

**CURRICULUM
INTERNATIONALIZATION POLICY IN
HIGHER EDUCATION: DYNAMICS OF
IMPLEMENTATION AT X UNIVERSITY,
INDONESIA**

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfilment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Andi Ilham

04212310001

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ABSTRACT

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This study conducted an in-depth study of the policy design and implementation of curriculum internationalization in one of the international standard universities in Indonesia. Qualitative research methods and interpretive paradigm approaches are used in this study to produce critical findings on how internationalization policies at the studied university are formulated, implemented, and communicated to all components of the university such as; leaders, quality assurance units, faculties, lecturers and students. To support an accurate analysis process, the researcher uses 3 theories: the theory of the internationalization of education by Knight, the Total Quality Management (TQM) model by Harvey and Green, and the Internationalization of Curriculum (IoC) model by Betty Leask. Data collection adopts methods that include aspects of in-depth interviews, document analysis, as well as investigative and observational methods approaches that allow researchers to obtain accurate, relevant, and reliable data. The results of the study explained that X University has a clear and measurable vision scope, the policy formulation system in integrating international standards and intercultural content into the curriculum is implemented in a systematic way. The strategy implementation mechanism includes global institutional comparisons, the implementation of results-based education (OBE), international collaborations, and initiatives for sustainable digital transformation. Although the project has made considerable progress, there are still significant challenges and obstacles, including cultural resistance, limited resources, and gaps between student expectations and institutional capacity. This thesis theoretically improves understanding of the dynamics of curriculum internationalization, particularly in growing international universities in developing countries. In addition, this thesis also offers useful insights and ideas for higher education institutions that seek to increase competitiveness at the global level through effective and systematic curriculum management practices. Finally, this study recommends that additional research be conducted to assess the long-term impact of internationalization policies on the quality of education and institutional reform.

Keywords: Curriculum internationalization, higher education, international university, policy implementation, quality management, Indonesia.

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CHAPTER I

INTRODUCTION

Institutions of Higher Education such as universities have become one of the essential parts of the development of the global economy and knowledge. The massive flow of globalization has demanded that the world become increasingly interconnected with each other, the practical impact of which presents a situation of unprecedented need for educational institutions to adopt international standards and improve the quality of their educational programs. The need for international recognition as a university is now a necessity, especially for educational institutions that aim to cultivate graduates who can contribute to the global environment and increase international collaboration. This research is designed to observe the design and implementation of curriculum system policies that take place in supporting internationalization in a university in achieving the goal of internationalization, this research is specifically conducted through a case study in one of the state international universities in Indonesia.

1.1 Research Background

In recent decades, global higher education has undergone significant changes marked by increasing demands on academic standards, the quality of research, and the competitiveness of graduates at the international level. Universities in different countries are competing to improve their academic quality in order to compete in more competitive global rankings, attract international students, and expand academic collaboration networks. This phenomenon is driven by the globalization of higher education which makes quality standards a key factor in determining the competitiveness of educational institutions (Altbach & Knight, 2007).

The development of this education trend also has an impact on policy transformation for various universities. Currently, universities not only play a role as national institutions that produce graduates who are ready to work, but also at the same time are required to become global actors that produce graduates who are internationally competitive (de Wit, 2020). In this sense, the quality of education is a fundamental element in supporting the process of internationalization implementation. Beelen and Jones (2015) emphasize that internationalization at the institutional level must involve reforming curriculum, teaching methods, assessment, and academic quality management that are in line with global needs.

To become a world-class university, the university need to do more than just improve the quality of research. It also needs to internationalize the curriculum so that the university can respond quickly and properly to the needs of a changing global market (Tayeb, Zahed,

& Ritzen, 2016). And currently, internationalization programs in various parts of the world are carried out through a quality assurance system mechanism that has become an integral part of ensuring that each university can meet the academic standards set both at the national level in a country or internationally (Velkoska & Nuredin, 2024). Developed countries that have taken steps such as the United Kingdom, Australia, and Singapore have succeeded in developing systematic quality assurance mechanisms, both through international accreditation, strengthening internal policies, and collaboration with other educational institutions (Hazelkorn, 2015). This system functions to increase academic transparency, institutional accountability, and the commitment of educational institutions to ensure the quality, relevance, and competitiveness of alumni in the global arena.

Meanwhile, developments in developing countries provide an overview of the internationalization process in some higher education, but this apparently does not always go smoothly. Limited education budgets, relatively low research capacity, or the application of global languages and scientific publications in English are real challenges that hinder universities from participating equally in the global academic community (Zolfaghari et al, 2009; Kawakibi, 2024). Many institutions in several countries rely on foreign funding, strategic partnership programs, and adaptive policies to strengthen their position in international knowledge networks (Liu et al, 2023; Marinoni, 2024). Altbach and Salmi (2011) said that there are major challenges for universities in developing countries such as building institutional capacity to be able to participate effectively in the global knowledge ecosystem, especially through the development of academic curricula and strategies that are of international standards but still relevant locally.

As with the situation in many other developing countries, Indonesia also faces significant challenges in efforts to improve the quality of higher education in order to achieve internationally recognized standards. Internationalization in this context refers to a comprehensive process that includes obtaining international accreditation, aligning curricula with global standards, enhancing the mobility of students and faculty, and fostering international research collaborations to increase global recognition and competitiveness of Indonesian universities (Marginson, 2011). These efforts are essential to ensure that Indonesian higher education institutions not only meet international benchmarks but also contribute meaningfully to global academic and professional communities. It's become important since Based on the latest data developments (Kemdikbudristek, 2022), only a small number of universities in Indonesia have obtained international accreditation. Recognizing the importance of global recognition, the relevant government has taken a strategic step by establishing a new model of higher education that

is explicitly designed to meet international standards. And henceforth in this study, the institution is referred to as “X University” which is located in one of the main provinces in Indonesia. The university was established with a broad mandate that is strategic in order to serve as a center of excellence for Islamic, social, and humanities studies in an inclusive and globally oriented academic ecosystem. In addition, this university is also expected to encourage moderate values and strengthen dialogue across cultures and civilizations (X University, 2021).

With the largest Muslim population in the world, Indonesia has a strategic goal of being a hub for inclusive, dialogical, and moderate worldwide Islamic education. Indonesia is being marketed as a paradigm of diversity and intercultural communication in the face of globalization and religious change. As a result, internationalizing higher education, especially in recently established Islamic universities, is a calculated move that balances Indonesia's involvement in the global community with the desire to bolster its soft power (Knight, 2014). As an institution with a global vision, this university strives to implement various policies through a quality assurance system in order to ensure that the educational process is in accordance with international standards to improve its academic competitiveness. The first step is through the formulation of various strategic policies to support these goals. One of them is the development of an academic system that reflects global education quality standards. This requires that the curriculum must accommodate the needs of multicultural learning, lecture methods that support interstate interaction, and evaluation systems that reflect internationally recognized principles of justice and accountability (Leask, 2013; Guri-Rosenblit, 2018). So, in answering these needs, X University took strategic steps through the Decree of the Rector of X University Number 54/BR/2021 concerning academic guidelines which regulates all aspects of the education system, starting from the curriculum, learning process, to assessment and evaluation.

More than that, because of X University's significance and distinctiveness in relation to Indonesia's curriculum internationalization, the university was chosen as the subject of this study. This is a blow to the initial intention of establishing this international-scale university and becoming one of the universities that incorporates the vision of internationalization into the curriculum implementation policy (X University, 2021). Due to this circumstance, X University is a suitable representative for a detailed and contextual analysis of the dynamics of curriculum internationalization policy implementation. Reflecting current trends in Indonesian higher education, X University, a relatively new and developing institution, faces both possibilities and problems in designing and implementing its internationalization policy. Additionally, this institution's selection adds

significantly to the still scant literature on internationalization policy in Indonesian higher education, especially when it comes to the implementation of the policy. As a result, the examination of X University enables this research to produce pertinent and useful empirical insights for the creation of institutional and national curricular internationalization strategies.

While the implementation of Indonesia's higher education process is organized into three pillars called the Tri Dharma of Higher Education, and is divided between: education, research, and community service. The pillars of education have a very strategic position in the context of internationalization. The quality of graduates and the reputation of the institution are largely determined by various policies such as curriculum system and learning assessment system are implemented. The existence of the Rector's Decree on Academic Guidelines is the main reference in understanding and evaluating the design of the applied academic system. This document presents in detail the principles, structure, and operational mechanisms of the curriculum, lectures, and learning assessment system in the university environment. One aspect of the education pillar is the Curriculum, which is designed based on a structure that involves foundational courses, core courses, and electives that allow for flexibility and cross-disciplinary relevance to global needs. In addition, compulsory courses such as "Wasathiyah Islam" reflect the spirit of moderation that is the main character of Indonesian Islam at the global level (Siregar & Aziz, 2024). Since of that, X University's curriculum internationalization strategy was designed and implemented with an eye on addressing the changing realities of Indonesian Muslim society while also aligning with inclusive principles and intercultural dialogue. This method emphasizes that the curriculum is a strategic tool as well as a representation of institutional and national identity by embracing the concept of "globalization," which blends global adaptation with unique local socio-cultural roots (Siregar & Aziz, 2024).

Although many universities have implemented progressive policies that are in line with the principles of internationalization, prior research shows that institutional readiness issues, such as limitations in infrastructure, academic culture, and human resources, frequently arise during the implementation of such policies (Teichler, 2009; Marginson & Rhoades, 2002). These universal challenges underscore the necessity of assessing the efficacy of internationalization policies in particular institutional settings. In this regard, this study aims to assess the extent to which X University has successfully integrated internationalization into its academic system. Whether the curriculum satisfies international standards, whether instructional strategies and learning evaluations offer experiences in line with global educational expectations, and how instructors and students

understand and react to the policies in day-to-day teaching and learning processes are all important components of this assessment.

The above questions are relevant to be studied in the context of curriculum policy analysis at this university. For example, a curriculum designed based on global competencies requires the involvement of lecturers who have international experience and can integrate interdisciplinary approaches. For example, the hybrid lecture system requires technological readiness and digital literacy from both lecturers and students. Meanwhile, an accountable assessment system requires training and a strong monitoring system. Therefore, as an institution that carries the title of "international", this campus is expected not only to adopt global terminology, but also to ensure that the policies and implementation of its academic curriculum system can guarantee the achievement of internationally competent graduates.

Although studies on the internationalization of higher education have evolved significantly (Altbach & Knight, 2007; de Wit, 2020), most of these studies have focused only on universities in developed countries or globally established institutions. On the other hand, there is still limited research that specifically discuss deeply the design and implementation of curriculum system policies as an instrument of internationalization in new universities that carry a global vision, such as X University. In Indonesia, research conducted by Sumintono (2015) explores how academic policies, especially in the dimensions of curriculum, pedagogy, and assessment, are translated in institutional practice contextually. Sumintono's research has similarity with the context of this research, but the basis of the research is only carried out on school education and not at the university level.

Although there are several studies and initiatives related to the internationalization of the curriculum in higher education, comprehensive and sustainable research is still needed to support the development of an effective and sustainable curriculum, especially for universities in Indonesia in the context of internationalization. Binangkit & Siregar (2020) explain in their article that there is some literature that describes internationalization in higher education but generally concentrates on the study of constraints caused by cultural, political and competitive factors as the focus of research. Other aspects such as the internal dynamics of institutional actors such as lecturers, leaders, and quality assurance institutions in the process of interpreting and implementing internationalization policies are important studies to be carried out because this aspect is one of the crucial factors for the effectiveness of the implementation of the international curriculum as in Sumintono (2015) research. Therefore, this study seeks to fill this gap by exploring the process of formulating and

implementing an international standard curriculum system at X University, as well as assessing the institutional challenges and responses that arise in this context.

This research is significant because there have not been many studies that specifically discuss how the academic system is designed and implemented in the context of new universities such as this university which carries the mission of internationalization. With a case study approach and interpretive paradigm, this research is expected to be able to capture the meaning of policy actors at the institutional level (such as rectorate policymakers, Quality Assurance Institutes, faculties, and study programs), as well as understand how these policies are responded to and implemented in daily academic practice. From the academic side, this research contributes to the development of the literature on the internationalization of higher education in the context of developing countries. However, the results of this study are not only expected to provide academic contributions in the literature on the internationalization of higher education, but also provide practical input for the development of academic policies in this university and other universities that lead to internationalization, so as to enrich the study of Islamic higher education policy which has been dominated by traditional and normative approaches (Hendri et al, 2023).

1.2 Research Questions

By referring to the background context that has been described, the formulation of the problems in this study includes:

- 1.2.1 How is the policy design of the internationalization of the curriculum at X University?
- 1.2.2 How is the process of implementing curriculum internationalization carried out at X University, and what initial impacts can be observed?
- 1.2.3 What are the challenges and opportunities in the implementation of the internationalization of curriculum?

1.3 Research Objectives

The purpose of this study is to establish and provide a clear focus and direction to the final results of the research, so that the orientation of the results of this research can make a significant theoretical and practical contribution. The following is an explanation of each of the main research objectives that are the main focus:

1. To explore the policy design of the internationalization of the curriculum at X University.

The first part of this study takes a closer look how X University's vision and policies to make its curriculum more international fit the larger picture of higher

education around the world. This research focuses on trying to find out the philosophical and strategic reasons behind the creation of curriculum vision and policies. This includes figuring out the internal and external elements that drive the curriculum to be more international. This study tries to understand how institutional vision, national and international quality standards, academic needs, and stakeholder expectations all influence policy direction. Additionally, it explores how curriculum policies are created, how decisions are made, and how important people like university administrators, faculty managers, and students are involved in the development of these policies. Finally, this study look deeply how well the vision and policy direction really show how committed the school is to internationalization and how ready X University is to make itself more competitive as a global Islamic university.

2. To understand how of the implementation of curriculum internationalization at X University.

The second part of this study take a closer look at how X University applies various approaches, policies, and actions that institutions have taken to translate the idea of internationalization into curriculum design and implementation. This study focuses on the process of comparing institutions around the world, the adaptation of the global curriculum, using the concept of Outcome-Based Education (OBE), and new ideas emerging from the activities of the academic community. Furthermore, this section also seeks to further examine the policy dynamics that occurred during the implementation process, the strategies and techniques used, and how well the process worked. Other aspects such as collaboration policies with other countries in terms of curriculum development, guest lecturer recruitment, resource development, and digital technology development in educational services are also part of this implementation study. Thus, it can be said that the purpose of this section is to export and understand how well and relevant the implementation of these internationalization aspects is in supporting the credibility of this international-scale university.

3. To identify the institutional challenges and opportunities in the implementation of the curriculum internationalization strategy at X University.

The third part of the objectives of this research covers the study area regarding the challenges faced by X University as well as examining in more depth various opportunity factors that this university can utilize in facing resistance to the need for quality development. Theses area can include cultural differences, attitudes of the academic community, infrastructure problems, and the expectation gap between domestic and international students. The study also looked at how institutions are

addressing this issue by using coping techniques, generating new ideas, and making their internal quality assurance systems stronger. This section also talks about how bureaucracy works, how study programs differ in their readiness for change, and how community-led efforts can help people cope with change. So, the purpose of this study is to provide a complete picture of the things that make it difficult and easy to carry out the internationalization of the curriculum at X University. It also provides thoughts and suggestions on how to make the internationalization agenda stronger in the future.

1.4 Research Significance

This research has significance both in theoretical and practical aspects. In addition to contributing to the development of theory in the field of quality management of higher education, this research is also expected to provide applicative insights for educational institutions in managing academic policies to support internationalization. The following are the main benefits to expect from this study:

1.4.1 Theoretical Benefits

The results of this study are expected to contribute to the academic literature on quality management in higher education, especially in the context of Islamic educational institutions that strive to achieve international standards. By examining how curriculum policies are designed and implemented to support internationalization, this research can provide deeper insights into the challenges, strategies, and effectiveness of academic policies in the context of internationalization for higher education or universities.

1.4.2 Practical Benefits

This research aims to provide benefits in the form of recommendations and suggestions for X University and other universities in an effort to manage and maintain the quality of international standard education. The findings of this research can be used as a reference in the formulation of academic policies and curricula, strengthening university governance, and increasing the capacity of human resources to achieve more competitive higher education standards at the global level. In addition, the results of this study can also help policymakers in understanding the factors that support and hinder the success of internationalization in the academic environment.

CHAPTER II

THEORETICAL FOUNDATION

The content of this chapter aims to provide a comprehensive theoretical framework to aid further analysis as well as interpretation of the findings generated by the research. This article offers a comprehensive overview of the main concepts and theories of quality assurance mechanisms in higher education that take place simultaneously along with internationalization strategies. This is an important perspective to understand the context of internationalization at X University today.

2.1 Literature Review

This aspect of the Literature Review is designed as an effort to build a conceptual and empirical foundation that is relevant to the investigation around policy strategies, challenges and opportunities in improving the quality of X University in the international arena. Through online observations conducted by the researchers, the study covers previous studies on quality management in universities, internationalization strategies, and the framework that facilitated the analysis of this research.

2.1.1 Previous research on Quality Management in Higher Education

Research on quality management in various universities has shown several methodologies and methods that are considered effective in improving the quality of an educational institution. Becket and Brookes (2008) in their article explain that quality management in higher education seeks to improve the quality of educational offerings systematically by applying uniform quality rules and procedures. The study emphasizes the importance of involving all stakeholders in the quality improvement process. Meanwhile, Owlia and Aspinwall (1996) underlined that the use of mechanisms such as Total Quality Management in a university can increase student satisfaction and strengthen the institution's reputation.

The findings of both articles show that improving the quality of higher education emphasized on curriculum design, teaching quality, and support services is an important component of the effectiveness of Total Quality Management in colleges. In another study, Srikanthan and Dalrymple (2003) provided a clear understanding of the importance of a quality culture in higher education. This is because the success of quality assurance mechanisms is not solely determined by a series of administrative procedures, but rather by aspects such as the formation of an organizational culture that also contribute significantly to continuous quality improvement.

2.1.2 Internationalization of Higher Education

The internationalization of higher education, adopted by various universities around the world, has become a current trend. This is a strategic step for universities to improve the quality of education to global standards, expanding networks and relationships worldwide. This discussion has become the center of attention of various universities due to the increasing globalization in various sectors. This is as explained by Knight (2004), that the internationalization of higher education is a process that integrates various international elements and global intercultural exchange into the objectives, functions, and implementation of higher education. With Understanding, it can be emphasized that internationalization is not only an ad-hoc or separate activity, but also a systematic process that penetrates the entire structure and mission of educational institutions.

De Wit (2011) reinforces this view by outlining that internationalization encompasses a series of activities designed to enhance the international aspects of teaching, research, and community service. To see more concretely than what experts have described, the key components of the internationalization of higher education can be classified into several components, including:

1. Global-Based Curriculum

The curriculum that adopts an international perspective aims to provide students with preparation and abilities with cross-cultural skills, global understanding, and adaptability in a multinational environment. In this case, Leask (2015) states that the internationalization carried out in the curriculum is not only about adding international content but also reforming teaching and evaluation methods to match the required global standards.

2. Academic Mobility

In the context of internationalization, aspects such as academic mobility, both students, lecturers, and staff, are the main indicators of internationalization. Innovative programs such as student exchanges, scholarships for international students, and cross-border research collaborations have certainly played a crucial part in expanding academic and cultural horizons. Altbach and Knight (2007) underline that academic mobility supports the exchange of ideas, skill development, and research collaboration that have a broad impact on the quality of education in a sustainable manner.

3. International Partnerships

To enhance the academic reputation of a university on an international scale, a number of strategic initiatives need to be initiated to enable this to happen, such as collaborations with international universities, international research partnerships, and collaborations with

international agencies. Such collaborations will create a chain of collaborations that will allow universities to widen their academic networks and share their intellectual and technological abilities with each other. By doing this, universities can have dynamic exchanges of information while still teaching classes that are relevant across the world. The partners in such collaborations must continue to work together in a harmonious way to remain effective. Deardorff et al. (2012) write that effective international collaborations are those where all the partners have the same vision, are well resourced, and are committed to continuous improvement in academic quality. It is this common understanding and purpose that allows collaboration to be successful and be sustainable. Universities need firm collaborations to improve the quality of learning and research and their reputation across the world.

4. Quality Assurance Based on International Standards

One of the most important parts of internationalization planning in a university is developing an international standards-compliant and -based quality assurance system. The purpose of such a system is to ensure that research, academic administration, and other components of the organizational processes of the university meet agreed international quality standards. According to Harman (2000), in his article, incorporating international standards into the quality assurance system can raise the reputation of schools and enable people to have greater confidence in the quality of higher education. When these are duly and collaboratively addressed and implemented, the reputation of the university in the international education market will be greatly improved, and the academic experience of staff, as well as students, will be improved. These processes can help make the learning environment more friendly and collaborative, in line with how the world is changing.

2.1.3 Academic Policy in the Internationalization of Education

Academic policy is one of the most critical components of making higher education international. This fundamental policy can assist universities in planning and implementing their internationalization strategies. Altbach and Knight (2007) argue that for an academic policy to be effective, it must comprise a number of integral components that are critical to the process, such as integrating foreign languages into the curriculum, developing a curriculum based on international standards and qualifications, promoting academic mobility for students and faculty, and strengthening strategic partnerships with international universities and institutions. Consequently, academic policy is now being integrated into accreditation and quality control systems. This implies that academic policy is a significant means of ensuring that educational standards are aligned with those globally. Marginson and Van der Wende (2007) also argue that the extent to which academic policy

incorporates a global perspective within the curriculum, academic assessment, and transnational research partnerships is significantly crucial to enabling internationalization to function.

As mentioned above, academic policy plays a key role in how the internationalization strategy of X University is being formulated. In this manner, X University's academic policy promotes English as the primary language of instruction, devises a world-centered curriculum, and fosters collaboration with other universities and institutions across the globe. Practically, this policy aims to assist X University in the creation of a welcoming and competitive learning environment and enhance the university's image as an excellent place to pursue studies. X University's academic policy also encompasses programs that allow students and professors to study overseas. Such programs are made possible due to other learning activities like international conferences, research collaborations, and academic exchanges. The aims of such projects are to exchange information about the best practices to teach in other countries, enhance international collaboration, and broaden scientific perspectives. Therefore, X University's academic policy that has been established is a compilation of strategic tools that will facilitate the process of internationalization. X University aims to enhance its image as one of the world's best universities through the implementation of a systematic and standards-based strategy. This university wishes to contribute significantly to Indonesia's advancement in becoming one of the world's leading centers of study from Indonesia. (X University, 2021).

2.1.4 Studies on Internationalization in Educational Institutions

Several previous research works have explored the topic of internationalization and its exclusion in various universities. Huang (2007) concluded that the effectiveness of internationalization is highly reliable on the level of support provided by academic policies and institutional infrastructure. Bambang Sumintono's (2015) research on international standard schools in Indonesia illustrates that education policies and strategies are vital for attaining international standards. De Wit (2011) noted that European universities have embraced internationalization strategies through programs such as cross-border collaboration, global curriculum development, and enhanced mobility for students and academic staff. This research highlights the need for adaptive and flexible academic policies to promote knowledge exchange and improve global academic reputation. Altbach and Knight (2007) also state that internationalization includes not only collaboration among universities but also the enhancement of academic networks, the utilization of technology for distance learning, and the enhancement of foreign language abilities among

both teachers and students. The increased competition in higher education globally implies that schools need to continue developing new ideas.

Bambang Sumintono's (2015) study on Indonesian education reveals various challenges faced by international standard schools in Indonesia, ranging from inequality in the quality of human resources, infrastructure, and lack of international cooperation, which impacts the effectiveness of internationalization programs. This study investigates the dynamics of internationalization in Indonesia, specifically how institutions such as X University develop and execute academic policies to support their international strategies. Caligiuri (2013) highlights the imperatives of academic culture change as an important aspect of the process of internationalization. Universities are required to build partnerships with other countries and an open academic culture for international students and academics. This entails offering support services such as cross-cultural counseling, language preparation, and international research infrastructure. There exists a knowledge gap on the congruence of internationalization policies of Indonesian universities, specifically X University, with international standards. The majority of previous studies have concentrated on educational institutions in industrialized countries, with minimal investigation on the implementation of internationalization policies in universities. This study aims to fill existing gaps by investigating the strategies, challenges, and effectiveness of X University's academic policies congruent with its internationalization goals.

2.1.5 Internationalization Implementation Model

This has necessitated the inclusion of global ideals in education systems, among other things such as cross-cultural and academic exchange, to be able to manage the increasingly complex and interconnected issues of globalization. Numerous studies have investigated this topic and developed various models and metrics to assess the complexity of university internationalization policies. This has created a new science around this trendy subject. Internationalization of higher education is a complex and systematic policy that requires a solid foundation at each phase, from planning to implementation to assessment. Knight's (2004; 2015) work has considerably progressed the research on internationalization by defining critical elements such as the mobility of international students and staff, internationalization of the curriculum, research collaboration, and capacity building. Further, in another work, Altbach and Knight (2007) identified key factors such as international academic networks and the commercialization of higher education, which they view as increasingly important export commodities for internationalization of universities. The literature highlights the imperative of a flexible and responsive policy

approach to global dynamics, so that internationalization has a positive and sustainable effect on institutions and human resource development.

There is also other literature that describes the process of internationalization implementation. To this end, the definition given by A De Wit (2020) in his article can be utilized as a reference point for subsequent analysis. For De Wit, there are four main approaches in the implementation of internationalization in higher education:

1. Academic activities, which include various programs such as student exchanges, double degree programs, or research collaborations. A prominent example is the Erasmus program in Europe, which has successfully enabled millions of students and academic staff to engage across borders, improving the quality of education and cultural understanding (De Wit, 2020). However, several things such as credit recognition, differences in language proficiency, or aspects of cultural adaptation are also obstacles that are faced simultaneously (Knight, 2015).
2. Commercialization of Education is also one of the programs where universities attract international students as a source of institutional funding. Global trends in student mobility show how universities in different countries are adopting international branding strategies to increase their attractiveness to foreign students, while strengthening their position in global university rankings. This phenomenon has become a global trend as universities seek to diversify their institutions to enhance their reputation and revenue through commercialization. However, this also raises concerns, particularly regarding educational quality, the potential for student marginalization or other ethical considerations (Maringe & Foskett, 2010).
3. Curriculum integration in internationalization is a curriculum development strategy with a global perspective. Many institutions adopt an outcome-based education (OBE) approach that ensures graduates have international competence. Leask (2009) emphasized that to improve academic quality and expand graduates' employment opportunities globally, it is necessary to develop global insight and intercultural competencies through internationalization. This, of course, is directly correlated with curriculum development. Case studies from several developing countries, such as those conducted by Leung (2016) in several Asian universities and Vasquez & Kawasaki (2018) in Latin America, show that this global-based curriculum not only improves academic quality but also expands employment opportunities for graduates. However, it is also important to emphasize that the success of this integration is also influenced by the alignment between the existing academic culture and the ongoing

development of educators. This aspect is crucial because it often presents a significant challenge, as outlined by Qiang (2003) in his article.

4. Formal partnerships between colleges across nations are referred to as institutional cooperation, and they are frequently made a reality through agreements like Memoranda of Understanding (MoUs). Collaborative research projects, lecturer and student exchanges, the creation of collaborative study programs, and other academic endeavours targeted at strengthening institutional ties are commonly included in these collaborations (Hudzik, 2011). Such collaboration improves the academic standing and international awareness of the participating institutions in addition to facilitating resource sharing and information transfer (Altbach & Knight, 2007). Literature Knight (2003) discusses that such collaborations can help universities to position themselves strategically in the intensely competitive global market for higher education. In the meantime, collaborative programs and joint research can also improve the quality of education through information sharing and generation of new ideas (Qiang, 2003). Nonetheless, sustaining these collaborations will entail managing challenges such as differences in the way institutions are governed, cultural differences, and inequality in the level of resource commitment (van der Wende, 2001). To have effective long-term collaborations, individuals need to be able to communicate openly with each other, trust one another, and appreciate the benefits of working together (Beelen & Jones, 2015). An exploration of the extent and form of institutional cooperation in X University can help understand how the school leverages its collaborations in achieving its internationalization objectives amid managing regional constraints.

These models can act as a guide to allow you to understand the internationalization strategy that X University, one of the state universities in Indonesia that collaborates with other countries, has initiated. This strategy gives us a systematic way of understanding how X University applies and combines global strategies and also responds to problems specific to the region. This detailed review allows us to understand how the school negotiates its global aspirations with the realities of its situation to achieve its internationalization goals, increase its academic reputation, create more global partnerships, and facilitate exchange between cultures.

2.2 Theoretical Framework

2.2.1 The Concept of Internationalization of Higher Education

In the last few decades, a lot of people around the world have been interested in internationalization in higher education. This trend has emerged as a result of globalization and has been strategically adopted by universities worldwide to bolster their

competitiveness in the global economy (Altbach & Knight, 2007; de Wit, 2020). The rising interest in internationalization can be linked to heightened academic mobility, cross-border research collaboration, and the aspiration to maintain curricula that meet international standards (Knight, 2004). Consequently, understanding the historical context and scientific definitions of the term is essential prior to examining internationalization strategies and their ramifications for academic institutions, including universities. Jane Knight (2004) offers one of the most widely accepted definitions of internationalization for universities and other educational institutions. She says that internationalization is "the process of integrating international, intercultural, and global aspects into the goals, operations, and delivery of higher education." This definition makes it clear that internationalization is more than just getting more international students or setting up more academic exchange programs. It goes beyond this method to include the incorporation of global values and viewpoints into more basic areas such as curriculum development, teaching and learning, and institutional policies (Knight, 2008; de Wit, 2011).

Knight (2008) categorizes internationalization into two primary types: mobility-based internationalization and domestic internationalization (IaH). The word "domestication" means adding international elements to the curriculum without having to send staff or students to another country. This approach includes a number of activities, such as adding international academic literature to courses, changing the curriculum to keep up with global changes, and holding seminars and workshops with scholars from different countries (Knight, 2008; Beelen & Jones, 2015). Mobility-oriented internationalization, by contrast, is concerned with cross-border activities such as sending scholars abroad for further studies, establishing branch campuses overseas, or student exchange programs (Knight, 2008; Altbach & Knight, 2007).

The concept of internationalization can also be grasped by examining why various universities across the globe are employing the strategy. Altbach and Knight (2007) outlined various main motivations for universities to facilitate internationalization, which can be grouped into academic, economic, political, and socio-cultural spheres. Much of the time, academic motivation is the primary motivation. This is because internationalization is perceived as a means of enhancing the quality of education and research with international qualifications. Institutions are able to expand their academic networks, participate in multinational research projects, and enhance their reputation in international scientific publications through international partnerships (Altbach & Knight, 2007; de Wit, 2020). The economic factor is also highly significant. For example, numerous nations, particularly in English-speaking such as the US, UK, and Australia, actively seek

international students because the latter tend to pay higher tuition fees compared to students from the country itself (Altbach, 2016; Marginson, 2011). Not only does this model help schools in acquiring more funds, but it also helps the economies of the nations where the studies are being carried out. Critics argue that this approach is more about generating revenue than enhancing education, which should be the core mission (Altbach, 2016; de Wit, 2020).

In addition to academic and economic motivation, internationalization also has a significant political dimension. Many countries use higher education as a tool for international diplomacy, either through scholarship programs for foreign students or by establishing academic institutions abroad (Altbach & Knight, 2007; de Wit, 2020). This strategy aims not only to strengthen bilateral relations with other countries, but also to build an image as a global center of academic excellence. For example, various countries in Asia such as China and South Korea have actively developed internationalization policies as part of their strategies to improve the competitiveness of their universities on the global stage, and neighboring countries such as Malaysia have also taken similar steps for this (Huang, 2007; Mok, 2007). From a socio-cultural perspective, internationalization aims to prepare students to have global competencies. In this increasingly interconnected world, university graduates are expected not only to have a deep understanding of their scientific field, but also to be able to adapt quickly to a multicultural work environment, both in teams and individually with different backgrounds (Knight, 2004; de Wit, 2011).

However, while internationalization has been posited to be a strategy that is accompanied by a set of benefits, criticisms have also been leveled against this strategy. One of the most significant criticisms relates to the commercialization of education. In the view of Altbach (2016), the majority of universities are focused on recruiting international students as a source of income, without developing substantial academic strategies that will lead to improved quality of education. This has the potential to result in inequality of access, where only certain segments of the population are able to reap the rewards of internationalization, while students who are economically disadvantaged will not be able to access the same opportunities (Altbach, 2016; de Wit, 2020).

Furthermore, appreciation is growing that local academic identities could be compromised as a result of internationalization. According to some individuals nations, when the schools of developing are required to adopt Western academic standards and systems, internationalization is perceived as the Westernization of education (Altbach, 2016; de Wit, 2020). This process would result in academic dependency and rendering global education systems less diverse and less profound by discounting local knowledge

and other modes of teaching. Therefore, rather than just focusing on quantitative indicators or institutional rankings in international comparisons, scholars such as de Wit (2020) emphasize the need for a more ethical and quality-driven approach to internationalization, which should prioritize substantial academic collaboration and capacity building. To address these issues, this research explores the planning and implementation of University X. This research mainly explores the various methodologies, motives, and challenges that University X has applied in its internationalization process to determine the factors facilitating and inhibiting the process of implementing its internationalization policy. The research methodology of this study allows researchers to determine the impacts of internationalization on the competitiveness of universities, academic quality, and engagement with international academic networks (Knight, 2004; Altbach & Knight, 2007; de Wit, 2020). The main aim of this theoretical framework is to allow for the development of a more integrated and contextually applicable internationalization policy, not just for University X but also for other Islamic educational institutions that are endeavoring to maintain their distinctive academic identity while competing to attain international standards.

2.2.2 Education Quality Management in the Context of Internationalization.

Quality management in higher education institutions is a very crucial aspect to support the implementation of internationalization. One of the approaches in this context that is often used to improve the quality of education as well as directly related to internationalization is the theory of Total Quality Management (TQM), as conveyed by Harvey and Green (1993). TQM is a concept that emphasizes continuous improvement in all aspects of educational institutions, involving various stakeholders and levels of the organization in the process. In the context of internationalization, this approach is used to ensure that academic standards, learning processes, and support services can meet global standards and improve the competitiveness of universities at the international level (Harvey & Green, 1993; Cheng, 2003). TQM in higher education can be understood through five main dimensions put forward by Harvey and Green (1993), namely:

1. Quality as Exceptional Quality

High-quality education is defined as something superior and can only be achieved by a few institutions. In the context of internationalization, universities are required to become globally recognized centers of excellence. These include academic achievements, internationally impactful research, and a strong reputation on the global stage (Harvey & Green, 1993; Altbach, 2016).

2. Quality as Perfection or Consistency

This dimension emphasizes the importance of uniform standards and maintained quality in every aspect of academic services. Universities must be able to maintain stable quality through a system of continuous evaluation and improvement. This consistency is key in building stakeholder trust, both at the national and international levels (Harvey & Green, 1993; Cheng, 2003).

3. Quality as Fit for the Purpose

Universities must be aligned with the vision and mission of the institution, especially in supporting the internationalization agenda. Globally oriented colleges must ensure that their academic, research, and community service programs are in line with international standards. For example, the curriculum should be designed to meet the needs of global markets and cross-cultural challenges (Harvey & Green, 1993; Knight, 2004).

4. Quality as Value for Money

When the advantages or results of education outweigh the costs, quality is measured in terms of efficacy and efficiency. Assuring accountability to stakeholders such as students, governments, and society, this facet of higher education highlights the need for institutions to deliver educational services that are reasonably priced (Harvey & Green, 1993).

5. Quality as Transformation

Education is not only about providing information, but also about building character and improving individual competence significantly. In the context of internationalization, this means equipping students with global skills, cross-cultural experience, and universal academic understanding. This transformation includes the development of soft skills such as adaptability, critical thinking, and collaboration in a multicultural environment (Harvey & Green, 1993; de Wit, 2020).

The implementation of Total Quality Management in global institutions relies not only on an effective quality management system but also on the dedication of university leaders, faculty, administrative staff, and students in fostering a culture of quality. In the context of internationalization, numerous issues, including disparities in academic culture, cross-border educational regulations, and worldwide certification requirements, must be addressed through a methodical and data-driven approach (Harvey & Green, 1993; Altbach & Knight, 2007). Consequently, the TQM methodology at institutions pursuing internationalization must be supported by explicit policies, efficient resource management,

and ongoing assessment of the attainment of defined quality criteria (Cheng, 2003; Sallis, 2002).

The increasing significance of global accreditation and ranking systems is inherently associated with the use of Total Quality Management (TQM) theoretical frameworks in higher education. For the universities that implement TQM, the potential for the acquisition of international accreditation by leading institutions will increase, as will their ranking in global university rankings (Harvey & Green, 1993; Altbach, 2016). Within the contents of recommendations for accreditation institutions such as the AACSB, EQUIS, or ABET, there is a large amount of evidence to support the view that a university carries out quality educational success and processes in a continuous improvement context. This evidence is very important to universities who are looking to enhance their perceptions throughout the world. consequently, the "best" universities that wish to survive and remain relevant to a connected global environment must achieve a total, whole-of-institutional understanding of the TQM model as it represents the real-world application of the principle of internationalization (de Wit, 2020; Altbach & Knight, 2007). The present study is involved with critically studying the implementation and application of Total Quality Management principles in academic policy of X University. This research seeks to analyze the implementation and advantages of total quality management (TQM) through the approach of policy in terms of achieving academic plans for internationalization. The ensuing study aims to discover which aspects influence the successful adoption of total quality management (TQM) and what challenges X University faced in implementing the internationalization process. The findings obtained through this study clarify how a sound internationalization policy can become a driver of institutional performance and global commitment, supported by quality management practices.

2.2.3 Theory of Curriculum Internationalization (IOC) by Betty Leask.

This research compares and examines the concepts and realization of international curriculum policies at X University, using the theoretical framework developed by Betty Leask in 2009 and 2012 for the Internationalization of the Curriculum (IoC). Leask's theory was selected for its comprehensive conceptualization of internationalization in higher education, with a focus on internationalization of the curriculum. Leask (2009) defines the Internationalization of the curriculum as incorporating global and intercultural perspectives into multiple aspects of education, including the content of the curriculum, the place of learning and teaching and the support services that help students continue to engage and learn. The definition clearly demonstrates that internationalization of curriculum goes beyond curriculum change; it also includes regarding how the curriculum is supported and

delivered to allow students to be engaged in holistic learning in which they can develop global skills. It is equally clear that the internationalization of curriculum is a complicated and multi-layered policy process. To be put into action in a meaningful way, academic staff (including administrators, faculty, students, and support staff) must all be involved and work together. This framework is an important way to look at the challenges and opportunities of adding international and multicultural elements to the X University higher education curriculum.

1. Conceptualization of the International Curriculum by Leask

Leask (2012) created a conceptual framework that links curriculum design to five levels of context: disciplinary, institutional, national, regional, and global. Within this framework, the international curriculum consists of three primary dimensions:

- a. Formal curriculum: content, teaching methods, and forms of assessment.
- b. Informal curriculum: extracurricular activities and students' social interactions.
- c. Hidden curriculum: values, norms, and assumptions internalized through academic systems and cultures.

In addition, Leask also emphasized the importance of the role of lecturers and teaching teams in determining and implementing international curricula in the context of their respective disciplines and institutions.

2. Five Stages of the Curriculum Internationalization Process (IoC)

In its implementation, Leask (2012) proposed five stages of the curriculum internationalization process, namely:

- a. Review and reflect: assess the extent to which the current curriculum has accommodated international and intercultural perspectives.
- b. Imagine: imagining new possibilities and paradigms in designing a more global curriculum.
- c. Revise and plan: develop goals, strategies, and action plans for curriculum transformation.
- d. Action: implement changes in teaching, assessment, and academic support.
- e. Evaluate: evaluate the impact of change on student learning and the achievement of internationalization goals.

This model serves as a comparative instrument (analytical lens) in this study to assess the degree to which X University's international curriculum has been developed and executed in accordance with the principles of internationalization as articulated by Leask.

3. The Relevance of Leask's Theory to This Research

Leask's theoretical Internationalization of the Curriculum (IoC) framework provides a strategic foundation for the exploration of international curriculum policy and practice at X University, an internationally oriented Indonesian university. The framework is particularly useful for researchers considering the extent to which international and intercultural local elements are regularly infused into the X University curriculum but also adopting a sensitivity to the unique features and challenges of applying such models to specific local contexts. X University demonstrates its response to globalization by creating a curriculum derived from international standards and encouraging cross-cultural learning. Therefore, for a better understanding of how educational components such as teaching, assessment, and academic support are conducted, particularly for international students, extensive and accurate field data are necessary. Adequate research is necessary for understanding to what extent X University applies IoC principles to its curriculum and academic services so that international best practices are not merely technically adopted but also consistently and comprehensively applied to all study programs so that the term internationalization is not merely an academic tag.

The researcher adopts the Leask framework approach as a conceptual foundation to examine the dynamics and special features of internationalization of the curriculum at X University as a strategic policy driven by the cultural, social, and educational policy milieu of Indonesia. The framework enables the researcher to examine how the university internationalizes its curriculum in order to enhance accessibility and responsiveness to global academic qualification standards with regard to local values and attributes that must be maintained.

This study used the Curriculum Internationalization (IoC) model of Betty Leask (2015) as the primary theoretical model in analyzing internationalization strategies in universities. This model is used particularly in internationalization of curriculum policy. The model offers an extensive explanation on the inclusion of international and intercultural perspectives into the structure, content, and teaching approaches of the higher education curriculum. According to Leask, internationalization of the curriculum does not just depend on the physical mobility of academics or students but on the curriculum being able to integrate global, intercultural, and transformative principles within the institution's particular context (Leask, 2015).

The main strength of the IoC model lies in its flexible and contextual approach. This allows any institution to design a globally relevant curriculum without having to lose its

local roots. In the context of X University which is a new institution with a strong international vision, this approach has become very relevant. In addition, the Leask model views internationalization as a collaborative process across faculties, study programs, and institutional actors and not as a purely administrative activity (Leask, 2013). This is in line with the modern higher education paradigm that demands cross-disciplinary integration and collective academic leadership. However, it is important to realize that this model also has limitations. One of the criticisms of the IoC approach is that it focuses mainly on pedagogical aspects and curriculum design that are micro in nature, thus paying less attention to aspects of the broader political, epistemological, and social context related to the production of knowledge and power in international education (Shahjahan, Miao & Baizhanov, 2024). In practice, the internationalization of the curriculum cannot be separated from the policy structure, including how the vision of globalization of higher education is carried out within the framework of national and international regulations.

In addition, the IoC model relies heavily on individual capacity and lecturer commitment. Leask's own study shows that the role of lecturers as agents of change is very vital in the implementation of IoC. However, without systematic institutional support such as professional training, incentives, and supportive faculty policies, this model risks becoming an uneven initiative between courses (Green & Whitsed, 2015). In the context of emerging institutions, such as X University, these implementation challenges are of important concern. For this reason, this study uses the IoC model critically. Instead of making it the only analytical tool, the model is positioned as a reflective framework that can be used to evaluate curriculum internationalization policies and practices in a more contextual and realistic way. Considering the institutional character, human resource challenges, and dynamics of national higher education policies, this model is used adaptively to provide a complete understanding of internationalization practices at X University.

2.2.4 Theoretical Framework Integration

The three theories used in this study, namely the Theory of Internationalization of Higher Education, the Theory of Education Quality Management, and the Theory of Curriculum Internationalization (IoC) are conceptually connected to form a complete and mutually reinforcing analytical framework in answering research focuses and questions.

First, the Theory of Internationalization of Higher Education (Knight, 2004) provides a conceptual basis for understanding internationalization as a systematic and strategic process. Knight defines internationalization as "the process of integrating international, intercultural or global dimensions into the goals, functions or delivery of

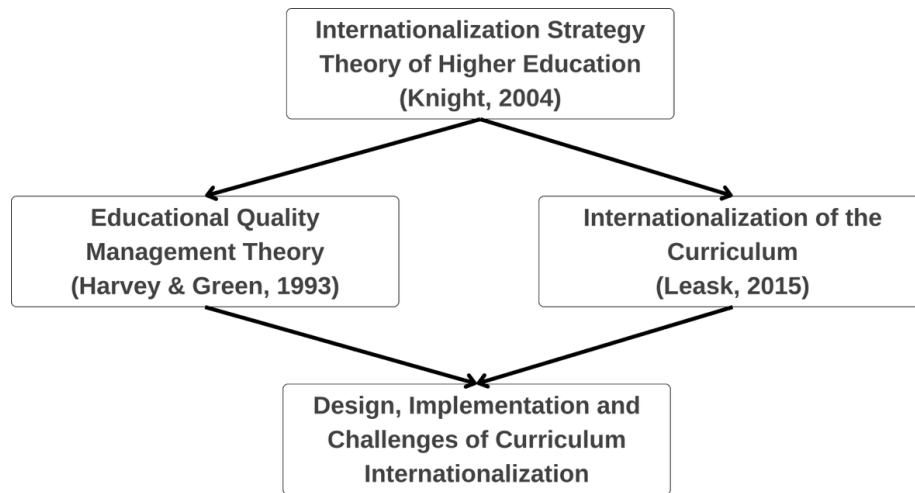
post-secondary education" (Knight, 2004, p. 11). This approach allows researchers to map how X University develops its internationalization strategy, as well as the institutional reasons behind these efforts, both in terms of academic, economic, political, and cultural.

Second, the internationalization strategy is not only understood as an expansion into the global realm, but also as an instrument to improve the quality of education. This is where the Theory of Educational Quality Management from Harvey and Green (1993) becomes relevant. Within this framework, quality is understood not only from a single perspective (e.g., accreditation or academic achievement), but in five main dimensions: privilege, perfection (or consistency), suitability for purpose, monetary value, and transformation. The transformation dimension—which emphasizes comprehensive changes in educational systems, behaviors, and outcomes, is a very important aspect to assess the extent to which UII's internationalization strategy has an impact on the overall quality of institutions.

Third, to understand how this internationalization is applied in real terms in academic practice, the Theory of Curriculum Internationalization (IoC) from Leask (2015) is used. Leask argues that internationalization cannot stop at the level of institutional policy or international cooperation alone, but must permeate curriculum content, teaching methods, and assessment strategies. In the context of X University, this theory allows the exploration of the integration of global values, intercultural competence, and international learning experiences in teaching practice, both through formal curriculum and co-curricular activities.

By integrating these three theories, this study not only observes strategies from a policy perspective but also explores how they are interpreted in the context of educational quality and implemented in the curriculum. Knight's theory provides a framework for institutional strategies, Harvey's & Green theory provides parameters for quality evaluation, while Leask's theory links those strategies to the realities of teaching and learning at the curriculum level. This integrative approach also opens space to analyze challenges and opportunities in the implementation of the internationalization of higher education in Indonesia, especially in the context of new universities such as X University which have an international mandate. Thus, this theoretical framework supports the research objective holistically, which is to understand and evaluate strategies to improve the quality of education through comprehensive internationalization, from policy formulation to its implementation in academic practice.

Figure 2. 1 Integration of Theoretical Frameworks



CHAPTER III

METHODOLOGY

This chapter outline an overview of the research methodology adapted by the researcher in achieving the research objectives. In particular, it covers the procedures used for research, data collection methodologies, and analytical approaches used to explain aspects of the curriculum such as the design and implementation of curriculum policies in improving the quality of higher education in the context of internationalization.

3.1 Research Paradigm

During the implementation of this research, the researcher used an interpretive paradigm approach, which views social reality as something that is constructed subjectively by individuals or groups in a particular social context (Schwandt, 1994). Paradigms have ontological, epistemological, and methodological views and understandings that have a strong foundation for explaining social reality as a result of subjective constructions influenced by social interactions, values, or cultural contexts in a community. This is an important consideration for researchers to choose, because contextually it is in accordance with the focus of research that aims to understand the design and implementation of curriculum policies in an international institution of higher education.

3.1.1 The Philosophical Foundations of Paradigm

The interpretive paradigm is based on the philosophical foundations of constructivism and hermeneutics, which sees social reality as something plural, contextual, and constructed through the subjective experiences of individuals and groups. Ontologically, this paradigm rejects a single, objective view of reality as believed in the positivistic paradigm. Rather, he emphasizes that reality is the result of social constructions influenced by ever-evolving values, cultures, language, and social interactions (Berger & Luckmann, 1966).

The epistemology of this paradigm is inherently subjective, conceiving of knowledge as the product of an active interaction between the researcher and subjects of study, rather than as a neutral or independent entity distinct from the researcher. In this sense, it is perceived that explaining the meanings people give to their own experiences is the sole means of gaining an in-depth understanding of any event (Schwandt, 1994). The methodological underpinning of the interpretive paradigm employed in this research is inherently allied to qualitative methodologies, which supports the researcher's inclination to investigate complex situations, procedures, and realities. As a co-constructor of knowledge, the researcher collaborates with participants in developing a shared

comprehension of the research emphasis, rather than merely observing from afar. The central aim is to reveal deeper meanings, comprehend social action, and develop sophisticated interpretations of the events in question, rather than merely to test theory or produce broad generalizations (Creswell, 2014). While it's likely the result of curriculum development and delivery is still a series of technical actions, the application of interpretive frameworks provides a solid conceptual basis for examining university curriculum policy. Rather the processes are treated as a social endeavor that involves ongoing negotiation of meaning and interpretation, and negotiation with each of the parties involved.

3.1.2 The Relationship of Paradigm with Research

The interpretive paradigm was chosen in this study because it is in accordance with the goal of understanding the meaning behind the design and implementation of curriculum policies in a university. The main focus of this study is not to measure effectiveness quantitatively, but to explore how education actors such as university leaders, study program managers, or Quality Assurance Institutions interpret, respond, and implement such policies in dynamic and complex contexts. Meanwhile, in the context of higher education, the formulation of curriculum policies cannot be separated from social interaction, value considerations, and interpretation of local and global demands. Therefore, the interpretive paradigm allows researchers to capture these nuances in depth and reflectively.

In line with the views of Denzin and Lincoln (2011), this paradigm encourages researchers to be part of the process of meaning itself, not just a neutral external observer. So that the researcher not only tries to explain "what happened", but also why and how the policy was formed and interpreted by various interested parties. The process of interpreting informants' narratives, practices, and experiences is an important aspect in uncovering the social realities that shape curriculum policy practices in the university environment.

3.1.3 Application of Paradigms in Research

Meanwhile, in the practical aspect, the interpretive paradigm that is the point of view in this study, is used as a lens in understanding in depth how curriculum policies are designed and implemented in a university that is developing an international vision. The application can be reviewed through several stages as follows:

1. Position of Researcher

By adopting this paradigm, the research positions the researcher not as a neutral observer, but as a subject who actively interprets the meaning of the data obtained. Therefore, to conduct research professionally, the position of the researcher in this qualitative research greatly affects the collection, analysis, and interpretation of data

(Berger, 2015). In this study, the researcher took on the role of an "insider-outsider", which allowed for proximity to the research context but maintained an important distance to reduce potential bias (Merriam et al., 2001). As a graduate (master's) student conducting research on X University, the researcher possesses foundational knowledge about the challenges faced by Indonesian universities, especially regarding their curriculum systems. This background facilitates a deeper understanding of the research setting. However, since the researcher is not involved directly in the policymaking processes at the university, this positionality also helps to maintain objectivity and impartial analysis of the research context.

When the researcher put as insider perspective, in certain cases, the researcher can be seen as an insider because he is still an active student at X University who is directly involved in the ongoing learning process. But on the other hand, the researcher can also be seen as an insider because of his understanding of the higher education sector in Indonesia. In this case, the researcher's academic experience as a master's student at X University provides an understanding of the design of the established curriculum system, along with the dynamics that occur in the implementation process. This role provides benefits for research, especially in fostering positive interactions with participants and understanding the local environment and internal dynamics that occur in the university environment. Dwyer & Buckle (2009) assert that the person's position facilitates the researcher's access to information, as participants are more likely to share their experiences with someone who has a comparable understanding of the research environment. So, this is certainly an additional point for researchers to get valid information.

On the other hand, the researcher also adopts the role of an outsider who positions himself with a lack of direct involvement in the operational and policy-making activities of X University. This facilitates objectivity and reduces the possibility of bias arising from emotional involvement as an active student. The position of outsiders allows researchers to analyze the curriculum system from a more critical, objective and impartial perspective. Hellowell (2006) asserts that the position of outsiders is crucial in qualitative research, as it allows the formulation of questions that may have been overlooked by insiders and introduces new viewpoints that may not have been recognized before.

At the end, the researcher also realizes the importance of reflectivity in the research process as an aspect of positioning during the process. Berger (2015) emphasized that reflection requires researchers to continuously monitor how their respective attitudes, views, and experiences affect the research process. Within the framework of this research, the researcher is dedicated to:

- a. **Avoiding Subjective Bias:** Researchers used data triangulation methods to reduce bias in data collection and analysis.
 - b. **Acknowledging Perspective Limitations:** The researcher honestly acknowledge that participants' ideas may not comprehensively cover all the perspectives available at X University. As a result, multiple data sources be used to enhance the research findings.
 - c. **Prioritizing Participants' Voices:** In data analysis, researchers prioritize participants' perspectives and experiences as the primary source for understanding the context of the study.
2. **Validation of Findings**

Denzin (1978) asserts that data triangulation is a scientific method employed to corroborate research findings. This method uses a variety of different data sources in a systematic way to make the results more valid and reliable, while also making sure that the information collected follows accepted standards and principles of scientific research. The validation process includes the triangulation method, critical analysis, and ongoing communication with key informants. This helps make sure that the results are accurate and useful for the research subject. This methodology helps researchers get accurate and complete information by combining the different parts of the procedure. This makes the research more credible overall. Triangulation also gives a more balanced and nuanced view of the research phenomenon, which helps to eliminate biases that can come from using only one data source or method. This strict process also makes it easier to find inconsistencies or contradictions in the data, which helps researchers clear up any confusion and improve their interpretations for more depth and clarity.

3.2 Research Methods and Research Design

3.2.1 Research Methods

This study adopted a qualitative methodology to investigate in detail the strategic and policy environment in which X University formulated and implemented its curriculum system policy. This was because the qualitative approach has been shown to be effective in facilitating people to fully understand procedures, viewpoints, and the details of how things work that are intended to make schools better. This method enables researchers to study complex events in close detail through more accurately investigating the complexity of the problems. Yin (2018) argues that qualitative case studies are effective in describing the "how" and "why" of complex events, offering penetrating insights into intricate phenomena. Creswell (2014) also argues that qualitative methods are most appropriate to

describe the varied experiences and views of individuals involved in the policy process, and to investigate the subjective meanings inherent in the experiences. These arguments taken together build a strong case for the use of a qualitative approach in describing intricate and situation-specific truths of policy implementation at X University. Furthermore, this methodology was also chosen because it not only allows investigators to examine data in detail, but also facilitates the interpretation of results and detects trends in the phenomenon studied, in this case curriculum policy and its implementation in the context of internationalization. Therefore, instead of just measuring or assessing the relationship between variables, as is common with quantitative methods, this study focuses on examining knowledge, interpretation, and dynamic processes involved in policy practice on the curriculum (Silverman, 2016). Overall, this methodology enables a deeper and more complex understanding of the implementation of curriculum policy in the unique institutional and international conditions in which X University operates.

3.2.2 Research Design

As per Yin's (2018) definition, this study used a case study research design, examining the phenomenon in its context. The case study subject in this research was X University which asserts expectations related to curriculum guidelines and internationalizes its curriculum. This approach is viewed positively because it enables researchers to examine a range of policy-related matters, for example, planning, implementation, and emergent opportunities and difficulties thereafter. To further interrogate these issues, we used interviews with participants who had some direct connection to curriculum policy including the university administration, the teachers and students. The aim of the interviews was to learn more about informants' perspectives, experiences and reflections regarding the curriculum and internationalization of the curriculum. We also gained a richer and more authentic understanding of the learning context through conducting participant observations to document classroom dynamics and locations, the interactions between lecturers, students and administrators who sometimes would participate in the curriculum implementation process. We also developed some insights from the goals, methods and evaluated in documents that institutionalized those goals by examining curriculum policy documents and academic guidelines documents. Therefore, when combined, these approaches allow the researcher to complete a complete and detailed examination of how the curriculum policies of X University were created and implemented within the internationalization context.

Case Study Selection

This study selected X University as a case study due to various comprehensive methodological and conceptual considerations, including the following:

a. Institutional Characteristics Aligning with Research Focus

Since its founding, X University has specifically embraced and incorporated an internationalization curriculum policy within its vision and goal (X University, 2021). Because of this, X University is ideally suited to carry out a thorough examination of the development, application, and practice of internationalization policies in the context of Indonesian higher education institutions. As a result, this university gives a useful opportunity to thoroughly analyze the dynamics of such policy as well as a pertinent institutional background.

b. Active Dynamics and Developmental Stage of the Policy

X University is still actively creating and putting into practice its curriculum internationalization policies because it is a relatively new and developing university. This circumstance enables the researcher to explore the procedures, difficulties, and tactics used in the actual and current application of these policies (Marinoni & Pina Cardona, 2024). In order for the research findings to provide both a historical description and novel and continuing events, such a dynamic setting is necessary.

c. Academic Significance and Contribution to Literature

There is currently little research on curriculum internationalization policy in Indonesian higher education, particularly comprehensive studies that concentrate on the creation and application of institutional policies (Knight, 2014). As a result, it is anticipated that the X University case study would add fresh empirical data and enhance theoretical and practical knowledge regarding the internationalization policy process in higher education. The results may prove to be useful resources for scholars and politicians creating comparable plans in other organizations.

d. Accessibility and Quality of Data

The researcher has had adequate access to a range of pertinent data sources, such as official institutional policy documents, interviews with curriculum managers and decision-makers, and on-site observations of policy implementation procedures, in order to guarantee the validity and accuracy of the data gathered. A crucial component of case study research is having such sufficient access, which

makes it possible to gather rich, genuine data that accurately depicts the circumstances inside the organization.

e. Relevance and Representativeness in the Indonesian Higher Education Context

Beyond its internal features, X University is thought to be extremely relevant to the larger Indonesian higher education system, especially in relation to internationalization efforts. It is a representative example for examining the tensions, adjustments, and harmonizations between international policies and local laws since it is a globally focused organization functioning within a national system.

Considering all of these factors, X University was selected as the case study for solid methodological, intellectual, and practical reasons. This methodology makes it possible for the study to thoroughly understand policy procedures, provide a thorough summary of the application of curricular internationalization policies, and generate results that significantly advance academic understanding and higher education policy practice.

3.3 Participants

To meet the needs of this research, the researcher used a purposive sampling strategy by selecting informants who were directly involved in the process of formulating and implementing international curriculum policies within X University. The scope of research was specifically focused on the study program of the Faculty of Islamic Studies and the master's level (S2), which was selected based on strategic and academic considerations. This faculty is one of the main units that first adopted a formal and consistent international standard curriculum system, while having an important role in realizing the vision of X University as a global Islamic university. The focus on the master's level was chosen because at this level there is a more systematic space for the implementation of academic policies, starting from designing a curriculum based on international learning outcomes, using a global language of instruction, to the involvement of international students in the learning process. In addition, institutionally master's levels tend to have flexibility in curriculum development and the implementation of cross-border academic collaboration, thus providing a relevant context to explore how curriculum internationalization is articulated and implemented in institutional practice.

Therefore, the context of this faculty and level of study is seen as representative to understand the effectiveness of the curriculum internationalization policy in a substantive and contextual manner. For this reason, the selection of participants is determined by a specific set of criteria relevant to the research topic. The criteria are designed to include

parties directly involved in both the design and implementation of the curriculum system policy. The study participants consisted of several main groups, namely:

1. University Leaders

University leaders, such as the Rector have a role in making strategic decisions related to educational policies and curriculum at X University. They are involved in long-term planning regarding the direction of curriculum policy, including the concept of internationalization and quality improvement of education in accordance with global standards.

- a. Number of Participants: 1 person
- b. Criteria: Rector.

2. Center of Quality Assurance (CQA)

CQA at X University plays a role in ensuring that the curriculum policies implemented are in accordance with the quality standards set, both internally and externally. In this regard, the CQA has the responsibility to evaluate existing learning policies and practices, as well as ensure the sustainability and improvement of the quality of the curriculum in accordance with international standards.

- a. Number of Participants: 1 person
- b. Criteria: Head of CQA

3. Dean of the Faculty of Islamic Studies

The Dean of the Faculty of Islamic Studies was a key informant in this study because he played a key role in making and carrying out curriculum policies at the faculty level, which affects how internationalization is carried out at the university. The Dean's strategic position enables him to oversee the incorporation of international curriculum into Islamic studies, ensuring that teaching methods, curriculum content, and assessments are consistent with the university's global vision. The purpose of the interview with the Dean was to look into how institutions think about making internationalization policies for faculty, as well as the problems and opportunities that come up when putting them into action.

- a. Number of Participants: 1 person
- b. Criteria: Dean.

4. Lecturer

Lecturers are the main actors in the implementation of curriculum policies in the field. Lecturers not only implement the content of the curriculum through the learning process in the classroom but are also often involved in curriculum

development and evaluation through study program forums or curriculum teams. The lecturer's perspective is essential to understand how policies are translated into practice, the extent to which they facilitate the quality of learning, and the challenges faced in the implementation of the curriculum in the context of internationalization.

- a. Number of Participants: 1 person
- b. Criteria: Lecturer of the Master level study program from the Faculty of Islamic Studies.

5. Student

Students involved in this study are active students who participate in study programs that have been affected by the implemented curriculum policies. Students provide their perspectives on how the policies affect their learning experience in the classroom, as well as how the implementation of the policy relates to the broader internationalization goals of education.

- a. Number of Participants: 4 people
- b. Criteria: Students of the Master level study program from the Faculty of Islamic Sciences.

3.4 Data Collection

3.4.1 In-Depth Interviews

In-depth interviews are the main technique in qualitative data collection in this study, which allows researchers to explore the views, experiences, and meanings of research subjects towards curriculum system policies in the context of internationalization at X University. In-depth interview approaches are used to explore the subjective and contextual understandings of key informants, as well as to capture interpretive nuances that are not accessible through instruments Quantitative. The type of interview used in this study is a semi-structured interview, which provides a basic question framework but still opens a flexible space for exploration according to the dynamics of the informant's narrative. This is in line with the responsive interview approach (Rubin & Rubin, 2011), which emphasizes the importance of reflective dialogue and building common meaning between researchers and informants.

Interviews were conducted with various groups of key actors in the academic ecosystem of X University, namely university leaders, the Center for Quality Assurance, faculty deans, lecturers, and students. The focus of the interview was focused on three main thematic domains:

1. Formulation of international curriculum policies (strategies, actors, decision-making processes).
2. Implementation of the curriculum at the study program level (interpretation, adaptation, constraints and solutions);
3. Interpretation of the academic internationalization process (response, quality perception, and sustainability).

Meanwhile, to guide the interview process and maintain the continuity of exploration between sessions, the researcher prepared a guide to exploration questions that function as an internal instrument in the implementation of in-depth interviews. The guidelines were compiled not to be disseminated to respondents in the form of questionnaires, but to be used personally by researchers as a flexible conceptual framework for fieldwork. The design of this questionnaire aims to ensure that the main themes that are the focus of the research can be explored systematically, while still opening up space for the emergence of new contextual issues in accordance with the dynamics of the informant's narrative.

This guide was developed based on the theoretical constructions on which the research is based, in particular the theory of Curriculum Internationalization (Leask, 2015) and the quality assurance model in higher education (Harvey & Green, 1993), and considers an institution-based curriculum implementation approach. Based on the formulation of the problem and the focus of the research, the questions in the guide are formulated to explore important aspects such as:

- a. Understanding and perception of institutional actors towards international standard curriculum policies.
- b. The process of translating policies into practical implementation at the faculty and program levels.
- c. Challenges and adaptation strategies that arise in the policy implementation process.
- d. Evaluate the function of the curriculum system in achieving the goal of internationalization.

The role of this guide is not only as a list of questions, but also as a reflective tool that researchers use to observe thematic consistency during interviews and as a basis for tailoring communication approaches with each informant. Thus, it becomes part of an adaptive fieldwork strategy, especially in complex and multi-level qualitative research such as this study. The use of this exploratory guide is in line with the interpretive approach in social research, which recognizes that interviews are not just a process of gathering

information, but rather an intersubjective space in which meaning is formed together (Kvale, 2012).

This guide allows the researcher to maintain the direction of exploration of the main theme, without interrupting the spontaneity of the dialogue or limiting the possibility of unexpected but relevant issues arising. As suggested by Patton (2002), in qualitative research, the existence of a well-structured interview guide not only increases the credibility of the data collection process but also strengthens the analytical ability to navigate complex and dynamic realities. Therefore, although this guide is not a data collection instrument that is used directly to participants, it plays an important role as a methodological element in the process of data mining that is reflective, theoretical, and contextual.

Figure 3. 1 Interview Questioner Guide

Rector / Vice Chancellor	
Interview Questions	Theoretical Foundations
1. How does the university formulate the vision of internationalization in strategic documents such as the Strategic Plan or academic policy?	Knight (2004)
2. What are the main motivations (academic, economic, political, cultural) behind the adopted internationalization strategy?	Altbach & Knight (2007)
3. To what extent does the internationalization policy pay attention to the principles of academic quality such as transformation and conformity with the goals of the institution?	Harvey & Green (1993)
4. How is the process of preparing an internationalization strategy carried out? Is it top-down or participatory?	Knight (2004)
5. Are there specific benchmarks or indicators to measure the success of an internationalization strategy?	Cheng (2003)
6. How do universities respond to the influence of national regulations (such as Presidential Decrees or ministerial regulations) in formulating internationalization policies?	Knight (2004)
7. How is the commitment of university leaders reflected in supporting internationalization in a sustainable manner?	Knight (2004)
8. What are the main challenges in terms of national regulations in the implementation of internationalization?	White (2020)
9. To what extent does the university have autonomy to carry out its global agenda?	White (2020)
10. How do leaders navigate the mismatch between the university's global vision and the reality of national policy?	Knight (2004)

CQA	
Interview Questions	Theoretical Foundations
1. How does SQA play a role in aligning internationalization policies with internal quality assurance systems?	Cheng (2003); Knight (2004)
2. Is the internationalization aspect included in the academic quality assessment indicator?	Harvey & Green (1993)
3. How does SQA ensure that academic policies are aligned with the principle of "fitness for purpose" in a global context?	Harvey & Green (1993)
4. How does SQA respond to national quality assurance demands when campuses implement a global curriculum?	White (2020)
5. Are there any obstacles in terms of the national quality system (BAN-PT, LAM) in encouraging international curriculum innovation?	Knight (2004)

3.4.2 Collection of Supporting Documents

As a complement to the primary data, this study also collected a number of official documents directly related to the design and implementation of curriculum policies at X University. The documents analyzed include:

- a. Academic Handbook, which includes curriculum policies, learning systems, and assessments.
- b. University Strategic Plan, as a reference for the direction of development and internationalization of education.

3.4.3 Time and Place Selection Techniques

In qualitative research, it is very important to choose the right time and place for the study to make sure that the information gathered is relevant, culturally appropriate, and in line with the research's goals and context. The researcher took into account a number of important things when choosing the time and place for this study. These included the ease of getting participants to make data collection easier, the location's relevance to the institution being studied, and the availability of the resources needed to support the research process. Furthermore, the depth and authenticity of the collected data were augmented by strategically choosing the optimal time and location to enhance engagement with key informants and facilitate the observation of natural interactions within the university setting. This comprehensive analysis guarantees that the research findings accurately reflect the realities of the internationalization processes and curriculum policy formulation at X University.

1. Time Selection

The study periods coincided with the even semester of the 2024/2025 academic year and an extensive timeframe of various strategies relating to quality improvement. The researcher also used the timeframe to observe closely how X University implemented their policy depending on the needs of the research and the project's context. Yin (2018) points out that temporal considerations are crucial in qualitative research to guarantee that the collected data fully represents the context under which the research aims are achieved. For an effective representation and analysis of the curricular policies at X University, the chosen study period has been arrived at by conforming to the contextual conditions.

2. Venue Selection

This study's field research took place on the campus of X University, a state university in Indonesia with an international academic focus. The campus building used to be the main place where this field research was carried out. The choice of location is based on the following factors:

a. Access to Important Information and Participants

The selection of locations at X University as the focus of the research provides an opportunity for researchers to be able to obtain primary data directly from related

sources. This primary source includes rectorate officials, CQA officials, Deans, lecturers, and students involved in the educational process.

b. Practical and Efficient

The selection of a research location on the X University campus also considers practical and efficiency aspects, given the limited time and resources available to researchers. Therefore, data collection is carried out face-to-face and/or online by adjusting to the situation and conditions of the research participants. This mechanism is also adjusted to the provisions and requirements applicable to the relevant agencies.

3. Techniques for Managing Time and Place Selection

During the ongoing research process, the researcher used a variety of approaches to ensure that scheduling and site selection work ideally by making a series of considerations, including:

a. Scheduling an Interview

To ensure sufficient time for in-depth and quality conversations, the researchers designed flexible interview schedules with relevant participants. Researchers can pause in advance to find the most appropriate time to collect data, either during working hours or at an agreed time.

b. Triangulation

In obtaining research data, researchers collected information from various sources and situations within the academic environment to improve the quality and completeness of the data. To support this, triangulation techniques were one of the procedural steps undertaken by researchers to provide a deeper and more nuanced understanding of the social dynamics and academic procedures involved in the implementation of curriculum internationalization in institutions. This research not only collected various pieces of information relevant to the research but also attempted to validate the findings, reduce bias, and capture the complexity of how internationalization is experienced and implemented in the university environment by incorporating perspectives from various stakeholders involved such as administrators, faculty, and students through a combination of various scientific data collection techniques.

c. Digital and Physical Data Collection

Researchers utilize both online and offline data collection methods to accommodate the varied circumstances and needs of participants. This method lets people who can't come to in-person sessions because of health, time, or location issues to be interviewed online using digital technology. This technique makes it easy to

reach people in different places and situations without putting too much stress on them. Using digital and real-time tools, the research process can go on without being limited by time or place. This makes it easier, wider, and deeper to collect data. This practical approach makes the study stronger and more thorough by solving logistical problems and making it possible to gather rich and useful data from a wide range of participants.

3.5 Data Analysis

In order to make sense of and structure the data obtained from in-depth interviews and a close reading of institutional documentation, the researcher used deductive thematic analysis as a supplementary method. This method leverages the strengths of this method to systematically chart and scrutinize the data in relation to the research questions (RQ) and established theoretical paradigms, including Leask's (2015) theory of curriculum internationalization. By offering an in-depth insight into the dynamics of developing and implementing curriculum policies at X University, the ensuing analysis consisted of teasing out salient themes from the data and relating them to pertinent concepts and theories. By prioritizing the experiences and meanings conveyed by informants within the setting of higher education internationalization, data analysis merged descriptive and interpretive components, producing detailed data outcomes fitting to the research environment.

Informed by the research questions and theoretical framework, the researcher identified the broad themes and subthemes at the beginning. These categories served as "anchors" during the coding of data, facilitating the scanning and sorting of transcripts or document excerpts into predetermined thematic categories. This strategy is, however, adaptive in character, in the sense that it leaves space for the inductive inclusion of additional categories whenever vital findings or emerging trends not captured in the original coding scheme are met with a view to capturing unique findings for the study. The empirical material's richness and complexity are likely to enhance the depth and validity of the findings of the study through this openness, where the analysis process becomes responsive and receptive to the empirical material. Operationally, the steps to thematic analysis in the present study are:

- a. Theme and Subtheme Design (Deductive)
- b. Data Coding Process
- c. Reviews and Theme Additions
- d. Preparation of Analysis Reports

This approach ensures that research remains theory-driven, but remains open to innovation and complexity of the field, so that the results obtained are not only theoretically

relevant, but also authentic in capturing the dynamics of the implementation of curriculum internationalization in the higher education environment.

3.6 Ethical Considerations

To ensure responsible data collection, analysis, and reporting while protecting the rights and well-being of participants, the study was designed to adhere to research standards and ethical principles established in accordance with research norms. In conducting qualitative research at X University, which includes interviews with key participants, it is necessary to pay attention to several ethical considerations and rules. These considerations include obtaining informed consent, maintaining data confidentiality, maintaining anonymity, and maintaining integrity in all research methodologies.

3.6.1 Informed Consent

Qualitative research requires participant consent; therefore, this research is a top priority for researchers. Before the interview begins, the researcher provides a comprehensive and clear explanation of the research objectives, data collection methods, and reasons for using the data. Before participating in the study, participants can request and give consent voluntarily. The informed consent document consists of various important components, such as:

- a. Research objectives and background.
- b. The type of data to be collected.
- c. The participant's right to terminate his/her involvement at any time without consequence.
- d. Guarantee that the data provided only be used for academic purposes.
- e. Contact information for further inquiries.

Flick (2018) asserts that obtaining informed consent is essential to ensure participants fully understand the research and voluntarily choose to participate, fully aware of the implications of their involvement in the research process.

3.6.2 Concealment

To maintain participants', trust in the research, maintaining data confidentiality is an important component. The researcher took steps to ensure that all data that has been collected, such as transcripts, field notes, and interview recordings, is stored securely and can only be accessed by the researcher and other personnel expressly authorized to do so. There is no disclosure or dissemination of participants' personal information without first obtaining their consent.

In addition, the research report included the implementation of measures to protect the confidentiality of individuals participating in the study. To protect the anonymity of

participants, their names replaced with their code or initials. Wiles (2013) explains that maintaining confidentiality in qualitative research is essential to fostering positive relationships between researchers and participants, while at the same time minimizing the harms that participants may face because of their participation in the research.

3.6.3 Anonymity

The anonymity test determined that the identity of the study participants would remain confidential at the end of the study. In this investigation, the researcher ensure that identifiable information about the participant, including their exact name, job title, or location, also be obscured or excluded from the final report. When the participant's participation is very clear and difficult to obscure, the researcher seek further consent from the subject to use the material in the research report. Given that Saunders et al. (2015) emphasized the need to maintain anonymity to protect participants from possible side effects resulting from the disclosure of personal information, researchers have established a set of protocols to protect participants from these potential side effects.

3.6.4 Voluntary Participation

The study embraced the idea of voluntary participation, meaning that participants would not be coerced or influenced to take part in the study because they were not required to do so. During the research procedure, participants are free to withdraw from the study at any time without giving any reason and without incurring any consequences. The researcher ensure that participants are aware of their right to refuse to answer certain questions or end the interview if they experience discomfort while the procedure is being performed. In terms of enforcing ethical norms in research, Bryman (2016) emphasizes how important it is to respect the participants' right to participate voluntarily. Researchers have good reason to be concerned about this.

3.6.5 Participant Safety

The researchers implement measures to guarantee that participants do not experience any side effects or losses due to their participation in the study. To handle this, interviews conducted with sensitivity, respecting the requirements and comfort of the participants. In addition, the researcher also ensure that participants do not feel threatened or pressured to reveal information that they consider personal or sensitive in the interview. If participants show discomfort during the interview, the researcher immediately stop or modify the interview procedure according to the necessary mechanism. Hammersley and Atkinson (2007) emphasized that researchers should prioritize the well-being of participants during the research process and reduce harm, so this is a concern for researchers.

3.6.6 Transparency and Integrity

This research is carried out with maximum integrity, where the researcher operates with honesty, transparency, and accountability during the research process. Lincoln and Guba (1994) emphasized that transparency and integrity are important components in building trust in qualitative research. By paying attention to this, the researcher presented the research findings objectively, without altering or distorting the data to support a particular theory or cause of pressure from certain parties. Researchers also avoid conflicts of interest that can affect the results of the research.

3.6.7 Permission

Before starting the research, the researcher seek ethical approval from the relevant parties or authorities in the field of research at X University or other relevant academic institutions. This agreement aims to ensure that research is conducted in accordance with relevant ethical standards and does not harm participants or in accordance with research rules and norms. Cohen et al. (2017) affirm that obtaining ethical clearance is an important step to ensure research complies with internationally accepted ethical norms.

In the context of Time and Place Selection making decisions about time and location, ethical considerations are also a consideration. The researchers allowed participants to choose the time and location of the interview that best suited them, thus allowing them to express their preferences. Furthermore, to protect the privacy of participants, researchers also adhere to the principle of confidentiality regarding the identity and whereabouts of participants. For the purposes of this study, the selection of time and location was determined by institutional arrangements, participant availability, and data relevance. Due to the temporal and geographical control methodology used, it is ensured that the data collected is in accordance with the research objectives.

3.7 Research Validity

Validity are important components of qualitative research. Validity refers to the extent to which the research findings accurately describe the reality being studied, while reliability refers to the consistency of the research findings when the research is replicated under the same conditions (Creswell & Poth, 2016). These two components are important to ensure the quality and credibility of research findings. Within the framework of the research plan that is being carried out by the researcher, these two principles are important to ensure that the research produce reliable and scientifically correct scientific contributions.

3.7.1 Research Validity

The concept of validity in qualitative research emphasizes the importance of ensuring that the data collected, evaluated, and presented accurately reflect the social

realities being investigated. The notion of trust, which includes important attributes such as trust, transferability, reliability, and verification, is said to be a means to achieve validity in qualitative research, as stated by Lincoln and Guba (1994). The researchers have outlined a series of protocols for the investigation by utilizing a variety of methods to ensure the authenticity of the findings, including:

1. Data Triangulation

The researcher used a triangulation method by collecting data from a variety of sources, including interviews with various stakeholders at X University, examining related texts or policy documents, and direct observations. Denzin (2012) argues that triangulation increases validity by allowing researchers to corroborate findings from various points of view so that they can obtain valid findings.

2. Member Checking

The researcher applied the member checking method by inviting participants to evaluate the results of interviews and data analysis. This is to ensure that the researcher has recorded and interpreted the data accurately according to the participant's perspective. The examiner members also serve to reduce bias in the interpretation of the researcher (Creswell, 2014).

3.7.2 Confirmation

Confirmation in this study was achieved by ensuring that the findings and interpretation of the data were based on actual evidence obtained from participants, not influenced by bias or researcher preferences or unnecessary external pressures. The researcher uses trace audits and reflectivity techniques to guarantee that the research decision is based on the data collected in accordance with established procedures. Lincoln and Guba (1994) affirm that confirmation can be improved through transparency in the process of data collection and analysis, as well as by involving external parties to validate research findings.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describe in detail various research findings and thematic discussions regarding the design and implementation of the concept of curriculum internationalization at X University. This presentation of information integrates aspects of field findings from in-depth interviews and document analysis by adopting the theoretical framework approach of curriculum internationalization (Leask, 2015) and the principles of higher education quality management (TQM). In describing the findings of the study, this chapter uses a thematic-deductive approach to design the results of the analysis and narrative. In addition, the organization of themes and subthemes is aligned with the research problem and theoretical framework, while allowing for the inclusion of unique findings or anomalies from the field data that has been obtained.

The results and discussions are presented in an integrated format, where the researcher combines the findings with various aspects such as; relevant theories, previous research, and critical reflections from researchers. This approach allows researchers to present a descriptive-analytical narrative, and capture the complexity of reality as well as the dynamics of curriculum internationalization at X University. In this chapter, the researcher also presents each theme and subtheme through an introduction to the context or background, followed by key findings and relevant word-for-word quotes, culminating in a critical discussion that connects the aspects, namely empirical data with theoretical frameworks and also experiences from other institutions. At the end of each theme, the researcher articulates reflections and implications that increase the significance of the findings for the formulation of internationalization policies in the higher education sector so that the presentation of the findings becomes more comprehensive and accurate. Finally, this chapter provides a comprehensive overview of the internationalization practices at X University while contributing analytically to academic discourse and the formulation of an international curriculum strategy for Indonesian higher education through case studies.

4.1 The vision and direction of the curriculum internationalization policy at X University.

4.1.1 Vision and Direction of Internationalization Policy

The vision of internationalization is a fundamental aspect that has become the main context in the development of X University as a whole since the beginning of its development. In the context of higher education, the vision of internationalization serves

as a basic foundation to improve institutional reputation, increase competitiveness, and strengthen international scientific contributions. According to Knight (2014), internationalization requires real awareness, which means requiring institutions to fully recognize the importance of a global vision as a central element in various policies, curriculum innovations, and academic governance. In an interview, one of the leaders emphasized that "X University is indeed directed to become an institution that promotes Indonesia abroad, as well as a center for the development of Islamic thought in the international arena." (Top management, personal communication, June 2025). This narrative is in line with the strategic documents that the campus has, such as the X University Academic Guidelines (2021), which explicitly states "To be an academic institution that actively contributes to the development of knowledge about Islam and builds a global network." (Academic Guidelines, 2021).

The global vision has served as the main framework for institutional design, covering various aspects of an educational institution such as curriculum design, faculty and student selection, research development, and the expansion of international cooperation networks since its inception. Various researchers have established that this kind of vision is internalized in the development of long-term institutional roadmaps and in various internal academic forums.

To deliver this vision, a university certainly needs a strategic and effective communication process. In this case, X University implements a strategy that aims to improve its institutional branding. The phrase "International Islamic University" is consistently used in promotional materials, websites, and official documents. Branding serves as a representation of X University's identity and aspirations to strengthen its status on the global scene. The admission of some students showed the real effect of this branding: "The tagline 'International Islamic University' immediately caught my attention to apply." (Student, personal communication, June 2025). Another student also gave a similar response "At first I was looking for an Islamic campus, as soon as I saw the international name and the website, I felt that the branding was good." (Student, personal communication, June 2025).

The researcher considers that X University has taken a number of good steps towards an international contest, although in this case it is still difficult to maintain consistency in the way it is implemented. A clear vision and strong branding must continue to be accompanied by an examination of improving academic procedures, finding learning innovations, and building a network of collaborations around the world. This is in line with the idea of Total Quality Management (TQM) theory (Harvey & Green, 1993), which states

that getting a good education does not only depend on having a vision, but also on ensuring the quality of the system, evaluation process, and participation of all citizens in shaping the culture of the institution.

To build a distinctive identity, X University wants to differentiate itself from various other universities in Indonesia through a global discourse that unites various aspects. There are not many universities in Indonesia, especially religious colleges, that openly say that they are world-class campuses and have a clear marketing position. X University makes the most of this opportunity by making the internationalization goal a "unique selling point". This step not only attracts foreign students, but also opens up opportunities for research collaboration, human resource development, and cross-border scientific exchange. A clear example of this can be seen through several advertising plans, cooperation projects, and clear information that X University has been actively involved in international forums.

Although the University's active role has been clearly seen, the fact that the gap between vision and practice is still a problem for the college. The researcher observed that the idea of internationalization and global branding is already quite strong in terms of strategic documents and communication. However, changing the culture and behavior of the organization on a daily basis certainly takes time. In some communities, especially groups of lecturers and students living in the same country as the university, still see internationalization more as a way to identify themselves than as a form of real transformation in how academics and governments organize collaborative steps. The scientific literature (Leask, 2015) confirms that optimistic steps towards a global campus must be supported by system improvement, skills development, and the establishment of a truly multicultural and collaborative learning environment.

In addition, the successful communication of vision and the absorption of values across all campus components is essential to ensure the realization of the goal of internationalization. This research shows that people's awareness and interest in a global vision is highly dependent on how well people socialize, share information, and engage in the international agenda. In this case, branding is not only a way to promote an institution to the outside world, but it is also a form of teaching and motivation for all people in the university so that everyone feels that they are part of this great goal.

In the end, the process of making X University an international level experiences ever-changing dynamics and requires dedication, confidence in innovation, and a continuous evaluation system. The vision and branding have provided the organization with a lot of social capital, but the long-term success of the process depends on the

institution's capacity to address implementation issues, maintain consistent quality, and continue to build real networks with various global institutions around the world. Thus, X University is not only an Indonesian state university with an international label, but also one of the leading players in the world higher education network.

To take a closer look at how the University builds its capacity, it is important to remember that the internationalization and branding aspects of vision only have a major impact if the values and principles of the institution are truly lived in all parts of campus life. So, in this case the researcher presents the second part of the conversation that discussed in more detail how these institutional ideals and visions are implemented in various academic policies and practices at X University.

4.1.2 Institutional Values and Principles in Curriculum Internationalization

In the context of sustainable education at X University, institutional values and principles not only support the goal of internationalization, but these aspects are also the basis for the long-term success of campus development. X University, which was designed to be based on Islamic moderation, intellectual freedom, and inclusivity, affirms that these values should be part of every part of campus life.

By looking back at the basis of the discourse on the development of X University, it shows that these ideals are not only a response to the ever-growing global demands, but also the result of innovative thinking about Indonesia's diverse culture and society as well as the need to build an academic reputation on the world stage. The X University Academic Guidelines document (2021) emphasizes that the main values that must be upheld are freedom of thought, respect for differences, and a spirit of cross-border and cultural cooperation, "We are committed to academic freedom and the development of non-sectarian critical thinking, open to all." (Top management, personal communication, June 2025). These values are then elaborated into various university policies and institutional programs. This is implemented through the recruitment process of lecturers and students which is carried out openly, without distinguishing between national origin, religion, or cultural background. Diversity is a key asset that needs to be taken care of, as one of the Faculty Management's acknowledged, "This campus does not limit religious, cultural, and national backgrounds, all have equal rights and opportunities to learn and grow." (Faculty Management, personal communication, June 2025).

Not only that, all students of various nationalities who have been legally accepted to join the community must take the mandatory course "Islam Wasathiyah", which teaches Islamic moderation. This course is just a ceremony, but in essence it is part of a real step to provide a forum for people from different cultures to interact with each other, share

Islamic experiences, and make rules on how to be moderate on campus every day. Both foreign and local students said they felt safe sharing their diverse thoughts, "One of the main characteristics of X University is inclusivity and commitment to Islamic moderation, so the Wasathiyah Islamic Course is mandatory for all students." (Academic Guidelines, 2021).

In addition to academic routines, student organization activities such as cross-border discussions, and cultural celebrations held together also show how values are internalized in the campus environment. Researchers found that informal groups such as discussion clubs and cross-national/cultural communities are important places to promote the principles of acceptance and tolerance, build relationships, and learn more about each other's worlds. The study of Leask (2015) and Marginson (2016) explains that the most important thing for real internationalization is for schools to create an open-minded, multicultural environment where everyone feels welcome. In this regard, data from X University supports this, where students and lecturers from different backgrounds see campuses as a "safe space" to learn and grow without worrying about discrimination. One of the Faculty Management also expressed his aspirations ".. By referring to the values of moderation of this university, of course we support the term academic freedom" (Faculty Management, personal communication, June 2025). This is what makes X University different from various campuses in Indonesia.

However, the researcher's critical assessment shows that the process of internalizing values at X University also has its own problems. A small number of people in the community still have an exclusive mindset or are not fully able to deal with or engage too intensely with many different cultures at once. Language difficulties, different ways of communicating, and different patterns of habits and social habits can sometimes lead to misunderstandings or even retention. Thus, X University is slowly building cross-cultural training programs, mentoring, and evaluation forums that are often stronger in order to ensure that the process takes place in accordance with its original principles.

The success of X University in upholding and advancing its institutional values and principles certainly have a major impact on how long the internationalization process can take. These ideals act as a "moral compass" that guides all groups to remain open, cooperative, and move forward when facing challenges in global demands. The ability to be able to continue to be consistent not only enhance the campus's reputation with international partners, but also foster trust and loyalty among the people who work within the institution.

Looking back at what can be learned at X University, it can be concluded that internationalization only succeed if there is an institutional value system that is alive, consistent, and continuously assessed in the ongoing process. So that a truly global academic environment can be realized, not just as a formality or just a slogan, but there must be inclusivity, academic freedom, and Islamic moderation that plays the role of the soul of the institution.

4.1.3 Communication and internalizing of the Vision of Internationalization

A strategic move to embrace all human components within the academic community to join the global goals of X University, is largely a discussion about communicating and internalizing the vision of internationalization. If there is no good communication and a strong internalization process, the idea of internationalization only be seen as a mere administrative slogan, but it not change the way things do or the way people think. Stensaker et al. (2008) say that the effectiveness of internationalization depends largely on how well visions and policies can be "internalized" at the institutional level through learning experiences, daily communication, and organizational routines or culture. He emphasized how important it is for everyone on campus to be involved in the process of communicating the vision and ensuring it is done consistently so that cultural change in internationalization actually occurs at different levels of the organization.

At X University, the process of disseminating the internationalization goals begins with socializing to new students during the orientation period, posting the vision and mission on the official website, and then affirming it in various policies or academic forums. Some students said that among these many ways allowed them to see the global vision of the campus, "I knew that X University had an internationalization vision from the official campus website and from chatting with friends in class." (Student, personal communication, June 2025). Other than that, X University does not only use one-way communication, through several academic activities such as international seminars, cross-cultural discussion forums, or mentoring activities between students also participate in the dissemination process.

Several other activities such as Writing Clinics, cross-cultural workshops, and global research collaborations become programs designed to broaden students' perspectives, help them get used to interacting with people from different cultures, and make them feel more connected to the campus mission. In addition, the use of digital tools in learning such as the Learning Management System (LMS) platform or social media designed to disseminate information about the internationalization agenda quickly and easily to all

citizens is one of the top priorities. This can be said to be a prudent step to take, especially for young people who are more open to new technologies and innovations.

Although this dissemination process has been packaged as effectively as possible. Perhaps, but the results of the study show that there are still obstacles with the internalization process. One of them is that local and international students sometimes do not always have the same perception. Some international students choose X University because they love the global viewpoint and diverse community that this institution has. The point of view is that the university is very open to learning, and they have the opportunity to take part in academic activities with a global perspective.

"I know this university promotes internationalization... from the website and from friends who have studied here before. It turns out that the campus environment is quite open and supportive of students from other countries." (Student, personal communication, June 2025)

Meanwhile, on the other hand, students from foreign countries have a broader perspective and point of view. Some people like that the campus is "international," so they want to get better at speaking foreign languages and understanding other cultures. But even so, there are also some people who still think that internationalization is just about "institutional branding" and has not really been felt in the daily learning experience, as one of the students said,

"X University is one of the world's leading campuses... But it is true that local students sometimes do not understand the importance of internationalization, unlike foreign students." (Student, personal communication, June 2025)

The biggest challenge in the context of communication and vision internalization is that people sometimes don't understand each other. To truly make internationalization a common identity, there needs to be active engagement, places of discourse, and cross-cultural interactions to regularly shape the organizational culture within the campus. This is in line with what Altbach and Knight (2007) explain: on international campuses, differences in origin and background experience usually contribute to differences in the way people interpret and participate in the internationalization agenda.

Meanwhile, in the context of cross-cultural communication, this is another problem that also makes it difficult for students to internalize the university's goals. People from different countries sometimes have different methods of speaking or learning. Sometimes, small errors in communication can cause people not to understand or accept new policies. In response, X University needs to take the lead in preparing cross-cultural training, place more emphasis on the methods of lecturers on how to communicate, and create a multicultural academic ecosystem that promotes open conversations and respect for others.

A comparative study of other international campuses in Southeast Asia shows that leaders, faculty, and students typically work together to communicate their vision. Each study program also has an "ambassador of internationalization" and agents of change who actively bring global value to life at the micro level (faculty/study program) are also recognized. Personal mentoring, reflective forums, and innovation awards are also great ways to help people internalize a vision outside of formal events. The researchers argue that practices at X University have made progress in communicating and internalizing the vision of internationalization, but need to be improved so that everyone in the community truly feels part of the global campus building. Good communication is not just about sharing information, but also about ensuring that the vision becomes part of who we are and how we act. To create a friendly, open, and innovative environment, therefore all leaders, lecturers, students, and education staff need to be involved.

Regarding this aspect of communication and internationalization, X University has a challenge ahead, namely keeping communication running, making it easier for the community to get involved, and regularly checking the internalization process to close the gap of understanding between layers of the community. Learning from other campuses emphasizes the need for new ways to communicate, build community, and give authority to people at the grassroots level to make innovation and change. So, the idea of making X University more international is more than just a slogan, it is something that is lived and breathed by all campus communities. That way, a generation that is flexible, cooperative, and ready to compete on a global scale will be created.

4.1.4 Global Institutional Branding

Global institutional branding is a very important strategic part in the internationalization of the road map of X University. In this context branding is not just an administrative formality, but is indeed designed as the origin of the main attraction for prospective students, academics, and foreign partners. The official name and tagline used on campus websites or media, and the way their global identity is displayed on websites, brochures, and in academic activities are examples of institutional branding. A student from another country said, "The tagline, 'International standard University' immediately caught my attention to apply." (Student, personal communication, June 2025). This statement emphasizes that branding has symbolic power in building the expectations and interests of prospective students, especially from abroad.

There are also a number of external communication strategies that help strengthen institutional branding. This includes using a multilingual website to promote the institution, having international alumni act as campus ambassadors, and holding international events

that are always used as evidence of a commitment to a global vision. Even when freshmen are admitted, university leaders' speeches and official publications consistently focus on relevant global contexts. However, this branding is not just about how things look on the outside. For branding to work, the images displayed must match the original experience in the field. If branding as a global campus doesn't come with a multicultural academic environment and good service, it could be an empty promise echoed by the university.

With that in mind, the results of this study show that campus branding works for many students, but they also need to be careful in balancing their expectations for an international experience with system improvement, value enhancement, and actual program innovation. International scientific literature (Knight, 2014; Altbach & Knight, 2007) emphasized that the branding of global higher education institutions is not only a discussion of how to market them, but also a way to promote cultural diplomacy and real national identity.

The researcher concluded that the branding of X University as an international university based on Islam has two objectives; First, it is a way for Indonesia to establish relations with other countries and, second, it is a way for foreign students from abroad to learn about the plurality and moderation of Islam in Indonesia. The researcher's reflection also makes it clear that branding is not only successful if it gets a lot of international applications or media attention. More than that, it is also successful if it can influence the culture on campus and make everyone feel part of the academic community. For this reason, Branding needs to be one of the main concerns of change, must encourage the community to keep coming up with new ideas, and must be a place where hopes, images, and real experiences can come together. Because of that, global institutional branding at X University is not only a way to promote the institution, but it is also a discussion about innovation and development that continues to be carried out. The big idea of internationalization should not be just a bunch of slogans; It must be something that affects all parts of campus life, so that X University can become one of the key players in the development of the world of higher education based on Islam in Indonesia.

4.1.5 Students' Perceptions of Internationalization

The student's perspective is one of the most authentic indicators to assess the extent to which the internalization of internationalization vision and values has been achieved at the University. In the context of a campus that places internationalization as the main agenda, student voices representing the perceptions of both local and international students have provided a concrete picture of the extent to which the institution's branding, vision, and values are truly alive in the public mind, and not just a mere administrative discourse.

For this reason, the findings of this study reveal that there are variations in perception patterns between foreign students and domestic students. For students from abroad, the branding of X University as an international campus based on Islamic religions around the world is not only a great attraction, but it also offers the expectation of a distinct multicultural academic and social experience. One of the students revealed;

"I know this university promotes internationalization... from the website and from friends who have studied here before. It turns out that the campus environment is quite open and supportive of students from other countries." (Student, personal communication, June 2025)

Students from abroad generally appreciate the availability of a campus with a multicultural community, guest speakers from different countries, and the opportunity to participate in various cross-cultural discussion forums. However, they are also aware of the challenges of adaptation, both in terms of language, learning styles, habits, and adjustment to academic practices in Indonesia. This adaptation process generally involves inclusive environmental support and sustainable mentoring initiatives. In contrast, domestic students show a wider spectrum of perceptions. Some local students, for example, feel very excited and motivated by X University's status as an international campus. This aspect is seen as an opportunity to broaden their horizons, create a global network, and improve their foreign language skills. However, there are also some who consider internationalization as just an institutional name, which is not fully reflected in the daily learning experience.

"X University is one of the world's leading campuses... But it is true that local students sometimes do not understand the importance of internationalization, unlike foreign students." (Student, personal communication, June 2025)

The phenomenon of this perception gap is not only related to communication factors and vision socialization, but also to real experiences experienced by students while on campus. Some domestic students tend to feel less confident in communicating in English or actively participating in various cross-cultural activities. Meanwhile, on the other hand, foreign students sometimes feel less of a place to be more involved in the local community.

"Personally, I don't understand why this campus is said to be international. After joining, I realized that there are a lot of foreign students and the programs are international, but many local friends don't realize it either." (Student, personal communication, June 2025)

The existence of multilingual programs, international seminars, and discussion communities is an important effort to bridge this gap. However, the success of internalizing global values is still highly determined by the regularity of program implementation, the active participation of lecturers and students, and the quality of cross-cultural communication developed on campus. Scholarly literature such as Leask (2015) and

Knight (2014) also claim the same thing, that student perceptions are the most authentic indication of how effectively the internationalization agenda has really been implemented in higher education settings.

The researcher's observation of the dynamics of these impressions reveals that the success of internationalization is not enough to be judged only by rules and official documents, but also involves aspects of students' real experiences in daily campus life. The perceived gap between domestic and international students is both a challenge and a strategic opportunity for X University to strengthen its communication strategy, build a more inclusive cross-cultural community, and create informal interaction spaces that encourage the involvement of all parties. In addition, student voices must also be the main evaluation material for policymakers at X University. If the university wants to fully assert itself as a world-class campus, then the student experience as a subject as well as an indicator, must always be the center of attention in every effort to improve the internationalization agenda in the future, this is taken seriously considering that students are the main consumers in education.

4.2 The results of the implementation of curriculum internationalization at X University.

4.2.1 Global Benchmarking and Curriculum Adaptation at X University

In an interview conducted with the head of the Center of Quality Assurance X University, he stated that he process of internationalization of the curriculum at X University was not formed spontaneously, but began with steps aimed at a systematic and sustainable form of global benchmarking. From the early stages of educational planning, X University has positioned benchmarking as the main foothold to ensure that all curriculum designs have a solid and reliable global standard reference, so that it is able to respond to the ever-evolving demands of global higher education. This is also clearly planned by looking at the university's strategic plan document (CQA, personal communication, June 2025).

Benchmarking to several overseas institutions such as Australia, America, Egypt, Jordan, the United Kingdom, and Japan is an initial part of the main strategy in the early stages of curriculum model design. However, in reality, benchmarking at X University is not a shortcut that is just importing foreign models. Furthermore, the comparative study experience that has been carried out is used as a forum for critical reflection. One of the Faculty Management from several faculty stated, "We conducted comparative studies to many countries: Australia, America, Egypt, Jordan, the United Kingdom, and Japan. From there we learn the curriculum model, quality assurance system, and multicultural classroom

management. However, we are not copying outright, we still have to adapt selectively to the needs here." (Faculty Management, personal communication, June 2025). The findings of this study are in line with the experiences of other educational institutions that also have a vision to achieve world-class university status. Tayeb, et al. (2016) in their article emphasized that King Abdulaziz University faces similar challenges in implementing an international-based curriculum. These obstacles include aspects such as cultural retention, inadequate infrastructure, and obstacles in aligning student expectations with the university's capacity. King Abdulaziz University has implemented several strategies to address these challenges, including the establishment of an International Advisory Board, increasing cross-country collaboration, and strengthening academic infrastructure that encourages an international environment in higher education. The university has achieved prestigious global status through these strategies, while also demonstrating efficacy in facilitating the internationalization process through a series of policies.

In its implementation, benchmarking at X University is carried out in a multidimensional manner, this means not only comparing the curriculum structure, but also examining quality assurance systems, learning models, academic governance, and human resource development patterns at various top universities, be it in Australia, the United States, the United Kingdom, Japan, Egypt, or Jordan. The comparative study was conducted through direct visits, collaborative workshops, the involvement of guest lecturers and expert reviewers, and also regular interactions with international institutional partners from various countries. Regarding this, the leader of X University emphasized that benchmarking is not just a formality process, but is a key step to create global credibility since the beginning of the campus, "The curriculum of X University is prepared with reference to international standards and global needs, not just to meet national requirements. In every curriculum development, we involve international partners as reviewers and resource persons." (Top Management, personal communication, June 2025).

The benchmarking process gave birth to two important things, including; first, a mapping of adaptable best practices from global campuses; second, the awareness not to necessarily adopt all foreign models, but to select, sort, and modify selectively according to the university's vision and the expected output needs of X University students. This can be understood in the sense that benchmarking is an institutional way of understanding not only "what" works abroad, but also the "why" and "how" of the practice can work, as well as what problems exist when used in the local Indonesian context. With this perspective, curriculum designers can design and project the most ideal design.

Curriculum adaptation at X University takes place in two directions, namely from the top (top-down) through the university's strategic policies, and from the bottom (bottom-up) through the initiatives of study programs, lecturers, and the student community. In practice, many study programs use references around the world to build core courses, foundations, or electives, to enhance Islamic digital content and cross-border joint research. This is as conveyed by one of the Faculty Management, "The curriculum consists of basic, core, and elective courses. There are several programs that directly adopt international courses, such as digital Islam and Islamic History, according to global needs." (Faculty Management, personal communication, June 2025)

Through a series of interviewed in the field, researchers can reveal that the process of modifying the curriculum at X University is not without challenges and obstacles. Each benchmarking result is always critically analyzed and modifications are made to the content, learning techniques, and evaluation system to suit the character of students and moderate Islamic beliefs. However, in certain circumstances, adaptation also means rejecting certain components that are considered less relevant to the vision of X University as an Islamic university of international standards that wants to remain packaged with Indonesian character designs.

In addition to the formation of the curriculum structure, benchmarking also has an impact on human resource development methods. X University actively encourages lecturers, education professionals, and students to participate in various things, such as training, certifications, and collaborative projects with other colleges abroad. This strategic move is designed to promote a global work culture in the university environment, enhance innovative potential, and build academic networks around the world. In addition, the benchmarking initiative also involves aspects of formal cooperation, such as the signing of MoU, the exchange of academics and students, and the organization of international seminars or conferences in various universities around the world. Through these activities, X University can access the latest learning resources, participate in academic forums around the world, and gradually create a reputation as an adaptive and competitive college on a global level.

Meanwhile, when viewed from the perspective of quality management, benchmarking is defined as a series of efforts to build a continuous improvement cycle as developed in the TQM theory (Harvey & Green, 1993). By comparing internal results with external norms, X University can conduct critical evaluations, change or adjust less relevant policies, and set more ambitious but achievable quality improvement targets. Although the process is carried out by paying attention to many aspects, benchmarking and

curricular adaptation at X University is not without obstacles. The researcher draws the conclusion that there are several challenges from some teaching staff who have different global learning models and the gap in preparation between study programs that is still felt. This kind of challenge is an important reflection for quality assurance, with the understanding that the adaptation of the global model is not the end goal, but an ongoing negotiation process that demands visionary leadership, an inventive culture, and the readiness of all parties to embrace change.

In the end, global benchmarking and curriculum modification form the main foundation that signifies the transformation of X University towards an international standard university with a global reputation. Through a series of policies and strategies, X University builds an academic reputation, strengthens its network, and ensures that the entire community is involved in a continuous process of institutional learning, so that internationalization is not just an administrative slogan, but a living and evolving reality in the daily cultural practices of the campus.

4.2.2 Curriculum Internationalization Implementation Strategy

The strategy of implementing the internationalization of the curriculum at X University matches global reflection with the reality and local character of Indonesia. Since the beginning of its design, X University has not only followed the trend of globalization, but also at the same time built a selective adaptation system that allows the transformation of the curriculum substance without losing relevance to the needs of Indonesian students and the demands of national regulations. Internationalization here is defined as the process of "rooting inward, towering outward" that is, being part of the global community, but also contributing to the development of Islamic education as the main character.

This notion of critical adaptability is reflected in the development of a curriculum that prioritizes Results-Based Education (OBE). Although OBE is borrowed from global practice, its implementation does not exclusively refer to international ideologies, but is contextualized to meet the needs of student demands. Regarding this, a lecturer and head of the study program said, "We adopted the principles of OBE, referring to the good practices of several partner universities. But we also strive to ensure that the materials and teaching methods remain relevant to the local context and the needs of students in Indonesia." (Lecturer, personal communication, June 2025)

Although this development has its own ideology, the application of this kind of approach is also inseparable from the dynamics of a progressive process that is full of negotiations between the global vision, the vision of the university, the national interest, and the reality of internal bureaucracy. X University does not always jump straight to

international standards without developing a strong foundation at the household level first. Gradual strategic decisions like this are the result of critical reflection on the dynamics of the higher education system in Indonesia, as well as adaptive reactions to the diversity of resource readiness, accreditation expectations, and the need to meet national regulations.

In the early stages, X University first needs to focus on meeting national criteria and strengthening accreditation in the country. This strategic step is taken to ensure the legality of the institution and the integrity of the study program in the eyes of the Indonesian government and also for local stakeholders. This is a necessity for universities with state status in Indonesia. By paying attention to these conditions, this incremental approach is not just an administrative step, but a strategy to develop in a regulatory ecosystem that still tends to be strict and conservative. CQA as a quality assurance institution of X University gave an explanation through the head of the institution, "Since the beginning, the curriculum of X University has been designed based on the results of comparative studies, but it still has to adjust national regulations so that it can be recognized in Indonesia. Now we are still focused on completing the target in the first phase, which is national accreditation." (CQA, personal communication, June 2025)

The national bureaucracy with all its administrative rules is often a special obstacle for universities with a global vision such as X University. The process of designing curriculum design, introducing foreign guest lecturers, and procuring bilingual classes must go through a strict verification and legality stage. In this case, a lecturer and head of the study program said, "National regulations sometimes make us have to be careful. There are certain standards that cannot be changed immediately even though the demands of internationalization are getting stronger." (Lecturer, personal communication, June 2025).

Another issue arises from the requirement to integrate campus policies with national regulations, ministries, and accreditation bodies. In many circumstances, initiating innovation measures in the context of internationalization must be addressed through official documents, curriculum updates, and also changes to the reporting system. As a result, some progressive inventions such as cross-border learning or the recognition of collaboration courses around the world are often hampered by long and monotonous bureaucratic processes.

However, although the process can be arduous at times, this gradual method offers the flexibility for X University to constantly reflect, improve, and evaluate itself at every step of development. Every achievement, whether national accreditation, internal quality strengthening, or international recognition, will always be preceded by a series of trials, internal reflections, policy revisions, and discussions between key actors at the university.

This kind of tiered model also offers time for relatively new study programs to build capacity, strengthen human resources, and be able to prepare to react to global competitive dynamics.

Interestingly, the idea of internationalization at X University does not always come from the top down, but is often created from the spontaneous initiative of various levels of the community, both academics and students. Some study programs have even independently developed cross-border research networks, started multilingual classrooms, and organized seminars involving various international institutions. The CQA leader explained, "There are several study programs that have started to invite guest lecturers from abroad or make bilingual classes, it is an initiative from below that we really appreciate. But not all study programs can do the same thing at the same time." (CQA, personal communication, June 2025). Furthermore, the CQA leadership also provided additional information; "Some study programs want to move faster, because their human resources and networks are ready. But we also have to maintain the overall rhythm of the institution." (CQA, personal communication, June 2025).

The phenomenon of variations in readiness and inequality that occurs in implementation actually reflects positive dynamics, namely opportunities for progressive study programs to become innovation laboratories and best practice models for other study programs that are still in the internal strengthening stage. Other study programs can use this as an overview and role model in planning self-capacity building. However, this also requires a differentiation strategy and an adaptive mentoring system from university management so that all study programs can move forward according to their respective capacities and constraints.

Looking at the dynamics that are going on, X University's implementation methodology can be said to be unique in that it strikes a balance between top-down initiatives from university officials and bottom-up initiatives from different layers of the community. These findings may underscore the notion that a strong multinational-based campus ecology is one that is able to make room for organic innovation. New innovations in learning management, research collaboration, and cross-cultural activities have been proven to significantly enhance students' learning experiences, build global sensitivity without sacrificing local values, and greatly strengthen international networks. The website of one of X University's faculties, for example, routinely publishes the results of cross-border collaborative research, international seminars, and other global initiatives that have been achieved by the university community.

Progressive implementation methods can only succeed if they are constantly evaluated and actors are willing to change ways that don't work or approaches that need to be adjusted. It's important to keep an eye on each adaptation to see how it affects something, how resistant it is, and whether it needs to be changed. Leask (2015) says that the only way to start a real cycle of internationalization is to have the guts to keep trying, thinking, and producing new innovations. This is also in line with TQM's (Harvey & Green, 1993) idea that the improvement cycle is the most important part of managing the quality of higher education to ensure sustainable progress.

The researcher reflects on the dynamics that take place at the university, which shows that the gradual technique is still useful in a national higher education system that is not fully prepared to face spontaneous globalization, although it is sometimes at risk of being stuck with administrative affairs. This kind of strategic approach is also in line with what other researchers have said about the importance of negotiated adaptation (Knight, 2014; Elken et al., 2016), which means that institutions must be brave enough to negotiate, adapt, and continue to get better even when they are under pressure from outside factors and opportunities faced simultaneously.

Ultimately, the success or failure of internationalization at X University depends on how well the campus can understand how the bureaucracy works, the level of response in responding to gaps in administrative needs, improving communication between units, and leading change through flexible and cooperative methods. This progressive plan being a stepping stone towards 'global class' or even a comfortable area without innovation. This certainly relies on visionary leadership, the readiness of the institution to take measurable risks, and the ability to meet the expectations and challenges of internal needs. The next step is to ensure that although the procedure is sometimes slow or gradual, it is not just an administrative compromise, but it is absolutely certain to lead to real internationalisation and a meaningful change in the quality of education at X University.

4.2.3 Academic Products, Practices, and Innovation as a Result of Internationalization

The idea of making the curriculum more international at X University is not only shown by the change in the labeling of documents and programs, but it is also shown by a number of academic goods, activities, and innovations that make the campus what it is today. This technique makes the university not only labeled "international" in terms of administration, but also creates a truly multicultural, open, and forward-thinking learning environment.

Adding globally focused courses to the curriculum, both in terms of content and approach, is one of the most important things that has been done. The X University study program actively creates basic, core, and elective courses using international standards and by paying attention to the needs of the global world. For example, having classes like Digital Islam and Islamic History broadens students' horizons so that they not only understand local challenges but also connect with scientific advances and conversations around the world. One student expressed his opinion, "The courses presented here are very varied and feel international, not only talking about the Indonesian context, but also global issues." (Student, personal communication, June 2025)

Innovation goes beyond just the way the curriculum is organized and packaged. X University started multilingual sessions that allow students to learn English or Arabic by doing something. It is not enough to just change the vocabulary of teaching, but students need to learn how to analyze and debate in a global context. Bilingual practices can provide foreign students with more opportunities to get involved, and they can also serve as language and cultural laboratories for local students. This idea often comes from the ingenuity of the study program or lecturer in presenting learning. For example, they might bring in guest lecturers from other countries to add a different perspective to the class. The CQA leader explained, "There are several study programs that have started to hold bilingual classes, or invite guest lecturers from abroad. This makes the learning atmosphere more lively and broadens the perspective of students." (CQA, personal communication, June 2025).

International research collaborations and seminars are other new offerings that stand out. X University actively assists with co-research, co-publishing, and exchanges between lecturers and students with partner institutions in other countries. This activity not only fosters networking, but also creates a culture of learning and speaking across borders. Academic forums, online seminars, and multinational study groups are signs that X University's innovation has gone beyond mere formality and is really making a difference in how things are done. One lecturer said, "Some lecturers often invite colleagues from abroad for seminars, class discussions, or even joint research. This enriches our learning experience." (Lecturer, personal communication, June 2025)

Digitization of learning also helps with transformation. For example, making a Learning Management System (LMS) better, adding online learning resources, and creating a digital community with people from other countries are all ways to do this. This move accelerated the process of making things more international during the pandemic and gave all students fairer and more flexible access to space. But these new ideas don't

necessarily work well across all courses. There is a wide range of readiness in terms of people, network, and infrastructure support. Progressive courses of study are like pioneers who can show others how to do things, but university management still needs to use mentoring and differentiation rules to ensure that there is not too much gap between students. This was conveyed by the CQA leadership in a research interview;

"Not all study programs can do the same thing at the same time. There are study programs that are prioritized because human resources and networks are ready, but some take time." (CQA, personal communication, June 2025)

The researcher's reflection in this case shows that academic innovation derived from internationalization at X University is a consequence of a combination of institutional policies and community-led efforts. It is important to evaluate, monitor, and have the guts to constantly make adjustments so that innovation is not just a one-time thing, but part of the university culture. The Leask study (2015) further emphasizes that internationalization is only successful if new ways of learning and curriculum materials become part of daily life, not just listed on official documents.

X University still has to find ways to bring innovation to all fields, both academic and non-academic. Yet the education and management communities are committed to continuing to experiment, adapt best practices from elsewhere, and promote collaboration between courses and the state. It is a key asset for a dynamic and globally competitive international Islamic campus.

4.2.4 Collaboration and Networking

One of the most important ways X University makes its curriculum more international is by building stronger international networks and cooperation between faculty, students, and the campus. This network is more than just a list of partners or symbols, yet it is a real place where people can get involved and gain academic and professional benefits for the entire school community.

The institute's initiative to create strategic collaborations with universities, research institutes, and organizations in other countries is the first step towards international cooperation. At least in this case It takes time and a lot of back and forth to get it done. X University not only wants to sign the MoU, but they also want to cooperate in activities such as research, seminars, student exchanges, and joint curriculum development. The Top Management gave a response regarding this.

"We conducted comparative studies to many countries, not only to learn, but also to build partnerships that can be implemented immediately. From there, research collaborations, guest lecturer invitations, and student exchange programs were born." (Interview, Academic Leader, 2025)

As more lecturers and students join forums around the world as participants, presenters, and resources, the network is getting stronger. X University lecturers are now frequently asked to speak at international seminars, join the global scientific community, and write with colleagues from partner universities in other countries. This meeting broadened the reach of the institution and enhanced its reputation worldwide.

At the master's level, going to conferences, exchange programs, and cross-border collaborative activities has become life-changing events. Students who have attended an international exchange program or seminar typically have more confidence, better cross-cultural skills, and more connections. One international student from another country said, "I feel like I have a lot of opportunities here, such as attending conferences, meeting lecturers and friends from many countries. It was very eye-opening and added a new experience for me." (Student, personal communication, June 2025).

The changing nature of international networks can also be seen in the increasing number of joint research projects, articles written across borders, and co-written grant proposals. The FIS website of X University and other faculties often publishes a list of collaborative projects and research that are and have been conducted with global partners (FIS X University Website, 2024). This activity strengthens the status of X University as an institution that not only receives information from outside but also becomes an active "producer" and "contributor" in the world academic community. Nevertheless, obstacles remain. Some lecturers and students realize that international networks are not evenly distributed throughout academic programs. There are units that are quite active and open, but there are other units that still focus on local or national activities. In addition, language difficulties, funding limitations, and differences in company culture are often obstacles in expanding and deepening collaboration networks.

The researcher argues that international networking and cooperation should be a sustainable goal, supported by incentives, training, and facilitation from institutions. Building a culture of collaboration takes time, dedication, and adaptation, but the long-term benefits will be enormous, both for academic advancement, global reputation, and the enrichment of the campus community's learning experience. Global literature (Knight, 2014; Leask, 2015) notes that institutions that have been successfully internationalized are not only those that have many partners abroad, but also those that are able to transform networks into spaces of learning, creativity, and shared growth. For X University, the challenge ahead is to ensure that all campus units are actively engaged, as well as to build an incentive and reward system that stimulates engagement in networks around the world.

Eventually, the international networking and collaboration at X University became clear evidence that internationalization was no longer just a goal but began to become an inherent part of the academic environment and campus culture. This process is constantly evolving and in line with what has been built into the main capital for X University to continue to participate and contribute on the global higher education stage.

Researcher's Reflection

The globalization of the curriculum at X University has completely changed the way people study and live on campus. The presence of students and lecturers from various countries, as well as the use of bilingual learning in some courses, has helped create a more open, dynamic, and multicultural academic environment. More people are having cross-cultural conversations, collaborating on international research projects, and going to seminars with partners from around the world. This creates a learning environment that is not only open to change but also helps people learn more about the world.

However, this transformation is accompanied by several obstacles. There are still problems with the social separation between local and foreign students, adjustments to different ways of learning, and gaps in language skills on campus. Some courses are quickly adopting new global curricula and ways of learning, but the fact that not all courses do so equally is still to be looked at very closely. Progressive study programs can be a model of good practice, but institutions must always improve mentoring, training, and monitoring so that the benefits of internationalization are spread evenly.

On the other hand, X University's reputation as a leading institution of higher education is slowly starting to spread, both nationally and regionally. The institution's network has grown, and its credibility has grown through active involvement in conferences, publishing works with others and establishing relationships with colleges in different countries. However, X University must continue to strive to improve its reputation by ensuring that the quality of its academics remains good, its governance is honest, and it continues to come up with new ideas. This is to compete in an increasingly competitive higher education ecosystem around the world.

Looking back at all these results, it is clear that plans to make internationalization stronger in the future need to be focused on three main areas; First, improving the quality and competence of human resources through continuous training and recruitment of global talent; Second, creating a more intensive and inclusive space for cross-cultural interaction to strengthen social integration on campus; and Third, sharpen communication strategies and periodic evaluation systems so that the vision of internationalization is truly internalized in the behavior and identity of all citizens.

These issues and opportunities are key ideas that used in the following debate on how X University is handling the process of making its curriculum more international. With mature thinking and strong dedication, X University must be able to keep up with the pace of development and prove that X University is an Indonesian Islamic institution that can compete with the best in the world.

4.3 Challenges and Opportunities in the Implementation of Curriculum Internationalization Strategy at X University.

As discussed in the previous chapter, the implementation of the curriculum internationalization strategy at X University is a dynamic process that involves people, policies, and a highly complex social and academic environment. On the one hand, this approach has resulted in several great successes. On the other hand, this research shows that institutions, lecturers, and students all must face several major problems for the vision of internationalization to become a reality. This analysis not only finds problems but also a few strategic gaps and potentials that can help the internationalization agenda become stronger in the future.

4.3.1 Cultural Challenges, Mindsets, and Academic Cultural Transformation

Cultural differences and ways of thinking are the main reasons why the curriculum at the University has difficulty internationalizing. Knight (2014) said that making higher education more international is not just about changing the curriculum and formal rules. It is also about changing the ideals and paradigms of academic culture that have existed for a long time. This process is very complicated and fraught with opposition, especially on campuses where everyone used to be intellectually and culturally equal. A lecturer said:

"The most important challenge is to build a new academic culture. Many lecturers and students are still comfortable with the old pattern. Changing the mindset takes time and joint effort. Sometimes there is resistance, both express and implied, when we encourage innovation in cross-border learning and collaboration." (Lecturer, personal communication, June 2025)

There are all sorts of ways people in the inner reject change. Leask (2015) argues that many universities are simply modifying the way they package their policies ("internationalization labels") and not the culture itself. Some senior instructors at X University do not want to leave their comfort zone, are not interested in taking foreign training, and are still using traditional teaching methods. An international student confessed: "In that class, local students sometimes seemed hesitant or afraid to say the wrong thing. So, they are more quiet, less willing to discuss with foreign students, especially if they speak English." (Student, personal communication, June 2025).

Meanwhile, local students themselves also feel pressured to adapt to international systems and demands. This was conveyed in the interview, "At first I was very nervous when I took a class whose lecturers came from abroad, especially when I was asked to give a presentation in English. But the more I came here, if I had a lot of discussions with foreign friends, I started to feel confident." (Interview, Local Students, 2025).

Simbolon's study (2021) shows that Indonesian students are often passive in English lessons and need little time to gain confidence and learn how to communicate effectively in EMI-based learning (English Medium Instruction). The study also shows that a lack of institutional support, such as training for instructors, language assistance, and collaboration between content and language teachers, are the main reasons why students do not actively participate. These results are like what researchers found at X University, where cross-cultural interactions that take place are still largely limited to formal events and have not fully grown into everyday life on campus. The culture of the organization is also very significant, along with individual barriers. According to Marginson's (2016) research, university leaders and senior lecturers need to be involved so that institutional culture changes. The person who tells X University the same thing says the same thing.

"If there are leaders or senior lecturers who are actively involved in international forums, it can be a motivation for others. But if the seniors are less active, sometimes it becomes an excuse for others to stay in their comfort zone." (Lecturer, personal communication, June 2025).

Another issue raised is the lack of places for casual intercultural interaction. Local and foreign students usually hang out with their own groups outside of class. Jones et al. (2017, *International Journal of Intercultural Relations*) found that this social separation is usually a big problem when trying to create an international campus ecosystem that is open to everyone. Policies including teaching in English, assigning students to work in groups with people from different countries, and holding international seminars already exist (Academic Guidelines for X University, 2021). But unfortunately, it hasn't worked fully. Perwitasari, Yudiman, & Fitrianti (2022) conducted quantitative research and found that changes in behavior and better performance of lecturers will only occur if schools provide recognition, awards, and incentives to lecturers who come up with new ideas and work together, even in terms of increased cross-cultural interaction. These results also show that university administrators should set up a clear reward system to encourage professors to take part in the internationalization agenda. With that, the researcher argues that the adaptation process at X University is going well, even though it happens slowly.

4.3.2 Infrastructure and Resource Challenges

X University's efforts to make its curriculum more global face problems with its resources. Brockerhoff et al. (2015) say that the success of higher education innovation depends largely on how ready and adequate the infrastructure is. The results of this study show that X University has several problems that directly affect the quality of services and the experience of international students. One of the main concerns is that there are not enough regular lecturers and other staff in the faculty and campus support units. This situation makes administrative services less stable and less reliable, which is very bad for foreign students. An instructor said:

"Permanent employees on the faculty are very limited, most of them are contract workers. So sometimes we have to ask lecturers to help with administrative matters, including for foreign students." (Lecturer, personal communication, June 2025)

Kristanti et al. (2021) also saw that private colleges with a lot of non-permanent personnel were more likely to have problems with their administrative services. When staff members leave, it can lead to "misinformation" and inadequate mentoring mechanisms among staff members. This means that lecturers and students must start over with service adaptations every time there is a change. Surveys also show that job happiness, unstable incentives, and organizational commitment are the main reasons why people leave their jobs. The second effect is that the lecturer starts doing more than one thing at a time. Lecturers not only teach and conduct research but are also regularly required to assist with administrative tasks and even become the main point of contact for foreign students on campus. A lecturer gave a speech.

"There are also lecturers who have to double their duties, teach, take care of administration, and even help foreign students if there are no admin employees." (Lecturer, personal communication, June 2025)

This problem directly affects the burden on lecturers and can worsen the quality of teaching, academic services, and research. Harvey & Green (1993) say that in the philosophy of education quality management, people who must perform tasks outside of their core job will perform worse and are more likely to experience burnout. In addition to the problem of numbers, the quality of human resources is also a challenge. Although the need to talk to international students is increasing, there are still not enough administrative personnel who are fluent in foreign languages, especially Arabic and English. A college student said:

"Students from the Middle East are sometimes more comfortable communicating in Arabic, but in the faculty employees who can speak Arabic can be counted on their fingers." (Student, personal communication, June 2025)

Reynolds, Yu, and Ha (2023) also talk about the issue of language skills and administrative culture. They found that administrative staff at universities in Taiwan had a lot of difficulty using English to speak to international students, which directly affected the quality of service, student satisfaction, and social integration of students. Students and educators are often concerned about the lack of digital infrastructure, in addition to administrative services. X University has started using Learning Management Systems (LMS) and making online repositories more accessible, but not everyone uses them equally, and some students still struggle to access or use them to their fullest.

"The LMS system already exists, but its use is uneven. There are lecturers and students who are still confused about how to upload assignments or access materials." (Lecturer, personal communication, June 2025)

In addition, international students also highlight the lack of technology-based academic support services, such as online writing clinics, online study groups, and free access to international journals. Most support services are still manual-based and limited to normal business hours. Regarding this obstacle, students said that the university has provided a solution, this is facilitated through the campus library service. A student added, "Access to services such as writing clinics or counseling is still limited. If you need a consultation, sometimes you have to ask a local friend or lecturer for help." (Student, personal communication, June 2025)

Le Thi Thanh Thu's research (2024, *Journal of Comparative & International Higher Education*) reveals that digital-based support services such as online academic information systems and 24/7 access to learning materials are essential to creating world-class campuses. This type of digital resource has proven to be a great attraction for international students and factors in the quality of their academic and social life. Foreign students may be less happy and more difficult to adjust to on campus if they don't have good access to digital resources or if they don't get enough help with them. These results also show how important it is to produce new digital services to help higher education become more international.

Furthermore, not to mention the lengthy internal bureaucracy and layered administrative procedures can sometimes make it difficult for foreign students to get quick help. It takes a long time to get residence permits, academic documents, and special service requests because they must be approved by various levels of government, "Sometimes for one administrative affair for foreign students it can take a long time because you have to wait for approval from several levels. This certainly makes students uncomfortable." (Lecturer, personal communication, June 2025)

Through these findings, the researcher sees as emphasized by Brockerhoff et al. (2015), that infrastructure and resource challenges must be answered with multi-layered strategies as well, this at least includes several aspects, namely:

1. Professional and competent recruitment of permanent employees,
2. Regular international language training and services,
3. Investment in digital systems and bureaucratic simplification,
4. Awards and incentives for staff and lecturers who actively support internationalization.

Without major improvements in infrastructure and resources, it will be difficult to move forward with the internationalization agenda at X University. This will only be a formal policy that does not really change the quality of service or the academic experience for people on campus.

4.3.3 Student Expectations & Experience Gaps

One of the biggest problems with the way the internationalization of the curriculum works at X University is that students have different expectations. The university calls itself an "international campus", but not all students' expectations for a diverse academic and social life can be met to the fullest. Both international students who want a more global experience and local students who expect campuses to be more cosmopolitan and fuller of cross-cultural contacts feel this gap. Most students say that the information they learn has a very good global and cross-cultural perspective. Lecturers talk about issues that affect the whole world, and students get their learning materials from all over the world. A student gave an explanation.

"From academics, the quality of knowledge conveyed by lecturers is very high-quality. I can tell the difference, because I used to be a graduate of a national university. A lot of the information I get here feels broader and more global... The lecturers also come from abroad... The material does feel international, not only in the Indonesian context." (Student, personal communication, June 2025)

But real-world situations outside of school are often different from what people think. College students do not automatically have cross-cultural interactions in their daily lives. Many students, both from other countries, say that the dormitory and campus environments still lack many organized and in-depth cross-cultural activities. This was conveyed directly in a research interview, "The dormitories are quiet, and while we all live in the same complex, we rarely have a structured opportunity to interact deeply across cultures. Sometimes we get together during Ramadan or special events, but that doesn't happen often. It's there, yes, but it doesn't feel as strong as it was in the classroom." (Student, personal communication, June 2025). At another time, another student also gave a story

that seemed to be experiencing a similar condition, "I just have the assumption that there will be many students from various countries here, so that's it. But apparently, in the environment, it doesn't feel too international, just on a certain agenda." (Student, personal communication, June 2025)

Through this reflection, there are several main things that affect this gap. Individualistic student housing patterns and lack of communal space make it difficult for informal networks to thrive. Most of the time, local and foreign students live in different places, which makes it more difficult to get acquainted across borders. A social culture that has developed also plays a role. Indonesian students like to be together, while international students may have difficulty adjusting to the local culture. This is in line with what Leask (2015) and Marginson (2016) found: social isolation on international campuses is a common problem that is not always well addressed by administrative practices.

Students also spoke about the lack of access to academic and non-academic support services that should be available to everyone, not just those in their own country. Students' experiences of overcoming cultural differences, managing disputes between countries, and gaining global soft skills are not the best because seminars, clubs, and cross-border communities are still limited and happen by chance. Some international students are still happy with the academic side, but they think they are missing out on the opportunity to connect with people from all over the world in a more relaxed way. On the other hand, some local students still don't want to engage with others or feel unsafe using English outside of class. This kind of gap can create hidden problems that make it difficult to develop a truly multinational campus ecosystem.

International literature emphasizes the importance of including academic and social aspects in the internationalization agenda (Leask, 2015; Brockerhoff et al., 2015). Knight (2014) said that for curricular internationalization to be successful, campus culture must also change massively. This can be done with onboarding programs, building stronger multicultural communities, and creating proactive and long-lasting cross-cultural support services. Because of that, the researchers' reflections suggest that the difference between what students expect could be a "wake-up call" for policymakers to improve non-academic techniques rather than focusing solely on formal curricula. Universities need to be more careful about creating spaces for interaction, holding more cross-border events, and encouraging students and faculty to be role models to actively build multicultural networks. If we don't do these things, internationalization just be a bunch of bureaucratic terms that don't change the way students learn. So, differences in what students expect are not only a

problem, but also an opportunity to make better policies and create a truly international campus ecology in all areas of academic life.

The results of this study reveal that the process of making the curriculum at X University is more international and not simple and has many levels. The internationalization agenda is not just a set of official rules or a way for institutions to market themselves. It is also tested every day in the lives of academics, through the way they learn, how they connect with each other, and the internal quality assurance systems in place. On the one hand, cultural differences, attitudes, poor infrastructure, and unrealistic student expectations of the atmosphere and services on overseas campuses all create problems. People don't want to change the way they work or think, there aren't enough resources, and it's hard to develop cross-cultural relationships. These are all things that need to be dealt with slowly and adaptively. The institution's progressive strategy, which focuses on meeting national requirements before moving on to international recognition, shows that they prepare carefully and diligently as they make changes.

The establishment of good practices in internal quality assurance systems is another key finding. Patterns of collaborative evaluation, student involvement in the improvement process, and continuous training and learning to increase human resource capacity all point to a quality culture that is becoming more participatory and reflective. These measures are an important part of creating an open and competitive academic environment and making universities more competitive on a global scale.

The researchers' reflections show that real internationalization requires policy change, cultural growth, and long-term innovation to work together across institutions. This grand plan cannot be done quickly or from top to bottom; Instead, it requires a dialogical process, patience, and continuous group learning. So, the results of this chapter not only show how X University has responded to global needs but also show how complex and promising Indonesian higher education institutions are as they enter the era of internationalization.

4.3.4 The Gap in National Accreditation Policy and Internationalization Aspirations: A Critical Reflection on Field Findings

The Initiative's efforts to internationalize the curriculum at X University have been a top priority since the institution's inception as an international quality university. However, the execution in practice was not as smooth as anticipated. Analysis of field findings, derived from interviews with university leaders, lecturers, and students, as well as a review of institutional documents, reveals significant differences between national

policies, in particular higher education accreditation and governance policies, as well as actual requirements for universities to expand globally.

The initial dilemma arose from the national rules regarding the position of permanent teaching staff. The lecturer ratio is a crucial metric in the Indonesia's national accreditation mechanism to evaluate the quality of an educational institution. In the context of an international university, the adaptability and diversity of academic personnel such as the ability to engage expert speakers, assistant professors, or guest lecturers from abroad are fundamental elements of optimal internationalization. This situation presents a prolonged dilemma for the university. On the one hand, the University aspires to enhance collaboration and foster a global academic environment through a diverse faculty recruitment approach, but on the other hand, the institution must also simultaneously comply with strict national regulations.

One of the lecturers and the head of the study program, said during the interview, "One of the biggest challenges is the mindset. Because we are in the context of Indonesia, sometimes there is still a tendency to return to the old ways. Even though we want to jump far, to be different. In addition, supporting infrastructure such as academic systems, learning technology, and human resource capacity is also still in the process of strengthening" (Lecturer, personal communication, June 2025). This quote confirms that the main issue is not solely administrative but also related to the dependence of the national education bureaucratic route. There are concerns that if the recruitment of teaching staff is not fixed, it can have a bad impact on the institution's accreditation score.

The internationalization of human resources is one of the main indicators of the position of universities around the world, as highlighted by Altbach and Knight (2007). The consequences of this policy are experienced both at the student level and within the classroom. One of the international students stated, "I see that the campus is eager to develop an international atmosphere, both from lecturers and materials. But sometimes the initiative clashes with national regulations, for example about permanent lecturers who must be Indonesian, so few foreign lecturers really stay here" (Student, personal communication, June 2025). This experience illustrates that overly nationalistic human resource policies limit students' ability to engage with the broader global higher education environment. Whereas the main advantage of international universities is their collaboration with foreign professors and exposure to cross-border teaching styles. This is in line with the findings of Brockerhoff et al. (2015), which show that flexibility in lecturer recruitment is the main distinguishing feature between national institutions and world-class universities.

In addition, the second paradox also arises from the curriculum framework and educational methodology. The interview findings confirm that X University's curriculum is oriented towards global integration, incorporating comparative materials, contemporary international subjects, and a discussion-based learning approach across multiple courses. Nonetheless, the scope of innovation is limited by the formal requirements of national rules, which set minimum credit thresholds, specific compulsory course ratios, and uniform evaluation structures across academic programs. Another student critically emphasized "The curriculum is broad and international; however, it is limited by the need to comply with national regulations." I believe that increased flexibility will facilitate more diverse international discussions and more varied learning paradigms. (Student, personal communication, June 2025). Constraints in curricular innovation hinder responsiveness to rapidly changing global dynamics and requirements. Universities often struggle to proactively modify the curriculum, such as incorporating new modules, engaging overseas practitioners, or implementing new pedagogical approaches such as project-based learning prevalent in global institutions. Leask (2015) asserts that simply incorporating global information into the curriculum is not enough, it requires a paradigm shift and a comprehensive change of teaching strategies, which includes syllabus design, assessment methodologies, and choice of learning resources.

A sharp examination of the paradox reveals that the gap between national policy and globalization goes beyond mere administrative problems, which are fundamentally rooted in policy orientation and institutional mentality. X University is not alone in facing such challenges. Many universities in Asia and the Middle East have had similar experiences. Tayeb et al. (2016) detail the evolution of King Abdulaziz University, which allocated a unique policy framework to implement innovative initiatives in internationalization, which include the establishment of international advisory boards, global curriculum design, and the administration of foreign lecturer recruitment. Indonesia's situation shows that in the absence of coordination and policy adjustments at the national level; internationalization is at risk of stagnation. When universities are entangled by the demands of national standards, strategic innovation often turns into an administrative language, rather than manifesting as an original practice recognized by students and faculty in the classroom.

These findings then point to the need for a policy transition zone that allows universities to experiment with diverse models of internationalization adaptively, without worrying about losing national prestige. Second, changing national accreditation criteria to accommodate the recognition of international lecturers and visiting scholars, while

promoting the advancement of new curricula that align with global outcomes. The findings of this study confirm that the internationalization of Indonesian higher education requires a synergistic transformation involving various elements, especially cross-policy modifications of national regulations and institutional innovations, so that in the future it will enable universities to effectively transcend boundaries and emerge as key players in the global education landscape.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The purpose of this study is to take a closer look at how the vision, implementation strategy, as well as problems and changes that arise when X University, a new Islamic university with a global outlook in Indonesia, tries to make its curriculum have international qualifications and quality. This study provides a complete overview of the process, success, and institutional problems of making an international standard curriculum using qualitative techniques that focus on triangulating data between in-depth interviews, document studies, and observations.

5.1 Key Findings

5.1.1 Vision and Direction of Curriculum Internationalization Policy

Through this research, the elaboration of the vision of curriculum internationalization policy of X University reflects the institution's commitment to take a series of strategic steps to answer the challenges of the need for global reputation recognition through the mechanism of internationalization of higher education. Since its establishment, the design of this university has adopted a global orientation as an institutional strategy that is the fundamental basis, this is then articulated into the vision-mission document, curriculum development policy, and framework for collaboration and strategic alliances. In addition, the formulation of the internationalization vision has involved various key stakeholders, including university rectors, quality assurance bodies, deans, lecturers and program managers. The vision was designed not only as a response to the demands of fulfilling the needs of ranking, benchmarking, and achieving international accreditation, but also by the internal desire to grow an inclusive and adaptive academic community that is ready to face global competition. The formulation of this vision occurred through a series of interactive dialogues, reflections, and transparent and inclusive inter-unit cooperation.

The results of the analysis of these findings reveal that the vision of internationalization at X University does not only act as an administrative label but functions as the main direction in all campus development policymaking with stated by several interview and supporting documents. This vision is clearly seen in the focus on curriculum transformation, increasing worldwide networks, and the institution's dedication to the principles of multiculturalism, creativity, or cross-country collaboration. However, the main problem identified by this study is the mechanism for integrating the

internationalization vision into the campus ecosystem. Differences still often exist in perception and dedication among academics, especially between domestic and international students. Some campus communities still view internationalization merely as an administrative formality, rather than a fundamental reform of academic culture and practice. Therefore, efforts to build a collective understanding, facilitate effective communication, and disseminate the vision among all levels of the academic community need further special attention. Further research findings also show that the success of the internationalization vision is not enough with formal documents or public communication. Thus, consistent leadership dedication, inclusive communication tactics, and continuous innovation in the socialization and implementation of internationalization programs are also very necessary aspects. The success of internalizing the vision will depend greatly on the institution's capacity to navigate cross-cultural dynamics, foster a sense of ownership among academics, and adapt to rapidly evolving global changes. Overall, the internationalization policy at X University was designed through a series of long and consistent negotiation and transformation processes, involving multi-actor collaboration, strategic innovation, and continuous adaptation. Through this scheme, the University can build a strong foundation to become a relevant, distinctive, and authentic global higher education institution.

5.1.2 Curriculum Internationalization Implementation Strategy

The curriculum internationalization approach at X University is formulated as a systematic reaction to the need for reputation on the global stage through internationalization, internal needs, and/or the need for national accreditation recognition. The methodology used is not only to imitate techniques from universities that are already global but also involves a benchmarking process of choices and modifications that are adjusted to the needs of institutional identity and local requirements. The initiation of curriculum internationalization begins with the formulation of a basic framework oriented towards Outcome-Based Education (OBE), the implementation of an English-based learning system, and the development of collaborative networks with international institutional networks through guest lecturers, international seminars, and exchange programs. The implementation process occurs in stages, starting with improving internal quality, increasing national accreditation requirements, and culminating in recognition and expansion of international collaboration. The improvement of curriculum quality is achieved by incorporating international standards into the framework, learning outcomes, and assessment techniques, while also considering the diverse features, values, and requirements of students from various backgrounds. This strategy emphasizes flexibility

and innovation, which allows X University to adapt to changes in national policies and the dynamics of global needs. Through this study, researchers obtained information that the implementation approach at X University prioritizes cross-unit collaboration, both horizontally between study programs and vertically between university leaders, quality assurance units, and faculties. Policy implementation is carried out through socialization, training, and improving human resource capabilities. The international curriculum development plan is further enhanced by initiatives aimed at advancing academic services through digitalization and strengthening supporting infrastructure to facilitate global learning, collaboration, and research activities.

This study emphasizes the importance of the reflective process at every step of implementation. The strategic policymaking used is not only administrative, but the strategy also requires innovation, flexibility to various changes, and the ability to adapt to feedback from all stakeholders. In addition, curriculum development to meet international standards also requires a joint effort that demands consistent leadership, coordination among various stakeholders, and the capacity to adapt to changes both externally and internally. Overall, the curriculum internationalization implementation plan at X University includes creativity, collaboration, and adaptation that are sustainable in nature. This mechanism is not only carried out to seek international recognition but is also an effort to form an inclusive, relevant, and responsive learning system that meets global qualification requirements.

5.1.3 Challenges and Dynamics of Internationalization

The process of implementing the internationalization of the curriculum at X University faces various dynamic challenges, including structural, cultural, and psychosocial dimensions. The results of this study reveal several significant obstacles that hinder a smooth transition towards international standard recognition. At the institutional level, for example, the bureaucracy that is still less flexible and tends to be rigid and complicated administrative procedures often hinder strategic decision-making and hinder the flexibility of organizational responses in utilizing global collaboration opportunities. The next challenge also involves the human resource aspect. The scarcity of lecturers and education personnel with qualifications, experience worldwide and/or foreign language proficiency has a negative impact on innovation in learning and international scientific collaboration. For example, national regulations that mandate a certain ratio for permanent lecturers and the lack of opportunities to recruit foreign teaching staff according to internal needs are structural obstacles to the internationalization of human resources. This affects the limited diversity of learning instructions, the process of global knowledge transfer that

is less than optimal, and the lack of student exposure to cross-cultural perspectives. On the other hand, difficulties also arise from the cultural dimension and the mindset of the academic community. The gap in understanding still occurs between local and international students. Initiatives to foster an inclusive, collaborative, and transformative academic culture often face challenges, mainly due to background gaps, lags in innovation, and the belief that internationalization is merely an administrative label.

Through this study, the research highlights the ongoing shortcomings in the accessibility and use of digital infrastructure and technology-based academic support services, which in turn hinder the promotion of international learning and more active research collaboration. The gap in service expectations between local and international students also contributes to the experience gap, which of course results in the realization of internationalization in the daily campus environment being less than optimal. However, favorable developments have begun through several grassroots initiatives, including bilingual classes, cross-cultural discussion forums, international seminars, and collaborative research networks. These initiatives signal a steady transformation in the campus ecosystem and create opportunities to strengthen global principles despite persistent local issues. Overall, the shift towards true internationalization in a global-minded institution requires institutional fortitude to conduct reviews, continuous innovation, and a unified commitment from all stakeholders to build a campus that can meet global expectations and standards.

5.2 Research Scientific Contributions

This research has added a concrete picture of the work on the globalization of higher education in Indonesia, especially when it comes to new universities or religion-based universities on a global scale. The process of creating a more international curriculum is related to conversations between global and local interests, national bureaucratic problems, and the natural growth of campus communities. The study also emphasizes that visionary leadership, collaboration between units, and flexible and phased procedures are key to the successful internationalization of the curriculum.

5.2.1 Practical implications and advice

Some of the direct real effects resulting from this study can be classified in at least the following areas.

- a. Policymakers need to create programs that help students understand the goals and ideals of internationalization more strongly by having dialogue forums, cross-cultural training, and mentoring between students.

- b. Improving the skills of human resources and bureaucracy should be a top priority, with continuous training and simplifying administrative tasks.
- c. Supporting spontaneous innovation and collaboration across study programs to accelerate the process of making internationalization more evenly.
- d. Making services and places of multicultural interaction outside the classroom better so that the gap between what students expect and what they get is smaller and internationalization values become more part of campus life.

5.2.2 Reflections and recommendations for further research

Internationalization of the curriculum policy at X University is a long and changing process that needs to be thought about and evaluated all the time. Longitudinal studies of how internationalization affects graduates, how well multicultural programs work, and how alumni engage in global networks could be the focus of further research. Additionally, it would be helpful to compare these results with the results of other colleges in Southeast Asia to see if there are comparable patterns of success and problems. Also, through reflection of the results of the study, X University is recommended to be able to consider the policy steps that have been taken by several world campuses, one of which is the formation of an International Advisory Board. This step is considered appropriate because it can effectively support the acceleration of curriculum internationalization, this has been proven by King Abdul Aziz University in their vision of achieving global status and reputation (Tayeb et al., 2016).

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APPENDIX

Appendix 1 Guide to Interview Questions Based on Informants

Rector

No	Interview Questions	Theoretical Foundations
1.	How does the university formulate the vision of internationalization in strategic documents such as the Strategic Plan or academic policy?	Knight (2004)
2.	What are the main motivations (academic, economic, political, cultural) behind the adopted internationalization strategy?	Altbach & Knight (2007)
3.	To what extent does the internationalization policy pay attention to the principles of academic quality such as transformation and conformity with the goals of the institution?	Harvey & Green (1993)
4.	How is the process of preparing an internationalization strategy carried out? Is it top-down or participatory?	Knight (2004)
5.	Are there specific benchmarks or indicators to measure the success of an internationalization strategy?	Cheng (2003)
6.	How do universities respond to the influence of national regulations (such as Presidential Decrees or ministerial regulations) in formulating internationalization policies?	Knight (2004)
7.	How is the commitment of university leaders reflected in supporting internationalization in a sustainable manner?	Knight (2004)
8.	What are the main challenges in terms of national regulations in the implementation of internationalization?	White (2020)
9.	To what extent does the university have autonomy to carry out its global agenda?	White (2020)
10.	How do leaders navigate the mismatch between the university's global vision and the reality of national policy?	Knight (2004)

Center of Quality Assurance

No	Interview Questions	Theoretical Foundations
1.	How does CQA play a role in aligning internationalization policies with internal quality assurance systems?	Cheng (2003); Knight (2004)
2.	Is the internationalization aspect included in the academic quality assessment indicator?	Harvey & Green (1993)
3.	How does CQA ensure that academic policies are aligned with the principle of "fitness for purpose" in a global context?	Harvey & Green (1993)
4.	How does CQA respond to national quality assurance demands when campuses implement a global curriculum?	White (2020)

5.	Are there any obstacles in terms of the national quality system (BAN-PT, LAM) in encouraging international curriculum innovation?	Knight (2004)
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Dean of the Faculty

No	Interview Questions	Theoretical Foundations
1.	How does your faculty translate the internationalization vision of the university into curriculum policy?	Knight (2004)
2.	What are the main challenges in integrating internationalization policies at the faculty level, especially in terms of quality?	Harvey & Green (1993)
3.	How does your faculty work with CQA in developing an international standard academic strategy?	Cheng (2003)
4.	How does the faculty direct the study program to integrate global content and cross-cultural issues in the curriculum?	Leask (2015)
5.	Does your faculty engage in international academic cooperation, such as guest lectures, joint programs, or cross-border research?	White (2020)
6.	How do the faculty support the use of English in academic activities?	White (2020)
7.	What are the biggest challenges faculties face in implementing an international curriculum?	Knight (2004); Leask (2015)
8.	What are the administrative or resource constraints you face in implementing an international curriculum?	Knight (2004); de Wit (2020)
9.	Are the faculty experiencing cultural resistance or adaptation challenges from academic staff related to internationalization?	Knight (2004)
10	To what extent does the coordination between university leaders and faculties support the smooth implementation of internationalization policies?	Knight (2004)

Lecturer

No	Interview Questions	Theoretical Foundations
1.	How do you integrate international and intercultural perspectives in your teaching?	Leask (2015)
2.	To what extent are you involved in the development of an international-based curriculum?	Knight (2004); Leask (2015)
3.	Do you use English as the language of instruction? How does it impact classroom interaction?	White (2020)
4.	Have you ever been involved in international academic collaborations or lecturer exchanges?	Knight (2004); de Wit (2011)
5.	To what extent do you integrate global content in teaching or evaluation materials?	Leask (2015)

6.	Do you think the campus provides enough support to teach in the context of internationalization?	Knight (2004)
7.	What are the main challenges you face as a lecturer in implementing an international-based curriculum or learning method?	White (2020)
8.	Do you think that training or institutional support to meet global demands is adequate?	Cheng (2003)
9.	How do you assess the cultural readiness of campus organizations in supporting cross-cultural work or global pedagogy?	Knight (2004)

Student

No	Interview Questions	Theoretical Foundations
1.	Do you feel that classroom teaching reflects diverse global and cultural perspectives?	Leask (2015); Knight (2004)
2.	How did your experience of learning to use English in the classroom?	White (2020)
3.	Are you involved in or aware of exchange programs, guest lectures, or other global activities?	White (2011)
4.	Does the learning environment encourage intercultural dialogue and the values of tolerance?	Leask (2015)
5.	What are the main obstacles you face in participating in international programs or activities on campus?	Knight (2004)
6.	Do you feel that the campus is sufficiently supportive of students in facing cross-cultural academic challenges?	Knight (2004)

Appendix 2 Thematic Analysis

Thematic Analysis Research Question 1

No	RQ	Tema/Subtema Utama (Domain Teori)	Sumber Teori	Subtema & Sumber	Narasumber / Dokumen	Kutipan Verbatim	Sumber File/URL	Tahun
1	RQ1: Bagaimana visi dan arah kebijakan internasionalisasi kurikulum di UII?	Visi & Misi Institusi (Intentionality, Quality Vision)	Leask, TQM	Visi global institusi (wawancara & dokumen)	Rektor, Mahasiswa, Pedoman Akademik	"UII ini memang diarahkan untuk menjadi lembaga yang mempromosikan Indonesia ke luar negeri, serta menjadi pusat pengembangan pemikiran Islam di kancah internasional." "Menjadi lembaga akademik yang memberi kontribusi aktif dalam pengembangan ilmu pengetahuan tentang Islam dan membangun jejaring global." "Kami ingin UII menjadi universitas rujukan internasional, bukan hanya di bidang studi Islam, tetapi juga kontribusi sosial dan kemanusiaan."	Prof Yawar.docx Pedoman Akademik UII, 2021: https://uili.ac.id/about	2025/2021
2	RQ1	Nilai/Prinsip Kelembagaan (Values, Paradigm, Academic Freedom)	Leask, TQM	Inklusivitas, kebebasan akademik, moderasi Islam	Rektor, Dekan, Pedoman Akademik	"Kami berkomitmen pada kebebasan akademik dan pengembangan pemikiran kritis yang non-sektarian, terbuka untuk semua." "Salah satu ciri utama UII adalah inklusivitas dan kombinasi pada moderasi Islam, makanya Mata Kuliah Wasathiyah Islam itu wajib diambil oleh seluruh mahasiswa." "Kampus ini tidak membuat larer betolak agama, budaya, dan negara, semua punya hak dan kesempatan yang sama untuk belajar dan berkembang."	Prof Yawar.docx Pedoman Akademik, Website FIS	2025/2021
3	RQ1	Komunikasi & Internalisasi Visi (Quality Communication)	TQM	Penyempalisan visi, pemahaman sivitas	Mahasiswa, Website UII	"Saya tahu UII punya visi internasionalisasi itu dari website resmi kampus dan dari siaran dengan teman-teman di kelas." "Visi dan misi UII dipublikasikan secara terbuka di website, jadi semua orang bisa akses." "Di awal perkuliahan ada sesi pengenalan visi dan arah pengembangan universitas, jadi mahasiswa lebih paham tujuan kampus."	Anun Transkrip.docx, Website UII	2025
4	RQ1	Branding Institusi Global (téma unik)	—	Tagline, promosi internasional, branding institusi	Mahasiswa, Website	"Tagline 'Universitas Islam Internasional' itu langsung menarik perhatian saya untuk mendaftar." "Awalnya saya mencari kampus Islam bertaraf internasional, begitu lihat nama dan websitenya, saya merasa brandingnya sudah bagus." "Nama UII sendiri sudah punya daya tarik global, apalagi dengan promosi di website dan sosial media."	Redma Transkrip.docx, Website UII	2025
	RQ1	Perspektif Mahasiswa terhadap Internasionalisasi	Leask, Knight	Mahasiswa asing tertarik oleh branding internasional, mahasiswa lokal bervariasi dalam memahami dan menginternalisasi visi global	Mahasiswa, Wawancara	"Saya tahu universitas ini mempromosikan internasionalisasi... dari website dan dari teman..."	Redma Transkrip.docx, Anun Transkrip.docx	2025

Thematic Analysis Research Question 2

6	RQ2: Bagaimana strategi implementasi internasionalisasi kurikulum di UII?	Benchmarking Global dan Adaptasi Kurikulum (Content, Benchmarking)	Leask, TQM	Studi banding, adaptasi kurikulum global	Rektor, CQA, Pedoman Akademik	"Kurikulum UII disusun dengan mengacu pada standar internasional dan kebutuhan global, bukan hanya sekadar memenuhi persyaratan nasional." "Dalam setiap penyusunan kurikulum, kami melibatkan mitra internasional sebagai reviewer dan narasumber." "Visi internasionalisasi itu bukan hanya menerima mahasiswa asing, tapi juga memperluas jaringan dan kolaborasi akademik di tingkat global."	Prof Yawar.docx Pedoman Akademik, Website FIS	2025
	RQ2	Strategi Implementasi Internasionalisasi Kurikulum: Pendekatan Bertahap & Dinamika Birokrasi	Leask, TQM, Knight, Elen	Adaptasi selektif, benchmarking, OBE, strategi bertahap, kendala birokrasi, inisiatif top-down & bottom-up, variasi lapangan prodi, diferensiasi kebijakan	Dekan, Dosen, CQA, Staf Akademik, Website, Dokumen	"Kami melakukan studi banding ke banyak negara... Namun, kami tidak menyayin mentah-mentah, tetap harus selektif menyesuaikan dengan kebutuhan di sini." "Sejak awal kurikulum Universitas X sudah dirancang berdasarkan hasil studi banding, tapi tetap harus menyesuaikan regulasi nasional agar bisa diakui di Indonesia. Sekarang kami masih fokus menyelesaikan target pada tahap pertama yaitu akreditasi nasional."	Transkrip Perbaikan, Dosen, CQA, Staf Akademik, Website, Dokumen.docx	2025
10	RQ2	Produk, Praktik, dan Inovasi Akademik Hasil Internasionalisasi	Leask, TQM	Mata kuliah global, struktur core/foundation/elective, kelas bilingual, dosen tamu, digitalisasi, variasi inovasi prodi, joint research	Mahasiswa, Dosen, CQA, Website FIS	"Mata kuliah yang disampaikan di sini sangat variatif dan terasa internasional, tidak hanya bicara konteks Indonesia saja, tapi juga isu-isu global." "Ada beberapa prodi yang sudah mulai mengadakan kelas bilingual, atau mengundang dosen tamu dari luar negeri. Ini membuat suasana belajar jadi lebih hidup dan memperluas perspektif mahasiswa."	Transkrip Perbaikan, Dosen, Wawancara Mahasiswa, CQA	2025
7	RQ2	Kolaborasi & Networking	Leask, TQM	Kolaborasi, narasumber luar, jejaring internasional	Dosen, CQA, Dokumen	"Kurikulum UII sudah dirancang berdasarkan hasil studi banding dan diskusi dengan institusi luar negeri." "Dalam pengembangan kurikulum, kami mengundang narasumber luar negeri dan berkolaborasi dalam seminar atau workshop bersama." "UII menjalin kerjasama dengan institusi pendidikan tinggi dalam dan luar negeri, serta melibatkan mitra internasional dalam pengembangan kurikulum dan kegiatan akademik."	Transkrip Perbaikan.docx jdih.uili.ac.id	2025

Thematic Analysis Research Question 3

12	RQ3: Apa saja tantangan dan dinamika implementasi internasionalisasi kurikulum di UII?	Tantangan Kultural & Mindset Akademik	Leask, TQM	Resistensi perubahan, mindset tradisional, gap internalisasi visi	Rektor, Dosen, Mahasiswa	"Tantangan paling utama adalah membangun kultur akademik yang baru...""Ada kecenderungan kembali ke cara-cara lama..."	Prof Yawar.docx, Transkrip Perbaikan.docx	2025
13	RQ3	Tantangan Infrastruktur & Sumber Daya	TQM	SDM terbatas, fasilitas digital minim, layanan admin kurang, beban kerja dosen	Dosen, CQA, Mahasiswa	"Pegawai tetap sangat terbatas, kebanyakan tenaga kontrak...""Sistem LMS sudah ada, tapi pengoperasiannya belum merata..."	Transkrip Perbaikan.docx, Anun Transkrip.docx	2025
14	RQ3	Tantangan Birokrasi & Regulasi	TQM	Hambatan regulasi nasional, legalisasi kurikulum, akreditasi, kendala adaptasi standar global	CQA, Staf Akademik, Dosen	"Regulasi nasional kadang membuat kita harus hati-hati..."	Transkrip Perbaikan.docx	2025
15	RQ3	Gap Ekspektasi & Pengalaman Mahasiswa	Leask, Margison	Perbedaan harapan dan kenyataan internasionalisasi di tingkat kehidupan kampus, segregasi sosial	Mahasiswa	"...di lingkungan, tidak terlalu terasa internasionalnya, hanya pada acara tertentu saja...""Acara-sepi, interaksi kurang..."	Anun Transkrip.docx, Redma Transkrip.docx	2025

Appendix 3 Documentation

