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**Research Article**

# Human Resource Management for Improving Internationalization at a Private University in Yogyakarta, Indonesia

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*Abstract*

*Internationalization in higher education is a key process as it affects the life, culture, curriculum, teaching, and research activities of universities and their members. Internationalization in higher education as an intertwined process is all-pervade and policy-based, integrated and permeated into the life, culture, curriculum and teaching, as well as research activities of universities and their members. The success of this process depends on the academic community in higher education institutions which consists of lecturers, employees and students, generally regarded as human resources. This research aims to examine the implementation of human resource management on the internationalization of a private university, the oldest private university in Indonesia. Descriptive qualitative method was employed in this study. The research subjects were key informants of Universitas Islam Indonesia. The data were obtained through direct observations on the internationalization process in the university's human resource management. The findings indicate that the progress of internationalization was supported by human resources management. Additionally, leaders' strong commitment in human resources management is essential to ensure the success of the internationalization.*

*Keywords: human resource management, internationalization, private university*

## 1. Introduction

Globalization, knowledge-based economy, and new communication technologies have transformed higher education institutions. Globalization is the main driver of internationalization. International relations have always been inherent in higher education and research (Bakoglu et al., 2016 and Pohl in Ullberg, 2015). Accordingly, internationalization commonly becomes the main project of reputable higher educational institutions. Internationalization is a multidimensional concept (Said, Ahmad, Mustaffa, & Abd Ghani, 2015), a process of integrating an international outlook into a college or university system. Internationalization is sustainable and refers to the future, various forms, cross disciplinary, and vision-based involving multiple stakeholders working to change the internal development of an institution to behave and adapt to a diverse, global, and ever-changing external environment (Ellingboe in Stankevičien & Karvelienė, 2008). Internationalization can be implemented in simple activities such as allocating external funding for international student exchange in order to increase the number of international research. Internationalization as a complex process affects the activities of university members and the development of teaching, social service and research (Bartell, 2003); Stankevičienė & Karvelienė, 2008). The management of successful universities focus on improving academic and research activities because a weak

management in academic and research activities will contribute to the universities' failure in growing and developing. There are two characteristics of a successful institution (Shattock, 2003: 179-180) applied continuously at universities. The first characteristic is that the academic community should be sensitive towards the environment and factors which are primarily beneficial for society. Second, the academic community with cohesiveness and identity should know what to do to achieve success and is expected to act in accordance with it. The academic community in higher education consists of lecturers, employees and students. The early attempt of internationalization of institutions can be done by improving the quality of lecturers.

## 2. Methodology

Qualitative method is generally employed to explore social interactions of humans in naturally occurring situations in which researchers play a critical role in the research process by gathering data and then interpreting the observed and revealed phenomena (Lichtman, 2014). Based on the definition and characteristics of qualitative research, this study used qualitative method with phenomenological approach to explore the implementation of human resource management in the internationalization process of a private university in Yogyakarta, namely Universitas Islam Indonesia (UII). The implementation included the process of planning, organizing, actuating, and controlling human resource management. The researchers played a critical role in the process of collecting data and interpreting the phenomenon being studied and revealed.

The main instrument in this research was the researchers themselves. The researchers examined the management process of human resources in developing the internationalization at the private university by conducting in-depth interviews with some key informants and reviewing documents (rector reports, annual reports, human resource reports). The key informants were selected by considering the aspects and subjects as well as focusing on the current situation throughout the study. The respondents consisted of four informants: Director of International Affairs Office, Vice Rector for Academic Affairs, Dean of the Faculty of Civil Engineering and Planning, and Head of Civil Engineering Study Program. The data collection was conducted in a natural context. It means that there was no stipulation of the source data yet it was done through in-depth observation and interview (Sugiyono, 2009).

The results of the interview were verified by the informants to confirm whether or not it was in accordance with the interviews conducted before. The study consistent some documents and interview results which were validated by some experts and practitioners.

## 3. Results

The development of human resources' quality of higher education institutions requires a considerable amount of long-term investments. The development and advancement of human resources are needed as one of education facilities to achieve an synergistic effect in improving the quality of the graduates to be able to strive competitively in the era of globalization. Indonesia must have competitive advantages so that they can compete globally and be acknowledged in ASEAN, Asia Pacific, and worldwide. In order to do so, the key is ensuring the availability of qualified human resources in Indonesia. Qualified human resources are the ones having excellent point of view adaptive ability, and innovation because people from all over the world, including in Indonesia, should be ready for changes in this increasingly rapid development. Thus, creating qualified human resources in international competition should be conducted by involving higher education institutions. The core change of higher education institutions here is preparing human resources that can compete globally and be united as well as democratic (Sufyarma, 2004). One of provinces in Indonesia is Yogyakarta, known as the city of education. One of private higher education institutions which is also the oldest private university established in 1949 in Yogyakarta is UII. The accreditation of this university was A in 2013 (in 2017, the university also obtained A). The accreditation of institutions by the Ministry of Research Technology and Higher Education began in the early 2013. In line with the quality of human resources within the institution, it is necessary to review the planning, organization, implementation, and monitoring of internationalization through a

study highlighting the development of human resources to undertake the process of developmental strategies and achieve high academic and administrative staff participation within the process in relation to globalization. Planning, organizing, supervising, directing, and networking are some management functions, whereas management is an art of getting things done through people efficiently and effectively (Muniapan, 2008).

### 3.1 Internationalization Planning Process

Internationalization activities such as the mobility of students and scholars abroad, student and staff exchanges, collaboration in international education and research programs and opening campuses abroad have been developed significantly since 1990 (Wang, 2013). Asian countries such as Singapore, Indonesia and Hong Kong received more international students in 1999 (Budde-Sung, 2011). UII's commitment to internationalization was initiated in 1985 when Prof. Dr. H. Ace Partadereja as the Rector of UII continued his study abroad funded by the internal endowment. Knight (2014) reported that internationalization has become popular since early 1980s in the education sector although it has been established in governmental relations and political science several years before. Director of OIA (Office of International Affairs) of UII said:

> "The planning process of internationalization of higher education at UII has been started since 1996 by implementing teaching and learning process in English as International Language in Faculty of Economics. In 2017, the International Program had been implemented in three faculties, namely Faculty of Economics (Accounting, Management and Economics), Faculty of Engineering (Industrial Engineering Program) and Faculty of Law (Law Study Program)."

The university should encourage their lecturers to improve sharing and exchanging knowledge to set up creative and innovative thinking skills (Jones et al, 2014). Similar programs have been done at UII, as Vice Rector for Academic Affairs said:

> "With a strong commitment related to the management of human resources, the university is applying the obligation to the young lecturers to study abroad. This commitment was asked when they were accepted as the new lecturers in the university."

In terms of the development, the programs have been done structurally by Vice Rector for Academic Affairs by discussing the establishment of the International program in 2010 with the enactment of UII Regulation No. 17/PU/Rek/XII/2010 on UII International Management Integration program.

### 3.2 Organizing of Internationalization

This organizing process started by Rector's publication No. 09.a/PR/Rek/DOSDM/IV/2011 on the organizational structure of UII International Program issued in 2011. This regulation was then refined by the latest organizational structure of International Program UII No. 235/DEAN/IP/VII/2012 on the structure of International Program UII. In 2017, the International Program was changed into the International Affairs Office (KUI). Thus, an internationalization institution was officially established at the university level. This institution has an important role in internationalization across the academic community at UII. Its existence is expected to become an internationalization catalyst at UII managing the international mobility of lecturers and students and providing access to the implementation of international cooperation of UII for all fields. The institute also initiated an international undergraduate program (S-1) using English as a medium of instruction (Raharjo, 2017 and Rector Report, 2014). The International office at UII is aimed at eliminating the gap of internationalization among Faculties, as the Director of OIA said:

> "There are two different issues related to internationalization, International Program and internationaization process. The programs that have been organized by the International Program at UII are undergraduate and postgraduate programs in which the teaching and learning processes are done in English. These programs manage the student exchanges. Three faculties

*(Faculty of Law, Faculty of Economic and Faculty of Techology of Industry) organize the international program. The first is Faculty of Economic which has been conducting the international program since 1996. There was a high gap among the faculties in developing internationalization especially in the process. There were significantly different gaps categorized into the advanced and modest ones. In 2017, it was decided to have this hub by bridging the gap to reduce it and it worked."*

### 3.3 Implementation of internationalization

Information about internationalization at UII can be accessed through the web https://www.uii.ac.id/international/. The vision of the internationalization is "to nurture innovative graduates with exceptional leadership character and to be a preferred academic institution in Asia". The existence of this vision clarifies the existence of internationalization integrated in the direction of UII development. The establishment of this vision becomes UII's real step to build a university starting from its study programs to be orientated to international accreditation, as Vice Rector for Academic Affairs pointed out.

The international accreditation granted for a study program applied for international accreditation has been established by the rector with substantial nominal value. It pushed study program to support and implement the agreed vision. The internationalization of UII and its activeness in international activities are embodied in Directorate of Cooperation, Marketing and Alumni (DPKA). Organizing activites aby DPKA is done inInternational Affairs Office, are embodied in with the following roles:

a) Assessing and implementing intensive international cooperation with overseas partner universities,
b) Providing student services to international students in relation to immigration matters, campus orientation, academic advice from their arrival date to their departure date,
c) Assisting UII lecturers and students participating in collaborative programs with overseas partner universities,
d) Providing services and guidance for foreign lectures and studies that will affiliate or collaborate with UII

The implementation of the International Program (IP) does not only meet the internationally-based curriculum, but also improves students' soft skill. It was confirmed by the OIA Director:

*"Our International Program does not only focus on teaching English but also developing leadership which becomes a part of the IP students' ability, including the academic integrity of character building. They get some additional values because the number of the students is not many. It is different from what are obtained by the regular students, and we have another method for them. We should interpret the internalization broadly. It means that IP as one of the realizations of the internationalization. Beyond that, there are other programs, such as grants for international teaching collaboration to cooperate with other countries in the international community."*

International Program is not only part of the programs in the institution, but it is also an advanced program for enhancing the academic atmosphere in the institution because international culture is formed from by the atmosphere. The use of English language in learning will improve the self confidence and the ability of the students. It will be useful for the other applied programs, such as the student exchange program.

### 3.4 Supervision of internationalization management

Internationalization within organizations at the university level that has been formed is always coordinated by the higher level, such as directly by the rector. Director of IAO said:

The planning, implementation and development of the program are always coordinated simultaneously at the university through internal meetings held directly by the rector. The Vice Rector for Academic Affairs and other Vice Rectors are involved intensively in each program starting from programs' reporting. Thus, the vision that has been established in the process of internationalization within UII would be in line with the vision of the university, even in the

implementation of its programs as well.

## 4. Discussion

### 4.1 Human resource management in the development of internationalization at UII

Internationalization has attracted the interest of scholars in all parts of the world and has become an extremely important quality indicator of a higher education institution (Shahijan and Rezaei, 2016). Internationalization is one of the ways in which a country or a higher education institution responds to globalization and enhances competitiveness, but it is expected to respect the individuality of the nation (Knight and de Wit, 1995). The impact of globalization has dramatically changed the function and character of private tertiary institutions in Malaysia, especially in terms of reformation and restructuring that make more global competition (Arokiasamy, 2017). The phenomenon also happens in Universitas Islam Indonesia (UII) as mentioned by the Director of OIA in the interviews and confirmed by Vice Rector for Academic Affairs. The statement is similar to the results of the interview with Dean of Faculty of Civil Engineering and Planning:

> "The initiation of the internationalization in UII has been done since 1985 when the lecturers, who had been assigned by the rector at that time, were required to continue their study abroad. It is also enforced at the admission stage of academic staff at UII that candidates of academic staff have to declare their willingness to study abroad. It is done because one of the initiators of internationalization is the lecturer who had studied abroad. It is expected that there will be more and more lecturers studying abroad, therefore they can adopt the knowledge as well as the science obtained from overseas universities to be applied in UII."

In line with Fielden's research report (Foskett, 2010), the main reason for internalization at universities was that the implementation of internationalization is considered capable of developing human resources to face the competition in the global market. By implementing internationalization, the institution is able to prepare its graduates to have international dimensions in order to compete with others in job seeking. Internationalization also higlights research activities as a contribution to solve global problems. It is based on the idea that global issues require international cooperation among academia, universities, business sectors, and the government (Astuti, 2016; Fuadi, 2016). The government also supports the cooperation between universities or other parties for human resource development that is written in the regulation of the Indonesian Minister of Education and Culture Number 14 of 2014 concerning Higher Education Cooperation:

> "Academic collaboration between universities and business fields or other parties through human resource development is cooperation in education, training, apprenticeship and training service."

The willingness of UII in progressing internationalization is based on the awareness that the quality of the institution, knowledge and academic products of international standard should be cultivated through a very long process. The internationalization process in each dimension (institution, knowledge and academic or graduate products) needs to be understood by lecturers through trainings within international academic atmosphere like foreign lecturers, foreign students, and foreign researchers at UII since globalization is supposed to be at home. It is conveyed by the Vice Rector for Academic Affairs that:

> "Internationalization has many dimensions; the first is seen from the institutional side. Institution with international reputation has the level of "standard" international from both management and education (academic) sides. Then, the next internationalization is related to the knowledge products of UII that are expected to be accepted internationally. The next is the academic product, whether students can be accepted at international level or not. We derive from these three things."

Human resources, especially lecturers, realize that the process of internationalization is a necessity that must be achieved. By acknowledging that the process of internationalization is a common challenge for an improvement, it will be easier to implement and develop

internationalization, as mentioned by the Dean of the Faculty of Civil Engineering and Planning:

> *"It was used to be hard to see that, but when we tried to understand and focus more on it, it worked well. Therefore, we always challenge our friends. It is hard for lecturers to internationalize for international accreditation because the teaching and education models are different. There is no other way except focusing much on it. We have promised for resulting excellent graduates, therefore, we have to fulfil it. If it is not done properly, the effect will be inappropriate."*

Besides education, human resource development is aimed to maintain the implementation of the university vision in the form of islamic superiority by puttung Islamic values as unique element and competitive advancement to accelerate to global reputatuin of the university. Thus, UII has put forward an excellence of Islamic philosophy in developing human rsources. The significance of this Islamic philosophy is to build competent and committed human resources through an awareness of a visionary and vocational Islamic work ethic. Some UII lecturers have taken part in organizations in their respective fields of science at both national and international levels. As Vice Rector for Academic Affairs said:

> *"Institutional support in human resource development that supports internationalization is in the form of an international accreditation grant with a great funding value."*

This view was reinforced by the statement of the Head of the Civil Engineering Study Program who mentioned that:

> *"Lecturers are encouraged and sent to take short courses both at home and abroad aimed at improving their competence in the professional field."*

## 4.2 Human resources management in the development of international accreditation at UII

The internationalization of higher education institutions needs to be well organized in order to drive the new internationalization programs. To achieve the targets of internationalization, higher education institutions must enhance the development of international expertise from various different sources, develop networks with international institutions, promote experience sharing within the institution, and strive, encourage as well as expand all types of internationalized facilities and infrastructure (Said et al., 2015). Leaders are expected to be able to cope effectively with the challenges and changes of internationalization. The leaders must prepare the organization well during the adaptation process to external and internal changes that are sometimes beyond the control of the organization(Stensaker, Frølich, Gornitzka, & Maassen, 2008). In other words, the campus leaders are expected to direct the process of change and internationalization effectively (Lo, 2009). Furthermore, UII's leaders have the concern and belief that internationalization is the geographical expansion of universities into and beyond the international boundaries, or in other words, from the local level of education into the international one to build a world community. This is in line with what was conveyed by the Vice Rector for Academic Affairs:

> *"Internationalization has many dimensions. The first dimension is the institutional side that means the internationalization on the institution's reputation is performed at the management and academic aspects to fulfil the international standard. Second, the next internationalization is done to the dimension related to the university's knowledge products in order to be accepted internationally. The third dimension is the academic products of which students can reach and possess the international standard. Our university is diversified from these three things."*

The leader's commitment has made the process of internationalization in the institution get stronger whereby several study programs are eager to raise their accreditation standards to suit the international level. The proof is shown by the study program of Engineering Program awarded an excellent accreditation by Japan Accreditation Board for Enginering Education (JABEE) with validity period of 2016-2022. Furthermore, the Environmental Engineering course can also maintain its international accreditation status by ABET (Accreditation Board for Engineering and Technology).

Meanwhile, the Architecture Study Program and the Architecture Profession Program had also been accredited by the Korea Architectural Accrediting Board (KAAB) international accreditation. As UII has been accredited A by BAN-PT (National Accreditation Board-Higher Education) and some study programs have improved their status by obtaining the international accreditation, UII finally received international acknowledgement in the form of Three QS (Quacquarelli Symonds) Star Award in May 2016 (Sutrisno, 2017). Higher education is influenced by the process of continuous evaluation and self improvement within the framework of accreditation processes that should receive more attention from the government agencies and community. The accreditation processes include self-evaluation, peer review, site visitation, action of the accreditation organization, and external review implementation (Ruben 2005). Bordean (2013) reported that the internationalization of the curriculum, growing number of the degree programs taught in English, quality assurance and control issues were important aspects of internationalization management within the higher education institutions in Romania. Shahijan and Rezaei (2016) also reported some positive impacts of internationalization in higher institutions in Malaysia. The benefits were the increasing number of students' mobility and students' improvements in English language proficiency through socialization. Additionally, local students can gain benefits from foreign students as they are motivated and encouraged to share their ideas from various perspectives and work collaboratively with each other. Those positive impacts are derived from the transmission of knowledge and a global process, as well as a revolution and an establishment of the global market which is free from the social and political control (Khan, 2015). In 'The Leeds Metropolitan University UK', every module was redesigned to meet the international requirements. It was one of the policies to support the transformation of science in order to internationalize the institution (Brooks and Waters, 2011).

## 5. Conclusion

The successful internationalization of Higher education institutions requires human resources who are experts and have international experience in international issues as well as leaders who care about international standards by making supporting policies and funding. Leaders must play a role as a key actor enabling their institutions to avoid risks and ensure a more sophisticated approach to the implementation of internationalization. The leaders have different ways to bring out this desired change of successful implementation of internationalization process within Higher education institutions.

## 6. Acknowledgement

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