Original Articles

Globalization Issues in Education Policy Toward World Class Education (WCE): A Case Study at UIN Syarif Hidayatullah Ciputat Timur

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Abstract. The pressures of globalization have pushed higher education institutions to reorient their policies beyond local needs toward international competitiveness by aligning with World Class Education (WCE) standards. This study explores how UIN Syarif Hidayatullah Ciputat responds to such global demands through its education management policies. Using a qualitative single case study design adapted from Yin, data were collected via in-depth interviews with policy stakeholders, document analysis of strategic and academic policy, and participatory observation. Thematic analysis, following Braun and Clarke's framework, was employed to interpret findings. Results show that UIN Ciputat's policy response is reflected in its Strategic Plan 2020–2024 through five priority programs emphasizing teaching quality, global publication, human resource development, infrastructure modernization, and global partnerships. Influential external policies, particularly the Ministry of Education's Key Performance Indicators (IKU), have encouraged restructuring efforts toward international accreditation and improved global visibility. Implementation strategies are executed through strategic faculty-level agendas and institutional coordination mechanisms involving regular monitoring and evaluation. Despite several constraints—including budget reallocation due to COVID-19, low international publication output, and digital infrastructure gaps—the university has leveraged its autonomous status (PTN-BH), regional rankings, global networks, and government incentive funds to advance its internationalization agenda. This research concludes that while UIN Ciputat has made substantial progress, further optimization in funding, collaboration, and capacity-building is necessary to fully achieve WCE standards.

Keywords: Globalization, Education Policy, World Class Education, Higher Education Governance.

1. Introduction

In today's globalized world, higher education institutions are increasingly expected to align with international standards in governance, academic delivery, and institutional outcomes [1]. The push toward becoming a World Class Education (WCE) provider has led universities worldwide to rethink their strategic orientation, academic practices, and partnerships [2]. As globalization reshapes the higher education landscape, universities are compelled to respond with policies that promote international collaboration, excellence in research, and global citizenship [3]. Dunne [4] defines internationalization as the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education. This definition reflects the evolving goals of universities, particularly in developing countries, where balancing global competitiveness and local relevance is crucial. According to Liu and Lim [5], WCE institutions are characterized by a high concentration of talent, abundant resources, and favorable governance [6]. However, building such characteristics requires structural reforms and strategic vision [7].

In the Indonesian context, national frameworks like the Merdeka Belajar–Kampus Merdeka (MBKM) initiative seek to foster educational freedom, interdisciplinary learning, and global engagement [8]. Yet many Indonesian universities struggle to implement these frameworks due to inadequate infrastructure, limited research funding, and a lack of international exposure [9]. As noted by Shair-Rosenfield [10], disparities in capacity and governance continue to challenge institutional effectiveness in Southeast Asia.

Furthermore, the presence of global university rankings—such as QS and THE—has increased pressure on institutions to internationalize and improve performance metrics [11].

UIN Syarif Hidayatullah Ciputat Timur presents an intriguing case in this discourse. As an Islamic higher education institution, it must navigate global educational demands while maintaining religious and cultural authenticity. The university's strategic blueprint, known as the Five Golden Programs, reflects its ambition to integrate teaching excellence, international publications, research output, and global collaboration within an Islamic academic ethos. However, policy implementation often meets obstacles including misaligned central regulations, insufficient investment in digital infrastructure, and low levels of international faculty engagement [12]. Scholars such as Goddard and Chatterton [13] have emphasized the role of globalization in transforming universities into knowledge hubs that drive national development. These scholars argue that without reform in institutional governance, curriculum internationalization, and cross-border collaboration, universities risk becoming irrelevant in the global knowledge economy. For UIN Ciputat, the challenge is compounded by the need to harmonize Islamic values with modern academic and technological paradigms [14].

Research has also highlighted that universities aspiring to WCE status must adopt new leadership models, diversify funding, and foster international research networks. As Barrett-Maitland et al. [15], the journey to WCE requires not only academic excellence but also agile institutional culture, openness to innovation, and strong stakeholder alignment. In this context, UIN Ciputat has taken steps to improve through faculty exchange programs, curriculum reforms aligned with global standards, and strategic collaboration with overseas partners. Nevertheless, achieving WCE status remains an ongoing process filled with structural, cultural, and financial challenges [16].

The role of technology, quality assurance, and academic freedom also remains central to institutional transformation. Without harmonized accreditation standards, effective governance, and global engagement, higher education institutions risk policy incoherence and fragmented internationalization [17]. Given these dynamics, this study aims to examine how UIN Syarif Hidayatullah Ciputat Timur integrates global issues into its educational policy framework. It explores (1) how the university responds to globalization through its education management policies; (2) which global issues most influence policy formulation; (3) what implementation strategies and coordination mechanisms are in place; and (4) the key barriers and opportunities in advancing toward World Class Education status. The study contributes to understanding how Islamic universities in developing countries adapt to global standards while maintaining local identity.

2. Method

This study employed a qualitative approach with a single case study design, as outlined by Hercegovac et al. [18], focusing on UIN Syarif Hidayatullah Ciputat Timur as the primary unit of analysis. The case was selected to explore institutional responses to the globalization of education in a higher education context. Data were collected purposefully through three primary techniques: (1) in-depth interviews with key policy-makers and lecturers; (2) document analysis of institutional policy documents (strategic plans, academic handbooks); and (3) participant observation of both bureaucratic and academic activities [19].

To enhance the credibility of findings, data source triangulation was employed by combining interviews, document analysis, and observations [20]. Informants were

selected based on their direct involvement in the formulation and implementation of internationalization policies, comprising a total of 12 participants, including faculty leadership, academic bureau personnel, and international program coordinators.

The collected data were analyzed using thematic analysis as conceptualized by Braun and Clarke [21]. This analytic process consisted of six phases: familiarization with the data, initial coding, theme identification, theme review, theme naming, and report writing. To ensure internal validity, member checking was conducted whereby preliminary findings were returned to participants for verification of accuracy and interpretation [22]. In addition, an audit trail was maintained throughout the research process to ensure transparency and auditability. Research ethics were carefully observed, including the acquisition of institutional approval, obtaining written informed consent from all participants, and ensuring the anonymity and confidentiality of research data.

3. Result and Discussion

3.1 Institutional Transformation in Response to Globalization

The transformation of UIN Syarif Hidayatullah Jakarta illustrates a deliberate and structured response to the challenges and opportunities presented by globalization in higher education. Guided by its vision of becoming a world-class Islamic university, UIN Jakarta adopted the Five Golden Programs as a strategic roadmap for institutional change. These programs—Teaching Excellence, Maximizing Research & Publications, Human Resource Qualification Improvement, Infrastructure Modernization, and Collaboration Expansion—serve as pillars for comprehensive academic reform. This aligns with Knight's concept of comprehensive internationalization, which emphasizes the integration of global dimensions into all institutional functions rather than isolated activities such as student mobility alone [23].

UIN Jakarta's approach is not merely administrative; it represents a shift in institutional culture toward global competitiveness while maintaining Islamic identity. The introduction of outcome-based education (OBE), digital learning platforms, and curriculum benchmarking with international standards highlights a willingness to adopt best practices from globally recognized universities. At the same time, UIN remains grounded in Islamic values, showing a hybrid approach that merges religious identity with modern higher education governance.

3.2 Strengthening Academic Quality through Teaching and Research

One of the most prominent findings is UIN Jakarta's focused effort to enhance teaching and research quality. Under the Teaching Excellence initiative, various programs were implemented to improve pedagogical competence among lecturers, such as structured training in innovative teaching methods and curriculum alignment with global standards. These reforms contribute directly to the university's ambition of creating a dynamic and participative learning environment, mirroring the best practices of leading universities worldwide.

In parallel, the Maximizing Research & Publications program addresses the need for increased academic output. While the average number of Scopus-indexed publications per lecturer remains relatively low, the institutional effort to support research through funding, mentoring, and international collaboration has laid the groundwork for sustainable improvement. Research centers were established to facilitate interdisciplinary studies, and initiatives such as research fellowships and joint publications with foreign institutions further enhance academic reputation.

Despite some progress, challenges remain—particularly in narrowing the gap between strategic targets and actual outputs. For example, although strategic documents

emphasize publication in reputable international journals, the number of faculty members consistently publishing remains limited. This suggests that institutional support systems must be reinforced, particularly in terms of mentoring, writing workshops, and incentives.

3.3 Internationalization and Global Partnerships

Another significant dimension of UIN's transformation is the expansion of international collaboration. Through the Collaboration Expansion program, the university has actively pursued partnerships with global universities and research institutions. These collaborations include visiting professor programs, student and faculty exchanges, joint research projects, and double degree initiatives. By engaging in global academic networks, UIN aims to establish itself as a respected participant in the international knowledge economy [24].

The Visiting Professor and Research Fellowship schemes are strategic tools to support this agenda. UIN provides financial support for visiting professors from abroad, encouraging knowledge transfer and co-authorship in publications. At the same time, faculty members are supported to conduct research abroad, which enhances their academic exposure and strengthens institutional partnerships. These programs not only enrich academic experiences but also elevate the university's visibility in the global higher education landscape. The internationalization strategy faces logistical and cultural hurdles. For instance, limited English proficiency among faculty members, bureaucratic red tape, and insufficient digital infrastructure may hinder smooth implementation of international programs. These issues call for systemic capacity building, particularly in academic English training, streamlined administration, and upgraded ICT facilities.

3.4 Policy Adaptation: The Role of National Indicators

UIN Jakarta's strategic transformation is also influenced by national policy shifts, particularly the implementation of Key Performance Indicators (IKU) mandated by the Ministry of Education under Permendikbudristek No. 13/2022. These indicators, especially IKU 5.1.1 and 5.1.2 (Top 500 World-Class Universities and Top 500 by Subject), serve as national benchmarks for global recognition. The university's response to these indicators reflects a broader trend of policy learning within the campus. Internal coalitions, including the Rectorate, faculty deans, and the Institute for Research and Community Services (LP2M), work collaboratively to align academic planning, curriculum development, and research output with these national targets. As seen in the thematic framework of the 2022 Rector's Strategic Meeting (Rakerpim), efforts were made to synchronize internationalization goals with measurable outcomes defined by the IKU. This alignment represents a shift from a procedural to an outcome-based management culture, where academic performance is judged not merely by inputs but by the real-world impact of university activities—such as employability of graduates, quality publications, and societal contributions.

3.5 Governance and Coordination at Faculty and Bureaucratic Levels

The implementation of these policies requires coordinated governance structures at all levels. At UIN Jakarta, a series of structured forums—quarterly Monitoring and Evaluation (M&E) meetings, faculty workshops, and coordination meetings among deans, heads of departments, and the Rectorate—form a comprehensive mechanism for oversight and alignment. This structure aligns with Governance Network Theory, which emphasizes the importance of trust, role clarity, and effective communication across bureaucratic layers to implement complex innovations like internationalization. The coordination between LP2M, the Quality Assurance Office (LPM), and faculty-level units

plays a crucial role in facilitating policy execution, particularly in preparing programs for international accreditation. Moreover, each faculty is granted autonomy to revise its curriculum by global standards, supported by technical workshops and benchmarking exercises. This decentralization of academic governance ensures that each faculty can adapt to global demands while maintaining disciplinary uniqueness and contextual relevance.

3.6 Barriers and Resource Constraints

Despite significant progress, the findings also reveal critical barriers that hinder the full realization of UIN's transformation goals. One of the most pressing issues is the lack of sufficient research funding, especially following the budget reallocation during the COVID-19 pandemic. The diversion of funds to emergency health measures created a research backlog and delayed several planned initiatives [25]. Furthermore, the digital infrastructure across faculties remains uneven. Some units lack reliable internet access, smart classrooms, and access to digital libraries, making it difficult to implement hybrid learning models and digital research platforms. These limitations reduce the effectiveness of teaching and hinder international collaboration.

Another major issue is the low publication rate among lecturers. Despite institutional policies encouraging publication, many lecturers face challenges related to writing skills, language barriers, and access to peer-reviewed journals. This problem highlights the need for targeted capacity-building programs, including writing support units and collaboration with experienced researchers. These findings can be understood through the lens of Resource Dependence Theory (RDT), which suggests that overreliance on a single funding source—in this case, government subsidies—makes an institution vulnerable to external shocks. Diversifying income streams through endowment funds, research grants, and strategic partnerships with industry can improve resilience and sustain academic productivity.

3.7 Emerging Opportunities and Strategic Advantages

While facing internal constraints, UIN Jakarta also enjoys emerging opportunities. As a state university with Legal Entity (PTN-BH) status, UIN is eligible for government endowment funds, which could support long-term research initiatives and infrastructure development. This status provides flexibility in managing income and launching innovation-driven projects. Another major advantage is the university's rising international reputation. UIN Jakarta is currently ranked #127 in Southeast Asia and within the #751–800 range in the QS Asia rankings, making it the only state Islamic university included in such rankings. This recognition enhances the university's credibility and attracts collaboration from top-tier institutions globally. Furthermore, programs like the Five Golden Programs and IKU-based funding incentives have created a performance-oriented culture that rewards excellence. With targeted efforts, the university is poised to increase its presence in international forums, expand its academic networks, and improve graduate competitiveness in both national and international labor markets.

3.8 Theoretical Implications: Glocal Governance in Islamic Higher Education

This study contributes theoretically by proposing a hybrid model of "glocal governance" in the management of Islamic higher education. This model integrates two key concepts: (1) comprehensive internationalization, which emphasizes systematic global integration in teaching, research, and outreach; and (2) glocalization, which adapts global values and standards within local Islamic traditions. Such a model allows UIN Jakarta to remain faithful to its Islamic identity while actively participating in the global academic community [26]. It provides a framework for other Islamic universities aiming

to become globally competitive without compromising their religious and cultural values. The concept of glocal governance reflects an adaptive, participatory, and inclusive institutional culture—where local legitimacy and global relevance coexist.

3.9 Practical Recommendations

Based on the findings, several practical recommendations are offered to support the university's progress toward world-class status:

a) Capacity Building for Human Resources

Continuous training for lecturers and administrative staff in academic English, digital competencies, research methodology, and intercultural communication is essential. These efforts will enable faculty members to contribute more effectively to international discourse and enhance the university's global profile.

b) Strengthening Digital Infrastructure

Upgrading internet connectivity, smart classrooms, digital libraries, and virtual laboratories is necessary for high-quality hybrid learning and research collaboration. Investment in these technologies should be prioritized in future budgeting.

c) Sustainable Research Incentives

Establishing fair and consistent reward systems for research productivity—such as performance-based bonuses, promotion opportunities, and access to international conferences—will encourage academic output. These incentives should be aligned with strategic goals and institutional vision.

d) Diversification of Funding

The university must explore alternative funding sources beyond government subsidies, including alumni endowments, public-private partnerships, and international grants. This financial diversification will ensure long-term sustainability and flexibility.

4. Conclusion

UIN Syarif Hidayatullah Jakarta has demonstrated a strong institutional commitment to becoming a world-class university by integrating globalization strategies into its strategic planning through the Five Golden Programs. These initiatives—focused on teaching quality, international publications, human resource development, infrastructure, and global partnerships—reflect a comprehensive approach to academic transformation. The university's alignment with national performance indicators (IKU) and its structured coordination mechanisms further support its progress, although challenges such as limited digital infrastructure, low publication rates, and funding constraints remain. To enhance its transformation, UIN is encouraged to strengthen research funding through endowment schemes, improve publication performance via mentoring and incentives, and upgrade digital infrastructure to support hybrid learning and international collaboration. Involving international students and alumni in policy feedback and expanding partnerships with global institutions and industries are also crucial. These efforts will reinforce UIN's position as a competitive Islamic university on the global stage, without compromising its spiritual and cultural foundations.

5. Acknowledgements

6. Declaration

Author contributions and responsibilities - The authors made substantial contributions to the conception and design of the study. The authors were responsible for the data analysis, interpretation, and discussion of the results. The authors read and approved the final manuscript.

Funding - This study received no external funding. Availability of data and materials - All data are available from the authors.

Conflict of interest - The authors declare no conflicts of interest.

Did you use generative AI to write this manuscript? - I did not use AI assistance in my manuscript.

Generative AI and AI-assisted technology statement in the writing process - During the preparation of this work, the authors did not use AI for writing, editing, or anything else related to the manuscript.

7. How to Quote

S. Septariani et al., Globalization Issues in Education Policy Toward World Class Education (WCE): A Case Study at UIN Syarif Hidayatullah Ciputat Timur. Memoirs C 2025; 1 (2): oa32 - https://doi.org/10.59535/ftbmfk39.

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