STRATEGIC VISION ON INTERNALIZATION IN INDONESIAN TOP TWENTY HIGHER EDUCATION INSTITUTIONS 2017: A DISCOURSE ANALYSIS

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Abstract
The purpose the current study is to examine the kind, structure and the load of values of the words or concepts used for the intent of internationalization as they are stated in the strategic vision available in the English websites of Indonesia's top twenty university 2017. It concludes that those words or concepts are patterned and represented by 'world' (5/24%), 'international (4/19%), 'global' (3/14%), ASEAN/ South East Asia (2/10%), and none of these words or concepts / N/A (7/33%). Those are accompanied by selected word containing high degree of positive values to align potential stakeholders and international students. As evidence indicates that most of the HEIs (higher education institutions) do not use either of those key words yet they are commonly and easily used to indicate the intent of internationalization, they had better used either of them. Future researchers could do the same by collecting more data, applying interviews involving students, faculty, key policy-makers as well as stakeholders.
Keywords: APPRAISAL, APPRECIATION, strategic vision, internationalization, higher education

INTRODUCTION

Nowadays trend of the globalizing world has made higher education institutions (HEIs) dramatically challenged, at least, to remain among the survivors, most preferably, to stand among crowd as winners to facilitate realizing the knowledge-based economy. Those which are public or government-run or government-supported, get to find an intricate balance between serving the state's or nation's interests and the market-driven globalization, harmonizing the local wisdom, local genius with the irresistible global forces into the so called *glocalization*.

Its characteristics such as the shrinking distance among nations, increasing interdependence and interconnectedness allow fast and massive flow of not only goods and services but human resources as well. All this terminates in tougher and tougher competition among HEIs to win the market share. Local, national, and regional markets can be no longer sufficient. They have to go global. Internationalization issues, therefore, become prominent.

The inbound mobility rate of Indonesia is 0.1 percent. In contrast, Malaysia is 3.3 percent, Thailand is 0.5 percent Vietnam is 0.2 percent (http://www.thejakartapost.com). Indonesia is left far behind. To keep up with the pace, the House of Representatives passed the Ministry of Education Bill known the Higher Education Act in July 2012. Indonesian HEIs are provided with greater power and autonomy over their management, curriculum and use of resources in order to elevate their academic quality. By so doing, they attract international potential students and academicians (http://www.gbgindonesia.com).

HEI internationalization can be formulated into DIE phases (Design, Implementation, and Evaluation). Referring to Ayoubi (2006: 261), in the *D* phase is the setting up the strategic design of internationalization. The strategic intent for internationalization are stated in the mission statement,

strategic vision, corporate strategy and strategic plan. The *I* refers to the right choice of the best ways to transform the strategic intent into real actions. The *E* is comparing the intent with the outcome. The present study seeks to investigate how the strategic intent of internationalization is reflected in the selected and arranged words and concepts as stated in the strategic visions of Indonesia's top twenty HEIs 2017.

Internationalization in HEIs is an interesting topic to investigate and consequently has won major attention among researchers. Literatures show it has been investigated in different perspectives through different methods. To mention some are Ayoubi and Massoud (2007: 329-349), Collins and Davidson (2002: 50-58), Chou and Palmer (2013: 291-308) stakeholders' views, Kerklaan, Moreira and Boersma (2008: 241-255), Sirat (2010: 461-473), Vukasovic (2013: 311-324), Shin (2012: 59-72), Nielsen (2012: 1-21). Those concerning on HEI branding are Bunzel (2007: 152-153), Chapleo (2010: 169-183; 2011: 411-422), Whisman (209: 367-370). Despite the wealth devotion, that regarding language issues is still understudied.

Kerklaan, Moreira and Boersma (2008: 241-255) investigated the role of language in the internationalization in the University of Aviero in Portugal. Focusing on the roles of the Rectorate and the Department of Languages and Cultures in the process of sense-making, they collected data from European Union documents, university papers, websites and interviews involving local teachers and policy makers. Main findings are Rectorate emphasizes the importance of internationalization. However, the university's vision is not successfully functioned as the guiding force to its ideals. Alumni need to be equipped with intercultural communication competence. Most importantly, the university is required to be more visible internationally but in harmony with the local.

Ayoubi and Massoud (2007: 329-349) investigated to what extent UK universities' international achievements match the strategic intent on internationalization they have set. Data were collected from the mission statements of 177 universities and analyzed through content analysis. Results show that the mission statements of 177 universities can be categorized into: 1) cluster 1 *international losers group* (18/15 per cent), 2) cluster 2 *international speakers group* (43/37 per cent), 3) cluster 3 *international winners group* (43/37 per cent), and 4) *international actors group* (13/11 per cent). Cluster 1 represents universities that are less concerned with international strategy and activities in comparison to the others. Cluster 2 represents universities that have high loading of internationalization stated in their mission. They, however, are less concerned on student activities. In cluster 3 are those which are not only loaded with internationalization intent clearly spelled out in their mission but also very actively do international student business. Cluster 4 consists of those which have international student activities but they do not state their strategic intent of internationalization in their mission statement. In addition, it is also highlighted that with regard to the strategic intent of internationalization, characteristic words or concepts showing such intent are 'international, global, partnership, overseas, and other related concepts' which are spelled out in the mission statement.

To date, there has been no studies focusing on the strategic intent of internationalization in Indonesian HEIs applying linguistic analyses. The current study is focused on, first, how the words or concepts chosen are structured and, second, how they used to negotiate the meaning of internationalization to potential stakeholders specifically students. Structural analysis is combined with APPRAISAL theory, the APPRECIATION, to be more specific, are applied. Structural analysis sheds light on how structures of words or concepts chosen create meaning while APPRECIATION does how they are used to negotiate the meaning of internationalization.

APPRAISAL theory is basically about valuing or labelling. Values can be either good or bad, positive or negative. Both good and bad values can be in the grade of low, median, or high. APPRAISAL (Martin and Rose, 2003) consists of three elements i.e. ATTITUDE, GRADUATION or AMPLIFICATION, and SOURCE or ENGAGEMENT. ATTITUDE, then, is sub-divided into;

AFFECT, valuing regarding feelings or emotions; JUDGEMENT, valuing people; and APPRECIATION, valuing things or objects. In communication, APPRAISAL is used to negotiate meaning, to position, or to align the addressee by the addressor.

METHODS

Embracing the qualitative research, the current study's data were purposefully selected from websites in English containing the strategic visions of Indonesia's top twenty university. Those which do not have websites in English were dropped. Data collected are analyzed in terms of the structures, kind and the arrangement of chosen words or concepts used for the intent of internationalization. The structures applied adapt Downing (2015: 13-17). The chosen words or concepts are realized in word groups and are classified into either: 1) Nominal Group (NG), 2) Verbal Group (VG), 3) Adjectival Group (AdjG), or 4) Adverbial Group (AdvG). Each is composed of Head (H) and modifier (M) which can precede or follow it.

With regards to APPRECIATION, data of key-words or key-concepts are first classified as whether 'reaction' or 'composition' type. 'Reaction' deals with 'how they catch, strike, please us, while 'composition' is about the balance, complexity, details. Then, they are analyzed in terms of the degree of the positive values contained. They are categorized into either 'force' or 'focus'. `Force` is for scalable amplification of values and is subdivided into: 1) intensifiers, 2) attitudinal lexis, 3) metaphors, and 4) swearing. `Focus' is then either 'sharpen' or 'soften'.

RESULTS AND DISCUSSION

Data collected from twenty website in English leaves 22 words or concepts relating to the intent of internationalization as presented in Figure 1.
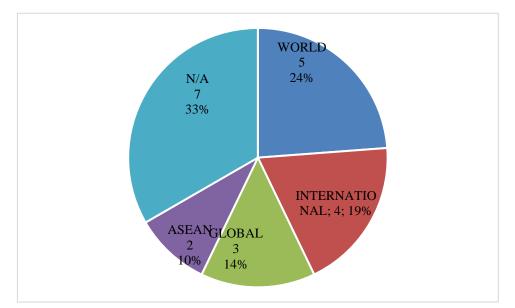

Figure 1. Words/concepts used for the intent of internationalization in Indonesia's top twenty higher education 2017

Figure 1 is the pie chart about the distribution of the words or concepts used for the driving force leading to internationalization in the top twenty Indonesia's HEIs under investigation. As it shows, 'world' is the most preferred occupying almost a quarter. "International" and "global" share nearly the same portion i.e. almost a fifth. "ASEAN" or "South East Asia" is the least frequently used and emerges as minority. Interestingly, "N/A", (not available), is the highest in occurrence. It shares just over a third which means that as many as 8 HEIs, the majority, apply none of 'world', 'international', 'global' or 'ASEAN'.

1. **World**

The keyword 'world' is used in the strategic visions of Universitas Gadjah Mada, Universitas Brawijaya, Universitas Negeri Yogyakarta and Universitas Negeri Semarang. Universitas Gadjah Mada, for example, is determined "To be excellent and innovative **world** class university…". 'World' is used as the modifier of the head 'class'. Altogether, they build a noun phrase 'world class' and modifies the head 'university' which is Universitas Gadjah Mada. The noun phrase 'world class university' is pre-modified by the keywords 'excellent' and 'innovative'. Excellent loads the meaning of "the quality of being *outstanding* or *extremely* good, an *outstanding* feature or quality" (https://en.oxforddictionaries.com/definition/excellence) "very good of its kind, *eminently* good" (https://www.merriam-webster.com/dictionary/excellent). Innovative denotes "featuring new methods; *advanced* and *original*, introducing new ideas; original and creative in thinking" (https://en.oxforddictionaries.com/definition/innovative) "characterized by, tending to, or introducing innovations" (https://www.merriam-webster.com/dictionary/innovative). Such keywords from the two dictionaries as 'good' and 'quality', 'advanced' and 'original' define that 'outstanding', 'extremely' contain positive values. Those of 'very' and 'eminently' denote a high degree of values. In terms of APPRECIATION, 'excellent' and 'innovative' containing high degree of positive values are used to label the 'world class university'. To put in brief, the phrase 'excellent, innovative world class university' is used as the driving force for Universitas Gadjah Mada to strive the best ways to stand among **world** best HEIs. In the strategic vision of Universitas Brawijaya it is stated "Becoming an outstanding **world**-class university…", in that of Universitas Negeri Yogyakarta is "By the year of 2025 YSU envisions that the university will have enjoyed a **world** class education with piety, autonomy, and intellectuality as the foundational values", while that in Universitas Negeri Semarang is "Become a **world** class conservation university which healthy, outstanding, and prosperous in 2020"

2. **International**

The strategic word 'international' is found in vision statements of Institut Teknologi Bandung, Institut Pertanian Bogor, Universitas Airlangga, and Universitas Sebelas Maret. Institut Teknologi Bandung declares "ITB as an *outstanding*, '*distinguished*' and ', independent, and **international**ly recognized university that leads changes toward welfare improvement of the Indonesian nation and the world". Structurally, 'internationally, is a pre-modifier of the noun phrase 'recognized university' which is the head. Put together, the bigger noun phrase '**international**ly recognized university' is pre-modified by keywords 'outstanding' and 'distinguished'. 'Outstanding' loads the meaning of   "Exceptionally good, Clearly noticeable" (https://www.merriam-webster.com/dictionary/outstanding) "Most important, Guidance or leadership" (https://en.oxforddictionaries.com/definition/outstanding). 'Distinguished' is defined as "marked by eminence, distinction, or excellence" (https://www.merriam-webster.com/dictionary/distinguished) (https://www.merriam-webster.com/dictionary/leading), "Very successful, authoritative, and commanding great respect, Dignified and noble in appearance or manner" (https://en.oxforddictionaries.com/definition/distinguished). 'Outstanding' and 'distinguished' implies positive values as indicated by such keywords as 'good', 'guidance', 'excellence', 'noble', 'respect' of high degree as marked by 'eminence', 'very', 'great', and 'dignified'. In other words, in the perspective of APPRECIATION, the keywords 'outstanding' and 'distinguished' which contain high degree of positive values are carefully selected to modify the noun phrase '**international**ly recognized university'. It is meant to be the guiding spirit for Institut Teknologi Bandung to win international market of HEI. Universitas Airlangga sets itself "To become an independent, innovative, and leading university at national and **international** level as well as the pioneer of the development in science, technology, and humanities based on religious morality" and Universitas Sebelas Maret makes best

efforts for "Becoming the excellent center of development of science, technology, and art at **international** level based on the noble values of the national culture".

3. Global

HEIs prefer using 'global' are Universitas Indonesia, Universitas Sumatera Utara, and Universitas Jenderal Soedirman. Universitas Indonesia strives for "Establishing Universitas Indonesia as an independent and *superior* university that is capable of resolving problems and challenges nationally and **global**ly…" Structurally, the keyword 'global' is a pre-modifier of the phrase 'resolving problems and challenges' headed by the gerund 'resolving'. 'Superior' is chosen to be the modifier of the head 'university' which is then post-modified by the dependent clause 'that is capable of resolving problems and challenges nationally and **global**ly'. 'Superior' means "excellent of its kind, of higher rank, quality, or importance" (https://www.merriam-webster.com/dictionary/superior) "Higher in rank, status, or quality, Greater in size or power" (https://en.oxforddictionaries.com/definition/superior). It loads positive values indicated by such words as 'quality', 'excellent', in high degree supported by such words as 'higher' and 'greater' in the two dictionaries. In so doing, Universitas Indonesia is committed to be among top players of tough competition in the **global** HEI market through top quality. Universitas Sumatera Utara uses it "To become a university with academic excellence as a barometer of scientific progress that can compete in the **global** world" while Universitas Jenderal Soedirman determined to be "**Global**ly recognized university in the sustainable rural development and local wisdoms".

4. ASEAN/South East Asia

"ASEAN/South East Asia" becomes the choice which constitutes a small minority and is found in the websites of Universitas Indonesia and Universitas Pendidikan Indonesia. Universitas Pendidikan Indonesia sets itself "to be a *leading* and *outstanding* university. In the period of 2016-2020, the vision will be focused on educational field in **ASEAN**". In 'ASEAN', a prepositional phrase served as the post-modifier of the noun phrase 'educational field'. It is regional and is selected to be the site for its internationalization. 'Leading' and 'outstanding' are chosen to be the pre-modifiers of the head 'university' which is Universitas Pendidikan Indonesia. Universitas Pendidikan Indonesia. 'Leading' denotes "Most important, Guidance or leadership" (https://en.oxforddictionaries.com/definition/leading), "coming or ranking first, providing direction or guidance, given most prominent display" (https://www.merriam-webster.com/dictionary/leading). 'Guidance' and 'leadership', indicate that it loads positive values while 'most', 'ranking first', and 'prominent' mark that the values contained are high degree.

5. Not Available (N/A)

HEIs which do not clearly mention through specific key-words or concepts of internationalization occupy almost a third. They are: 1) Universitas Diponegoro, "Becoming a superior research university in 2020", 2) Universitas Hasanuddin, "Centre of excellence for Indonesian maritime-based development of humanity, sciences, technology, arts, and cultures", and 3) Universitas Udayana "to become a leading higher educational institution that generates outstanding, self-reliance, and well civilized human resources", 4) Universitas Pembangunan Nasional Jawa Timur, 'leading, excel plead state character university' 5) Universitas Riau "A brilliant research university-based resource development of water area resources and the Malay culture in 2035", 6) Universitas Surabaya "To be the First University in Heart and Mind", 7) Universitas Sanata Dharma "Being an excellent and humanistic truth-seeker for the realization of a more dignified society".

CONCLUSIONS AND SUGGESTIONS

The current study aims to address how words or concepts of the intent of internationalization are used in the websites containing the strategic vision of the top twenty Indonesia's university 2017. The words or concepts of the intent of internationalization are used in the websites containing the strategic

vision are represented by four. They are: 1) 'world`, 2) 'international', 3) 'global', and 4) ASEAN/ South East Asia. However, there 7 HEIs do not in which either world, international, global, or ASEAN/South East Asia is not available and this is the highest portion. The chosen words or concepts load high degree of positive values which are used to align potential stakeholders, mostly potential international students. The current findings support those by Ayoubi and Massoud (2007: 329-349) in that intent of internationalization in HEIs tends to be patterned as represented by a handful of words or concepts. It must be confessed, however, ASEAN/South East Asia or regionality does not emerge in Ayoubi and Massoud.

The emergence of ASEAN/South East Asia as the internationalization site could be the fierce competition in the region. In fact, none of Indonesia's top HEIs is listed in the top 100 Asia by such world major ranking bodies as Times Higher Education (https://www.timeshighereducation.com/world-university-rankings/2016), webometrics (http://www.webometrics.info/en/Asia), and 4icu (http://www.4icu.org/top-universities-asia/).

It is suggested for Indonesian HEIs that they state clearly their intent of internationalization in their respective strategic vision which is available in the English website. Futures researchers should collect more data and apply interviews involving students, faculty, key policy-makers, and stakeholders as well. HEI branding is another point of research interest.

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