-physical and human emotional aspects (Amzat et al. 2023).

This categorization is also in line with the findings presented by Raharjo (2024) regarding the typology between intangible and tangible elements of UII's internationalization. Specifically, there are few instances, including international accreditation and certification as part of the intangible elements, and various physical mobility programs as tangibles (Raharjo 2024). Henceforth, based on this arrangement, the author decides to put the first half of this research into discussing the intangible variables of internationalization: rationales, actors, to core values; while the second half studies the tangible aspects – its approaches and instruments.

It ultimately ends with the analysis based on cross-border relations in higher education framework.

2.1. Being and Becoming an International University: Analyzing Universitas Islam Indonesia's Rationales of Internationalization

The aspect of motives is an essential element regarding internationalization since it is the underlying factor why a strategy is decided upon. Similarly, it is also being in a context of knowledge diplomacy, involving cross-partnership networks of diverse sectors. Although there are common concerns, there are differences in interests or views which ultimately lead to different approaches in response to the related matters. These disagreements are inevitable, respected, and negotiated if possible (Knight 2022). It is the responsibility of higher education institutions to ensure every stakeholder can reach a common ground. Therefore, analyzing the foundational rationales is an urgent step to further understand the strategic intents of the university's internationalization.

According to Intsiful and Essuman (2024), there are four interdependent and nonexclusive rationales of adopting internationalization. Firstly, it is the economic rationale which deals with generating income, like dedicating international student recruitment as one of the university's main incomes; while the second is political rationale, highly suggesting that tertiary education could be utilized in deepening relations between countries. One of its main arguments is how students, as future global leaders, will "serve as agents in creating better diplomatic future, establishing international business relations, and improving external relations and diplomacy efforts" (Intsiful and Essuman 2024, 167).

The third, academic rationale, prioritizes quality enhancement of academic activities, such as developing international curricula to recruiting international faculty and students, which aimed to increase university's competitiveness. Moreover, the final, social/cultural rationale, considers internationalization to provide social openness and cultural exchanges between nationalities, oriented in bringing stronger connections and enhancing global awareness of students (Intsiful and Essuman 2024). From the classification, the author argues that knowledge diplomacy particularly corresponds to the political, academic and socio-cultural rationale of internationalization, which UII has managed.

2.1.1 International at heart: mondial identity as a historical responsibility

Discussing UII's internationalization in 2018-2023 could not be separated from its institutional history. UII, which then named STI, had its beginnings when founded on 8 July 1945 by Indonesian independence leaders in Majelis Syuro Muslimin Indonesia (Masyumi, or Consultative Council of Indonesian Muslims), an umbrella institution of various Islamic organizations in the country. The campus's founding involved numerous personages, including Mohammad Hatta, Mohammad Natsir, Wahid Hasyim, Abdul Kahar Muzakir, and others. As its establishment is supported by prominent actors, including Sukarno and the imperial Japan administration, the college initiation was aimed to respond the need of Indonesian people towards a modern Islamic higher education (Latief 2022; Alfitri and Ahyar 2023). It was partly inspired by the Islamic teachings developed in India, Turkiye, and Egypt, like Al-Azhar University, Cairo (Salahuddin 2014; Feriyanto et al. 2015; Muhammad 2019, 23; Sobirin et al. 2022).

Since its establishment, the university has been positioned to be an international-oriented university and being global was viewed as a “historical responsibility”. Internationalization is acknowledged as one among the founding spirits of UII, besides science-religion integration, diversity of Islamic thoughts, and nationality (UII 2018c; 2022b, 9; Fathul Wahid, “Thesis interview,” January 17, 2025). According to Wahid (2025), the pledge conveyed by STI’s first students has shown this institutional outlook of mondial: “... therefore we, with the help of Allah Swt., can become prominent Indonesian Muslims and useful members of Indonesian society, coequal with other nations in Greater East Asia”. The last statement showcases the initial education ground plan was in fact framed within a global vision (Feriyanto et al. 2015; Wahid 2024a, 18). From another perspective, this conception could also be identified from Indonesia’s historical context during World War II, which was colonized by Japan with its sphere of pan-Asian belief aligned with the imperial interests of winning the war (Pasaribu 2024).

Picture 1. *Asia Raya* reporting the official launch of *Sekolah Tinggi Islam*, Jakarta, 9 July 1945



Source: (Wahid 2024a)

Albeit this idealistic vision of internationalist idealism laid by the founding figures of UII, given the war during its beginnings and ultimately the government's splitting the university in 1950s (Latief 2022; Alfitri and Ahyar 2023), it was apparent that internationalization in the emerging university faced slowing progress. From its earlier days, UII faced shortage in student numbers and its lecturers further seek various fundings for the university's development (Feriyanto et al. 2015; Muhammad 2019, 83–84). High financial limitations and disparities in academic standards being the renowned barriers for fully implementing internationalization, as Msomphora (2025) suggests.

Historically, internationalization also seemed facing stagnancy, if not stopped altogether, around 1960s and 1970s. The partnerships with said foreign universities, like Columbia, McGill, and Punjab, were hard to track in historical records (UII 2022b). Once claimed as “international at heart”, it is quite an irony. As a privately-run university that struggled to even sustain its academic activities, the attention of the time was on building physical campuses, academic improvement, and institutional stability (Feriyanto et al. 2015, 49–50; Msomphora 2025). Nevertheless, the idleness of internationalization was lessened with the introduction of graduate scholarships for UII's professors, particularly to universities abroad. The program was deemed urgent as there was little to no lecturers studying at foreign colleges – an unique strategy by a private university of its time (Muhammad 2019, 90).

Nonetheless, it is concludable that there are several main themes of mondial identity established by UII: ensuring that the university meets the most-relevant international standard; extending its global networks, mainly with global reputable

institutions; along with playing an active participative role to respond towards worldwide peace and problems among the public. It illustrates UII's internationalist and humanist ideals: individuals of different nations equally working together in co-existence to achieve perpetual peace and participate in addressing contemporary problems (Sobirin et al. 2022).

2.1.2 Equal to universities of developed countries: internationalization to put extend institutional mark on the global academic map

“Universitas Islam Indonesia aspires to become a *rahmatan lil ‘alamin* (mercy for all humankind), an **internationally recognized university** committed to perfection and Islamic values in the field of education, research, community service, and da’wa” (UII 2025b).

There are several instances of rationalizations upholding the implementation of internationalization at UII. Among them are the spirit of continuously improving institutional quality, aiming an equal quality of higher education of developed countries (UII 2019d; 2022b). The motive showcases the underlying foundation of UII's internationalization, which correlates with the Indonesia's policy of WCU, and UII's long-term objective in becoming a research university by 2031-2038 (UII 2009; Sukoco et al. 2021; UII 2022e; Akhmaloka et al. 2023; Rachman et al. 2024). Through WCU, the government specifically encourage Indonesian universities to accomplish a targeted goal of reaching the top 500 tertiary education worldwide (UII 2021i). It is one way to put quality improvement into spotlight as one of UII's vision to human resources development

and overall boost for academic advancement, thereby making internationalization vital (UII 2020d; 2020f).

Among the competitions of tertiary education, universities are incentivized to participate in international rankings to excel (Sahroni 2022). The situation corresponds to the liberalization of higher education in Indonesia which *formally* intended to offer greater autonomy for universities in budget and better global competitiveness through occupying higher international rankings. Nevertheless, it has been seen critically as higher education seemed turning into commodification and merely “moneymaking business activity”, undermining its core function as community of knowledge (Nugroho 2005, 143–44; Dewi 2018). Moreover, foreign universities also established branch campus or programs in Indonesia, thereby competing with local campuses in student recruitments (Azzahra and Zahra 2023; Fathana et al. 2024). On this, internationalization is pursued as mean of enhancing UII’s international recognitions which laid on the university’s own competitive advantage, quality management and organizational values (UII 2022b).

Although rankings technically serve as measuring indicators of a university’s reputation, UII has critical stances towards its nature. For instance, UII acknowledges that a university’s excellence must put positive scientific impacts of academic activities it conducts as the highest priority, rather than merely counting the metrics which, oftentimes, incentivize institutions to pursue unethical practices and shift their focuses towards commercialization-driven and corporate-minded orientation (Wahid 2020b; Fathana et al. 2024). Therefore, rankings are considered only as by-product of UII’s collective homework, not a primary goal, that needs

fair appreciation instead of excessive glorification (Wahid 2022a; 2022b). The author interprets this stance as an instance of value-instilled internationalization.

“Well, that is the compromise we made at UII. One, we still get legitimacy. Legitimacy can be seen from two perspectives. There is authorization from a higher body or unit. There is support or endorsement from peers around, right. If this recognizes, this recognizes, it is for getting legitimacy. We still maintain that, plus the second is to instill value. When, for example, UII lecturers has international Scopus-indexed publications, it is not because they want to flex. Not because of ranking. But because they want to contribute to the international academic community” (Fathul Wahid, “Thesis interview,” January 17, 2025).

On this, the most recent case could be traced from Research Integrity Risk Index (RI²) publication, where numerous Indonesian universities were evaluated. The index was initially created to address the growing concerns on how international university rankings incentivize the push on volume-oriented publications while undermining research integrity. Simply put, it assesses the Retraction Risk, number of retracted articles, and the Delisted Journal Risk – percentage of publications recently being removed from Scopus or Web of Science for not meeting quality or publication standards (Meho 2025). The government considered the index as scientifically accountable and self-reflection for Indonesian higher education, and UII was not among the listed institutions (Jehamun 2025; Shabrina 2025).

Picture 2. Research Integrity Risk Index (RI²) (filtered on Indonesia)

RI ² Rank	Institution Name (per SciVal/Scopus)	Country	Articles 23-24	D 23-24	% D 23-24	R 22-23	R rate 22-23	Norm D Rank	Norm R Rank	RI ² Score
11	Bina Nusantara University	Indonesia	1,721	309	17.95	2	1.28	1	512	0.609
40	Universitas Airlangga	Indonesia	5,994	694	11.58	11	1.99	8	406	0.414
49	Universitas Sumatera Utara	Indonesia	1,898	226	11.91	1	0.67	5	684	0.400
69	Universitas Hasanuddin	Indonesia	2,799	284	10.15	2	1.00	22	588	0.349
86	Universitas Sebelas Maret	Indonesia	2,621	248	9.46	1	0.47	27	817	0.317
152	Universitas Diponegoro	Indonesia	2,758	180	6.53	1	0.42	60	865	0.220
155	Brawijaya University	Indonesia	3,150	198	6.29	2	0.77	67	650	0.219
177	Padjadjaran University	Indonesia	3,849	222	5.77	2	0.57	87	743	0.198
233	Institut Teknologi Sepuluh Nopember	Indonesia	1,836	88	4.79	1	0.64	125	689	0.168
266	University of Indonesia	Indonesia	5,821	257	4.42	3	0.56	136	750	0.154
354	Bandung Institute of Technology	Indonesia	3,072	113	3.68	0	0.00	167	1343	0.120
358	Institut Pertanian Bogor	Indonesia	3,200	117	3.66	0	0.00	171	1343	0.119
363	Gadjah Mada University	Indonesia	5,283	184	3.48	1	0.21	185	1076	0.117

Source: (Meho 2025)

Besides ranking, the spirit of UII’s internationalization was expected to an ultimate goal in “extending the institutional mark of UII on the global academic map” (Fathul Wahid, “Thesis interview,” January 17, 2025). In this context, internationalization is considered to “open doors” of opportunity. For the lecturers, for instance, the strategy means intellectual contributions to the worldwide academic community in any knowledge exchange. In this manner, professors are expected to have egalitarian engagement with counterparts from foreign universities, with no feeling of inferiority (*minderwaardig*). Moreover, for students, internationalization is one way to raise awareness on the importance of self-development with global-level competence as future global citizens, ready towards active role globally (Fathul Wahid, “Thesis interview,” January 17, 2025).

Therefore, internationalization as a strategy is not taken at face value: it is adopted but creatively modified through instilling values corresponding with UII’s collective identity (Sobirin et al. 2022; UII 2022i; 2023j; 2024j; Fathul Wahid, “Thesis interview,” January 17, 2025). On a global level, this "representing" occurs

throughout UII's internationalization. Internationalization encourages steady quality advancement, while also simultaneously serve as a form of diplomacy through cross-border knowledge exchange – measures correlate with political, academic and socio-cultural rationale in internationalization (Intsiful and Essuman 2024).

“There is the issue of building awareness. Because it could be, there are people who have the principle of “this is already enough.” (I could just live) in Sleman (regency in Yogyakarta), as such. This is exactly what we open. Meaning, that it is a choice. A choice. Regarding which one they finally choose, that is of course their right. But if we close the door, it becomes a problem. If they are choosing, and end up designate themselves as local players too, that is a decision we must respect” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Table 4. Analyzing rationales for internationalization at UII

No.	Main Rationales	Specifications
1	Institutional history of mondial identity	<ul style="list-style-type: none"> • As the first Indonesian university inspired by Islamic tertiary education worldwide: particularly Egypt (Al-Azhar University), Türkiye and India • Historical responsibilities laid by the founding fathers (initially targeting the scope of Greater East Asia) • Despite initial obstacles to internationalization (e.g. funding, institutional stability), mondial identity lives on through recent board of management • UII as internationalist-humanist university: commitment to meet global standards, extending international networks, and have active contributions to peace and global problems
2	Vision as an internationally recognized university	<ul style="list-style-type: none"> • Value-instilled internationalization; by-product of collective homework • Continuous improvement of quality in Caturdarma and human resources • Enhancing reputation/recognition amidst high competitiveness of local and global higher education

No.	Main Rationales	Specifications
		<ul style="list-style-type: none"> • Extending institutional mark; nurturing global citizens and future leaders; opening doors for contributions to contemporary global-level problems among academic community

Source: Author

2.2. Identifying the Actors and Partners in Internationalization of Universitas Islam Indonesia

Internationalization strategies of implemented at UII could be considered as an actor-led approach. As a private university, requirements towards internationalization are fulfilled independently: from funding to networks with partners abroad. From a meso-level perspective, the university's center for orchestrating internationalization is mainly conducted by Directorate of Partnerships/Office of International Affairs (DP/OIA) or International Office (IO) (Ramadhan 2024). According to Wahid (2025), actors and partners of UII's internationalization could be classified into two main types: individual and institutional actors.

“We start partnerships from the actors, yes. Who are the actors? Lecturers, staff, students – these are all actors. Individual actors. Then, there is also institutional actors. Ranging from units, research centers, among others. Study programs, departments, faculties, and the university. These are actors in the form of institutions. We can have partnerships at these various levels. These are the actors. Then, should we talk about the approach, if it involves mobility, then it can be outward and inward. Away and home, basically” (Fathul Wahid, “Thesis interview,” January 17, 2025).

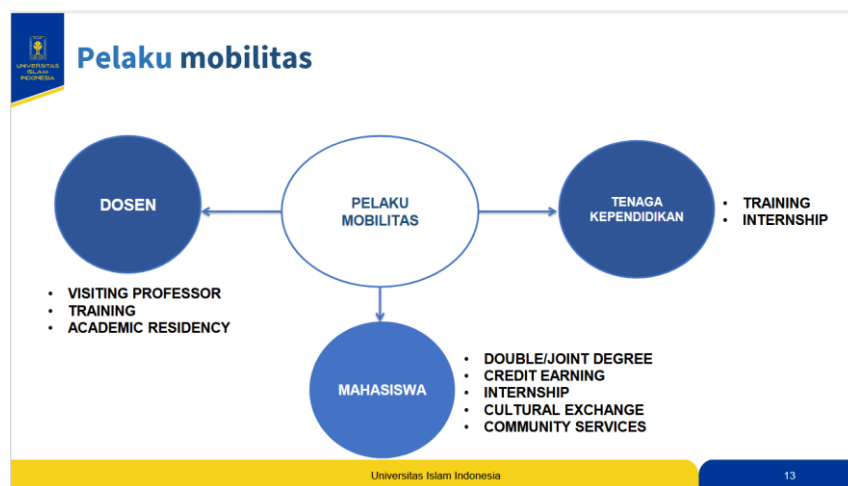
2.2.1 Grouping internal actors of internationalization

Within the university, actors of internationalization varied. It involves faculty members, staff, and students at numerous levels. From a viewpoint, internationalization activities for lecturers are aimed at strengthening academic capabilities relevant to global competences in teaching and research – or specifically Caturdarma at UII (Fathul Wahid, “Thesis interview,” January 17, 2025). The process could be run by pushing the course instructors to participate in global mobility. Another instance, lecturers could pursue positions, such as visiting professorships, training and academic residency (Raharjo 2024). Other lecturers, who are positioned as board members of the university’s management, are also responsible for managing the International Program (IP) of their respective departments. These IP classes are instruments to accommodate international faculty and students, along with establishing attributes of internationalization into the curricula, class work, and the department’s programs (Akhmaloka et al. 2023).

Besides teaching, lecturers are also expected to have networks of academia, particularly in research (Hernandez 2021). One way or another, these connections with worldwide epistemic communities in research are incentivized by multiple stakeholders, like the government and its agencies which took the indicative measures set by university rankings (Agung and Santosa 2017; Sukmawati et al. 2021). International joint efforts in high impact academic publications practically help achieving the goal as it has better reachability for the global public, which leads to getting better credits (Alta 2020; de Wit and Deca 2020). One published article on a reputable Scopus-indexed journal could certainly offer higher credit score instead of articles accommodated within a SINTA-indexed journals,

Indonesia’s system of journals indexing and quality evaluation (Suprpto et al. 2021). Nonetheless, ideally, professors at UII were oriented to work on international publication prioritizing the primary goal of contribution to the global academic community, instead of merely for the scores (Fathul Wahid, “Thesis interview,” January 17, 2025).

Picture 3. Categorization of mobility actors at UII



Source: (Raharjo 2024)

Moreover, another internal actor includes staff who play a significant role in managing the university’s administrative affairs. Studies have shown that competent English-speaking staff and campus-wide language policy is crucial to ensure quality improvement for an internationalized university (Husin and Radzuan 2021; Kataoka et al. 2021; Kanmodi et al. 2024). Internationalization through staff mobility, such as through secondment in other institutions, were intended to engage in personal skill development and ultimately encourage collaboration between the participating institutions (Raharjo 2024). Staff also conduct internationalization

through other measures: managing international students' admission, organizing bilateral meetings, or participating in multilateral fora facilitated by other institutions, such as Indonesian diplomatic missions abroad and representative offices of foreign countries at Jakarta (UII 2022m; 2022g; 2025d). From another instance, UII's OIA further pursues strategy of direct promotion to varied locations, like Thailand, Philippines, and Pakistan. These cases of strategic means are essentially aimed at sustaining and extending networks with partners abroad (SIB Bangkok 2023; UII 2024e; 2024q; 2025a; 2025e).

Moreover, internal actors of internationalization at UII also consists of its students. Domestic students from diploma and undergraduates to postgraduate programs are actors that are directly involved in the execution process of internationalization. From short programs, credit transfer, international internship, workshops, academic conferences to double degree programs are among the classification of international mobility participated by students – collectively categorized as *outbound mobility* (UII 2024e; 2025a). Moreover, these varieties of internationalization approaches are likewise experiences from international students' perspectives, although with a slight difference. With incorporating similar programs typology as the former, engagement of foreign students at UII – sorted as *inbound mobility*, commonly revolve around partaking mostly scholarship-funded full degree programs (diploma, bachelor's, master's, doctorate and professionals) and short-term activities, like academic summer exchange, tailored cultural visits, internships, among others (UII 2024e; 2025a).

As an institution focused on both globalization at home and abroad, the author argues that UII students – either participant of short programs or full degree

students, play an important role in establishing an international atmosphere on learning experience at campus. Drawing from the typology proposed by Knight (2014), there are three non-linear and overlapping classifications of education hub models, where university is in its primary position. It comprises of student hub (with education and training as core activities), talent or skilled workforce hub (including human resources development), and knowledge hub (including production and distribution of knowledge and innovation) (Knight 2014). UII, in this peculiar context, establishes a cross-border education through pursuing strategies of student-hub model by inviting non-Indonesian students studying on campus.

Knowledge diplomacy explains this activity as on how universities have intents to bring non-state representatives of various countries inside the university. Through this view, internationalization is seen as a measure of strengthening relations between and among countries besides its intended motive to enhance higher education institutions (Knight 2022). With each student having their own respective culture and identity, the shared experience of learning on campus widens perspectives and cross-cultural understanding, respectively for the local and foreign pupils (UII 2020c; 2022g). In a contemporary globalized world, means related to diplomacy has broadened and taken the role of non-official individuals, like students themselves, into account.

Knight (2022) also argues that besides the goal to improve the university's influence of developing skilled graduates, knowledge diplomacy sees higher education presence could further contribute to the establishment of common understanding between nations; or in this case: among locals and foreigners. The view relatively correlates with UII's strategies, such as by offering full degree

scholarship for foreigners through Future Global Leaders Scholarships (FGLS), aiming to nurture tomorrow's leaders willing of contributing back to their respective countries of origin after graduating (Sunartono 2022; UII 2022g).

Analyzed through knowledge diplomacy lens, UII as a university is appraised as one agent among the categorization of key roles in non-governmental diplomacy from the sector of higher education, research and innovation (Knight 2022). Drawing from international student admission as a specific instance, foreign student at UII spent years studying on and in Indonesia. As these students will have future occupations in diverse sectors after graduating, their living activities, experiences and relations with multiple counterparts while in Indonesia – including lecturers to fellow local students, are knowledge exchanges of what the country requires in nurturing relationships between nations (Edwards and Kitamura 2019; Knight 2022).

The acquired knowledge is often shared “through direct personal interactions”, enabling their home country “to integrate into global knowledge networks” (Marginson 2018, 25). Graduates thereby constitute individual yet integral parts of what knowledge diplomacy acknowledges as a network of diverse multiple actors partnering collaboratively (Knight 2020). As further argued by her, knowledge diplomacy, a framework emplaced being distinct from its few presumed doppelgangers like soft power or public diplomacy, sees the importance of universities' role of fostering individuals – future leaders in varying scale, of working together to build “stronger relationships between countries” based on mutuality and reciprocity (Knight 2022, 106).

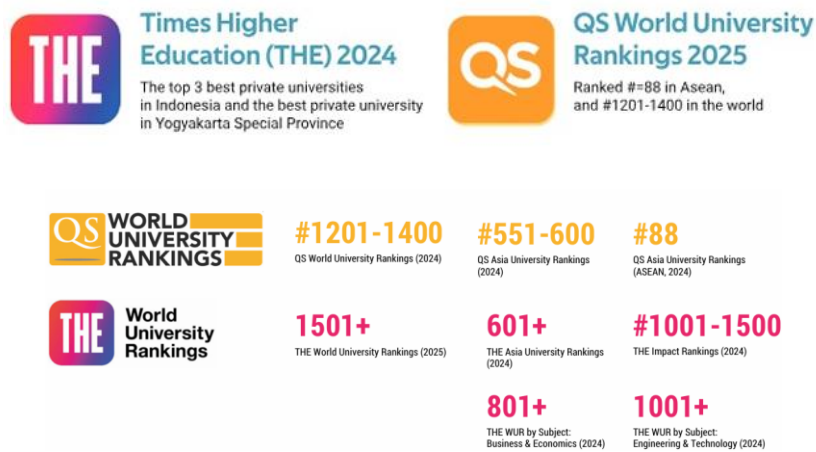
The aforementioned stakeholders could be classified as individual actors. Beyond this discussion, internationalization at UII also comprises of institutional actors. As individual actors consists of elements within the *civitas academica* – lecturers, administrative staffs and students; institutional actors, for instance, consisting of internal units within the college’s structure. Organisations such as the Rector’s office, faculties, departments and research centers are considered in this category (Fathul Wahid, “Thesis interview,” January 17, 2025). Specifically for departments, 16 from 31 undergraduate degrees at UII run International Program (IP), classrooms in which students are designated with English as a medium of instruction – and Arabic for Islamic Family Law program, as well offered diverse schemes of study abroad programs (UII 2024c; 2024d).

2.2.2 External stakeholders of internationalization

Regarding external partners, UII has connections with a range of different partners: from fellow academic community, industry sector, civil society organizations, to government actors in-country or abroad. Conducting internationalization. The outreach also includes institutions related to the legitimacy of UII’s global reputation, such as accreditation or certification boards and international higher education ranking company. These cooperations is intended to bring about sustained positive impacts for both UII and its varied partners alike (Fathul Wahid, “Thesis interview,” January 17, 2025). Among these organizations, it includes FIBAA (Germany), AUN-QA (ASEAN) and ASIIN (Germany), or ABEST21 (Japan) from accreditation or quality insurance sector (FH UII 2022; Ihsan 2022; kumparanNEWS 2022; Suryana 2022a), along with Quacquarelli

Symonds (QS) and Times Higher Education (THE) from global university rankings institution (UII 2022n; 2024m; 2024l). Regarding implementation, UII categorizes its global outreach into three main regions: Region 1 (Southeast Asia), Region 2 (Asia Pacific & Africa), and Region 3 (Europe & America) (UII 2024b).

Picture 4. UII’s latest accolades of international rankings



Source: (UII 2024b; Wahid 2024a)

In 2023, for instance, UII established new connections with 128 domestic and foreign institutions, completing the total 369 active partnerships. The following year, in 2024, then denotes the university’s cooperations with 195 local and 101 abroad institutions spread across 27 countries within the region of ASEAN, Asia Pacific, Africa, Europe and America (UII 2025a). Nonetheless, partnerships which progress from memoranda of understanding (MoU) into memoranda of agreement (MoA) only numbered in 17% of the overall domestic and 51% of the total international partnership agreements. Although this shows another homework for UII’s bureaucracy to advance its local partnerships, from an internationalization

viewpoint, the portrait as well depicts the university's efforts to sustain and concurrently implement joint activities with counterparts abroad (UII 2023).

Picture 5. Maps and numbers of partnering institutions (as per 2024)

Keja sama	Lembaga akademik	Industri	Pemerintah	Organisasi nirlaba
Dalam negeri	107	33	33	12
Luar negeri	94	4	3	-



Source: (UII 2025a)

From a specific standpoint, UII's cooperation with government agencies is an interesting instance as it encompasses government of local to overseas origin – diplomatic missions of foreign countries in Indonesia. To support international student recruitment, for example, UII has partnership with Indonesian government to facilitate scholarships through *Kemitraan Negara Berkembang* (KNB, or Developing Countries Partnership) Scholarship for full degree programs and The

Indonesian AID Scholarship (TIAS) for talented individuals of targeted countries, both of which partly oriented to foster mutual understanding and strengthen the relationship between partnering countries, particularly in the Global South (Awaludin 2024; Gerale 2025; Indonesian AID 2025). Another partnership of UII within this type is with the Republic of Yemen embassy at Jakarta, offering distinctive scholarships pathway for Yemenis to study at UII, which considered as an expression of a strong Indonesia-Yemen relation (UII 2021b; Watan News 2021). Events with foreign government actors also take place at UII – from formal visits to public lecturers with ambassadors – several of which involve high officers in embassies of Germany, Hungary, Ukraine and Palestine, among others. These arrangements commonly accommodate discussions regarding partnership technicalities to significant matters faced by both countries (UII 2019e; Prasetyo 2022; Jehamun 2024; Sunartono 2024).

Furthermore, with the fellow academic community, UII also actively participates within university consortiums. It includes local associations like APTISI (Association of Indonesian Private Universities) and NUNI (Nationwide University Network in Indonesia), to international-based consortiums, such as Passage 2 ASEAN (P2A), SEAMEO (Southeast Asian Ministers of Education Organizations), and numerous Erasmus+ Capacity Building for Higher Education (CBHE) and Horizon Marie Skłodowska-Curie Actions (MSCA) projects. Conducted within varying themes, these grants are funded by European Union to assist the internationalization of partnering higher education institutions while strengthening people-to-people relations and awareness towards cross-cultural understanding (UII 2018d; 2020b; 2022s; 2023l; 2024a). These partnerships

correspond to knowledge diplomacy which proposes that the involvement of diverse state and non-state actors to collaborate in education, research and innovation initiatives is mainly required (Knight 2022). The inclusivity in arranging internationalization is represented by UII's engagement with broad range of actors: academic community, government agencies, industry sector to organizations in the process of transfer, production, and application of knowledge.

Discussing partners, on various occasions, UII puts its endeavors of international collaboration to build stronger relationships between countries and address national to global issues. Another instance, UII's partnership with Palestine Embassy in Indonesia is driven by the initiatives to establish diplomacy in education and solidarity with Palestine. A cooperation that further address critical problems, including the matter of genocide in Gaza, its feasible future resolution, and short-term responses like scholarships for Palestinians (UII 2021d; Suryana 2022b; UII 2024p; 2025h; Parwanto 2025). From this case, UII's moves form a significant part of Indonesia's stance to strengthen relations with Palestine, and countries with similar standing position, besides amplifying the narratives towards Israel's aggression which violate international law – embodying the objectives set by the knowledge diplomacy framework itself (Andriansyah 2024). Although apparently present, the goal of strengthening intercountry relations remains visibly and substantially subtle as the primary reasonings for UII's internationalization is to improve reputation and quality.

Table 5. Identification of actors and partners of UII’s internationalization

Actors	Internal	External
Individual actor(s)	<ol style="list-style-type: none"> 1) Students (domestic and international) in full degree programs 2) administrative staff 3) faculty members 	<ol style="list-style-type: none"> 1) foreign visiting students, e.g. in (a) short programs; (b) conference participants 2) exchange staff from partnering university/consortium 3) visiting/guest professors
Institutional actor(s)	<ol style="list-style-type: none"> 1) The Rector’s office, e.g. DP/OIA and other units 2) 9 faculties 3) departments (notably with IPs) 4) research centers, etc. 	<ol style="list-style-type: none"> 1) academic community 2) civil society organizations, 3) private/industry sector 4) government agencies (local and foreign) 5) accreditation/certification/international ranking institution, etc.

Source: Author

2.3. An Aspiring *Rahmatan Lil ‘Alamin* University: Knowing Universitas Islam Indonesia’s Core Values on Internationalization

Principles play an important role serving as a foundational drive of higher education internationalization. In Indonesia and abroad, each institutions have diverse principles of transforming into a global-oriented university and how they constitute a part of knowledge diplomacy. As Knight (2022) explicitly puts it: “the values of cooperation, reciprocity and mutuality are fundamental building blocks of knowledge diplomacy”, meaning that these fundamentals – in whatever form of interpretations, guide the whole process of its implementation (Knight 2022, 106). In addition, the framework also comprises of other illustrative instances of values, including common good, transparency, interdisciplinary, multi-sector and others (Knight 2022).

Contextually speaking, UII has its own reconceptualized core values of the university's founding. Drawing into three sources: ideology, organization, and leader, Sobirin et al. (2022) identify UII's five primary principles: Islamic, Mondial, Up-Front, Intellectual, Indonesian – which henceforth appealingly abbreviated as “I'm UII”. Talking precisely on the mondial worldview, UII translates the value to contain the idea of internationalist and humanist ideas. The university envisions to present an Islam *rahmatan lil 'alamin*: promoting “virtue and goodness to the universe” (SCMP 2018; Purwata 2022). Collectively with other values, the author argues that UII's internationalization strategies are drew on its internationalist view (Mondial), along with the moderate Islamic-nationalist identity (Islamic, Indonesian), to excel (Up-Front) as an globally acknowledged higher education institution (Intellectual) (Sobirin et al. 2022).

When referring to the 2018-2022 Renstra, the university's internationalization is based on “internal strength” based on Islamic values. This Renstra reflects the achievements stated in the accountability report of the previous board of management period that made Islamic values as “elements of uniqueness and competitive advantage” for UII in gaining international reputation (UII 2022b, 10). The perspective is strengthened by UII's institutional position that embraces the spirit of Islam *rahmatan lil 'alamin* – considers itself an open “big, shared house” for a variety of Islamic thoughts and non-Muslims. This peculiar view of inclusiveness is also termed as the concept of cosmopolitan Islam (UII 2022b, 13; 2022c). According to Sobirin et al. (2015), this Islam *rahmatan lil 'alamin* at UII is further interpreted as the spirit of transcending beyond “primordial and sectarian

barriers”, therefore prioritizing all-inclusive solidarity and peace to reinforce Islamic universalism (Sobirin et al. 2022, 33).

In addition, this globalist view has numerous implications. As UII has a value-based internationalization, it responds to certain deteriorating trends in higher education. First and foremost is the believe that the university’s academic community must be aware as global citizens, as well as facilitated to adapt with globally relevant competences. Moreover, UII also reacts with dissenting position towards the trend of higher education neo-liberalization worldwide, retaliating that higher education could not simply “go with the flow” (Fathul Wahid, “Thesis interview,” January 17, 2025). Regarding the flaws of international rankings, for instance, UII criticizes the neo-liberalistic practices which include of how institutions compete within a “gray zone”: potentially justifying unethical means, deceptions, and putting a condescending view to academic processes as merely training of skilled workforce (Fauzi et al. 2020; Wahid 2020c; 2022a; Fathul Wahid, “Thesis interview,” January 17, 2025). On this, UII compromises: international rankings are still pursued, but not as a main objective and only reacted with fair appreciation; and the actual goal is to do collective homework of enhancing academic quality and contributions.

“The university's homework is clear. Education, lecturers, students need to be taught well. Lecturers are well-prepared, research is seriously carried out, community service also gets good attention, and others. Should everything is well done, the side effect, is that we will have more qualifications, as such” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Based on this brief description, seen through the lens of knowledge diplomacy, UII works as an autonomous private university that seeks to continuously improve its functions of Caturdarma according international-level standards, while founded on series of distinctive values as a moderate Islamic institution (SCMP 2018; UII 2018b; 2022i). An approach that pursues academic excellence while embracing root values of Islam *rahmatan lil 'alamin*. Moreover, UII's principles-based approaches correspond to values framed by knowledge diplomacy as the university puts efforts to ensure mutually benefitting relations with partners, which will be further discussed.

2.3.1 Rethinking Islam as institutional identity towards internationalization

In Renstra 2018-2022, the university sees that it needs to reformulate its role to the national and global Islamic community. Aside of gaining various achievements, UII view itself with the position to contribute to the Islamic community, particularly in operationalizing the religious norms upholding the university's establishment (UII 2022b). In practice, one of the instance could be observed from the campus' intention in developing institutional engagement and knowledge management that addressing national and international issues, like its membership with institutions like the Federation of the Universities of the Islamic World (FUMI-FUIW 2021; UII 2022b). UII does have peculiar aims, laid by its founding members, of enhancing the university's existence, role and contributions towards the Islamic global community (*umma*) (Feriyanto et al. 2015). This is accompanied by the founders' perspectives of establishing UII inspired by the

renowned Islamic higher education atmosphere in other Islamic world, like Al-Azhar University in Egypt (Sobirin et al. 2022).

Discussions of Indonesian Islamic universities internationalization did not emerge out of thin air. Past researchers have anticipated the imminent likelihood of Indonesian Islamic higher education institutions being internationalized as part of its transformation. With various Islamic and Muslim-majority countries have their own respective strong uniqueness, claims have placed Indonesia as the “epicenter” of diffusing moderate Islam (*Wasatiyyah Islam*) (Abdullah 2017). Although the Indonesian government recently responded this idea by establishing Universitas Islam Internasional Indonesia (UIII) – a separate university rather than optimizing the pre-existing Islamic universities (Dzulfikar 2019; Qeysha 2025), UII as a privately-owned university already has longer been hosting moderate Islam discourses. Since its establishment, UII has laid down values that drive the university’s growth which involve spirits such as the integration of sciences and religion with its varied concepts (Feriyanto et al. 2015).

Islam, a religion serving a foundational value and spirit of UII, is not contradicted, nor considered as an obstacle, to the internationalization process (UII 2018e). Inherent within the institution, Islamic identity and Indonesian identity are thereby also straightly worn by its academic community as internationalization actors. The role of “ambassadors of Islam and Indonesia” is expected to introduce Islamic values to the society who may not understand Islam from its direct sources (UII 2021h). Practically speaking, UII students are also required to take three Islamic courses: Islamic education, *Islam Ulil Albab* and *Islam Rahmatan Lil ‘Alamin*, which are intended to instill an inclusive life perspective, thereby making

them able to engage within a global society “while still maintaining an Islamic and Indonesian identity” (UII 2019a, 11; 2020a; Alfitri and Ahyar 2023; UII 2022e; 2023b). Moreover, another fundamental value is “cosmopolitan Islam”, an idea which believes that upheld UII’s design of housing diverse Islamic thoughts and inclusiveness to peacefully co-exist with people of distinct backgrounds, including of different faiths (Wahid 2022f; Abdi 2023).

“Islamic values must also color the mindset and all services and business processes at UII. This is done, among others, by continuously echoing the need to serve wholeheartedly and with the best quality. **Cosmopolitan Islamic values are used to emphasize UII's position as a big house that respects the diversity of Islamic thoughts and can even work well with non-Muslim friends**” (UII 2022c).

To simplify, at UII, internationalization is not defined as a policy of *becoming foreign* or *Westernized*, but rather an approach for the academic community to have access to improvements and broad contributions to others. Bearing “Islam” as the middle name certainly brings obvious impacts to the university – both in terms of developing flagship identities and responsibilities regarding internationalization. As UII was recently recognized as the first-ranked Islamic university in Indonesia by THE World University Rankings (WUR) 2024, the gained title underlines the fundamental identity of the university (Kompas.com 2024). From this specific case, the author proposes a rethink towards this root value of UII.

On the identity of UII as an *Islamic* national university, internationalization somehow creates specific dilemma regarding institution’s formal-operational language. As Bahasa Indonesia is the vernacular, English serves as the tool utilized

to disseminate the university's mark abroad, whether through academic works, in-bound and out-bound students and scholars, and others. However, Islam – as a religion, is strongly associated with Arabic as its sacred-theological language, being “Islamic” denotes the usage of Arabic is highly imperative. Although Arabic has been used in classes of several faculty, specifically in IP classes of Faculty of Islamic Studies (FIS), along with several students-led initiatives to mainstream Arabic, there has been minimum to no utilization of Arabic beyond these named campus scenes (UII 2020b; 2025f).

For instance, this inadequacy could be observed from official publications of the university, presence of globally acknowledged visiting scholars from Arabic-Muslim world, and institutional networks with international Islamic or Arabic-based universities abroad. Another instance could be seen from the target of conducting international standard da'wa, which currently is interpreted as inherent to other functions of the university, like community service (Hafil 2022; Dian Sari Utami, “Thesis interview,” June 21, 2025). The author argues that positioning “Islamic” as an identity suggests an indispensable application of Arabic encompassing all UII's interests regarding internationalization: academic work, students and scholars' mobility, and beyond. Not to mention internationalization potentials exposed by the larger global Muslim world yet to be capitalized by UII. This instance has become UII's one out of other various homework as an Islamic higher education institution.

2.3.2 Cosmopolitanism and global citizenship of the academic community

As explained, one of core values at UII is the spirit of cosmopolitan Islam, a moderate and inclusive thought seeking to situate the university as home for diverse thoughts in Islam and openness to fellow individuals of other background of origins. In the era of borderless world, internationalization as UII's strategy being a reasonable need in responding to world's dynamics. The fading of national boundaries due to globalization results in increased interconnection and interdependence between each country. The situation has become more dynamic due to rapid changes. One of the impacts involve a mindset of becoming constantly “aware with changes in the global landscape”, including about higher education (Wahid 2022e). For example, the latest quality standards continue being adjusted accordingly to international standards. The students who are nurtured, an another example, are also directed of becoming global citizens who are equipped with multicultural understanding and adaptiveness to respond the inevitability of globalization (UII 2020c; 2023h).

These views are scattered in various elements of UII's internationalization. The university's academic community, particularly students, are pushed to become future leaders who are global citizens. Ritter (2023) correlates cosmopolitanism and global citizenship, where global citizens are defined as being “open to new cultural experiences and prepared to undergo self-transformation through the encounter with Otherness”. In a particular sense, by deep diving into distinct identities, global citizenship is considered as an attitude in navigating these “diverse social settings” which enable the academic community to simultaneously construct their “sense of self” (Ritter 2025, 108). Moreover, the term cosmopolitan is interpreted as a nature

where countries – along with its people’s engagements, are growingly unbound by formal borders, creating the status of global citizenship indispensable (Ritter 2025).

In this context, at UII, the concept of raising awareness towards global citizenship aims in fostering students of having the preparedness to engage within an increasingly globalized world. For instance, UII sees that becoming global citizens brings forth the consciousness for the academic community, like students, towards access of opportunities through presence in the international landscape (Ivan 2018). Moreover, as global opportunities also means global-level competition, the idea of global citizenship is further extended to concern how the globalized world expose significant competitiveness, therefore graduates are encouraged to have the agility needed to face these occurrences (UII 2020h; 2021g; 2024j). The notion is further detailed:

“When we become more internationalized, what are the associated values? One, for example, is that we want UII students and citizens to become **global citizens**. Thus, it will open the door for them **to contribute more**. For global issues, humanity, and others. If that is the logic, it becomes interesting” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Among others, one of the reasons is to avoid the students from becoming “*jago kandang*” (merely having home advantage) as “local players” whose activities are limited into their own particular place of origins (UII 2019g; 2019h; Wahid 2019b). This perspective can be understood as a strategy to encourage the academic community in not less than two aspects. First, it pushes the campus community to continuously improve their quality – both on an individual and institutional scale in the long run, to further compete globally. As for the second:

awareness as global citizens are guidance for the college community to be sensitive and contribute on dealing with global humanitarian issues (Wahid 2021a).

In addition, this perspective can also be found on numerous speeches, calling the students' readiness to shift their views beyond orientation on a local scale, illustrating narrow-minded individuals will not fit in the future (UII 2018c; Wahid 2019a; 2021b). The university community is imagined to have firm proximity with characteristics of a global citizen, specifically the quality and mobility (UII 2019g; 2020f). Moreover, students and scholars who are participating in mobility programs are recognized as Indonesian informal representatives or ambassadors abroad at host institutions (UII 2022i; 2022f; 2024j). In addition, from this view, the students' process of becoming global citizens is guided by the university (Wahid 2022c).

The expected preparations that determine the quality of global citizens include being equipped with a global skill set and awareness, multicultural understanding, and mastering international languages. It is also complemented with developing personal expertise and sensitivity towards globally relevant issues, from social disparity, energy and environment, food security, to interstates conflict (UII 2022j; Wahid 2022d; UII 2024j). With all its varieties, internationalization policy at the university thereby is positioned as an approach to increase global accessibility for students, staffs and faculty members (UII 2020d). UII sees global exposure gained by partaking in international mobility programs, for instance, as thoroughly crucial in driving cross-cultural understandings which, in due course, could "make the impossible possible" which aimed to hone competences by having international

networks, opportunities for graduate studies, and improved linguistic capability (UII 2021g).

2.3.3 *The spirit of tolerance and collaboration: pursuing reciprocal partnerships*

Besides aforementioned, the core principles of internationalization at UII are the values of tolerance and cooperation. These laid the technical basis of conducting international partnerships with various institutions, alike to instances Knight (2022) illustrates from reciprocity, mutuality to common good, placed as the “integral part of diplomacy” (Knight 2022, 106). For instance, it is the concept of “*saling bermanfaat, bukan saling memanfaatkan*” (mutually benefitting, not abusing one another) which depicts the essentiality of two-ways approaches in cooperation; how it helps trust-building and offers chances for a lasting partnership (Fathul Wahid, “Thesis interview,” January 17, 2025). Being a moderate Islamic university, tolerance and collaborative spirits are set as the ideals UII’s foundation (Sobirin et al. 2022). Initiated collaboration, as Wahid (2025) argues, must meet with the interests of parties involved:

“Should there are two actors involved (in a partnership): one could feel it is useful, another could feel it is helpful, and eventually both get the advantages, (the partnership) usually lasts ... And should we talk about cooperation, right, again, it is mutually beneficial. It needs to be reciprocal as far as possible, not one-way. And this makes (the partnership) usually lasting” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Moreover, the intention towards sustaining collaboration could be observed from the rector’s repeating catch phrases of “going far, going together”, quoting the popular proverb: “should you want to go fast, go alone; should you want to go far,

go together” (Wahid 2018; UII 2019i; 2023l). It showcases the university’s rationale for internationalization is to build long-term collaboration instead of fast, momentary joint efforts. Not to mention other technical challenges like ensuring reciprocal relations, meeting the interests of each party, and so forth, which could hardly be overcome within the context of short-lived cooperations. Moreover, a lasting condition is considered able to assist in expanding the implementation of the partnership, which ultimately could disperse the positive impacts given.

“When it lasts, then it can expand, it can expand. Well, if for example two people are fellow researchers, eventually their colleagues will come along. The students can get involved too. It is formalized at the institutional level, and the impact can be widespread” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Regarding the spirit of partnership, the intentions of cooperation aimed to surpass the nature of competition in between tertiary education institutions. As rivalry between institutions is assuredly inevitable, the university specifically addresses unhealthy competition within the higher education atmosphere that involves unethical practices, like data manipulation to gain certain level of global ranking (UII 2018h; 2021e; Sulistyanto 2022; Endra 2023; Wahid 2023a). According to Wahid (2025), this occurs due to campuses’ managements neglecting the core functions of its very own existence of universities: to pursue quality excellence in teaching, research and community service. Therefore, prioritizing collaboration, instead of competition, is essential to help achieve this goal while concurrently build networks with organizations of similar, shared vision (Fathul Wahid, “Thesis interview,” January 17, 2025).

“We want that togetherness to exist in public forums, along with in private forums. Do not say in a public forum, “let us collaborate,” when actually the spirit of competition behind is rather extraordinary, as such” (Fathul Wahid, “Thesis interview,” January 17, 2025).

Table 6. Pairing UII’s core principles of internationalization with knowledge diplomacy framework

	Proposed illustrative elements of values (Knight 2022)	Leading core principles of internationalization at Universitas Islam Indonesia (UII)
Knowledge diplomacy framework	Reciprocity Mutuality Cooperation Common ground Partnership Common good Interdisciplinary Multi-sector Transparency	Cosmopolitan Islam identity <i>(rahmatan lil ‘alamin)</i> Continuous improvement Partnership Global citizenship Reciprocity Building shared vision Mutual recognition

Source: Author

CHAPTER 3

TANGIBLE ELEMENTS OF INTERNATIONALIZATION AT

UNIVERSITAS ISLAM INDONESIA: DESCRIBING ITS APPROACHES

AND INSTRUMENTS

3.1. Pursuing Collaboration not Competition: Unveiling the Modes and Approaches of Internationalization at Universitas Islam Indonesia

To begin with, discussion about values and approaches in knowledge diplomacy framework might seem closely akin. Nevertheless, according to Knight (2022), it is important to differentiate between the two: the former talks about the “fundamental building blocks of knowledge diplomacy” – essentially the “why”, while the latter explains on the “how” of knowledge diplomacy process is practiced. Therefore, the explanation in the following will discuss the approaches in knowledge diplomacy as what is shortly defined by Knight (2022): “collaboration, negotiation and compromise to ensure that the goals are met and there are benefits for all” (Knight 2022, 106–7).

Table 7. Partnership potential in research collaborations

Individual collaborations	Departments	DRCS	Partnering consortiums
Inter-department research between UII lecturers, research between researchers/practitioner from local/foreign institutions	Lecturer’s research groups and department’s leading research	Leading research of the university	<ul style="list-style-type: none"> • NUNI & UN Indonesia (and LPDP) for “Digital Transformation” research • Netherlands Knowledge House & BRIN

Source: (Utami 2024)

The main approach of UII to run internationalization is to position partners within the frame of collaborations, instead of competitions. As argued in the previous chapter, one among other principles of UII in internationalization is the acknowledgement towards the significance of collaborations, denoting that should an organization seeks to “go far”, it should “go together” (Fathul Wahid, “Thesis interview,” January 17, 2025). Amidst the high competitiveness of tertiary education institutions worldwide, the standing position gives leverage for the university of fostering collaborations with essentially everyone as partnering organizations (Dian Sari Utami, “Thesis interview,” June 21, 2025). It includes, among others, the ability to learn from diverse knowledge shared as each institution has its respective distinct experiences.

Moreover, internal within UII’s management, the academic community is given the liberty to initiate any agendas related to internationalization, although the process must run administration through DP/OIA as the supporting system. In this context, internationalization is established upon a collective spirit and considered a shared homework (UII 2020g; 2022p). According to Utami (2025), confirmed by an anonymous senior university officer under Chatham House Rule, this depicts an egalitarian and participatory approach to internationalization, illustrating the university’s approaches as not monolithic by definition and encompassing any relevant aspect of higher education governance (Dian Sari Utami, “Thesis interview,” June 21, 2025). Academic community was given the “freedom of movement” in internationalization, thereby becoming a responsibility of multiple actors in-campus. Another instance, besides the DP/OIA as administrative focal

point, it is assisted by faculty-level internationalization units currently initiated, like in Faculty of Business and Economics and Faculty of Law (Dian Sari Utami, “Thesis interview,” June 21, 2025).

“Everyone is welcome to initiate. Even the students. For instance, students who have participated in IISMA. Could we conduct partnerships with their respective host universities? Surely. We previously had several contacts, and we had followed them up. Therefore, everyone can initiate [partnerships], but it must run through a single gateway. The hub is in OIA’s hands ... [we are like] the grassroots. Grassroots that do many bottoms-up works. Giving ideas, sometimes suggestions to the board of management. Thank God, so far, because the leadership model is egalitarian, it is also more comfortable” (Dian Sari Utami, “Thesis interview,” June 21, 2025).

The perspective of “going far, going together” consists of various specific modes towards internationalization (UII 2023c; Fathul Wahid, “Thesis interview,” January 17, 2025). To implement agreements, UII works to ensure that the implementation of collaboration could reciprocally benefit both parties, instead of merely one party gaining at the expense of the other, thereby ensuring mutuality. This includes, for instance, the fulfillment of each party’s agendas through said partnership. Particularly in the context of UII, the university’s interest is to expand joint efforts in relevant field according to Caturdarma. For example, collaborative research with external stakeholders is only recognized by the government if it is framed within a formalized partnership, adding the urgency to assure sustained partnering activities (Dian Sari Utami, “Thesis interview,” June 21, 2025). In addition, UII also strives to ensure the agreements with partners, commonly initiated with MoUs and then ratified through MoAs, could move into process of implementation (UII 2023i; Dian Sari Utami, “Thesis interview,” June 21, 2025).

UII pursued what termed as “strategic alliance”, an approach where the university “puts efforts in collaborating with institutions who have strategic partners”, like tertiary educations who have partnered with industries. This is complemented with the modes called “glocal engagement”, standing for global and local, meaning that internationalization does not only involve foreign stakeholders, but also local universities (UII 2023g; Dian Sari Utami, “Thesis interview,” June 21, 2025). During the process, the modes engaged by the university are the work in trust-building and open communication with partners. It means that, as an institution, UII has the willingness to openly learn from and share with fellow partners. It includes, for instance, the goodwill to study the best practices of internationalization performed by other national universities and holding events like International Office Conference (IOC) (Dian Sari Utami, “Thesis interview,” June 21, 2025; Fathul Wahid, “Thesis interview,” January 17, 2025).

"We have the responsibility to be a kind of model. If there are other actors, for example, visiting UII, we tell them everything we can. We never cover up, because the strategy formula must have a context. If we are afraid that they will compete with us, that is a natural fear. But if we believe that moving forward together is good, it will bring happiness" (Fathul Wahid, “Thesis interview,” January 17, 2025).

The university further pursues to bring representation in terms of internationalization. This includes the strategy of bilateral and multilateral meetings with partners, like with Indonesian representatives abroad and foreign offices at Jakarta, along with participation in education expos abroad, such as APAIE (Asia Pacific Association for International Education) and EAIE (Europe Association of International Education) (UII 2022m; 2023c; 2023b). It is a strategy utilized by UII

to present, initiate, and maintain communication with international partners from various sectors. According to Utami (2025), UII's representatives connect with the board of management of fellow higher education institutions through these expos. Additionally, to expand institutional network, multilateral partnerships are pursued, like the involvement in international consortiums, including Passage 2 ASEAN (P2A), SEAMEO (Southeast Asian Ministers of Education Organizations), and Erasmus-funded projects (UII 2023a; 2023b; Dian Sari Utami, "Thesis interview," June 21, 2025). In its course, UII considers cost as a concern and consideration of conducting internationalization. For instance, the university tends to not pursue partnerships with stakeholders in far regions, like America and Africa. It excludes partners in Asia and Australia – both proximity-wise are closer to Indonesia, and Europe which mostly provides immense amount of grants for the university for internationalization. Nonetheless, it is crucial to denote that the university as a private institution, thereby independent in funding compared to public universities (Dian Sari Utami, "Thesis interview," June 21, 2025).

"We tend to not have partnerships with United States stakeholders. There are agreements but it is not that intense. Moreover, from what [of your question] I heard, perhaps Europe, Asia we still have plenty, and Australia. Africa is not yet, not that many. **Similarly, it is about cost.** As it is possibly more expensive there. But, we have lots of students originally from Africa" (Dian Sari Utami, "Thesis interview," June 21, 2025).

Table 8. UII’s modes and approaches of internationalization paired with knowledge diplomacy framework

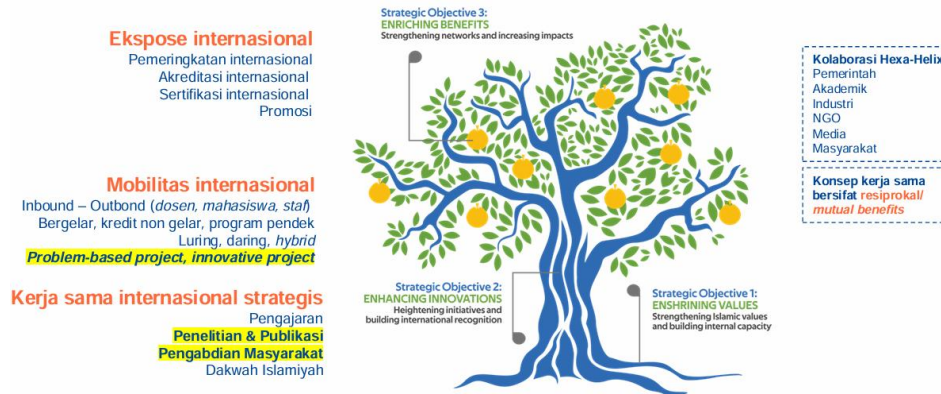
	Proposed illustrative elements of modes and approaches (Knight 2022)	Modes and approaches of internationalization at Universitas Islam Indonesia (UII)
Knowledge diplomacy framework	Negotiation Communication Representation Conflict resolution Compromise Collaboration Exchange Mediation Conciliation Partnerships Building trust Dialogue	Strategic alliance Participatory and collective spirit (engaged by all internal actors, administered by DP/OIA) Openness in interaction Trust-building Glocal engagement Mutually benefitting, not abusing Collaboration not competition Representation Multilateral attitude Independent

Source: Author

3.2. Partnerships, Mobility and Education: Activities and Instruments of Internationalization at Universitas Islam Indonesia

Common activities associated with UII’s internationalization include joint meetings and negotiations, partnerships initiatives, participation in conferences, and others. According to Utami (2025), there are three categories of funding internationalization: the university waqf foundation, partners, and grants. Firstly, as a private university, UII’s budgeting and main source of funding is managed by a waqf foundation. Second, the university obtains fees from partners interested in conducting collaborative tailored programs. Moreover, UII also received grants from international organizations, like European Union’s Erasmus+, where the university secures funding under various themes (Dian Sari Utami, “Thesis interview,” June 21, 2025).

Picture 6. Roadmap of internationalization at UII (Renstra 2022-2026)



Source: (Utami 2024)

On a university scale, UII has pursued global recognition through partaking in notable international rankings, like QS and THE, although its stance remains critical thereby perceives international rankings as merely impact of the well-done collective homework, not a goal (Wahid 2022a). Moreover, to improve institutional quality, UII also involved in universities association, including ASEAN University Network (AUN) and Nationwide University Network of Indonesia (NUNI), and receiving grants from international stakeholders, such as European Union, allowing the university to partner with local and foreign institutions in various thematic projects, ultimately aimed to improve UII’s internationalization progress. These include Erasmus+ Capacity Building for Higher Education (CBHE) and Horizon-Marie Skłodowska-Curie Actions (MSCA) (UII 2018d; 2022s). According to Utami (2025), UII’s efforts in extensification of international partnerships indicate an increasing trend in numbers.

Table 9. International grants and projects participated by UII

No.	Categories of Global Projects	Project Titles	Specifications
1	Horizon-MSCA	ODDEA – Overcoming the Digital Divide in Europe and Southeast Asia Universities (2023-2026)	<p>Key issues: digitalization and digital divide</p> <p>Joint efforts: faculty exchange, research collaboration</p>
2	Erasmus+ CBHE	ENTEED – Fostering Entrepreneurship through Freelancing (2024-2026)	<p>Key issues: students’ preparedness and competence in freelancing</p> <p>Joint efforts: developing online microcredentials in freelancing, comprehensive analysis of global freelancer market</p>
3	Erasmus+ CBHE	MASUDEM – Master Studies in Sustainable Development and Management	<p>Key issues: integrating studies on sustainability in higher education</p> <p>Joint efforts: curriculum development and staff capacity building on sustainability</p>
4	Erasmus+ CBHE	iHiLead – Indonesian Higher Education Leadership (2021-2024)	<p>Key issues: developing higher education leadership</p> <p>Joint efforts: training of trainers, curriculum and module development on higher education leadership, leadership school</p>
5	Erasmus+ CBHE	ANGEL – ASEAN Network for Green Entrepreneurship and Leadership (2021-2024)	<p>Key issues: green entrepreneurship, sustainable and innovative ecosystem, invention downstreaming</p> <p>Joint efforts: unit/center for accelerating innovation and sustainable business system, workshops on green entrepreneurship, development of sustainable-oriented start-ups</p>
6	Erasmus+ CBHE	BUiLD – Building Universities in Leading Disaster	<p>Key issues: disaster resilience</p>

No.	Categories of Global Projects	Project Titles	Specifications
		Resilience (2019-2022)	Joint efforts: centres regarding disaster risk-reduction, education and research on crisis preparedness
7	Erasmus+ CBHE	GITA – Growing Indonesia: a Triangular Approach (2017-2020)	<p>Key issues: entrepreneurial capacity building, university-enterprise collaboration</p> <p>Joint efforts: institutionalizing business/growth hubs in-campus, enterprise incubation units, entrepreneurial learning pedagogies</p>
8	Erasmus+ CBHE	REPESEA – Assessing and Improving the Research Performance at South East Asian Universities (2016-2019)	<p>Key issues: improving research performance</p> <p>Joint efforts: developing research capacity and assessment system, research training module</p>

Source: Author

According to Utami (2025), there are at least three main activities of internationalization at UII: international partnerships, international mobility, and international education. Each of these models are complementing one another: the first model deals with extensification of partners abroad of various sectors through initiating and maintaining collaborations, while international mobility is considered the “motor of internationalization”, mostly concerns on the inbound and/or outbound movement of the academic community. Moreover, discussions on international education are resolved around collaborations in teaching, intended to accommodate knowledge sharing between partners, like joint lectures and collaborative online international learning (COIL) (Dian Sari Utami, “Thesis interview,” June 21, 2025).

To enhance its global reputation and alumni recognition, UII also pursues legitimacy from authoritative institutions. This includes accreditation and certification agencies worldwide. As the university considers global rankings on an institutional level like QS and WUR, international accreditation on a department scale is further sought. Moreover, the collective efforts also incorporate strategy to seeking grants, aimed to assist the international accreditation process, such as the fundings facilitated by Indonesian government. Few of the departments obtain accredited status from agencies like ASEAN University Network-Quality Assurance (AUN-QA), *Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik* (ASIIN), and others (UII 2020a; 2022e; 2024e).

Picture 7. Several departments with international accreditation at UII

International Accreditation & Certifications

Accreditation/Certification	Study Program(s)
The Royal Society of Chemistry (RSC)	Chemistry (UP)
ASEAN University Network-Quality Assurance (AUN-QA)	Industrial Engineering (UP); Psychology (UP); Law (UP); Development Economics (UP); Islamic Economics (UP); Islamic Education (UP)
Indonesian Accreditation Board for Engineering Education (IABEE)	Civil Engineering (UP); Environmental Engineering (UP); Electrical Engineering (UP); Mechanical Engineering (UP)
Korea Architectural Accrediting Board (KAAB)	Architecture (UP); Architecture Professional Program
The Association of Chartered Certified Accountants (ACCA)	Accounting (UP)
Association of Accredited Schools of Business International (AASBI)	Accounting (UP)
Foundation For International Business Administration Accreditation (FIBAA)	Law (PG); Notarial Law (PG); Law (Doctoral); Law (UP)
The Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN)	Chemical Analysis (Diploma); Chemistry (UP); Chemistry Education (UP); Pharmacy (UP); Statistics (UP); Chemistry (PG)
The Accreditation Board for Engineering and Technology (ABET)	Environmental Engineering (UP)
Japan Accreditation Board for Engineering Education (JABEE)	Civil Engineering (UP)

(UP) Undergraduate Program
(PG) Postgraduate Program

Source: (UII 2024b)

3.2.1 Education and teaching

Mobility is viewed as the “motor” of internationalization activities (Dian Sari Utami, “Thesis interview,” June 21, 2025). UII’s international mobility, both inbound and outbound, could be divided into several categories, although the main three consists of full degree, exchange or credit transfer, and short programs. One leading model at UII is the management of IP classes in several faculty. Accommodating similar teaching materials in regular programs, IP students are offered with advanced learning experiences through English as the instructional language – along with Arabic for IP in Family Law, and other upskilling activities, like English proficiency and academic skills capacity building. The number of IP has been increasing from 5 in 2018 to 16 in 2025, which aimed to recruit foreign students and offer local students with global mindset (UII 2019a; 2023b). Moreover, IP obliged its students to participate in outbound international mobility programs, and its position is also significant as the university’s post for accepting visiting foreign students inbound for UII (Dian Sari Utami, “Thesis interview,” June 21, 2025).

Table 10. Running International Programs (IP) classes at UII (per 2025)

No.	Department	Faculty
1	Management	Faculty of Business and Economics
2	Accounting	
3	Development Economics	
4	Law	Faculty of Law
5	Industrial Engineering	Faculty of Industrial Technology
6	Informatics	
7	Chemical Engineering	
8	Electrical Engineering	
9	Architecture	Faculty of Civil Engineering and Planning
10	Civil Engineering	
11	International Relations	Faculty of Socio-Cultural Sciences

No.	Department	Faculty
12	Communication Science	
13	Family Law/Ahwal Syakhshiyah	Faculty of Islamic Studies
14	Pharmacy	Faculty of Mathematics and Natural Sciences
15	Chemistry	
16	Statistics	

Source: Author

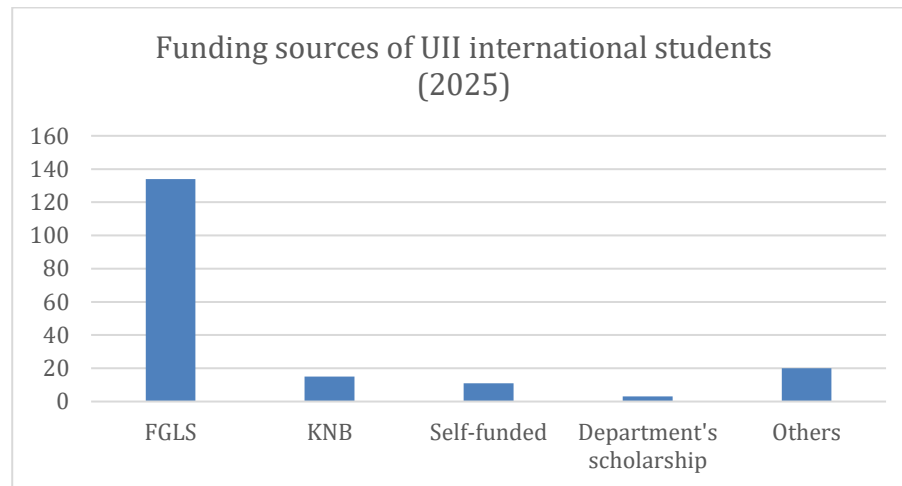
Pushing global mobility, some departments have further implemented agreements with partners to run double or joint degree programs. These programs are considered important due to three core reasonings: the inevitability of internationalization, providing opportunities for students to experience studying abroad with still connection with the home campus, and preparedness with Islamic and Indonesian perspective before departure (UII 2020b). In addition, the university internationalization also encompasses exchange or short mobility activities – with credited or non-credited options. It includes programs implemented under direct collaborations with partners or supported by the government through grants like International Credit Transfer (ICT) and Indonesian International Student Mobility Awards (IISMA) (UII 2019c; 2022k; 2023l; 2024g). Internationalization in education, in addition, also comprises of participation in consortiums with partner universities from Malaysia, Thailand and Philippines, like in ASEAN School of Business Network (ASBN) (UII 2024n).

During the pandemic, notably around 2020-2022, the university faces hardship as physical mobility for the academic community was strictly restrained due to Covid-19. During this, the university pursued to adapt by developing virtual mobility programs with partners abroad (UII 2020g). It includes the redefinition of mobility as not only means “moving beyond territorial borders”, but rather the essential is to enhance quality according to international standards (UII 2020j).

Through online platforms, for instance, the university conducts collaborative online international learning (COIL) and various cultural exchanges, aimed to nurture global competence virtually (UII 2020e; 2021a; Gailea 2022; Hackett et al. 2024). It was deemed cost-efficient and excludes geopolitical issues as a main concern of global mobility. The *supposedly temporary* adaptability endures after the pandemic, and physical mobility continues as the leading preference although the problem of cost persists (Dian Sari Utami, “Thesis interview,” June 21, 2025).

Currently, there are approximately 183 international students learning at UII. It illustrates an overall increasing trend in registrants’ numbers. However, this statistic is fairly related to UII’s scholarship offers, as a private university still faces obstacles retaining self-funded international students. Specifically, currently only 11 self-funded students at UII, as opposed to the ongoing 134 FGLS recipients, 15 KNB-funded and 20 Others funded by externals (DK/KUI 2025a). Therefore, most international students of UII are awardees of a scholarship UII directly manage. This could be due to diverse factors, from Indonesia’s position as a prospective destination for international education (Usman 2020) to UII’s reputation. As budget is limited, the university’s international environment is more sustained when privately funded or externally sponsored students abound.

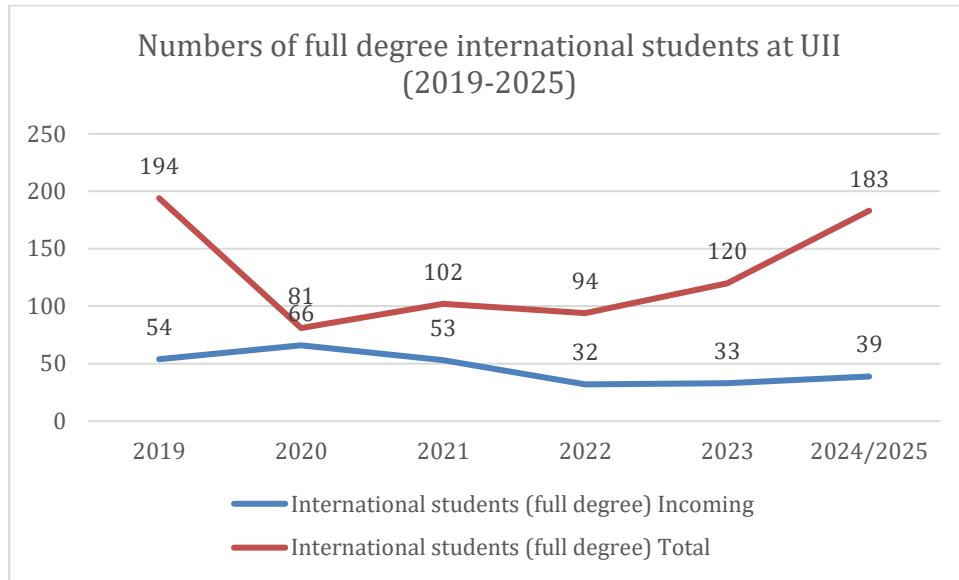
Figure 1. Funding categories of UII active international students (per 2025)



Source: (DK/KUI 2025a)

Most of these foreign students originated from developing countries like Pakistan, Yemen, Thailand, Nigeria, and Afghanistan (DK/KUI 2025a; Dian Sari Utami, “Thesis interview,” June 21, 2025). To encourage international engagement, the university runs through several interventive measures. For instance, DP/OIA provides Global Engagement Grant (GEG) for departments to intensify their respective partnerships to conduct activities relates with Caturdarma. In teaching, for instance, the grant provides scheme in visiting lecturers, international internships, and credited short programs among others (DK/KUI 2025b). Another internal grants include the *Program Hibah Kompetisi Program Studi* (PHKPS or Department Competition Grant Programs) from the Directorate of Academic Development (DAD) promoting internationalization in curriculum along with inbound mobility of foreign students and scholars (UII 2022e; DPA 2025).

Figure 2. Full degree international students at UII (2019-2025)

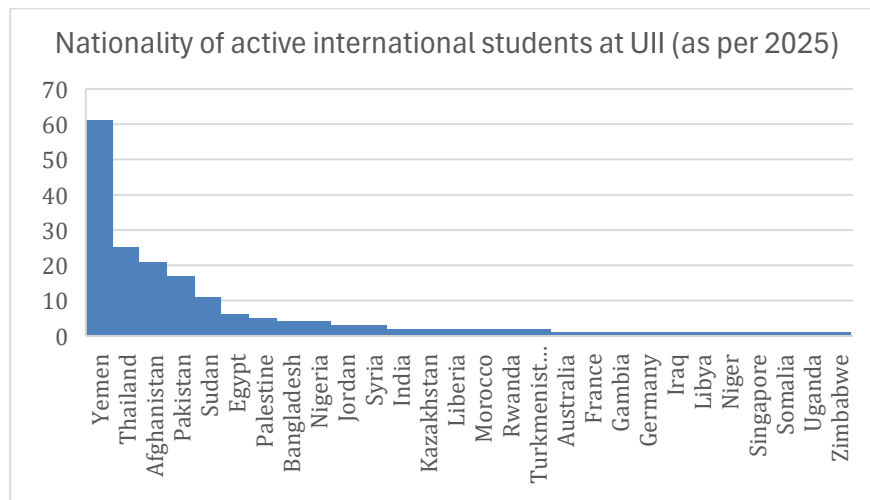


Source: (UII 2019a; 2020a; 2022e; 2023b; 2024e; 2025a; DK/KUI 2025a)

Moreover, UII also applied intervention through full degree scholarship offerings. Besides admission pathways opened with partners, like with the Yemeni Embassy to Indonesia, UII offers Future Global Leaders Scholarship (FGLS) for prospective international students to study at UII. In addition, the university also collaborates with Indonesian Ministry of Higher Education, Science and Technology along with Ministry of Finance to offer *Kemitraan Negara Berkembang* (KNB) scholarship and The Indonesian AID Scholarship (TIAS), respectively. Both scholarships facilitates foreigners studying in Indonesian host universities and designed to nurture mutual understanding while strengthen the connections between partnering countries (Awaludin 2024; Gerale 2025; Indonesian AID 2025). Assistance in cultural adaptation are also facilitated through Indonesian Language for Foreigners (BIPA) trainings by Center for International Language and Cultural Studies (CILACS), along cross-cultural awareness which

developed through Culture & Learning Center (CLC) (UII 2025g; Dian Sari Utami, “Thesis interview,” June 21, 2025). In addition, majority of international students learning at UII are scholarships-funded, whether from the university or partnering institutions. The full degree students who study self-funded at UII, along with students pursuing exchange programs on campus, remain small in numbers. Not to mention that there is none foreign students pursuing double degree at UII yet (Dian Sari Utami, “Thesis interview,” June 21, 2025).

Figure 3. Nationality of international students at UII (per 2025)



Source: (DK/KUI 2025a)

The university also initiates faculty exchange programs to support global knowledge exchange. During Covid-19, numerous foreign lecturers taught in several departments, whether for one full semester or in short duration (UII 2022e, 35). Various faculties, like the Faculty of Law for instance, invites scholars from the United States of America, Iraq, and Australia as international lecturers among the faculty (FH UII 2024b). The initiative is complemented with the presence of

visiting lecturers who temporarily teach in classes (Teknik Kimia UII 2025; UII 2025c). Additionally, administrators exchange was also held, including staff from Universiti Malaya (Malaysia) currently conducting secondment at UII (Dian Sari Utami, “Thesis interview,” June 21, 2025). Besides inbound, the university also pursues outbound mobility where local lecturers are encouraged to participate in visiting professorship programs at institutions abroad (FH UII 2024a). Grants like Erasmus+ ODDEA also allows mobility of the university’s lecturers to partnering institutions in Europe, enhancing capabilities in teaching and research (UII 2023a; 2023f).

Besides progress, the approach of faculty exchange is still considered ambiguous, thereby requiring further optimization. It includes, among others, establishing regulation by the university and exploration towards similar mechanisms, such as the formalization of visiting professorships and development of sabbatical leave programs (Dian Sari Utami, “Thesis interview,” June 21, 2025). Although UII’s internationalization is participatory in design, according to Utami (2025), coordination problems between internal units continue as a challenge.

3.2.2 Research and publication

UII aims of becoming a research university in 2031-2038 (UII 2009). To advance the process, research collaboration is inevitable. The goal drives the university to produce research-intensive ecosystem, including through establishing master’s and doctoral programs in various faculties, student-lecturer collaboration in conducting research, and the push towards scientific publications in international accredited journals (DPPM 2021). Activities in research and publication on campus

is mainly orchestrated by Directorate of Research and Community Services (DRCS).

The university supports this measure through, for instance, assistance in article processing fees and remuneration for lecturers with Scopus-indexed publications – journals or proceedings, along with participation in academic conferences. The approach is further supported through holding workshop and writing clinics, along with seminars to disseminate the research further. These initiatives aimed to increase quality and quantity standards in research dissemination, which ultimately lead to recognition of the academic contribution (UII 2019a; DPPM 2021; 2022; UII 2023e; 2023i; DPA 2024; DPPM 2024)

Besides by individual, academic journals managed by the university's faculties are incentivized to achieve reputable international indexation, particularly Scopus. The university defined “international journal” as journals published with International Standard Serial Number (ISSN), written in one of UN's official languages, and fulfilling specific criteria: managed by an editorial board consisting of experts from 4 countries and contained authors at least from 2 countries in one issuance (UII 2022a).

In addition, research centers and laboratories – accredited according to ISO requirements to increase its credibility, also plays a primary role in encouraging joint collaboration in research, particularly in 8 leading fields that the university currently focuses for 2021-2025: from including disaster management, sustainability, inclusive civil society, renewable energy, smart governance, to health systems (DPPM 2021, 32; UII 2024b). It became a strategic planning following the previous period of 2016-2020, which accommodates issues like

virtual environment, essential oil, and justice-based state administration as the fields of priority (DPPM 2016).

UII has capitalized opportunities in research grants provided by various stakeholders, including from Ministry of Higher Education, Science and Technology along with European Union's Erasmus+ projects as abovementioned (UII 2020i). Through the grants, UII has access in research consortiums, providing the institution direct networks with foreign universities abroad (UII 2017; 2018d; Parwanto 2022). In this context, UII identified potential fundings on international research, like British Council, Netherlands Knowledge House, DAAD Research Grant, and *Riset dan Inovasi untuk Indonesia Maju (RIIM) Kolaborasi Internasional* from the National Research and Innovation Agency (UII 2022o; Utami 2024). This completes internal research grants, like from DRCS, the university's waqf foundation, along with fundings managed by faculties and departments (DPPM 2020; UII 2022r). To push productivity, DRCS initiates funding in initiating international research groups on several key fields (DPPM 2025). Besides focusing on research productivity, the university positions itself to avoid from unethical practices in research standards (Wahid 2023b; 2024b). Internationalization in research therefore is depicted as part of the process in extending UII's mark on the global academic map (Fathul Wahid, "Thesis interview," January 17, 2025).

In terms of accreditation, the only recognized research is the one formalized through official partnerships, emphasizing the urgency towards collaborative research (Dian Sari Utami, "Thesis interview," June 21, 2025). According to Utami (2025), seeking international grants for research at UII still on mainly initiated by

DP/OIA. Most of the research are personally initiated by lecturers, like personals who have been studying abroad. DRCS still focuses on seeking for fundings on a national scale, likely of government-funded grants. “There is not much research with external funding yet. Although DRCS has opened an international collaborative research scheme for funding, but it is funded internally” (Dian Sari Utami, “Thesis interview,” June 21, 2025). On this, it is stated that the unit learned from fellow universities’ best practices in grants seeking, including how the searching process is led by DP/OIA, but the action is escorted by the research unit. It subsequently prompts to survey and establish database of UII’s leading research (Dian Sari Utami, “Thesis interview,” June 21, 2025).

3.2.3 *Community services*

The third function of the university is community service. It is defined as activities that “could elevates the degree of life and welfare of the local community, humanistic and reflects Islamic values” (Prihatmaji et al. 2018, 7). Most of community services designed by UII is run through the bi-annual *Kuliah Kerja Nyata* (KKN or Community Development Participation), which is an obligatory program for undergraduate students (UII 2022c). An internally funded program, the students are split into groups and commonly spread to partnering villages around Yogyakarta and Central Java. In addition, this have seemed to attract foreign partners to collaborate in conducting similar community development projects, whether framed altogether as KKN or held as part of distinct short programs, like with Universiti Teknologi Malaysia, Universiti Kuala Lumpur, and Universiti

Teknologi Petronas (UII 2018a; 2019f; 2022d; 2023k; Dian Sari Utami, “Thesis interview,” June 21, 2025).

Other community development programs have been initiated corresponding to internationalization. For instance, then Faculty of Psychology and Socio-Cultural Sciences (FPSCS) pioneered KKN Internasional to boarding schools in southern Thailand and Malaysia. Similarly, students from Faculty of Islamic Studies have also participated in teaching practice at Islamic schools abroad (Teknik Elektro UII 2025; Dian Sari Utami, “Thesis interview,” June 21, 2025). In addition, DRCS also explores to collaborate with partners abroad in community services. In regulations, the directorate has input a distinct scheme of international collaborative community service aiming for partnership with the QS top 500 universities worldwide (Siswoyo et al. 2024). Moreover, UII’s also initiates programs with the Indonesian Embassy in Singapore, particularly engaging with the country’s Indonesian diaspora community (UII 2024i; 2025a).

Beyond this, the internationalization activities surrounding community services looked less in quantity. For example, the regular KKN programs has yet to include international schemes on community services. From what argued by Utami (2025), it is apparent that internationalization in community services is still in its initiation stages. Although certainly internationalization does not directly translate into mobility activity abroad, as several elements of UII’s community service has accommodate a global-minded viewpoint. This includes, among others, one leading field on UII’s community services strategic planning which accommodate global competitiveness perspective in the development of creative economy industries

(DPPM 2021, 21). Nevertheless, it is evident that mobility significantly correlates with one university's internationalization progress.

3.2.4 Islamic da'wa

Different among fellow higher education institutions in Indonesia, UII accommodates Islamic da'wa as its core activity – therefore not Tridarma, but Caturdarma. This fourth function is instilled within the universities' works and primarily orchestrated by Directorate of Islamic Education & Mentoring (DIEM), which mission is to facilitate Islamic guidance on campus. It holds university-scale agendas facilitating religious trainings, seminars, and others for the academic community, including for international students at UII (UII 2022b; 2022c; DPPAI 2023; UII 2024h). The activity of da'wa specifics on activities in preaching Islam. Technically, the indicator of measuring this function could be traced from the academic community as international “da'wa activist” (*da'i*), whether pursued through *lisan* (oral), *kitabah* (written), or *hal* (actions).

In internationalization, da'wa could be deemed as efforts of Islamic preachings accommodating international dimension. For instance, da'wa *lisan* is conducted through sermons, trainings, or teachings; *kitabah* includes Islamic writings in magazines to popular media, while *hal* means participation in international-scale institutions concerning da'wa. The university designated the qualification of “international standard”, in this case, into one of the following limitations: (1) using one of six official international languages (Arabic, English, French, Russian, Spanish, and Chinese); (2) da'wa is located abroad; and (3) da'wa

audience originally from abroad. The aim mainly targets to enhance UII’s presence and active role among the global Islamic community (UII 2019b).

Realizing the goal, DIEM has started, for instance, publishing *Al-Islamiyah*, an English monthly bulletin discussing Islam-related contemporary issues and conducting workshops in writing on Islam (Hafil 2022; UII 2022q). Moreover, Utami (2025) argues that several of UII’s steps in community services could further be seen through the lens of da’wa, including the teaching activity at Islamic schools abroad. One of the global challenges engaged by UII is on Palestine, where the university involved by responding to the critical subject, including by raising awareness through collaborative discussions – frequently collaborated with the Palestinian Embassy in Indonesia and humanitarian organizations like MER-C, and crowdfunding through UIIPeduli (UII 2022h; Purwata 2023; Kamalika and Puspitasari 2024; UII 2024k; 2025a). Nonetheless, this instance is possibly dissimilar with the overall objective in da’wa, where introducing people to Islam is in the center. Henceforth, it is conclusive that the university still pursues internationalization in da’wa on an initiation phase.

Table 11. Knowledge diplomacy analysis of UII’s internationalization

Intentions, Purpose, Rationales	Actors, Partners	Principles, Values	Modes, Approaches	Activities, Instruments
1	2	3	4	5
Being global as a historical responsibility; internationalist-humanist views; going global as a driving spirit; nurturing global citizens Vision as an internationally	<i>Internal individual actors:</i> Students (domestic and int’l in full degree programs) Administrative staff Faculty members <i>Internal institutional actors:</i>	Cosmopolitan Islam identity (<i>rahmatan lil ‘alamin</i>) Continuous improvement Partnership Global citizenship	Strategic alliance Participatory and collective spirit (engaged by all internal actors, administered by DP/OIA)	<i>Generic:</i> Networks/consortiums Int’l rankings/accreditation Grants/joint projects <i>Education and teaching:</i> Scholarships (e.g. FGLS, KNB, TIAS) International Program (IP)

Intentions, Purpose, Rationales	Actors, Partners	Principles, Values	Modes, Approaches	Activities, Instruments
1	2	3	4	5
<p>recognized university, on par with that of developed countries; continuous improvement; extending institutional mark; committed to meeting international standards and active contributions to global problems</p>	<p>The Rector's office, e.g. DP/OIA and other units 9 Faculties Departments (notably with IP) Research centers Etc.</p> <p><i>External individual actors:</i> Foreign visiting students (e.g. in short program, conference) Exchange staff from partnering institutions Visiting/guest professors</p> <p><i>External institutional actors:</i> Academic community Civil society organizations Private/industry sector Government agencies (local and foreign) Accreditation/certification/international ranking institutions Etc.</p>	<p>Reciprocity</p> <p>Building shared vision</p> <p>Mutual recognition</p>	<p>Openness in interaction</p> <p>Trust-building</p> <p>Glocal engagement</p> <p>Mutually benefitting, not abusing</p> <p>Collaboration not competition</p> <p>Representation</p> <p>Multilateral attitude</p> <p>Independent</p>	<p>Double degree Physical and virtual mobility Int'l student recruitment Collaborative online international learning (COIL) Partnership extensification Seeking and institutionalizing grants Faculty/staff exchange Int'l scholars</p> <p><i>Research and publication:</i> Postgraduate programs Workshops, seminars, conferences Incentives in int'l research, i.e. Scopus-indexed Internal journals for int'l indexation Research centers and laboratories Identifying leading research Research consortiums Seeking and institutionalizing grants</p> <p><i>Community service:</i> Tailored community development programs KKN Internasional Int'l collaborative community service, e.g. with partner universities/embassies abroad</p> <p><i>Islamic da'wa:</i> Religious training for int'l students English <i>Al-Islamiyah</i> bulletin Teaching Islam in community service Engaging on concerns of <i>umma</i>, e.g. on Palestine</p>

Source: Author

3.3. In Search of Definition Towards Going Global: Redefining Universitas Islam Indonesia's Cross-Border Activities

As argued earlier, the definition of internationalization at UII is not monolithic, but rather comprehensive with diverse ideas that contributed to its development. The author sees the importance of defining the internationalization strategy at UII. However, the author clarifies that the five proposed dimensions – focus of relations, underlying values, main objectives, focal actors, and major opponents, are not drawn from a single source. Instead, they are extrapolated from an interpretation of various writings by Marginson on similar themes (Marginson 2018; 2022a; 2022c; 2022b; 2024).

The author does not intend to overextend his framework. However, identifying these dimensions is necessary to adequately address the research question and provide a comprehensive analysis of UII's internationalization efforts. Higher education, for Marginson (2022a), is multi-scalar; simultaneously involving local, national, regional and global. Drawing from his framework on cross-border relations in higher education, and the findings as abovementioned, the author analyses UII's strategy in internationalization, as follows.

Table 12. Analyzing internationalization at UII through cross-border relations in higher education framework

Dimensions	Equivalent internationalization	Mutual internationalization	Decolonial internationalization	Multi-polar globalization	Interdependent globalization
Focus of relations	Viewing parity and autonomy between partners	Reciprocal benefits and mutual learning	Has yet to accommodate concerns in addressing colonial legacies	Not explicitly stating to consider multiple center of influences	Addressing global issues, based on openness and diversity
Underlying values	Equality of status, inclusivity	Shared respect, non-exploitative, collaborative learning	No rationales raised concerning epistemic justice	Though not specifically expressed, regional diversity is part of	Mutual care, raise concerns beyond respective interests, free connectivity
Main objectives	No hierarchical structure in relationship	Mutual growth and co-creation of knowledge, e.g. collaborative research, joint lecturers	Not clearly to uproot colonial legacies, although unique epistemologies (e.g. of Islam, Indonesian) is embraced	Has not yet making the shift to global plurality as an evident aim	Co-responsibility and global contributions, e.g. in sustainability
Focal actors	States/multilateral bodies, e.g. embassies, P2A, SEAMEO	Connection of fellow universities and consortiums, e.g. Erasmus+	Collaborations and partnerships with institutions in the Global South, although not based on decoloniality	Network with non-Western institutions in emerging regions, e.g. in ASEAN, East Asia, Middle East	Partnerships with institutions concerning SDGs or other planetary consciousness is still minimal
Major opponents	Challenging trend in global university rankings	Opposing one-sided joint efforts as partnerships require reciprocity	Not considering Eurocentrism and/or other colonial legacy as main adversary	No clear resistance against Anglophone hegemony	Resistance on neoliberal practices, justifying unethical means

Source: Author

1) *Focus of relations*

For instance, from the focus of relations, the university's engagement is based upon a viewpoint of parity and autonomy (*equivalent*) between partnering institutions or nations. It is further complemented by the belief that partnerships progress must offer reciprocal benefits and mutual learning (*mutual*), along with addressing issues and responsibility regarding global affairs based on openness and diversity, seen including from cosmopolitan paradigm (*interdependent*). However,

UII has not yet accommodate internationalization that raises concerns on Western epistemic colonialism (*decolonial*) and urgency of establishing multiple non-hegemonic influences (*multi-polar*).

2) *Underlying values*

On its principles, UII's internationalization is upheld upon the values of equality of status and inclusivity (*equivalent*) while adhering to shared respectful and non-exploitative attitudes, promoting the actions to collaboratively learn from one another (*mutual*). In addition, the university's internationalization also engages in mutual care with partners and raise concerns beyond their respective interests; further bring up planetary issues, like sustainability, humanity, and honouring institutional autonomy (*interdependent*) (UII 2021f; 2021c; 2024o; 2024f). Moreover, during its beginnings, UII has indeed put anti-Western imperialist and anti-capitalist perspectives in its founding objectives, particularly as the zeitgeist then was on gaining independence. However, apparently the viewpoint has been abandoned and reconfigured due to its situational context (Muhammad 2019). Although UII has also developed empowering measures with fellow formerly colonized countries in Asia and Africa, like through scholarships, the university's internationalization strategy does not yet institutionalize postcolonial approaches as a main concern (*decolonial*). In addition, although not explicitly expressed, seen through UII's moves in multiple regions like ASEAN, regional diversity has been part of its consideration to internationalize (*multi-polar*).

3) *Main objectives*

Regarding its main objectives, the university's internationalization has put efforts ensuring no hierarchical structure in the relationship (*equivalent*), although subtle issues remain, like concerning disparities global rankings. UII's internationalization also fosters mutual growth and co-creation of knowledge, such as through collaborative research and joint lecturers (*mutual*). Moreover, it also concerns in co-responsibility and global contributions in the diverse global higher education ecosystem, like on nature (*interdependent*), although it is important denoting that the core considerations of internationalization at UII is quality improvement. Nonetheless, UII has yet to make power shift from Western unipolarity to multipolarity (*multi-polar*) as internationalization objectives, despite the fact that still embrace diverse epistemologies with its unique Islam and Indonesian identity although no clarity to uproot colonial legacies and uplift epistemological justice (*decolonial*).

4) *Focal actors*

Furthermore, on actors, UII has pursued collaborations with various stakeholders, including states and multilateral bodies like international higher education associations (*equivalent*) like P2A and SEAMEO, among others (UII 2018f; 2018g; 2023d), in addition to partnership with connection of fellow universities and consortiums, like collaborations within Erasmus-funded projects (*mutual*). This network also included non-Western institutions in emerging power countries from ASEAN, East Asia and Middle Eastern region, particularly with the identity as an Islamic and Indonesian university (*multi-polar*). Despite that, the

university still lacks partnerships with critical institutions concerning the decolonial agenda and the Global South, whether its scholars and general postcolonial knowledge networks (*decolonial*). This includes, another instance, the currently minimum collaborations with international NGOs in Sustainable Development Goals (SDGs) (*interdependent*).

5) *Major opponents*

Another key discussion is the adversary of said definition. Particularly in UII's context, the university has challenged the ongoing worldwide trend of Western-centric global rankings by positioning it as a by-product instead of ultimate objective (*equivalent*) (Wahid 2020a). UII has further opposed one-sided joint efforts, as partnerships are intended to be reciprocal and two-way collaborations (*mutual*), along with resistance towards neoliberal practices in global higher education, as the university's belief on ethical collaborations with partners (*interdependent*). Despite this, data from UII's internationalization has yet to show the dissenting position towards Eurocentrism (*decolonial*) or Western-centric and Anglophone favoritism (*multi-polar*), thereby provides spacious room for future improvements.

Through this framework, it is understandable that the current strategy of pushing internationalization is concentrating on continuous improvement. It showcases the university's position as an emerging institution currently initiating and developing its own definition of internationalization. The internationalization at UII is more focused on gaining recognition global, not in a way to promote

Indonesia's knowledge diplomacy. As Knight (2022) suggests, that strengthening relations between countries only became an "important by-product" – merely side-effect of higher education internationalization, not an important goal (Knight 2022, 106). UII, for instance, has yet to put the ongoing discourse on global higher education as one of main concerns, including Indonesia's vision as a global knowledge hub, the emergence of foreign branch campuses/programs in the country, and how they correlate with diplomatic efforts in deepening intercountry relations, as argued by Knight (2022). Technically, there are several IHERI specific elements that have not been included in internationalization strategy, like international joint universities, regional center of excellences, and other measures to "strengthen relations between and among countries" (Knight 2022, 107). Moreover, as conceptualized by Marginson (2023), UII's cross-border activities could be classified as mutual and equivalent internationalization, partly an interdependent and less traits of multi-polar globalization. Additionally, no attributes of decolonial globalization were found in cross-border activities of UII.

The author certainly realizes the current reality: one's private-independent institutions tend to have limitations to be exponentially evolving – most commonly financial-wise. Despite that, accommodating measures to respond the status quo is still critical; from the presence of foreign tertiary education in Indonesia, international joint and regional universities, universities extension abroad through branch campuses, Indonesia as the hub of global knowledge, in addition to the role of an "Indonesian Islamic university" among the global Islamic world. From the findings, these abovementioned discussions have not been institutionalized, if not entirely rare, within the discourse among the university's academic community.

The author sees the significance of this standing point since the university's persistent claims as a university that is "mondial by history". Besides claims and the ongoing efforts to "be back on track", where does this assertion lead to? Does this mean that UII needs to reorient and redefine its paradigm in internationalization? The author argues that, in the long run, this perspective could be accommodated into internal discourse regarding the establishment of grand roadmap towards internationalization. Therefore, it is vital to rethink the university's past efforts, as issues of contemporary higher education are very dynamic.

CHAPTER 4

CONCLUSION

4.1. Conclusion

Among Indonesian leading higher education institutions, Universitas Islam Indonesia (UII) is one private university conducting internationalization. Through knowledge diplomacy framework, internationalization at UII is analyzed in five elements. On its rationale, the university was designed as an international-oriented university since its founding, committed towards continuous improvement of achieving global reputation through value-instilled internationalization. Various individual and institutional actors – internal or external, play their role in the process of internationalization process, particularly lecturers, administrative staff, and students. Multiple values further guide UII's internationalization, like cosmopolitan Islam identity (*rahmatan lil 'alamin*), spirit of global citizenship, reciprocal partnerships, mutual recognition and building shared vision. Its approaches also varied, including strategic alliance, glocal engagement, openness, trust-building, to “mutually benefitting, not abusing” and “collaboration not competition”. Moreover, UII's instruments in internationalization are thematically diverse: ranging from associations, grants, IP classes, scholarships, mobility and exchange, international research, tailored community service, to da'wa in English.

However, beyond this classification, UII's internationalization also contains shortcomings. On its Islamic identity, for instance, the author suggests a rethinking on UII's identity as an *Islamic* Indonesian university. It seen from the currently minimal presence of Arabic-Islamic scholars, contributions to the global Islamic

community, to the few, if not entirely zero, usage of Arabic in official publications – all of which should be further improved. Moreover, other critics on internationalization are on community service and da'wa which is still in an initiation stage. It is quite an irony since community service and da'wa are integral part of Caturdarma, four primary functions of UII's existence. Therefore, internationalization in these activities, along with teaching and research, must be optimized. UII considers value-instilled internationalization as a measure to improve institutional quality responding to global competitiveness. Although pursued collaboration-than-competition viewpoints and has been critical to current trends, like international university rankings and unethical research publications, the university still has subtle motives related to knowledge diplomacy which aims the strengthening of relations between and among countries as the main goal, rather than an "important by-product", as Knight (2022) suggests.

Furthermore, discourses also include contemporary developments in global higher education which knowledge diplomacy had suggested but not responded yet by UII. It includes absent discussions on foreign higher education branch, regional universities, to the country's vision as global education hub. In addition, drawing of Marginson's (2023) framework from the abovementioned findings, the author concludes that UII's cross-border activities categorized as equivalent-mutual and partly interdependent internationalization, with less traits for multi-polar globalization. UII's cross-border activities, moreover, have not covered decolonial globalization.

4.2 Recommendation

Utilizing two recent theoretical frameworks on UII as a case study of higher education internationalization in Indonesia, this study shows that elements of UII's internationalization has mainly operated according to knowledge diplomacy frameworks. The findings have further identified the definition of UII's cross-border activities. Nevertheless, the author realizes that arguments of this paper have not yet covered a comprehensive view of Indonesian higher education internationalization, particularly on Indonesia's vision as an international education hub and its connection to varying concepts in diplomacy. To understand the broader context of Indonesian higher education internationalization, future research could consider additional methods to acquire a bigger picture of the status quo, like conducting focus group discussions (FGDs) or surveys. It could also accommodate most recent developments in higher education internationalization and its related concepts, including politics of higher education. In addition, multi-sites research and collaboration with fellow universities are recommended for future studies in this field.

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APPENDICES

Appendix I. List of interview questions

Interview 1

1. UII cukup banyak menyinggung perihal neoliberalisme pendidikan tinggi dalam Rencana Strategis. Dalam konteks Diplomasi Pengetahuan, apa saja yang menjadi motif/tujuan/*rationale* UII dalam pelaksanaan internasionalisasi?
2. Faktor internal atau eksternal apa saja yang mungkin menjadi pertimbangan yang memengaruhi bentuk paradigma internasionalisasi UII kini?
3. Apa saja kategori aktor/mitra yang terlibat dalam proses internasionalisasi UII? Misal: pemerintah, swasta/industri, *think tank*, dll.
4. Salah satu ungkapan yang sering didengar soal kemitraan UII ialah “semangat kolaborasi, bukan kompetisi,” atau “kalau ingin berjalan cepat, jalan sendiri. Kalau ingin berjalan jauh, jalan bersama-sama.” Soal ini, apa saja hal-hal prinsipil atau nilai yang mendasari proses internasionalisasi UII?
5. Nilai-nilai apa saja yang menjadi dasar/landasan paradigma internasionalisasi UII? Mengapa nilai-nilai tersebut menjadi urgen dan/atau signifikan?
6. Dalam tatanan praksis, kira-kira apa saja moda/pendekatan dalam strategi internasionalisasi UII?
7. Berdasarkan pengalaman praktik terbaik UII, apa saja yang menjadi bentuk aktivitas/instrumen UII dalam strategi internasionalisasi? Bagaimana strategi internasionalisasi tersebut menjadi relevan untuk meningkatkan posisi UII secara institusi serta dapat merespons tren dan dinamika secara global?

Interview 2

1. Bagaimana gambaran umum mengenai kegiatan internasionalisasi UII pada kurun 2018-2023?
2. Bagaimana tren partisipasi mahasiswa internasional ke UII pada 2018-2023? Apakah terdapat kenaikan/penurunan? Apakah, misalnya, reputasi internasional UII sebagai salah satu perguruan tinggi ternama di Indonesia meningkat? (Misal: baik dalam *full degree* ataupun *short program*)
3. Sejumlah program unggulan UII dalam pelaksanaan internasionalisasi ialah melalui International Program (IP), *double/joint degree*, serta *student mobility*, baik *in-bound* maupun *out-bound*. Dalam kurun 2018-2023, apa saja bentuk kelas IP, *double/joint degree* serta *student mobility* yang dikelola oleh UII? Dari dan ke negara mana saja?
4. Pada salah satu dokumen, dijelaskan bahwa UII membagi internasionalisasi menjadi tiga *region* (kawasan), yakni Asia Tenggara, Asia Pasifik & Afrika, serta Eropa dan Amerika. Apakah kebijakan internasionalisasi UII difokuskan pada region tertentu? (Misal: salah satu kawasan mayoritas mahasiswa internasional UII berasal dari Timur Tengah)

5. Terkait proses inisiasi internasionalisasi, apakah cenderung diinisiasi oleh universitas (melalui DK/KUI), fakultas atau program studi? Atau justru dimulai dari skala perseorangan (melalui dosen, tenaga kependidikan, dsb.)?
6. Bagaimana kebijakan internasionalisasi UII untuk mengirimkan dosen dan/atau tenaga kependidikan untuk mengajar dan/atau ditempatkan di institusi mitra dalam 2018-2023? (Misal: kebijakan *visiting professorship/sabbatical leave/secondment* dari UII ke institusi mitra, atau sebaliknya)
7. Bagaimana tren ekstentifikasi kemitraan UII ke luar negeri dalam waktu 2018-2023? Dari data MoU dan/atau MoA, apakah terdapat tren tertentu? (Misal: kenaikan atau penurunan; dengan sesama perguruan tinggi, industri, LSM, pemerintahan, dsb.)
8. Apa saja kategori sumber pendanaan (*funding*) UII dalam melakukan kegiatan internasionalisasi?
9. Terkait poin Caturdarma pengabdian masyarakat serta dakwah Islamiyah, apa saja bentuk aktivitas yang menjadi bagian dari internasionalisasi UII? Bagaimana perkembangannya?
10. Salah satu kasus yang disorot dalam teori *knowledge diplomacy* adalah kehadiran kampus cabang oleh universitas asing, ataupun program cabang yang menginduk ke kampus lokal. Soal ini, apakah UII memiliki respons tertentu terhadap perkembangan kehadiran universitas asing tersebut?

Appendix II. Interview transcripts

Interview 1

Informant : Prof. Fathul Wahid, S.T., M.Sc., Ph.D.
 Position : Rector, UII
 Date : Friday, 17 January 2025
 Time : 10.00 – 11.00 WIB
 Place : GBPH Prabuningrat Building (Rectorate Office)
 Notes : Jalaluddin Rizqi Mulia (JRM), Fathul Wahid (FW)

Notes	Content
JRM:	Saya menelusuri Rencana Strategis UII itu banyak menyinggung soal praktiknya neoliberalisme kampus, kemudian, dan hal yang lain sebagainya, begitu. Itu kira-kira menurut Bapak, untuk awal motif, atau apa, itukan tren yang ada secara global begitu. Itu ceritanya motif atau <i>rationale</i> atau tujuan UII membentuk pertentangan terhadap praktik neoliberalisme dan semacamnya itu awalnya bagaimana, Pak?
FW:	Yang pertama, itu bermula dari kesadaran personal. Telah membaca banyak literatur, melakukan refleksi, dan akhirnya melihat bahwa ada sesuatu yang harus kita kritisi, loh. Dan akhirnya saya ingin, ketika saya jadi rektor, itu menjadi kesadaran kolektif. Nah sehingga, kita munculkan dalam dokumen resmi. Di Renstra, di banyak kesempatan, forum publik, saya sampaikan. Enggak ada masalah.

	<p>Karena ternyata banyak yang tidak sadar, tidak sadar, dan cenderung mengikuti arus. Tadi kan Mas Jalal ada bilang tren toh, arus. Dan itu tidak mudah memang, lari dari arus itu, kira-kira gitu. Tapi saya berharap bahwa apa yang saya sampaikan itu kalau toh dianggap tidak bisa melawan arus besar, ya itu menjadi semacam perlawanan-perlawanan kecil. Bahwa kita masih menjaga akal sehat kita, dan bukan itu satu-satunya pilihan. Ada pilihan lain. Meskipun saya sadar, tidak mudah.</p>
JRM:	<p>Berarti ada faktor personal yang kemudian dibawa ke kesadaran kolektif. Yang sering saya lihat itu kan, banyak kampus begitu pak, bahasa sekarang itu FOMO [<i>fear of missing out</i>]. <i>World Class University</i> dan segala macam perintilannya, begitu. Itu kira-kira, menurut Bapak, respons UII terhadap fenomena itu bagaimana? Dan saya penasaran. mengapa harus mengglobal, begitu. Mengapa harus menjadi internasional dan semacamnya?</p>
FW:	<p>Satu, itu fakta sosial. Kedua, kita tidak bisa melarang mereka melakukan itu. Yang ketiga, saya yakin setiap perguruan tinggi punya argumentasinya masing-masing. UII ingin membangun argumentasinya sendiri. Nah, kira-kira gitu. Kalau ditanya mengapa itu harus global, justru kalau kita kembali ke sejarah awal UII, memang sejak awal UII itu global gitu, loh. Bukan karena FOMO. Jadi sejak berdirinya, UII itu sudah orientasinya internasional, mondial. Dan bisa dilihat dari janji mahasiswa versi awal, itu sudah kelihatan Mondial. Itu bukan baru kemarin sore. ikut-ikutan, <i>ndak</i>.</p>
JRM:	<p>Masih soal motif, Bapak. Itu kan saya ingin <i>follow-up</i> terkait dengan posisi universitas itu kan secara paradigmatik ada yang menganggap dia <i>community of knowledge</i>. Dia, apa namanya, posisinya itu untuk pengabdian kepada sekitar dan semacamnya, begitu. Namun, karena kembali ke neoliberalisme tadi kan itu jadi ada semacam <i>commercialization of knowledge</i>. Dan sangat, menurut saya pribadi, sangat berkaitan dengan proses internasionalisasi, begitu. Kira-kira respons UII terkait internasionalisasi yang model ini itu, seperti apa?</p>
FW:	<p>Ada banyak pertimbangan, ya. Selain itu tadi menjadi nilai yang sejak awal ditanamkan, ini juga bisa dalam konteks hari ini, disebut merespons perkembangan, kira-kira begitu. Isunya sebetulnya bukan apa yang kita lakukan saja, tetapi nilai apa yang mendasari. Ketika kita menjadi lebih internasional, apa nilai yang terkait?</p> <p>Satu misalkan, kita ingin mahasiswa, warga UII, Itu menjadi warga global. Dengan demikian, maka akan membuka pintu bagi mereka, untuk lebih banyak berkontribusi. Untuk masalah global, kemanusiaan, dan lain-lain. Kalau seperti itu logikanya, kan menjadi menarik. Jadi nilai yang mendasari setiap pilihan, itu menjadi penting. Terlihat bisa jadi sama, tapi nilainya bisa berbeda.</p> <p>Mas Jalal baik hati ke saya, baik-baik ke saya, kan bisa macam-macam alasannya, kan. Karena mau wawancara baik-baik, atau karena memang jadi orang baik, apapun ya baik. Tapi terlihatnya baik, gitu lho, tapi di belakangnya bisa beda. Nah, itulah kompromi yang kami lakukan di UII.</p> <p>Satu, tetap kita mendapatkan legitimasi. Legitimasi itu kan bisa dilihat dari dua perspektif. Ada otorisasi dari badan, unit yang lebih atas. Ada dukungan atau <i>endorsement</i> dari sejawat, sekitar. Kalau ini mengakui, ini mengakui, kan ada legitimasi, itu tetap kita jaga, ditambah yang kedua adalah menyuntik nilai. Ketika misalkan dosen UII publikasi internasional terindeks Scopus, misalkan, itu bukan karena ingin gaya. Bukan karena peringkat. Tapi karena ingin berkontribusi kepada komunitas akademik internasional. Kan beda nilainya. Nah itu yang mau kita bangun, legitimasi kita sudah dapatkan, tapi di sisi yang lain, nilai tidak ditinggalkan.</p>
JRM:	<p>Klir, Pak. Jadi tadi ada, apa namanya, dua inti tadi yang saya dapatkan, legitimasi dan juga menyuntik nilai. Saya dengar dari Pak Hangga, dosen pembimbing saya, saya pernah mendengar bahwa, mengapa riset saya ini dibatasi tahun 2018 sampai 2023, itu beliau pernah bilang ada istilahnya “pergeseran paradigma.” Mungkin bahasanya, <i>shifting paradigm</i>, begitu mungkin Pak,</p>

	<p>ya. Saya penasaran kalau memang ini terjadi, menurut Bapak, itu kira-kira apa yang menjadi perbedaan antara paradigma yang ada sebelum 2018? Dan juga mungkin setelah Bapak menjabat, kesadaran personal tadi diangkat menjadi kesadaran kolektif, kira-kira apa yang menjadi perbedaan?</p>
FW:	<p>Yang pertama, setiap pemimpin itu punya kesadaran yang mungkin berbeda-beda dalam melihat realitas. Dan itu akhirnya memantik pendekatan yang berbeda, strategi yang berbeda.</p> <p>Saya tidak dalam posisi mengatakan, yang sekarang lebih baik dibandingkan sebelumnya, kira-kira gitu, kan. Tapi ada kesadaran yang mengharuskan kita mengambil posisi yang berbeda. Bisa jadi, pada saatnya, apa yang saat itu menjadi pilihan, itu valid, pada saatnya. Tapi dengan kesadaran baru, menjadi kurang valid, paling tidak.</p> <p>Banyak hal. Misalkan, cara memandang universitas, itu sebagai apa. Itu kan mempengaruhi banyak hal. Cara memandang pemeringkatan, seperti apa, itu akan mempengaruhi banyak pilihan. Cara memandang hubungan antarwarga universitas, itu mempengaruhi gaya kepemimpinan.</p> <p>Jadi banyak hal yang bisa mempengaruhi. Jadi, mungkin untuk menempatkan dalam bingkai yang agak tepat, kira-kira ya, jadi setiap zaman punya tantangannya, dan setiap zaman punya pendekatannya.</p>
JRM:	<p>Baik, Pak. Saya lanjutkan. Kan salah satu argumen utama, mungkin ya, dari diplomasi pengetahuan ini kan bagaimana kampus itu punya peran juga sebagai <i>bridge</i>, begitu, jembatan hubungan antarnegara. Misal, kalau saya lihat dari UII, itu kan banyak kerja sama. Dengan berbagai aktor, dengan kampus, dengan pemerintah, dengan NGO dan semacamnya, begitu. Kira-kira menurut Bapak, kalau dalam konteks ini, apa saja mungkin macam aktor, kategori-kategori aktor yang menjadi mitra dalam internasionalisasi UII? Ya mungkin itu dulu Pak, macam atau jenis aktor.</p>
FW:	<p>Ya ada beragam lah, ya. Dari dunia akademik pasti lah, ya. Perguruan tinggi banyak lah kawan-kawan kita. Dari dunia industri, lumayan. Dari pemerintah juga lumayan, baik di dalam maupun di luar negeri. Termasuk dari kalangan masyarakat sipil, kita juga ada, kan.</p> <p>Kita berharap itu menjadi sebuah pertemuan energi-energi baik, yang kita harapkan bisa saling, bahasa saya, saling bermanfaat, bukan saling memanfaatkan. Beda, kan. Jadi <i>mutual benefit</i> itu saling bermanfaat, bukan saling memanfaatkan. Jadi kita dapat manfaat, mereka dapat manfaat, sehingga itu, bagi saya, adalah salah satu faktor yang bisa melanggengkan hubungan baik. Kalau ada dua aktor terlibat ini merasa bermanfaat, ini merasa bermanfaat, dan ujungnya sama-sama mendapatkan manfaat, biasanya langgeng. Kita ingin seperti itu.</p>
JRM:	<p>Baik, Pak. Salah satu ungkapan yang sering saya dengar dari Bapak dan juga pimpinan lain di universitas itu, semangat kolaborasi, bukan kompetisi. Dan kalau ingin berjalan cepat, berjalan sendiri, kalau ingin berjalan jauh, berjalan bersama-sama. Soal ini, nilai-nilai prinsipil yang mungkin melengkapi tadi yang sudah disampaikan oleh Bapak, itu apa yang menjadi dasar dari proses internasionalisasi di UII?</p>
FW:	<p>UII ini punya tanggung jawab sejarah, Mas, sebagai perguruan tinggi pionir. Dan betul, belum sempurna dalam perjalanannya, sampai hari ini. Tapi banyaklah yang bisa kita bagikan kepada aktor lain, termasuk juga banyak yang bisa kita pelajari dari aktor lain juga. Ketika di situ ada kesamaan mimpi, kesamaan visi, maka itu akan menjadi semacam koridor bersama, menuju arah yang sama. Ketika itu disepakati, perlu orkestrasi.</p>

	<p>Orkestrasinya bisa macam-macam. Bisa visinya sama, jalan sendiri-sendiri, yang penting ketemu ke sana, kira-kira bisa kan. Bisa juga membuat aktivitas bersama. Jadi banyak hal. Tidak harus selalu aktivitas bersama. Tapi menyamakan visi itu juga sesuatu.</p> <p>Jadi yang pertama, kita punya tanggung jawab untuk menjadi semacam rujukan yang kalau ada aktor lain, misalkan berkunjung ke UII, ya kita cerita semua yang kita bisa. Kita tidak pernah tutup-tutupi. Karena rumus, strategi, itu pasti ada konteksnya.</p> <p>Kalau kita takut sana menyaingi kita, ya itu ketakutan yang wajar. Tapi kalau kita percaya bahwa maju bersama-sama itu baik, kan akan membahagiakan. Nah kalau cepat, biasanya kan kita tidak mempertimbangkan yang lain, toh. Tidak ada yang namanya kebersamaan, itu <i>ndak</i> ada, kecuali di forum-forum publik. Kita ingin kebersamaan itu bisa di forum publik dan juga di forum privat.</p> <p>Jangan di forum publik bilang, “mari kita kolaborasi”, di belakang semangat kompetisinya luar biasa kan, kira-kira gitu. Jadi kita ingin menjadi orang yang satu kata dan perbuatan, lah. Kita berupaya untuk itu, meskipun tidak terlalu mudah.</p>
JRM:	<p>Baik. Kembali ke tadi, Bapak. Diplomasi pengetahuan itu kan, bagaimana negara itu saling jadi saling dekat dengan adanya aktor-aktor diplomasi pengetahuan, termasuk UII. Saya ambil contoh misalnya kalau UII punya kemitraan dengan kampus di Malaysia, misalnya, UII diposisikan sebagai perwakilan dari Indonesia dan juga kampus tersebut sebagai perwakilan Malaysia. Terkait ini mungkin ada elaborasi lebih lanjut, Pak, soal menjadi penguat hubungan kedua negara, begitu?</p>
FW:	<p>Sebetulnya terjadi itu natural. Tapi dalam kaca mata orang HI bisa dibingkai sebagai diplomasi ya, kira-kira begitu. Kita dari awal enggak pernah diskusi diplomasi itu ya, tapi hubungan baik. Tapi dalam kaca mata diplomasi, itu bisa dibingkai dengan beragam predikat, lah. Diplomasi publik, diplomasi pengetahuan. Jadi yang natural ini akhirnya bisa dibingkai dengan beragam predikat.</p> <p>Kalau kita bicara kerja sama kan tadi, lagi-lagi, adalah saling bermanfaat, sebisa mungkin resiprokal, tidak satu arah, dan ini biasanya langgeng. Ketika langgeng, maka ini bisa meluas. Bisa meluas.</p> <p>Misalkan dua orang saja, sesama peneliti, akhirnya kawan-kawannya, koleganya menjadi ikut. Mahasiswanya bisa <i>keangkat</i> juga. Diformalkan level lembaga. Dan bisa meluas dampaknya tidak hanya di lembaga yang bekerja sama, tapi juga bisa lembaga sekitar mendapatkan manfaatnya juga.</p> <p>Misalnya saling belajar, ikut kegiatannya, ikut mengakses hasil-hasil kolaborasinya. Jadi awalnya kan natural saja, kita enggak pernah bahas diplomasi, kira-kira begitu. Tapi orang HI bisa mbingkai dengan cara itu.</p>
JRM:	<p>Menjaga hubungan baik berarti, Pak, ya? Baik. Untuk dalam tatanan praksis, kira-kira apa saja pendekatan UII dalam internasionalisasi?</p>
FW:	<p>Beragam. Kerja sama kan kita bisa mulai dari aktornya, ya. Aktornya siapa? Dosen, tendik, mahasiswa, ini semuanya aktor. Aktor individual. Kemudian juga aktor institusi. Mulai unit, pusat studi, dan lain-lain, program studi, jurusan, fakultas, universitas, ini kan aktor dalam bentuk lembaga. Bisa bekerja sama di beragam level itu. Ini aktor.</p> <p>Terus kemudian, kalau kita bicara modenya, kalau itu melibatkan mobilitas, maka bisa keluar dan ke dalam, tandang dan kandang, kira-kira gitu. Oleh beragam aktor tadi. Tapi kalau kita melihat</p>

	<p>dari aktivitasnya, programnya, bisa bermacam-macam. Mulai dari akreditasi internasional, sertifikasi internasional, publikasi internasional, riset bersama, aktivitas bersama internasional, bahkan sampai pada misalnya karya siswa dosen dengan mitra-mitra internasional, banyak. Banyak modenyta itu banyak.</p> <p>Tapi semua itu perlu orkestrasi, ya. Perlu visi bersama, kolektif, yang ini yang harus kita bangun terus, itu kan. Harus kita bangun terus. Kenapa? Karena aktornya kan berganti, loh. Dekan ganti, Kajur [Ketua Jurusan] ganti, Kaprodi [Ketua Program Studi] ganti, jadi harus terus dikomunikasikan. Jangan sampai nilai ini kemudian terputus. Dan, kalau pendekatannya menjadi berubah, enggak masalah, tapi kalau itu dianggap menjadi tidak valid, bisa membocorkan energi kan, kira-kira seperti itu.</p>
JRM:	<p>Baik, seperti tadi juga menyinggung terkait contoh bentuk aktivitas atau instrumen yang dilakukan oleh UII untuk internasionalisasi, begitu. Saya cukup banyak membaca tulisan Bapak di terutama situs web UII terkait dengan bagaimana kampus itu didorong untuk membina mahasiswa yang menjadi warga global atau <i>global citizen</i>. Memang tidak bisa dipungkiri karena globalisasi dan segala macam trennya, dan juga agar mahasiswa dan juga sivitas akademika yang lain itu mengalami peningkatan kualitas, begitu, agar dapat berdaya saing. Itu barangkali akan Bapak elaborasi lebih lanjut?</p>
FW:	<p>Ke depan, salah satu yang dibuktikan kan kapabilitas level global. Mahasiswa, ya tendik, ya dosen. Mahasiswa misalnya, ya ketemu dengan sesama mahasiswa di negara lain, ya santai saja, sesama mahasiswa, kok. Makanya saling bisa, diskusi <i>nyambung</i>, bisa saling berkontribusi. Dosen juga sama. Mau riset dengan kawan-kawan dari universitas di luar negeri, internasional, ya biasa saja. Diskusi biasa, saling berkontribusi, tidak minder, itu kan menjadi penting.</p> <p>Kemudian, ada isu membangun kesadaran. Karena bisa jadi, ada orang yang punya prinsip, “<i>walah ngene cukup</i>” [ini pun sudah cukup], ya kan, Sleman-i aja, lah. Ini yang justru kita buka. Artinya gini. Itu pilihan. Dia akhirnya memilih yang mana, itu tentu saja hak dia. Tapi kalau kita menutup pintu, jadi masalah. Jadi <i>milih</i> dia akhirnya menjadi pemain lokal pun, itu pilihan yang harus kita hargai. Setelah dia tahu bahwa ada pilihan lain, loh, misalkan gitu. Tapi jangan sampai dia memilih lokal tuh gara-gara <i>ndak</i> tahu yang nasional dan global, kan berbeda.</p> <p>Jadi itu pilihan sadar, karena sudah ada beragam perspektif yang dia bisa adopsi, tapi keputusan akhirnya dia memilih yang apapun itu, kira-kira gitu. Itu penting.</p> <p>Kemudian yang kedua, peran aktor kan juga beragam, toh. Bisa jadi ada dosen yang sanggup melanglang buana, tanpa masalah. Ada dosen yang, mungkin karena satu dua tiga hal, misalnya, tidak bisa ikut itu. Tapi kan bukan berarti mereka tidak berkontribusi. Nah itu yang penting.</p> <p>Jadi pilihan globalisasi atau internasionalisasi itu bukan menjadi pilihan ini atau itu. Tapi pilihan saling melengkapi. Jadi ceritanya, bingkainya, pilihan saling melengkapi, bukan ini atau itu, bukan <i>either or</i>. Bukan <i>either or</i>, tapi saling melengkapi.</p>
JRM:	<p>Sangat jelas, Bapak. Untuk mungkin melengkapi terkait dengan instrumen internasionalisasi oleh UII, dalam kurun waktu 2018-2023 ini, mungkin ada kasus praktik terbaik yang dilakukan oleh UII yang terkait Bapak sampaikan tadi, yang kira-kira menjadi rujukan proses internasionalisasi yang tepat, begitu?</p>
FW:	<p>Kalau saya sebut, bisa beberapa lah yang kita menjadi semakin jelas dalam beberapa tahun terakhir, ya.</p>

	<p>Satu kerja sama internasional. Konsorsium, kolaborasi lintas lembaga. Ini salah satunya misalnya diindikasikan oleh beragam <i>project</i> Erasmus+, kan ada banyak, toh. Termasuk juga yang Marie Skłodowska-Curie Actions (MSCA), itu kan dari Uni Eropa semua. Itu satu. Bukan berarti yang sebelumnya jelek. Mungkin momentumnya belum dapat, dan pintunya belum <i>kebuka</i>, kira-kira gitu.</p> <p>Yang kedua adalah mobilitas. Dosen dan mahasiswa, terutama. Kan menjadi semakin biasa, toh. Dulu kan kita enggak membayangkan, gitu kan. Tapi sekarang sudah menjadi lebih biasa. Jadi biasa, kita semakin, enggak tahu Bahasa Indonesia-nya apa, <i>lanyah</i>, tahu <i>lanyah</i>, enggak? Orang Jawa? Enggak? <i>Lanyah</i> itu lancar, lah. Jadi tidak gagap lagi.</p> <p>Yang ketiga, publikasi internasional. Jadi kan menjadi semakin biasa, lah. Dulu kan menjadi sesuatu yang kadang kayak susah dijangkau. Sekarang sudah menjadi biasa.</p> <p>Dan juga akreditasi internasional kan, juga pengakuan lembaga-lembaga internasional kan semakin banyak, kan. Ini juga harus kita syukuri. Jadi kita punya dosen internasional, kita juga sebagian kawan juga terlibat di banyak mitra internasional kita. Ya itu yang kalau mau kita lihat secara singkat ada 4 tadi, ya.</p>
JRM:	Terkait nilai, saya ingin <i>follow-up</i> terkait dengan nilai yang menjadi dasar UII untuk melakukan internasionalisasi dengan akreditasi, Bapak. Itu kan cukup populer, bisa dikatakan, terkait dengan <i>stance</i> UII soal pemeringkatan, itu bukan menjadi tujuan, namun menjadi dampak samping.
FW:	Betul, efek samping.
JRM:	Ini mungkin bisa dielaborasi lebih lanjut?
FW:	<p>Satu, pemeringkatan itu tidak kalis kepentingan, yang pertama, gitu. Kepentingannya macam-macam, termasuk kepentingan bisnis lembaga pemeringkat. Yang kedua, semua model pemeringkatan itu pasti punya, bisa kita sebut, plus-minus atau minus, ya. Bisa plus-minus. Ketika itu dipandang sebagai tujuan, maka ada banyak godaan.</p> <p>Satu, kita mengabaikan keunikan. Karena hampir semua metode pemeringkatan itu kan mengasumsikan keseragaman. Ada indikatornya dan sebagainya, kan. Keunikan kita, faktor keseharian kita, itu bisa mendapatkan predikat yang lebih <i>dikit</i>, lah, kira-kira gitu.</p> <p>Kemudian yang kedua, jebakan yang kedua adalah kalau tidak kuat iman, bisa menghalalkan semua cara. Yang penting peringkatnya bagus. Karena tidak ada model pemeringkatan yang tidak mungkin disiasati, ya, kira-kira gitu. Dengan beragam cara. Dan di lapangan, saya temukan bukti, kalau enggak menyebut banyak itu beberapa, tapi tangan saya enggak cukup untuk menghitungnya, yang tadi enggak kuat iman, enggak tahan godaan. Akhirnya ya ini masuk wilayah abu-abu lah, kalau enggak bisa kita katakan hitam. Takutnya kita katakan hitam marah dia, abu-abu. Dan ketika ini dianggap sebagai normalitas baru, maka berbahaya. Kenapa? Karena sampai titik tertentu, akan ada garis merah yang dilanggar. Dan ketika ini diikuti oleh semakin banyak lembaga, ini kan kita ada dalam sebuah pertarungan di mana boleh melakukan apa saja.</p> <p>Kalau kita masih hanya buat, tadi kompetisi, kompetisi sehat tidak terjadi, ekosistem yang sehat tidak, terabaikan, karena menganggap pemeringkatan sebagai sebuah tujuan. Tapi kalau itu kita anggap sebagai efek samping, karena kita menyelesaikan pekerjaan rumah, kan jadi enak. Pekerjaan rumah perguruan tinggi kan jelas, tuh. Pendidikan, mahasiswanya ya diajar dengan baik, dosen, menyiapkan dengan baik, penelitian dijalankan dengan sungguh-sungguh, pengabdian</p>

	<p>masyarakat juga mendapatkan perhatian yang baik, dan lain-lain. Kalau dilakukan semua, kan efek sampingnya kita menjadi punya kualifikasi yang lebih, kira-kira gitu.</p> <p>Sehingga, kalau kita dapat, ya disyukuri seperlunya. Tidak perlu diglorifikasi luar biasa, apalagi dengan cara-cara desepsi. Desepsi itu pengelabuan, ya. Ya kembali kepada menyelesaikan pekerjaan rumah yang lain. Jadi enak. Akhirnya kita ya kalau toh kita masuk, itu kita betul-betul berusaha tidak melanggar garis merah. Dan akhirnya nyaman. Kalau toh belum masuk, ya kita punya kesadaran, PR-nya belum selesai. Ini enak saja.</p> <p>Meski saya tahu, ini bukan pilihan sikap yang populer. Saya tahu. Nanti kalau Rektor baru berubah pikiran, itu urusan dia, bukan urusan saya, kira-kira gitu. Tapi kalau saya ditanya pendapat saya, saya akan ngomong yang sama. Sampai hari ini. Kalau besok saya baca, saya diskusi, ternyata berubah, saya <i>ndak</i> tahu. Tapi sampai hari ini, pola pikir saya seperti itu.</p>
JRM:	Sangat jelas bapak, dan sepertinya cukup. Sudah 30 menit juga, takutnya Bapak masih ada pertemuan lain. Untuk itu saya berterima kasih banyak, Bapak. Saya juga mohon doa.
FW:	Sama-sama, Mas Jalal. Ya mudah-mudahan lancar, lah. Mudah-mudahan lancar.
JRM:	Amin. Cukup tertarik dengan isu pendidikan tinggi ini, Bapak.
FW:	Menarik ini, diplomasi pengetahuan.
JRM:	Ya, [teori] ini juga sepertinya belum ada yang riset soal pendidikan tinggi, begitu
FW:	Dan nanti ujungnya adalah memperbesar noktah lembaga UII di peta akademik global. Biar lebih muncul, menonjol, <i>stand out</i> .
JRM:	Itu PR panjang ya, Pak.
FW:	Panjang, iya, itu kerja kolektif, itu bukan kerja Rektor saja. Kolektif, semua. Enggak bisa, dosen hanya tepuk tangan, enggak bisa. Ya harus riset, mengajar dengan baik, membangun jaringan. Semuanya harus seperti itu.
JRM:	Saya terima kasih banyak, Bapak, ini sangat membantu.

Interview 2

Informant : Dr.rer.nat. Dian Sari Utami, S.Psi., M.A.
 Position : Director of Partnership/Office of International Affairs, UII
 Date : Saturday, 21 June 2025
 Time : 19.00 – 21.00 WIB
 Place : Zoom Meeting
 Notes : Jalaluddin Rizqi Mulia (JRM), Dian Sari Utami (DSU)

Notes	Content
JRM:	Assalamualaikum warahmatullahi wabarakatuh. Terima kasih, Miss Dian Sari Utami, atas keluargan dan kedatangannya untuk wawancara kali ini. Penelitiannya berjudul “Internasionalisasi Universitas Islam Indonesia Sebagai Perguruan Tinggi Global Tahun 2018-2023 dalam Tinjauan Diplomasi Pengetahuan atau <i>Knowledge Diplomacy</i> ”. Perkenalkan nama saya Jalaluddin Rizqi Mulia, peneliti yang dibimbing oleh Bapak Hangga Fathana, S.IP., B.Int.St., M.A., terkait dengan internasionalisasi di Universitas Islam Indonesia. Terima kasih, Miss, atas kedatangannya. Baik. Untuk memulai wawancara, saya ingin tanya, Miss, mengenai gambaran umum atau mungkin ya gambaran besar terkait dengan kegiatan internasionalisasi di UII, kurang lebih pada kurun 2018 sampai 2023.

DSU:	<p>Terkait dengan internasionalisasi di UII ya, dari 2018 sampai 2023. Di 2018 karena saya belum banyak terlibat, tapi juga waktu itu masih di Jerman. Jadi saya bisa cerita mulai saya terlibat, itu awal tahun 2020, sampai 2024 atau 2025 ini. Itu yang mungkin bisa saya ceritakan. Ya karena di 2020 itu kan awal saya bertugas dan juga awal pandemi. Nah sehingga untuk internasionalisasi di UII, itu terkait dengan pertama ada <i>international partnership</i>, kemudian yang kedua <i>international mobility</i>, jadi <i>core</i>-nya itu di dua itu. Pada saat itu ya awal-awal. Nah termasuk yang ketiga ada lagi <i>international education</i>. Nah, yang pertama yang terkait dengan <i>international partnership</i>, kami mulai menggagas apa yang disebut dengan <i>strategic alliance</i>.</p> <p>Jadi, <i>strategic alliance</i> itu kami mencoba untuk berkolaborasi dengan mitra-mitra yang juga punya mitra-mitra strategis. Kemudian kami mulai memetakan juga mitra-mitra yang sudah punya kerja sama cukup panjang dengan UII. Itu yang banyak kita rawat. Artinya, memintanya ada begitu, ya, itu coba kami maksimalkan, optimalkan di awal pandemi itu. Sehingga, aktivitas implementasinya memang lebih banyak. Kemudian yang kedua, <i>international mobility</i>. Nah, ini karena mobilitas fisik ya pada saat itu sudah <i>off</i>. Kemudian kita banyak melakukan <i>virtual mobility</i>. Nah <i>virtual mobility</i> ini macam-macam bentuknya. Termasuk kredit transfer satu semester, itu bisa jalan juga. Alhamdulillah program pendek bisa jalan. Kemudian promosi-promosi itu juga banyak kita lakukan secara virtual, begitu.</p> <p>Kemudian yang terkait dengan <i>international education</i> ya tadi itu ya yang terkait dengan kredit transfer itu. Jadi, apa, kolaborasi <i>joint lecture</i> itu juga banyak dilakukan di ketika pandemi. Jadi saya melihat ketika awal-awal saya bergabung, internasionalisasi di UII sendiri itu maju pesat itu justru malah mulai pandemi itu. Karena dilihat dari jumlah internasional yang terlibat, <i>international people</i> yang terlibat itu, baik itu dosen atau mahasiswa, itu cukup banyak itu yang dari luar UII. Ya mereka banyak yang apa ya bergabunglah di aktivitas-aktivitas yang diselenggarakan UII, baik itu perkuliahan pendek, webinar, segala macam, ya. Dan ada banyak <i>sharing knowledge</i> juga di sana yang itu menjadi awal yang bagus, ya. Kita banyak mengawali kerja sama-kerja sama juga dengan mitra-mitra. Jadi <i>meeting</i> dengan <i>new partner</i> itu sangat banyak di situ. Itu kalau saya melihat, ya. Kemudian, ini hal baik, karena terus berlanjut kita bawa.</p> <p>Nah, baru setelah pandemi selesai, kita mulai buka lagi. Nah, kami mencoba untuk tetap bisa menjalankan <i>virtual mobility</i>. Karena kan, ternyata <i>virtual mobility</i> itu bagaimanapun secara <i>cost</i> ya, itu kan efisien, lebih efisien juga. Kalau dari segi waktu, itu masih bisa dikelola karena ada <i>time difference</i> dan sebagainya. Tetapi, lebih banyak partisipan yang bisa ikut di <i>virtual mobility</i>. Cuma, kendalanya ternyata, karena pandemi terlalu lama, jadi ketika kita mencoba menawarkan lagi <i>virtual mobility</i> itu, kayak nggak laku. Akhirnya lebih banyak orang memilih <i>physical mobility</i>. Nah, kendalanya sekarang ini <i>physical mobility</i> itu di biaya. Itu paling utama. Apalagi <i>geopolitical issues</i> itu menjadi <i>concern</i> utama. Karena misalnya kita mau mendatangkan tamu ya harus <i>ngerti</i> dari negara mana, ada isu geopolitik apa di sana. Terus nanti dia masuk <i>calling visa country</i> atau bukan, jadi pertimbangannya jadi lebih banyak.</p> <p>Kemudian, masalah-masalah yang dihadapi untuk <i>physical mobility</i> itu lebih kompleks. Itu yang kami lihat di internasionalisasi itu. Tapi kalau dari sisi <i>engagement</i>, tentu saja itu lebih bagus. Kemudian, kita mulai mengalami penurunan jumlah mahasiswa asing yang masuk, begitu. Karena, ya itu tadi, tidak banyak yang tertarik untuk <i>virtual mobility</i>, tapi untuk <i>physical mobility</i> masih menjadi kendala dari sisi biaya. Terkait dengan kebijakan-kebijakan internasionalisasi, ini kan berkembang ya. Kalau di awal-awal, itu lebih banyak di fokusnya di <i>international mobility</i>, <i>international partnership</i>, jadi kerja sama <i>international partnership</i> itu masih lebih banyak yang</p>
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sifatnya untuk *student mobility*. Kemudian mulai tahun 2023, seingat saya, atau 2022 itu karena mulai pergantian periode. Kita sudah ada rencana strategis yang baru. Itu tercantum tentang *double degree program*. Cuma kemarin memang, kita banyak berdiskusi dengan mitra masih tentang *student mobility*. Hanya sekarang *student mobility*-nya lebih banyak ke *double degree*. Tapi itu juga masih menjadi kendala. Apa kendalanya? Ya sama. *Cost* tadi, biaya. Karena tidak ada *support*, begitu. Walaupun kami tahu di Kemendiknas itu sebenarnya kan ada *double degree program scholarship* ya. Tapi kalau praktiknya kok kami lihat, dan banyak itu, lebih banyak itu diutamakan memang yang PTN. Mahasiswa PTN. Itu yang memilihnya. Sehingga kami banyak menawarkan itu. Walaupun sudah ada mitra-mitra, kayak misalnya British Council, mengharapakan dari UII ini banyak menggunakan *funding* itu untuk mengirimkan *student* ke univ-univ [universitas-universitas] yang ada di UK, misalnya. Dan kami juga kerja sama dengan UK pun untuk *mobility*, akhirnya berhenti ya. Terkendala biaya juga.

Kemudian kami memetakan kawasan-kawasan. Jadi kalau di kawasan seperti US, UK, itu memang kawasan mahal. Sehingga untuk mobilitas ke sana, bahkan untuk dosen pun agak berat dilakukan. Jadi kami paling bisa juga melakukan virtual. Walaupun untuk sekarang tampaknya enggak terlalu berjalan juga, ya. Untuk yang apa namanya, di UK kami masih punya satu mitra yang masih aktif itu. Tapi setelah dipetakan ke Irlandia, Scotland kan kami belum punya mitra. Dulu mungkin ada, tapi kita sekarang enggak. Nah, yang lebih banyak itu memang di Eropa. Eropa, kemudian Australia. Kalau di Eropa karena *funding*-nya ada. Di Erasmus, Key Action 1 itu yang untuk *mobility* itu bisa dimanfaatkan dengan mitra-mitra Eropa. Kemudian mitra Eropa sendiri nampaknya juga ada *funding* itu ya untuk pergi keluar, begitu.

Nah, terus mulai kalau di 2019 itu sempat kita mulai mengikuti *event* internasional namanya EAIE. Jadi bagaimana sih untuk mendapatkan pengakuan secara internasional ya biar UII dikenal. Salah satunya itu *event* EAIE itu, *European Association of International Education*. Itu di Finland waktu itu, Pak Hangga yang hadir, ya, karena beli sempat jadi Direktur KUI, dan WR 4. Nah, kemudian di tahun 2020 *stop* karena pandemi, kita mau ikut, tapi *postponed*, 2021 *postponed*, 2022 baru dibuka. Kita ikut lagi di Barcelona waktu itu. Dan bisa punya *booth* sendiri. Nah, sehingga dari situ kan menjaring banyak mitra. Itu untuk *international partnership*.

Kemudian, fokus kita tadi yang terkait dengan *mobility*, sudah enggak hanya *student mobility* lagi. Jadi mulai 2023, itu kayaknya lebih intens ya. Dan di tahun ini, terutama, itu kita sudah banyak juga untuk *faculty exchange*, walaupun itu belum maksimal juga. Jadi dosen bisa *exchange*, tapi ini pengelolaannya belum maksimal. Karena, nah, ini nanti-nanti jadi kendala yang akan saya ceritakan terkait internasionalisasi di UII.

Kemudian riset. Nah, ini *research initiative* itu mulai dibangun di DK/KUI. Kalau sebelumnya kan *international research initiative* itu maksudnya personal begitu, ya. Bahkan DPPM pun yang itu adalah direktorat penelitian itu pun lebih banyak ke nasional, menurut saya, yang ditawarkan ke dosen-dosen. Jadi lebih banyak itu riset-riset yang *funding*-nya itu dari kementerian. Itu yang saya lihat. Kalau yang riset-riset yang *funding*-nya dari luar itu belum banyak ditawarkan. Walaupun di DPPM sendiri sudah membuka skema riset kolaborasi internasional untuk pendanaan itu, tapi itu dari internal juga. Dan di Kemendikti sendiri juga ada skema itu. Sebatas itu. Nah, padahal kita itu kan *international grant* itu kan sangat banyak ya. Erasmus, misalnya, Horizon, British Council, ya itu kok ketika di awal tahun 2023 ya, kalau seingat saya itu, kita ditanya itu terutama untuk yang British Council. Kalau Erasmus kan sudah banyak. Horizon juga. Kok kayak masih *blank* begitu ya.

Jadi, kami mulai belajar. Ternyata, di univ-univ lain yang besar itu ya, seperti Unair [Universitas Airlangga]. Saya melihat itu memang bagus sekali. Jadi *research initiative* itu dibangun justru malah di direktorat, sebutan mereka sih, *global engagement*. Jadi di situ. Baru nanti untuk *actionnya*, *taking action* itu akan dikelola oleh direktorat penelitian. Tapi inisiatif awal itu dari situ. Jadi kita yang mencari *funding* buat riset, kemudian nanti meng-*connect*-kan antara peneliti. Sehingga di tahun 2023, kami membuat *database* tentang riset-riset unggulan yang ada di UII. Dan itu survei, ya. Maksudnya kita minta dari prodi, dari jurusan, mereka risetnya apa walaupun enggak akhirnya mengumpulkan. Karena mungkin enggak ada atau memang enggak mengirimkan itu, saya enggak tahu juga, tapi itu kita buat dan bagus ya karena bisa kita tawarkan ke mitra. Kalau mereka ingin riset kolaborasi, biasanya akan ditanya, kita punya riset ini sih bisa enggak ada yang diajak kerjasama, semacam itu.

Jadi ini mulai kita, apa namanya, intensifkan. Apalagi ya, Renstra sampai 2022-2026 itu kan “membangun universitas berbasis riset”, ya. Nah, ini kan harus jadi *concern*, begitu ya. Saya berpikir, siapa yang harus *mikir* ini? Itu akhirnya, ya, ini harus kita pikirkan, begitu loh, ya. Mungkin yang lain juga memikirkan itu, ya. Unit direktorat lain. Tapi kan, peran di DK/KUI di sini, kami kan sebagai *supporting system*, jadi paling enggak memang harus, selain bisa menjaga gawang, tapi juga bisa menggagas. Menggagas dan menghantarkan. Nah, kalau implementasi, mestinya itu dijalankan oleh program studi atau jurusan atau unit-unit yang terkait. Tapi *somehow*, kami itu sampai harus memantik, dengan kami juga melakukan implementasi. Kasih contoh itu. “Ini implementasinya, kayak begini.” Jadi, dan saya pun terlibat dengan riset itu. Kemudian ada, di DK/KUI, misalnya Pak Joni Aldilla [Kepala Divisi Kemitraan Luar Negeri DK/KUI] juga akhirnya juga terlibat dengan riset kolaborasi internasional, yang sebenarnya itu gagasan awalnya ya kita pengen jaring yang lain, begitu, ya. Tetapi karena belum bisa jalan.

Kemudian selain itu, *faculty exchange* ini masih belum klir juga. Tapi kita sudah banyak mengirimkan, tapi belum menerima. Mulai tahun 2025 ini untuk promosi pun, untuk mobilitas, kita mengharapkan enggak hanya untuk *full degree* yang *student*, tapi juga kita bisa banyak menerima *student* yang *exchange* atau *credit transfer* satu semester, atau bahkan *double degree* di UII. Begitu. Dan ini sedang kita jalin juga. Kita coba begitu. Ini masih diskusi awal, ya, dengan beberapa kawan-kawan di Indonesia. Jadi kayak ITB, IPB, UI, UGM, UNY, untuk *double degree*. Walaupun mereka mungkin enggak mau *double degree* ke kita ya. Tapi paling tidak, kita bisa kalau membuka itu. Sehingga kita bisa menawarkan ke mahasiswa. Nanti kuliah di UII itu tetap bisa nih, loh, kuliah *double degree* begitu, kan. Di UI, di ITB, di IPB.

Nah, kemudian ada kebijakan pemerintah tahun 2024 terkait dengan Indikator Kinerja Utama (IKU) Perguruan Tinggi itu ya. Itu sekarang PTS itu diwajibkan melaporkan juga. Nah, yang poin ke-6 dari IKU itu, pada tentang *international partnership*. Nah, ternyata kami mempelajari itu ya. Luar biasa beratnya, begitu. Mungkin untuk UII ini masih proses begitu ya. Karena misalnya, yang bisa dinilai itu kerja sama ketika dia punya poin tinggi, ketika dia kerja sama dengan perguruan tinggi yang punya QS 300, misalnya. Padahal kita kan harus berkaca, ya. Misalnya kita ini mah QS-nya berapa? 1.200. Terus kita *ngajak* yang QS 200, misalnya. Mereka *nanya* lah kamu kenapa, begitu. Enggak gampang gitu, ya.

Dan kami sudah mengalami tantangan-tantangan. Maksudnya adalah tantangan itu, misalnya calon mitra *nanya*, “kamu QS berapa?” Bahkan untuk perpanjangan kerja sama pun ada yang sudah enggak mau diperpanjang karena QS kita enggak sejajar dengan mereka. Nah, ini salah satunya.

Saya enggak tahu kebijakan ini dibuat seperti apa, tapi kami mendapat masukan juga dari mitra-mitra luar negeri, seperti ini: “Pemerintah Indonesia itu aneh, ya.” Ini direkam tapi enggak apa-apa, ya, karena *in general* Pemerintah Indonesia itu. Mereka mewajibkan perguruan tinggi Indonesia itu harus kerja sama dengan perguruan tinggi yang punya QS 200, 300. Padahal perguruan tinggi di Indonesia ini, ada berapa sih yang sudah masuk QS 200? Enggak ada kalau QS 200. QS 300 mungkin ada, tapi hanya baru saja, kayak UI atau UGM. Tapi yang selain itu kan enggak ada, *which is* kita punya 4.000 lebih perguruan tinggi yang 60%-nya atau 70%-nya adalah perguruan tinggi swasta. Dan itu menjadi *unfair*, “kok aneh ya bikin kebijakan.” Itu mitra luar negeri, dan itu mitra bukan perguruan tinggi ya, tapi badan yang di bawah pemerintah negaranya. Memberikan komentar seperti itu ketika kami berdiskusi.

Jadi, ada apa namanya, ya mungkin dilema, begitu ya. Karena kebijakan, kemudian satu sisi, kemudian dituntut-tuntut ini itu. Nah, dan itu tidak ada konsekuensinya kalau untuk PTN terkait dengan pencapaian Indikator Kinerja Utama. Kalau PTN itu akan mendapatkan bantuan ya dana, dana pengembangan perguruan tinggi ketika Indikator Kinerja Utama itu bisa mencapai poin tertentu gitu. Tetapi tetap kita lakukan, ya. Kalau di UII, motivasinya ya ini untuk membantu peningkatan kualitas kita sih, bukan untuk mendapatkan insentif atau apapun, begitu.

Nah, itu yang coba kita tanam untuk internasionalisasi. Sehingga, akhirnya ya kalau sekarang saya di sini mengawal di DK/KUI jadi berpikir perlu ada *capacity building* pertama di internal, di DK/KUI sendiri. Kemudian internasionalisasi di UII ini, internasionalisasi di rumah sendiri itu perlu digalakkan, begitu. Nah, sehingga kami rutin mengadakan *workshop* misalnya *workshop* internasionalisasi dan kerja sama. Tapi lama-lama *workshop* ini kayaknya, saya melihat, apa ya, kurang efektif begitu ya. Setelah 3 tahun kita lakukan ini. Sehingga, tahun ini kami mulai ada agenda bincang-bincang dengan prodi. Sebenarnya lebih ke sosialisasi, apa sih ide baru pengembangan internasionalisasi dan kerja sama di UII itu. Itu kita mengundang prodi. Itu sudah mungkin dalam satu semester kita sudah dua kali itu.

Nah, kemudian kita juga mulai ini minta ke dekan-dekan untuk menunjuk semacam perwakilan pengelola kerja sama dan internasionalisasi di level fakultas. Karena itu harus ada, walaupun itu sudah masuk di WT [Wewenang dan Tanggung Jawab] pimpinan ya, di fakultas, tapi kan beda ya. Karena pimpinan itu enggak bisa mengerjakan teknis, atau sering-sering diajak rapat, untuk *ngobrolin* kayak begini, ini kan. Karena mungkin ada hal lebih yang terkait dengan kebijakan, nampaknya itu yang lebih pas. Nah sehingga, ini perlu ada. Dan alhamdulillah sudah ada satu dosen, satu tendik [tenaga kependidikan], itu paling enggak setiap fakultas itu punya, gitu. Walaupun ini juga belum bisa kita maksimalkan, ya, karena ketika kita undang, ternyata di fakultasnya sendiri, nama-nama beliau ini belum tersosialisasi, gitu. Jadi tetap aja kontaknya ke KUI. “Bu, coba tanya ke KIF-nya Bu, di fakultas,” misalnya, gitu. “Siapa, ya?” Itu, jadi, ya, beda kalau di BPM, Badan Penjaminan Mutu, kan sudah ada PSMF [Pengendali Sistem Mutu Fakultas] namanya. Dan itu memang koordinasi rutin dengan BPM, karena itu dibentuk oleh BPM. Kalau ini kan tidak dibentuk oleh KUI, tapi memang ditunjuk oleh fakultas. Harapannya kan bisa menjalankan peran di fakultas untuk peningkatan internasionalisasi.

Nah, kemudian 2024 atau 2023 kemarin ya. Kami dulu kan ada Learning Center. UII Learning Center ya, namanya. Terus mulai tahun, atau malah 2022 ya. Itu kita ganti namanya Culture and Learning Center atau CLC. Terus mulai tahun 2024 ini. Nah itu CLC sudah mulai banyak melakukan pembaruan ya, 2024. Artinya mulai dari logo, kita mau bawa kemana, nih. Jadi

	<p>harapannya CLC UII ini memang bisa dijadikan <i>hub</i> untuk sivitas akademika. Awalnya sih mahasiswa gitu yang utama. Tapi itu bisa membantu untuk mengembangkan <i>cross-cultural awareness, cross-cultural competence</i> di lingkungan UII.</p> <p>Termasuk kita sudah punya kayak UII Global, yang ternyata UII Global ini juga punya peran untuk, apa ya, menjadi motor begitu, ya, untuk pengembangan mobilitas maupun internasionalisasi di UII. Karena kan mereka punya ini ya, banyak aktivitas, termasuk ada KPI juga mereka punya. Dan mereka juga membantu <i>marketing</i> lah gitu, jadi kayak <i>ambassador</i> gitu. Dan sekarang UII Global ini malah membuka juga, ini apa, <i>faculty ambassador</i> ya. Kalau enggak salah itu. Nah ini menurut saya bagus juga gitu. Jadi bisa ya, kita mencoba untuk merangkul semuanya lah terkait dengan internasionalisasi ini. Supaya, tadi, tidak hanya terkait dengan mobilitas saja yang itu tidak ada luaran yang jelas, tapi paling tidak kegiatannya misalnya <i>credited</i>, bisa terukur, gitu. Tidak hanya mahasiswa yang terlibat di mobilitas, tapi juga bisa tendik dan bisa juga dosen. Ini <i>staff mobility</i> ini juga mulai, kita sudah mulai ada ya. Walaupun itu masih di level fakultas, kita juga sudah menerima dari UM, misalnya. Ada staf magang, tendik maksudnya, tendik dari UM, magang, Uni Malaya, ke beberapa fakultas, direktorat, itu juga kita sudah menerima, alhamdulillah.</p> <p>Nah, itu dan yang rutin dilakukan adalah International Office Conference, itu yang sebenarnya itu merasa kayak jadi tanggung jawab kita, gitu ya, untuk mengajak perguruan tinggi lain, terutama yang memang, masih apa ya, sama-sama belajar kayak UII, karena belum sebesar univ-univ yang sekarang kita tahu, bisa masuk QS dan sebagainya. Itu bisa jalan sama-sama untuk mengembangkan internasionalisasi perguruan tinggi di Indonesia. Nah, ini sih gagasannya. Dan ini kita sudah berjalan jelang kedua ya, tahun lalu ya. Insyaallah tahun depan, kalau enggak dua tahun lagi, akan ada International Office Conference. Dan ini mesti kita akan melibatkan banyak pihak, termasuk mitra-mitra kita, termasuk kita membuka <i>co-hosting</i> juga, dengan mitra-mitra dalam negeri, supaya <i>engagement</i>-nya itu bisa dapat, yang disebut dengan <i>glocal engagement, global-local engagement</i>. Jadi kita mulai berpikir, <i>global engagement</i> itu kayaknya terlalu IKU-istis. Maksudnya, kita suka mengesampingkan nih mitra-mitra lokal, teman-teman yang gimana kalau kita libatkan juga di situ. Dan ini bagian dari <i>strategic alliance</i> yang sudah digagas ketika pandemi dulu, supaya itu enggak luntur. Panjang ya jawabannya.</p>
JRM:	<p>Terima kasih banyak, Miss. Ini sebetulnya menjawab banyak banget <i>part</i> di beberapa pertanyaan lain, sebetulnya. Memang ya alhamdulillahnya. Jadi, terima kasih banyak ini penjelasan yang komprehensif soal internasionalisasi dari yang skala mesonya sampai ke skala mikronya. Soal inisiatif, soal gagasan gimana alur internasionalisasi itu dimulai. Dari kesannya, maksudnya dari penjelasan Miss, sepertinya terlihat, rata-rata memang prosesnya itu dilimpahkan ke Kantor Urusan Internasional, padahal mestinya itu merupakan proses yang menyeluruh di antara banyak unit dan juga fakultas di UII. Saya izin melanjutkan ini ada pertanyaan lain soal fokus kawasan. Jadi kan kalau saya lihat di, lagi-lagi, dokumen yang bisa diakses publik itu kan sebetulnya <i>Extending Global Outreach, booklet</i>, itu kalau dilihat secara sekilas sepertinya ada tiga, katakanlah, ada tiga pembagian kawasan internasionalisasi UII. Ada <i>Southeast Asia</i>; ada Asia Tenggara, Asia Pasifik dan Afrika, dan juga Eropa dan Amerika. Itu apakah berarti fokus internasionalisasi UII itu, untuk sementara, maksudnya secara, mungkin jangka panjangnya atau jangka menengahnya atau jangka pendeknya, itu difokuskan ke kawasan atau <i>region</i> tertentu? Ataukah memang itu ada maksud lain, begitu?</p>
DSU:	<p>Terima kasih ini pertanyaannya, Mas Jalal. Harapannya sih bisa dimaksudkan ke <i>region</i> tertentu, ya. Tapi sebenarnya enggak. Kami sebenarnya ingin bekerja sama dengan semua. Jadi pengelompokan <i>region</i> itu untuk memudahkan saja, kita memetakan. Jadi, “Oh ternyata mitra di</p>

	<p>Eropa kita itu lebih banyak dibandingkan dengan mitra kita di Asia.” Lah kok bisa, ya? Kan kita pertimbangannya dari segi <i>cost</i> gitu ya, segi biaya. Harusnya kan lebih banyak di Asia nih daripada di Eropa. Kan Asia itu lebih <i>affordable</i>. Kira-kira kenapa ya? Karena misalnya, di Eropa banyak <i>funding</i>-nya tadi, sedangkan di Asia itu enggak banyak <i>funding</i>. Jadi memang kita harus pakai duit masing-masing begitu, baik mitra maupun kita ketika melakukan mobilitas. Ini gambaran saja.</p> <p>Tapi menjadi <i>concern</i> juga dan <i>consideration</i>. Misalnya dengan mitra US. Itu <i>consideration</i>-nya cukup banyak. Dari segi biaya dan kebijakan yang berubah-ubah. Itu membuat kita biasanya suka <i>hold</i> dulu, lah. Kecuali itu misalnya untuk diskusi riset, atau misalnya mengajar kelas <i>online</i>, itu kita masih oke lah. Tapi untuk mobilitas ini kayak, hmm, begitu. Dan sama ketika kami tanya ke mitra US, “apa sih yang diharapkan dengan bekerja sama dengan UII?” Mereka punya harapan apa? Itu mereka juga yang disampaikan masih kayak <i>blur</i> gitu, ya. Kita pengen kerja sama dalam hal, misalnya, riset. “<i>Okay, what kind of research?</i>” Terus nanti seperti apa detailnya? Ya, sama sih. Risetnya akhirnya, ya masih <i>just do it online</i>, begitu. Belum bisa <i>mobility</i>. Nah <i>mbok student mobility</i> bagaimana? Mereka berat. Karena untuk membayar <i>tuition fee</i> di US aja itu sudah berat untuk mahasiswa. Apalagi tambahan, untuk tadi, pembiayaan mobilitas dan sebagainya.</p> <p>Nah, sehingga kita enggak terlalu dengan mitra US itu. Ada sih misalnya <i>agreement</i>. Tapi tidak intens sekali. Terus, kalau dengarnya tadi, mungkin Eropa, Asia itu kita masih banyak, dan Australia. Afrika ini pun belum. Belum banyak juga. Tapi sama. Pandangannya <i>cost</i> juga ya. Karena mungkin di sana kan lebih mahal. Tapi kita punya banyak mahasiswa dari Afrika, begitu.</p>
JRM:	Baik, Miss. Terima kasih. Dari ini berarti, kurang lebih memang <i>cost</i> atau biaya yang jadi pertimbangan utama untuk, faktor penting, untuk soal itu. mobilitas.
DSU:	Mobilitas itu kan penggerak. Maksudnya, penggerak dari satu <i>partnership</i> . Kerja sama itu motornya itu adalah mobilitas. Jadi, kayak ibaratnya kerja sama tanpa mobilitas itu, walaupun <i>virtual mobility</i> , kan tetap namanya <i>mobility</i> .
JRM:	Betul. Tetap, ya. Baik, Miss, menarik. Saya izin lanjutkan soal proses atau alur. Tadi Miss sempat jelaskan soal alur kerja internasionalisasi UII, yang memang KUI itu jadi <i>supporting system</i> -nya internasionalisasi UII. Kalau di DK/KUI itu, apakah untuk menginisiasi internasionalisasi, inisiatifnya, itu diinisiasi oleh universitas melalui DK/KUI, atau mungkin unit lain, atau justru fakultas atau program studi? Atau justru perseorangan dosen atau, katakanlah, tenaga kependidikan? Atau mungkin mahasiswa?
DSU:	<p>Kalau inisiasi itu bisa dari mana saja, sebenarnya. Bahkan dari mahasiswa pun bisa. Misalnya mahasiswa yang baru IISMA itu, ya. Bisa enggak nanti kerja sama dengan <i>host univ</i>-nya? Ya bisa aja. Ini kemarin diminta kontak ini-ini-ini, oh iya udah kita <i>follow-up</i>. Jadi inisiasi itu bisa dari mana saja, cuma nanti satu pintu. Jadi <i>hub</i>-nya itu ya ada di KUI, ya. Jadi semuanya mesti akan ke KUI dulu. Kalaupun mereka langsung ke eksternal, ke pihak eksternal, itu biasanya nanti akan info ke DK/KUI. Harusnya sekarang seperti itu.</p> <p>Walaupun praktiknya, nah ini menarik, praktiknya biasanya kami tiba-tiba misalnya baca ini, ada yang <i>share</i>, fakultas <i>share</i> berita. Ternyata beritanya adalah penandatanganan MoU atau <i>agreement</i> dengan univ mana, di kawasan mana. Kita <i>mikir</i>, “kayaknya belum pernah nih punya kerja sama ini. Kok udah ada ya, apa, mereka mau ngirim mahasiswa, apa ada kerja samanya, ya?” Kita cek, begitu, ternyata enggak ada. Biasanya kita akhirnya harus jemput bola gitu ya, mengklarifikasi, mengonfirmasi, gitu. Jawabannya “belum, Bu”, lah, kok sudah akan ini kerja sama <i>double degree</i> kan. Maksudnya itu sudah di-<i>announce double degree</i>, itu kan harus sudah ada <i>agreement</i>, ya, belum ada <i>agreement</i> tapi ada <i>double degree</i>, ya akhirnya belum jalan. Atau</p>

	<p>bahkan ada yang sampai tidak jalan, tapi sudah di-<i>announce</i>. Maksudnya di-<i>announce</i> itu di media. Bukan media UII tapi, media luar.</p> <p>Ini kan menurut saya bukan hal baik, ya. Karena semacam kayak pembohongan publik, itu kan harus bisa dipertanggungjawabkan. Bahkan sampai ada agenda misalnya pelepasan, atau kegiatan lain yang melibatkan orang tua, tapi itu belum klir <i>agreement</i>-nya. Dan anak-anaknya enggak jadi berangkat. Nah, itu terjadi tidak hanya satu kali, beberapa kali. Nah, situasi-situasi ini itu kita hindari.</p> <p>Maksudnya supaya kita punya <i>trust</i> yang baik di mata <i>stakeholders</i>, <i>which is</i> itu adalah orang tua, mahasiswa, pihak eksternal. Dan itu kan bagian dari <i>value</i> kita ya, jadi amanah, integritas, profesional. Itu yang jadi poin utamanya, sebenarnya itu. Tapi, tetap di peraturan itu juga disampaikan inisiasi bisa dari mana saja, cuma satu pintu.</p>
JRM:	<p>Baik, Miss. Untuk, kalau inisiasi, boleh dimulai oleh siapa saja, dari mana saja. Tapi kecenderungannya sejauh ini, mungkin sepengetahuan Miss Dian, mungkin bisa di <i>scope</i> waktu 2018 sampai 2023 ya, cuman mungkin sepengetahuan Miss Dian, kecenderungannya kira-kira diinisiasi oleh siapa atau apa, Miss?</p>
DSU:	<p>Kalau untuk kerja sama dalam negeri, itu biasanya kita menerima <i>request</i>. Jadi kita ini jarang yang punya ide. Kita kerja sama dengan univ mana ini di dalam negeri. Itu enggak banyak. Ada, tapi enggak banyak. Tapi kebanyakan kita menerima permohonan untuk bekerja sama.</p> <p>Kemudian kalau luar negeri, nah itu biasanya, itu tadi kita <i>propose</i>. Di agenda seperti EAIE, APAIE – yang itu <i>Asia Pacific Association of International Education</i>, begitu. Mereka suka bikin pameran-pameran pendidikan yang sebenarnya fokusnya hanya di <i>partnership</i>. Itu UII kan sering ikut. Nah, itu banyak membantu juga. Pertama kita jadi dikenal, “oh di Indonesia ini ada ya namanya UII.” “Oh, ternyata UII itu punya ini loh, rekam jejak seperti ini.” Nah, itu biasanya nanti kita <i>follow-up</i> untuk <i>meeting</i>. <i>Meeting</i> gitu, dengan mitra.</p> <p>Nah, tapi kendala tadi yang mau saya cerita adalah bagaimana mengelola. Pertama mengelola implementasi, kemudian inisiasi kemitraan yang baru, terutama kemitraan luar negeri yang banyak ya. Karena kalau kemitraan dalam negeri itu lebih gampang komunikasinya dan relatif cepat, begitu ya. Misalnya kita kasih draf MoU, udah kurang lebih sama lah, univ-univ di Indonesia itu draf MoU-nya gitu-gitu. Kalau dengan perusahaan pun, enggak terlalu beda jauh. Paling kita sudah hafal juga dan sudah <i>acc</i> aja, gitu. Tapi kalau dengan univ mitra luar negeri itu, panjang kali lebar kali lama. Bisa kita inisiasi sekarang, dua tahun baru di-<i>signing</i>, gitu, sampai petugas, apa, orangnya sudah ganti, gitu kan. Terus kita harus mulai lagi dari awal, kita tuh mau <i>ngapain</i> gitu. Yang kemarin didiskusikan udah menguap itu. Sampai ada yang seperti itu.</p> <p>Terus ketika sudah ada MoU, terus <i>ngoyak-ngoyak</i> [mengejar] unit untuk implementasi ternyata enggak gampang. Jadi kita sudah punya kerja sama dengan A. Mereka pengen riset dengan prodi X. Tapi prodi-nya itu kayak enggak jalan, gitu. Kan enggak bisa ya kalau riset yang sangat spesifik prodinya, kecuali yang sesuai dengan prodi saya. Itu terus diambil alih KUI, kan enggak bisa, ya. Jadi, jadi susah ya. “Gimana kemarin?” kita tanya. “Enggak jalan, Bu.” Aduh, sayang banget, gitu kan. Nah ini, alasannya juga macam-macam, ya. Bisa jadi karena manajemen waktu, manajemen energi, <i>capacity</i> gitu, atau kompetensi, gitu. Nah ini masih jadi tantangan.</p>
JRM:	<p>Jadi termasuk, perusahaan luar negeri berarti rata-rata memang berasal dari proposal <i>event-event</i> yang diikuti oleh UII. Apa namanya, pertemuan internasional mungkin bahasanya, begitu, ya?</p>

DSU:	Kalau di <i>booth</i> itu, mereka kan pada datang di <i>booth</i> itu. Di <i>booth</i> itu, kan datang cuma <i>ngomongin</i> kerja sama. Enggak kita <i>promote</i> kayak <i>booth-booth</i> pameran pendidikan umumnya yang <i>nyari</i> mahasiswa, gitu ya. Kita promosi untuk <i>nyari</i> mahasiswa, enggak. Ini betul-betul urusannya itu tentang <i>partnership</i> . Jadi yang datang di <i>booth</i> itu, rektor dari univ mana, direktur atau wakil rektor.
JRM:	Baik, Miss. Terus terkait dengan internasionalisasi itu, tadi Miss jelaskan ada aktornya selain mahasiswa tentunya kan, <i>student mobility</i> ; juga ada dosen dan juga tendik. Tadi Miss sempat sampaikan ada beberapa tenaga kependidikan itu yang melakukan magang begitu ya, magang di UII dari UM, ya begitu. Itu kalau dari DK/KUI barangkali ada, mungkin sudah ada semacam regulasi untuk mengajar atau ditempatkan di kampus lain? Biasanya nama-namanya itu <i>sabbatical leave</i> atau <i>secondment</i> atau <i>visiting professorship</i> . Itu sejauh ini kira-kira bagaimana Miss, perkembangannya? Mungkin dalam <i>scope</i> penelitian.
DSU:	Ketika kita bicara tentang internasionalisasi perguruan tinggi, <i>frankly speaking</i> , belum ada peraturan yang mengatur tentang itu di UII. Bahkan di level yayasan pun, seingat saya kok enggak ada. Adanya tentang kerja sama internasional. Dan itu pun tahun 2006, kalau enggak salah. Di yayasan, ya. Di yayasan, kemudian yang di universitas, juga tahun lama. Kita memperbarui hanya Peraturan Rektor. Padahal Peraturan Rektor itu harus merujuk ke Peraturan Universitas. Peraturan Universitas itu harus merujuk ke Peraturan Yayasan. Nah ini kan sulit ya, jadi kita itu <i>somehow</i> , kayak apa ya, akar rumput. Akar rumput yang itu banyak pekerjaannya <i>bottom-up</i> . Itu memberikan ide, kadang usulan ke pimpinan. Ya alhamdulillah sih kalau selama ini karena model kepemimpinan sifatnya egaliter, jadi lebih enak juga. Tapi memang untuk kebijakan ini, saya belum, belum ada. <i>Double degree</i> ada, itu pun peraturan lama ya, ini belum kita perbarui. Memang banyak sih peraturan-peraturan yang itu menjadi <i>concern</i> gitu, karena ya sayang aja gitu ya. Misalnya, sekarang tentang virtual, kalau itu sudah ada ya, pendidikan bauran itu, sudah ada. Tapi yang <i>relate</i> dengan <i>transnational education</i> , itu kok enggak ada peraturannya. Mungkin <i>AI for education</i> aja kita enggak punya ya, peraturan itu ya.
JRM:	Progres berarti ya, Miss?
DSU:	Mungkin, ya. Saya kurang tau, bisa jadi. Tapi ini masih menjadi PR ya untuk beberapa kebijakan. Artinya, biasanya itu kan kebijakannya dibuat dari hasil rapat pimpinan, misalnya seperti itu. Tapi kebijakan yang sifatnya peraturan itu memang ada, tapi belum. Tadi termasuk <i>staff mobility</i> , <i>student mobility</i> . Kalau <i>sabbatical leave</i> sendiri, enggak ada. Di UII enggak ada peraturan itu. Saya kurang tahu pertimbangannya apa, ya. Mungkin itu <i>relate</i> dengan di SDM, ya. Tapi kalau untuk magang staf, karena staf itu harus melakukan pengembangan kapasitas, seingat saya 25 jam setahun, apa ya. Kok sedikit ya, 25 jam? 25 jam atau 25 hari, ya, saya lupa. Tapi itu ada, itu. Nah biasanya itu kita gunakan juga, ya. Jadi UII juga mengirimkan staf yang misalkan akan magang keluar, juga bisa. Tapi KUI biasanya. Itu jadi program internalnya KUI. Nah ini perlu disosialisasikan juga. Tapi beberapa fakultas sudah menjalankan itu. Jadi mengirimkan staf atau tendiknya untuk magang, misalnya ke Malaysia, ya. Karena itu paling, ada <i>similarity</i> dalam hal bahasa, lebih mudah gitu, ya. Karena untuk tendik kan untuk Bahasa Inggris itu masih terbatas, begitu.
JRM:	Berarti memang masih inisiasi, dimulai oleh KUI, begitu. Untuk, terkait kemitraan, Miss, ini memang teknis ya. Maksudnya, berhubungan dengan data langsung. Saya bersyukur misalkan nanti barangkali diperbolehkan untuk akses data, jumlah mahasiswa internasional yang datang ke UII, atau yang sebaliknya, dari tahun 2018 ke 2023. Saya bersyukur kalau misalkan nanti diberikan

	<p>akses begitu untuk tambahan analisis. Tapi, secara garis besar, tren kemitraan itu kalau dari 2018 ke 2023, tren ekstensifikasi kemitraan UII keluar negeri, itu kira-kira mengalami kenaikan, mungkin Miss, atau penurunan? Mungkin dari segi, katakanlah, MoU-nya, atau barangkali sudah sampai ke tahap MoA. Itu kalau dilihat dari tren garis besarnya, kira-kira bagaimana Miss di tahun itu?</p>
DSU:	Dari 2018 sampai 2023, ya?
JRM:	Iya.
DSU:	<p>Kalau dari jumlah, meningkat. Nah, ini menarik. Dari jumlah, meningkat. Tapi saya melihat, di tahun mulai tahun 2022, ini agak menurun <i>pace</i>-nya. <i>Pace</i>, itu apa ya, <i>pace</i> itu kecepatan dalam kita memproses MoU-MoU luar negeri yang <i>expired</i>. Itu <i>pace</i>-nya enggak secepat dulu. Mungkin karena personal, bisa juga. Tapi yang masih menjadi tantangan di internal kami, di KUI, itu adalah KPI dari staf. Itu ketika dibuat, itu belum bisa maksimal direalisasikan. Karena, bisa jadi, kalau saya mengamati, kita ini kan masih beberapa program itu dijalankan lintas divisi. Misalnya ada program punyanya divisi mobilitas, tapi nanti akan melibatkan staf di <i>partnership</i>. <i>Partnership</i> ini lagi ada kerjaan, nih. Walaupun <i>dah dipesenin kerjaan</i> utama harus jalan. Tapi ya, sampai sekarang enggak. Belum bisa maksimal.</p> <p>Sehingga untuk data itu, kalau untuk data mahasiswa asing, kita punya. Maksudnya sudah rapih data itu. Tapi data kemitraan, itu yang awalnya kita pakai di <i>website</i> partnership.uui.ac.id, itu sudah ada. Tapi entah kenapa <i>website</i> itu enggak bisa di-<i>update</i>. Jadi bisa dibayangkan, itulah data yang terakhir di-<i>upload</i>. Ketika <i>website</i> itu dibikin, setelah itu kita enggak bisa. Kita kontak <i>vendor</i>-nya, “Saya enggak tahu Bu, kenapa ini enggak bisa di-<i>update</i>.” Nah, gimana, Mas? Ini dari dulu kan jumlahnya jadi segini-gini, kan.</p> <p>Nah, tapi mulai 2022, itu di Renstra, itu kami mendapat amanah itu, ya. Itu yang istilahnya siapapun itu punya frasa kunci, yang itu akan digunakan sebagai pijakan untuk menjalankan program. Itu sudah bukan kuantitas, tapi lebih ke kualitas. Bagaimana kualitas implementasi kerja sama. Nah, itu awalnya, “gimana nih ya?”, kualitas implementasi kerja sama. Ini kan kualitatif, tapi harus terukur. Gimana ya, ngomongnya? Terus, akhirnya kita coba untuk survei, tapi kualitatif. Tapi kita enggak pakai survei, tapi dari frekuensi. Misalnya, ini masih jumlah juga sih akhirnya, berapa sih implementasi kemitraan yang terkait dengan pendidikan? Karena fokusnya kita di Tridharma, Caturdharma, perguruan tinggi. Ada pendidikan, riset, publikasi. Jadi kan riset publikasi, kemudian pengabdian masyarakat, dakwah Islamiyah. Nah, dakwah itu bisa masuk di pengabdian masyarakat.</p> <p>Tapi kalau dari Kemendikti kan, memang <i>output</i>-nya di tiga komponen itu. Berapa sih implementasi kerja sama di bidang pendidikan? Itu bisa bentuknya <i>capacity building</i>, bisa mengajar bersama, bisa praktisi mengajar banyak hal itu. Sudah kita identifikasi, kita sampaikan ke prodi juga. Supaya ketika membuat program, kira-kira kurang lebih ini loh aktivitas yang dijalankan itu. Bagaimana prodi, kan sekarang laporan kerja sama harus di level prodi, untuk implementasi yang bisa diunggah. Sehingga kita banyak minta prodi, harus membuat dokumentasi segala macam. Ada yang berjalan, ada yang tidak.</p> <p>Kemudian berapa riset kolaborasi yang dijalankan. Banyak publikasinya, tapi ternyata belum ada <i>agreement</i>-nya. Sehingga itu pun enggak bisa diakui kalau diakreditasi. Asesor enggak akan menilai itu. Agak susah ini jadinya, kan. Ini masalah pendokumentasian di level unit terkecil saja ini masih menjadi tantangan bagi UII.</p>

	<p>Kemudian, pengabdian masyarakat. Ini menarik, karena dengan inisiasi tadi. Karena itu ada, kalau di fakultas, prodi, ini masih bisa lah ya, kita sudah bisa monitor, mereka akan melaporkan. Tapi yang di level direktorat ini, punya MoU sendiri-sendiri yang enggak itu dilaporkan ke DK/KUI. Rasanya kayak kita itu setara ya, jadi enggak usah ada lapor-melapor. Jadi misalnya direktorat pengembangan kewirausahaan [Direktorat Pembinaan & Pengembangan Kewirausahaan/Simpul Tumbuh], mereka kan punya banyak kerja sama dengan mitra industri ya, Simpul Tumbuh ini, wirausaha. Ya udah, MoU-nya banyak di sana. Ini kalau saya enggak tanya itu, enggak. Kita enggak tahu. Ketika saya tanya itu, “Iya Bu, banyak Bu kerja sama industri di kami. MoU-nya banyak, loh.” Kok enggak di-info, ya?</p> <p>Kemudian dengan alumni, kerja sama dengan alumni. Ini juga sama. Banyak di sana. Kita enggak di-info. Kerja sama pengabdian masyarakat di DPPM. Banyak juga, kita enggak tahu. Jadi, akhirnya ketika kita memetakan, dan itu masuk di frasa kuncinya di DK/KUI, itu jadi <i>challenge</i> tersendiri, gitu. Kemudian direktorat lain juga punya kerja sama dengan mitra-mitra yang itu relevan dengan kewenangan atau tugas mereka. Nah, ini masih jadi tantangan, Mas Jalal, sampai pusing. Karena seberapa canggih pun teknologinya, kalau manusia enggak dilibatkan, enggak bisa. Sudah canggih, tapi enggak ada yang <i>upload</i> dokumennya, enggak bisa.</p>
JRM:	Iya, Miss. Sangat dipahami sih, memang PR, ya.
DSU:	Iya betul, jadi PR.
JRM:	Makasih, Miss, sudah menjelaskan terkait dengan kemitraan. Tadi Miss juga sempat sampaikan soal <i>cost, funding</i> . Itu kira-kira kalau soal kategori sumber pendanaan UII di internasionalisasi, itu kira-kira kalau dikategorikan secara garis besar, sumbernya dari mana saja, Miss?
DSU:	<p>Oh, kalau internasionalisasi? Sama sih kita, ya dari yayasan, ya. Maksudnya, itu <i>dropping</i> ke anggaran, sama sih, apa namanya, anggaran tahunan, ya. Itu kita dapat dari situ. Kemudian selain dari itu, kita juga dapat dari mitra. Jadi, ada misalnya mitra <i>request</i> untuk dibuatkan <i>tailored program</i> untuk <i>student</i> mereka. Itu kita desainkan programnya, mereka bayar ke UII, misalnya per mahasiswa berapa.</p> <p>Walaupun kita punya <i>agreement</i>, tapi karena ini <i>tailored program</i>, ya itu mesti program pendek, tapi <i>cost</i>-nya banyak. Harus keluar lah, harus sewa bis, harus sewa hotel, dan sebagainya, itu biasanya mereka yang akan bayar. Terus kalau Erasmus sih enggak ya, karena itu masuknya kan ke universitas, tidak ke direktorat.</p>
JRM:	Berarti kurang lebih tiga itu Miss, ya? Yayasan, RKAT [Rencana Kerja Anggaran Tahunan] berarti hitungannya, ya?
DSU:	Iya, RKAT.
JRM:	RKAT, biaya dari kampus lain untuk bikin <i>tailored program</i> , dan juga <i>grant</i> Erasmus. Berarti kurang lebih, secara garis besar ada mungkin tiga itu, ya?
DSU:	Iya.
JRM:	Baik. Dan yang berikutnya ini sempat tadi Miss sampaikan soal Caturdarma. Jadi kan kalau kita mau membagi aktivitas universitas itu kan tentu ada empat itu. Kalau dilihat dari pendidikan dan pengajaran, poin pertama dan juga poin kedua [riset], kan mungkin bisa banyaklah contohnya, begitu. Tapi untuk yang ketiga, pengabdian masyarakat, dan juga keempat, dakwah Islamiyah, ini kira-kira apa saja Miss, bentuk bagian internasionalisasi di bidang pengabdian masyarakat dan juga dakwah Islamiyah? Dan kira-kira, walaupun memang ada, itu perkembangannya kira-kira bagaimana, Miss?
DSU:	Oke, kalau pengabdian masyarakat dan dakwah Islamiyah itu, yang banyak melakukan justru malah FIAI. Karena FIAI itu kan ada semacam magang atau kerja praktik ya, yang itu bisa keluar negeri. Jadi misalnya kalau dari FIAI itu banyak mengirimkan mahasiswa ke Thailand selatan, ke

	<p>Malaysia, gitu. Jadi mereka tugasnya ya memang dakwah. Tapi juga melakukan pengabdian di masyarakat, di masjid misalnya, atau di sekolah-sekolah Islam. Itu banyak. Kalau yang <i>outbound mobility</i>.</p> <p>Dan sekarang KKN Internasional itu ternyata, kita juga baru tahu ini. Baru tahu karena banyak prodi, kok saya lihat di status itu yang menjalankan. “Program apa ini?” “KKN Internasional, Bu.” Wah, baru tahu. “Dari mana?” “DPPM” Loh, kok enggak bilang. Jadi koordinasi yang menurut saya masih perlu ada koordinasi. Karena, tetap itu kan berkaitan dengan internasional yang kami juga perlu mendata itu. Dan itu sudah ada di sistem UIIMobilitas. Kemudian untuk yang <i>in-bound</i>, itu sama sih. Biasanya kalau kita, ya tadi yang kita sebut dengan <i>glocal engagement</i>, <i>global-local engagement</i>. Jadi kalau kegiatan <i>tailored program</i>, itu biasanya nanti kita tetap ajak mereka terlibat di masyarakat. Kita mencoba ada luaran-luaran yang itu jelas. Ada kompetensi apa yang mau dicapai, pengukurannya juga ada. Selain pakai skala, bisa juga dibuat ke jurnal untuk kegiatan.</p>
JRM:	Berarti memang dakwah Islamiyah itu terintegrasi dengan pengabdian masyarakat dan salah satunya itu diinisiasi, atau digalakkan oleh, FIAI, berarti.
DSU:	Iya, betul.
JRM:	<i>Nggih</i> . Dan yang berikutnya, Miss. Ini soal <i>knowledge diplomacy</i> , itu kan salah satu elemen teorinya, begitu mungkin bahasanya, itu adalah kehadiran kampus cabang atau program cabang. Kalau Indonesia, mungkin, ada misalnya Monash University Indonesia. Atau di Surabaya itu ada Western Sydney University. Atau ada beberapa kampus rasanya dari Australia juga, itu membuat semacam <i>twinning program</i> atau <i>branch program</i> . Jadi bukan kampusnya yang didirikan terpisah, tapi mungkin gabung ke program yang sudah ada di Indonesia, tapi di- <i>brand</i> seolah-olah itu programnya Australia. <i>Concern</i> -nya <i>knowledge diplomacy</i> salah satunya di situ. Karena dianggap bentuk dari, atau manifestasi dari, kerja sama antardua negara. Contoh kasus tadi kan mungkin bisa dilihat dari perjanjian kerja sama Indonesia-Australia begitu Miss, karena ada perjanjian itu, jadinya bisa membuat kampus asing, begitu ya. Itu kira-kira kalau di konteks UII, respons terhadap perkembangan tersebut bagaimana, Miss?
DSU:	<p>Ini menarik. Ini yang kita sebut <i>transnational education</i>, ya. TNE, ya. Beberapa waktu ini, tapi kalau antara 2018 sampai 2023 itu kan masih ada pandemi juga, ya. Jadi belum banyaklah diskusi tentang itu. Tapi satu tahun terakhir ini kan, sekarang sedang banyak didiskusikan. Sekarang semakin banyak kampus luar negeri yang itu punya kampus di Indonesia. Sehingga kalau kemarin saya mengamati, kalau kita sendiri belum melangkah artinya membangun kerja sama dengan mereka. Lebih banyak kerja sama kita dibangun di kampus pusatnya. Kemarin saya mengamati, banyak, terutama BINUS, saya banyak belajar juga dari BINUS. Sudah banyak kerja sama itu dengan mitra-mitra dari perguruan tinggi yang bercabang lah di sini.</p> <p>Banyak begitu kegiatannya. Entah itu yang mengajar secara virtual atau <i>collaborative online international learning</i>, atau yang disebut COIL itu, paling banyak itu dijalankan oleh BINUS dengan mitra-mitra yang ada di sini. Menurut saya itu bagus. Tapi memang bayar ternyata, walaupun hanya <i>online</i>. Itu tetap bayar. Ini kita sudah mulai menggagas, tapi tidak, belum lah kalau dengan mitra-mitra yang buka cabang di sini. Belum. Tetapi COIL itu yang kita gagas, sudah dengan mitra Filipina, itu udah. Dan itu enggak berbayar. Jadi kayak mahasiswa itu kita kuliah bareng, gitu, jadi kayak <i>exchange</i>, tapi bisa sekelas nih yang datang <i>exchange</i>. Karena mengajarnya itu kan dalam satu mata kuliah itu, separuh diajar dosen kita, separuh diajar dosen sana. Terus mahasiswanya jadi satu. Mahasiswa kita sama mahasiswa sana, gitu loh. Nah itu kan kayak <i>exchange</i> kan sebenarnya, cuma kelas bisa ikut, gitu. Dan dosennya juga ikut mengajar juga. Jadi ini peluang baik dengan Filipina.</p>

	<p>Kemudian ini kemarin dengan Woosong University yang di Korea itu. Yang sudah kita buka, sudah ada infonya itu di [Instagram] IO. Jadi mata kuliah-mata kuliah tertentu yang ditawarkan, dan itu gratis, tidak terbayar. Itu kuliah, gitu ya, tapi <i>online</i>. Ada Python, ada <i>coding</i>. Satu mata kuliah punya kredit tiga. Tiga kredit. Nah ini menurut saya ini yang baru bisa dilakukan UII sih, tapi kita sedang mencoba untuk, oke, gimana sih kalau misalnya kerja sama dengan univ-univ yang ada di sini, yang univ-univ luar negeri. Karena kalau kita melihat itu sebagai pesaing, waduh, kayanya enggak deh, gitu. Lebih baik yang kita anggap pesaing itu kita jadikan teman.</p>
JRM:	<p>Baik, Miss. Saya ingin <i>follow-up</i> Miss soal dengan unit internasionalisasi di fakultas. Tadi kan di-<i>mention</i>, sepertinya sudah ada beberapa fakultas yang memiliki atau menginisiasi unit internasionalisasi. Itu kira-kira memang baru, atau memang masih diwacanakan? Maksudnya, masih, [apakah] katakanlah diwajibkan agar fakultas punya internasionalisasi, itu kira-kira bagaimana, Miss?</p>
DSU:	<p>Nah, ini tidak diwajibkan. Ini menarik, ya. Karena pertimbangan dari pimpinan, kalau diwajibkan itu, itu akan memberikan konsekuensi ke insentif. Sehingga, kita melihat pos anggaran dan sebagainya ini kayaknya agak berat, begitu ya.</p> <p>Jadi, akhirnya dikembalikan ke fakultas masing-masing. Kalau fakultas ini sudah siap, bisa menunjuk orang, ya silakan. Tapi, ya nanti silakan itu menjadi tanggung jawab fakultas lah sepenuhnya. Tapi kalau fakultas tidak membentuk, juga enggak apa-apa. Cuma kan memang, karena WT internasionalisasi itu kan ada di dekan, ya. Maka dekan jadi jalan, siapa yang bantu itu? Kuncinya kan seperti itu. Sehingga kemarin, yang jelas pertama sudah menginisiasi itu dari FBE. Sudah.</p> <p>Jadi waktu itu kami diundang. Diundang itu untuk dikenalkan. “Ini lho, Bu, ini koordinator ini. KUI-nya FBE.” Kami tahu. Terus akhirnya ada dari FH. Terus waktu dari FBE itu, membuat kami untuk membuat surat ke pimpinan di fakultas untuk bisa menunjuk. Menunjuk tadi, individu-individu yang bisa dilibatkan untuk membantu internasionalisasi dan kerja sama di lingkungan fakultas, tapi nanti jadi kepanjangan tangan di universitas. Alhamdulillah ada ditunjuk. Tapi saya enggak tahu ya, apakah semua punya SK dari fakultas, ataukah enggak gitu. Intinya adalah kita punya namanya gitu. Yang jelas ada SK-nya, setahu saya baru FBE, FH, enggak tau ya kalau FISB. FPSB waktu itu ada. Tapi kan karena sekarang sudah <i>split</i>, ini juga belum ada lagi.</p>
JRM:	<p>Baik, Miss. Terima kasih untuk penjelasan terkait dengan fakultas. Ini mungkin terakhir, pertanyaan terakhir, Miss. Sebetulnya tadi memang sudah dijelaskan, cuma saya ingin <i>follow-up</i> lebih, mungkin gambaran lebih spesifiknya, begitu. Berarti kan bisa dibidang UII ini ada beberapa program unggulan terkait dengan internasionalisasi. Itu ada program IP, <i>International Program</i>, ada <i>double</i> atau <i>joint degree</i>, ada juga <i>student mobility</i>, <i>in-bound</i> maupun <i>outbound</i>. Itu kalau dilihat dari kurunnya, dari 2018 ke 2023 maksudnya, itu apa saja bentuk kategori, apa saja <i>double degree</i> yang dilakukan oleh UII? Dan kira-kira, <i>double degree</i>, <i>student mobility</i> dan juga kelas IP ini kira-kira secara gambaran umum bagaimana? Dan juga partisipannya itu kira-kira dari negara mana saja yang mengikuti, begitu? Kalau misalkan dilihat dari awam, misalnya, itu kan ada anggapan bahwa rata-rata banyak ya mahasiswa internasional UII yang asalnya dari Timur Tengah, misalnya begitu. Atau, kira-kira bagaimana, Miss, gambaran aslinya?</p>
DSU:	<p>Ini maksudnya untuk yang <i>in-bound mobility</i> atau <i>outbound mobility</i> atau keduanya?</p>
JRM:	<p>Keduanya, Miss. Tapi memang yang berkaitan sama mahasiswa atau <i>student</i>.</p>
DSU:	<p>Oke, nah ini. Pertama, <i>in-bound mobility</i> dulu, karena ini yang paling jelas untuk UII saat ini. Nah, untuk <i>in-bound mobility</i> itu memang <i>mostly</i> adalah <i>full degree program</i>. Jadi kita bisa dibedakan <i>in-bound mobility</i> untuk <i>full degree</i>, kemudian <i>credit transfer</i> atau <i>exchange student</i>, kemudian</p>

yang ketiga *short program*. Ada juga *double degree*. Tapi belum ada yang mau *double degree* ke UII. Nah, sehingga tahun ini, 2025 itu sedang kita *promote*. Silakan loh, kalau mau *double degree* ke UII. Tapi kami memilah juga univ-univ yang paling tidak setara lah dengan UII. Atau mungkin di bawahnya, enggak apa-apa. Tapi kalau di atasnya, mana mau lah. Jadi, ini jadi tantangan, Tapi ini yang kita inisiasi.

Kemudian yang tadi paling banyak itu untuk *full degree*. Ini sekarang kan karena *full degree* itu sebenarnya tidak harus dengan *by scholarship*. Tapi bisa juga *self-funding*. Nah itu tetap ada opsi itu, walaupun akhirnya banyaklah yang memilih, pasti mereka memilih mendaftar di UII dengan *scholarship*. Walaupun pada praktiknya, kalau dilihat pendaftar kita ini, semakin meningkat jumlahnya, dengan sistem yang baru ya, tapi dengan sistem yang jadul, itu sebenarnya kita kalah jauh. Karena kalau yang dulu itu bisa sampai 3.000 pendaftar. Karena cuma pengisi kayak Google Form itu, loh. Gampang kan, tinggal *upload*. Paspor enggak juga sih. Enggak banyak yang di-*upload* waktu itu. Tapi kalau sekarang kita coba semua yang di-*upload* itu sudah dokumen yang sama dengan dokumen izin belajar.

Nah ini nampaknya jadi *challenge* gitu ya. Karena dari 3.000 itu, pendaftarnya itu paling 300. Terus naik lagi jadi 1.000. Sekarang ini 800-an atau 900-an gitu. Ya enggak apa-apa sebenarnya bagi kita, karena fokus kita sekarang sudah bukan kuantitas, jumlah mahasiswa asing, tapi lebih ke kualitas. Jadi kita *kepengin* punya mahasiswa asing yang lulusannya itu berdampak. Oh, bahasanya sekarang berdampak semua nih. Jadi orang asing yang dia berdampak secara global gitu. Bayangkan kalau UII itu punya lulusan yang dikenal di berbagai dunia, ya samalah kita kalau univ-univ luar negeri itu punya lulusan banyak, dan lulusannya itu jadi orang lah, kurang lebih. Itu yang *kepengin* kita bangun, walaupun tidak banyak.

Nah, sehingga dari pendaftar itu pun sudah menjadi *screening*. Kalau sudah enggak paham, *ngisi* saja enggak paham, ya udah lah. Kita juga enggak perlu menerima yang enggak paham *ngisi* formulir, apalagi ikut kuliah nanti, pusing, kan?

Jadi, enggak apa-apa. Nah, terus kuotanya kan terbatas. Untuk *scholarship* itu hanya 50. Dan kita kan punya *rating* skor minimum ya, dari wawancara itu ada skornya. Skor yang bisa diterima itu memang kita punya standarnya tinggi. Jadi yang masuk ke range 80% ke atas, itu baru bisa diterima. Kalau di bawah 80%, itu enggak bisa kita terima. Walaupun 79%, gitu ya. Kita memang sengaja ambil yang tinggi.

Nah kemudian dari 80% ke atas, itu nanti kan hanya di-*cut* sampai 50. Sehingga sisanya, dia memang diterima tapi akhirnya diterima dengan *self-funding*. Nah, menariknya adalah kita ingin melihat apakah ini tuh niat beneran kuliah di UII, atau emang karena cari *scholarship*. Atau bisa juga niat tapi ya mempertimbangkan *scholarship*. Tapi kita melihat, ternyata yang *self-funded* pun juga mau, gitu. Anda diterima dengan *self-funded*. Ya tetap mau, enggak apa-apa. Kuliahnya di kedokteran, ya enggak apa-apa. Enggak masalah.

Jadi kita jadi senang juga. Dan kita pun belum membedakan. Karena itu kan, beda kalau di Australia. Di Australia itu kan mahasiswa asing itu menjadi devisa negara. Kita kan enggak. Sehingga *tuition fee*-nya yang dibayarnya sebenarnya masih sama. Kecuali fakultas tertentu memang ada yang sudah menetapkan, kebetulan menjadi penerima salah satu beasiswa yang memang khusus hanya di fakultas itu. Itu memang ada biaya yang sudah diset dan itu dua kali lipat dari mahasiswa lokal. Berarti di peraturannya dimasukkan. Ya sudah enggak apa-apa. Itu

kebijakan juga. Tapi itu bagus juga untuk UII. Tapi untuk yang lainnya, masih sama. Ini untuk yang *full degree*.

Nah, sekarang ini trennya, kita enggak bisa ya, karena univ lain itu ada yang sampai, bukan *blacklist*. Semacam boikot lah. Pokoknya kalau dari Timur Tengah, univ kami tidak akan menerima. Ada univ seperti itu. Dan itu memang PTN-PTN yang terkenal, gitu ya. Tapi misi kita, pendidikan itu kan, misi kita di perguruan tinggi tidak hanya pendidikan, tapi kemanusiaan. Itu yang masih kita bangun. Nah, sehingga ya kita terima kalau kualitasnya bagus, walaupun dia berasal dari negara konflik. Sambil mikir nanti gimana, kira-kira, semoga tidak.

Akhirnya menjadi ada kebijakan tertentu, misalnya mereka belum bisa datang, apakah kuliahnya bisa *online*. Itu kan harus kembali lagi ke kebijakan prodi. Atau mereka di tengah-tengah kuliah mengambil cuti, karena harus mengevakuasi ibunya dari konflik atau perang saudara. Mereka balik. Dan sampai sekarang belum balik lagi ke sini. Ya sudah, kita enggak bisa menyalahkan juga. Dan dia enggak minta *request online* karena cuti. Situasi itu ya sudah. Kita enggak minta mereka mengembalikan beasiswa juga enggak.

Kemudian selain *full degree*, oh iya *full degree* tadi, trennya masih banyak, Yaman itu beberapa tahun, itu selalu yang terbanyak. Tahun ini, Pakistan paling banyak. Pakistan, Yaman, Nigeria. Itu kalau dari sisi pendaftar dan yang masuk di *shortlisted interview* kemarin. Itu dari tiga negara itu. Ditambah Afghanistan, ya, memang negara konflik. Dan Nigeria sendiri kan *calling visa country*, ya. Itu juga, jadi sering juga. Tapi Alhamdulillah selama ini *so far* kita enggak punya masalah dengan masalah dari Pakistan, dari Nigeria, dari Afghanistan juga enggak, karena itu banyak dikeluhkan oleh univ lain. Dari Yaman, oh ya ada lah, ada kalau dari Yaman yang menjadi catatan. Tapi akhirnya itu jadi memotivasi kita untuk membangun hubungan baik dengan kedubes-kedubes yang ada di Indonesia. Ya selalu kita coba itu ya, mengingatkan.

Nah kemudian yang *credit transfer, student exchange*. Ini juga kita banyak *promote*. Silakan bisa *student exchange* ke UII. Dan sudah cukup banyak juga. Entah itu biaya sendiri, dari univ mereka, atau dari Erasmus. Itu sudah banyak. Dan kita sudah mulai mencoba juga menginisiasi beberapa proposal Erasmus, khusus untuk mobilitas *student* dan staf. Itu yang kita *propose*. Tahun ini kita *propose* tiga atau empat proposal, seingat saya, dan belum pengumuman. Kalau lolos itu bisa banyak membantu, ya. Moga-moga tahun depan kita bisa lebih banyak juga, yang bisa kita *propose*. Nah itu.

Kemudian untuk *short program*, nah *short program* itu sekarang yang supaya bisa banyak yang *in-bound*, enggak hanya KUI. Jadi kalau KUI memang kita punya program tahunan *short program* ya. Yang kita sebut dengan *global sustainable mobility* itu. Tapi sekarang prodi-prodi itu kita coba, ini alhamdulillah dari workshop internasionalisasi dengan prodi itu ya. Kita ingin prodi itu bisa membangun sendiri dan membuat sendiri *tailored program* atau program-program pendek. Yang itu bisa mendatangkan mahasiswa internasional. Nah, kami membantu untuk *promote*. Jadi, kami membantu *marketing*, pemasaran, tapi internasional untuk kegiatan-kegiatan itu.

Kemudian, karena ada program hibah juga di KUI ya, *Global Engagement Grant*. Pendanaan yang dipakai untuk prodi. Jadi, prodi bisa juga menggunakan dana itu. Cuma mereka harus menulis proposal untuk *student* mobilitas atau kemitraan bisa.

	<p>Kemudian untuk yang <i>outbound</i>. Nah, yang <i>outbound</i> ini menarik. Khusus untuk <i>student</i>. Ketika saya tanya ke prodi, kan di universitas belum ada ini, KPI, <i>outbound mobility</i> itu berapa sih targetnya, setahun tuh, berapa mahasiswa. Saya tanya, “prodi apa punya KPI?” “Ada, Bu.” “Seperti apa?” saya tanya. “Ya, mahasiswanya kalau bisa ikut <i>outbound mobility</i>.” Agak susah ya KPI-nya itu. Itu kalau untuk IP, jelas semua mahasiswa IP wajib ikut <i>outbound mobility</i>, hanya itu. Tapi enggak ada target itu berapa. Atau berapa persen dari total mahasiswa di UII itu harus mengikuti <i>outbound mobility</i>. Itu kita enggak punya sama sekali.</p> <p>Sekarang saya melihat di univ lain di luar negeri, mereka itu punya. Jadi misalnya, mitra kami di Singapura itu mereka punya target 2.500 <i>student</i> per tahun untuk <i>outbound mobility</i>. Sehingga, mereka tugasnya itu mencari mitra. Mitra-mitra mana yang menerima mereka, mahasiswa mereka itu. Dan mereka bayar ke mitra itu. Karena mahasiswanya bayar. Nah, ini kan menarik ya, sebenarnya. Kita enggak punya ya. Kita tanya kalau ada yang mau <i>outbound</i> aja, ikut konferensi, nanti minta ke Kemahasiswaan. Kalau ada yang mau ikut <i>short program</i>, di mana, minta ke KUI.</p> <p>Dari itu aja. Tapi, tanya jumlahnya ya. Belum yang perginya sama prodi, itu kita sering enggak tahu juga. Misalnya acara apa nih, pengabdian masyarakat, 14 mahasiswa dari fakultas X. Apakah itu masuk KPI? Enggak. Nah, ini belum ada untuk <i>outbound mobility</i>. Jadi masih sifatnya, ya, tapi untuk <i>double degree</i> kita meningkat ya dari tahun ke tahun, maksudnya jumlah kerja samanya, walaupun jumlah mahasiswanya ini <i>not so much</i>.</p> <p>Terus, tadi terkait dengan perekaman dari dokumen tadi, walaupun itu sudah masuk di KPI-nya, divisi X gitu ya, divisi mobilitas internasional. Ini belum maksimal gitu loh. Ketika saya tanya, “coba saya minta data jumlah <i>double degree</i>.” “Oh, yang tahun ini belum dihitung, Bu.” Kok bisa? Kok bisa gitu, ya? Bisa ya? Perasaan setiap tahun ada gitu, loh. Tapi ketika pandemi itu gampang. Sekarang enggak. Dan bahkan <i>double degree</i> itu sudah ada yang <i>drop out</i>, jadi dari univ-nya itu. Kita sebenarnya malu juga ya, tapi gimana ya? Anaknya ini susah, prodinya enggak mengawal. Karena menurut prodi itu sudah bukan mahasiswa kita kalau dia <i>double degree</i>. Padahal kan enggak ya, karena akhirnya dikembalikan juga ke kita oleh <i>university</i>-nya. Ini ada beberapa yang <i>drop out</i>. Itu sangat disayangkan sih.</p> <p>Tapi untuk kerja samanya meningkat. Jumlah IP juga meningkat. Ini bagus juga untuk menjadi haknya tadi, untuk menerima <i>exchange student</i> ataupun mahasiswa asing yang akan di UII, itu mereka bisa masuk ke IP yang sekarang jumlahnya ada 16.</p>
JRM:	Ini komprehensif sekali jawabannya dan memang jadi pertanyaan terakhir untuk wawancara formal yang direkam untuk malam ini. Mungkin untuk yang formal cukup sekian Miss, ini untuk rekaman untuk ditranskrip. Berarti sudah selesai, terima kasih banyak Miss Dian atas jawaban-jawabannya.

Appendix III. Interview documentations

**Picture 8. Interview session with Prof. Fathul Wahid, S.T., M.Sc., Ph.D.
(Rector of UII)**



Source: Author

**Picture 9. Interview session with Dr.rer.nat. Dian Sari Utami, S.Psi., M.A.
(Director of Partnership/Office of International Affairs UII)**



Source: Author