

## Literature Review: Global Competencies and World-Class University Outcomes in Indonesia

Teguh Triwiyanto<sup>1\*</sup>, Desi Eri Kusumaningrum<sup>2</sup>, Pramono<sup>3</sup>, Muh. Arafik<sup>4</sup>, Ahmad Nurabadi<sup>5</sup>, Baidhowi Muslikh<sup>6</sup>

Universitas Negeri Malang, Indonesia

### \*Corresponding Author

✉ [teguh.triwyantofip@um.ac.id](mailto:teguh.triwyantofip@um.ac.id)<sup>1</sup>

**Abstract:** This literature review research aims to synthesize the global competencies and outcomes of world-class universities in Indonesia. In conducting the literature review on global competence and world-class university outcomes in Indonesia, the researcher used a careful approach that included several steps. First, a precise research problem was formulated, sharpening the intersection between global competencies and the performance of world-class universities in Indonesia. After the collection of relevant literature, the researcher critically evaluated the collected data in terms of its contribution to the overarching research question. Through careful analysis and interpretation, the researcher synthesized the findings, identifying patterns, differences, and areas that warrant further investigation. The data collected was based on searches in Publish or Perish - Harzing in 2024 according to search engine guidelines from library professionals and a trial of words and combinations for different possibilities and percentages of relevant research articles on selected criteria. The results show that achieving world-class university status in Indonesia is strongly related to the development and improvement of global competencies in higher education institutions. Transformation driven by globalization requires students, lecturers and administrators to be equipped with the skills to thrive in a global academic environment.

**Keywords:** Global competence, world-class universities, Indonesia, bibliography

## INTRODUCTION

Global competence, in an era characterized by unprecedented connectedness and rapid globalization, the development of global competence has become of paramount importance to individuals, institutions, and countries (Diano et al., 2023; Robertson, 2021). Defined as the ability to understand and manage diverse cultural contexts, communicate effectively across language and socio-cultural boundaries, and collaborate with individuals from different backgrounds to address global challenges, global competence represents a crisscrossing construct essential to thriving in today's interconnected world (Majewska, 2023; Mansilla &

**To cite this article:** Triwiyatno, T., Kusmuaningrum, D. E., Pramono, P., Arafik, M., Nurabadi, A., & Muslikh, B. (2024). Literature

Review: Global Competencies and World-Class University Outcomes in Indonesia. *International Research-based Education Journal*. 6 (4), 35-41.

Jackson, 2022). Despite its undeniable significance, the realization of global competence poses formidable challenges, characterized by a complex interplay between expectation and reality, theory and practice, law and implementation.

On the one hand, there is real hope around the potential of global competence to foster cross-cultural understanding, promote social cohesion and catalyze sustainable development on a global scale. Proponents argue that cultivating global competence among individuals can create a more inclusive, just and harmonious world, characterized by mutual respect, cooperation and intercultural dialogue (Sun, 2020). Moreover, the integration of global competencies into the education curriculum is heralded as a means to empower future generations to deal with the complexities of an increasingly interconnected world, equipping them with the necessary skills, knowledge and dispositions to thrive in diverse cultural contexts (Zembylas, 2023).

However, the realization of this vision depends on bridging the gap between theory and practice, as well as facing the many challenges involved in turning lofty ideals into tangible results. One such challenge, globalization, has resulted in the erosion of cultural values and even the extinction of some languages (Patawari & Mamonto, 2023). Globalization is impacting economies, energy consumption, and environmental degradation in various countries (Khan et al., 2019). While there are many frameworks, guidelines, and policy recommendations supporting the importance of global competencies, the gap between rhetoric and reality remains enormous, and implementation efforts are often hampered by institutional inertia, resource constraints, and competing priorities (Köş & Çelik, 2023). Moreover, effective cultivation of global competencies requires a paradigm shift in educational pedagogy, which requires educators to adopt innovative teaching strategies, foster inclusive learning environments, and integrate global perspectives across disciplinary boundaries (Reimers & Chung, 2021). Therefore, the efforts to realize global competence are therefore a balancing act, requiring policy makers, educators and stakeholders to manage idealism and pragmatism, aspiration and implementation, theory and practice. The quest for global knowledge is a necessity for educational institutions, especially universities.

In an age characterized by a relentless quest for excellence and a global quest for knowledge, the concept of a world-class university stands as a beacon of aspiration and achievement. Educational institutions vie to be renowned for their research output, academic excellence, and global influence, symbolizing the pinnacle of higher education achievement. However, the journey to building and sustaining a world-class university is fraught with challenges.

At the heart of the discourse around world-class universities lies a great hope of a belief in the transformative power of education to transcend boundaries, drive innovation, and catalyze societal progress. World-class universities are expected to be engines of intellectual inquiry and innovation, which will give birth to future generations of leaders, scholars, and changemakers ready to tackle the grand challenges facing humanity. (Moggi, 2023; Salmi et al., 2023). In addition, these institutions serve as magnets for talent and investment, attracting smart people from around the world and driving economic growth and innovation in their respective regions (Fonseca, 2023; Hazelkorn, 2023). Against the backdrop of global competition and the relentless pursuit of excellence, the establishment of world-class universities symbolizes the collective aspiration to push the boundaries of knowledge and redefine the possibilities of higher education in the 21st century.

However, the reality of achieving world-class status is not easy, characterized by numerous challenges spanning institutional, societal, and systemic dimensions. From securing adequate funding and resources to fostering a culture of academic excellence and innovation, the journey to world-class status is fraught with obstacles that demand strategic foresight, perseverance, and adaptability (Gong et al., 2021; Pak et al., 2020). Moreover, the quest for world-class status is inherently fraught with tension, as universities grapple with competing demands and priorities, ranging from academic autonomy and freedom to accountability and societal relevance (Schuurman et al., 2022; Shamionov et al., 2023). Therefore, the realization of achieving world-class status requires a careful balancing act, navigating the tension between ambition and pragmatism, design and implementation.

Meanwhile, Indonesian universities, within the higher education system, stand as a dynamic path of hope and potential, intertwined with a complexity of reality, theory and implementation. As a country with the fourth largest population in the world, Indonesia's higher education system has great potential as a catalyst for social mobility, economic development, and national welfare (Rohayani et al., 2023; Wibowo, 2019). With an increasing population of young people seeking to access educational opportunities, there is great expectation around the transformative power of higher education to uplift individuals and communities, driving progress and innovation on a national scale.

However, this vision of hope must be in line with the realities and challenges of higher education in Indonesia. Despite significant progress in expanding access to higher education, disparities persist, exacerbating socioeconomic, geographic and gender disparities (Adisasmito et al., 2020; Kartiasih et al., 2023). In addition, the quality and relevance of higher education provision remains under the spotlight, with concerns raised regarding curriculum relevance,

pedagogical effectiveness, and graduate employability (Kardoyo & Pitaloka, 2023; Purwanti, 2021). Against this background, the pursuit of excellence in higher education in Indonesia is not just an abstract ideal but an urgent necessity, requiring concerted efforts to bridge the gap between aspiration and reality, theory and practice.

The intersection of law and implementation further complicates the management of higher education in Indonesia, as policymakers grapple with the dual imperatives of regulatory compliance and effective governance. While the legislative framework seeks to set standards for quality, equity and accountability in the higher education sector, translating the law into tangible results remains a challenge (Ishak, 2022; Ninghardjanti et al., 2023). Issues such as regulatory ambiguity, bureaucracy and institutional autonomy pose major obstacles to effective implementation, suggesting a complex interplay between legal mandates and practical realities in the context of higher education in Indonesia. The journey to realizing the potential of higher education in Indonesia is therefore fraught with complexity, requiring stakeholders to manage the complex dynamics between expectation and reality, theory and practice, law and implementation in order to achieve a more equitable, inclusive and prosperous future.

The purpose of this study is to answer the following problem formulations: (1) How does the research literature related to world-class university outcomes in Indonesia operationalize global competence using indicators, and how can these indicators be categorized?; and (2) What indicators of world-class university outcomes in Indonesia are identified in published research on global competence, and what can be considered as focus areas for world-class university outcomes in Indonesia in research.

**METHODOLOGY**

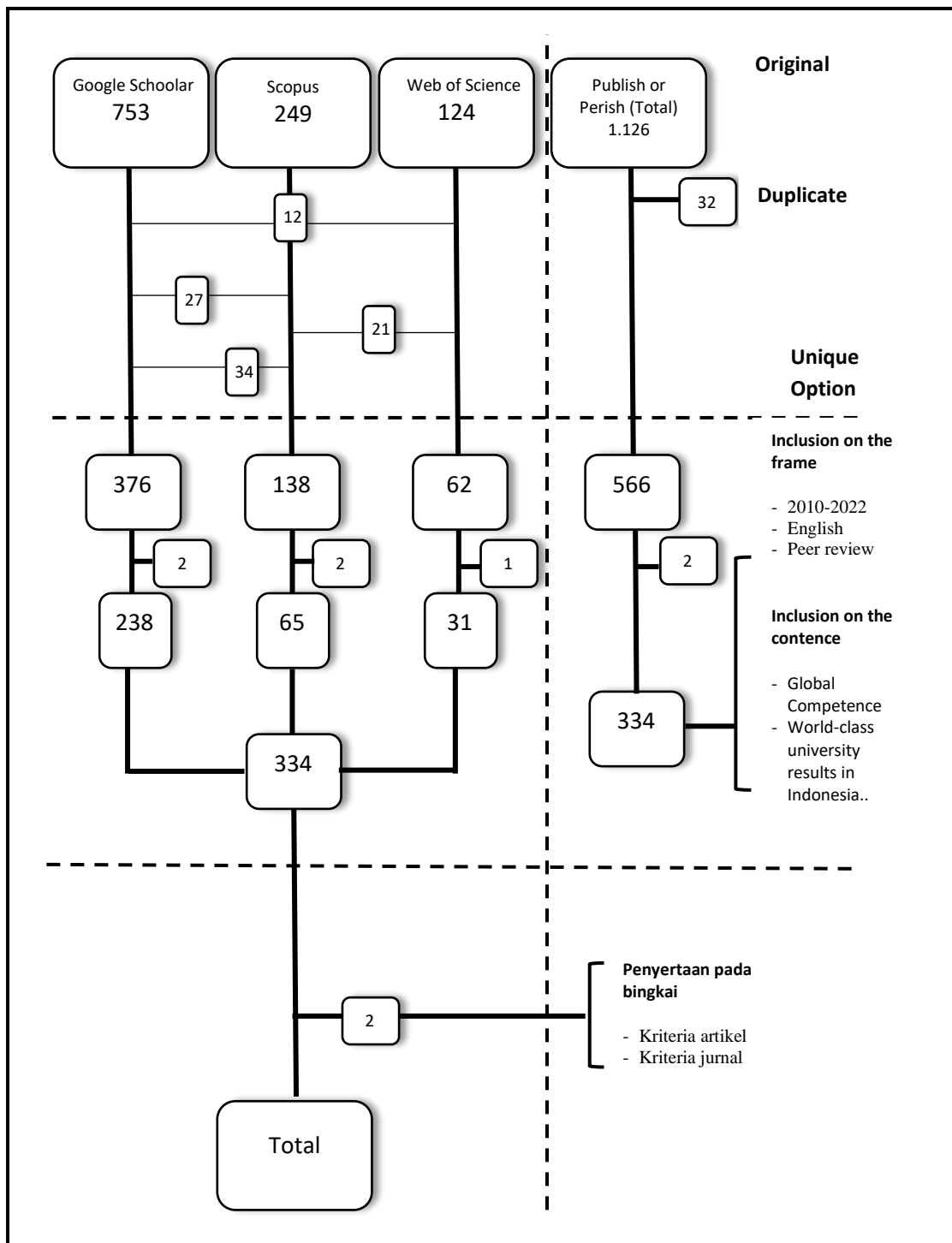


Figure 1 Article selection process

In conducting the literature review on global competencies and world-class university outcomes in Indonesia, the researcher used a rigorous approach that included several key steps (Paré & Kitsiou, 2017; Randolph, 2019). First, formulating a precise research problem, by sharpening the intersection between global competencies and the performance of world-class

universities in Indonesia. This involved delineating specific aspects of global competencies and criteria for evaluating university performance in the Indonesian context. Next, the researcher carefully selected literature related to the chosen topic, studying scholarly articles. The search strategy was comprehensive, covering academic databases and repositories to ensure a thorough understanding of the subject matter.

Following the collection of relevant literature, the researcher critically evaluates the data collected in terms of its contribution to the overarching research question. This involves assessing the credibility, relevance and reliability of each source, as well as understanding the key insights and arguments put forward by experts in the field (Keshavarz, 2020; Kultsum et al., 2022). Through careful analysis and interpretation, the researcher synthesizes the findings, identifying patterns, differences, and areas that require further investigation. Using this rigorous research methodology, the researcher seeks to explain the dynamics underlying the global competence and performance of world-class universities in Indonesia, thereby contributing to scholarly discourse and informing policy and practice in the field of higher education.

The data collected is based on searches in Publish or Perish - Harzing in 2024 according to search engine guidelines, trials of words and combinations for various possibilities and percentages of relevant research articles on selected criteria. Linguistic variations of keywords combined with globalization, university ranking, university performance were used. A third group of relevant words was considered in search combinations with words such as engagement, influence, support and impact. However, later trials revealed a smaller range search without a significantly higher percentage of research articles on the selected criteria. Figure 1 shows the verification and transparency in the search selection and inclusion and exclusion process. The original search yielded a total of (N 1,126) articles, and after removing duplicate articles, the content and frame conditions of the articles (N 334) were set against the criteria for inclusion and exclusion.

## **RESULT AND DISCUSSION**

Through motif coding (Bressan et al., 2019; Gumbel & Wiedemann, 2021) indicators in global competencies and outcomes of world-class universities in Indonesia, 33 and 26 indicators were identified, respectively, as listed with their frequencies in Table 1, which is about global competencies and outcomes of world-class universities in Indonesia.

**Table 1 Global Competencies and Outcomes of World-Class Universities in Indonesia**

Global Competency Indicators	Outcome Indicators of World Class Universities in Indonesia
College teaching and learning (12), transformative learning theory (3), Education simulation (6), study abroad (14), classroom discussion (11), policy makers (4), educators (32), stakeholders (7), digital literacy (34), culturally aware (23), intercultural competence (15), foreign language education (26), international education (16), intercultural education (5), intercultural dialog (5), global citizenship education (7), Lecturer training, (2), global approach (5), cultural awareness (18), awareness raising (3), basic secondary education (2), worldview (2), interaction (7), well-being (3), sustainable development (7), civic education (2), PISA (2), intercultural competence (3), lecturer education (3), technical education (3), SDG 4 (2), education for sustainable development (3), and internationalization (15).	Organizational performance (15), strategic management (9), public incorporated universities (23), strategic intelligence (1), world class universities (32), scientific research (9), technical and vocational education (4), university ranking (26), international branding (7), world class universities (3), clustering (9), scientific publications (27), university press (10), management (3), information spectrum (2), general teaching universities (4), scientometric studies (3), religious universities (5), lecturer competence (5), college faculties (2), lecturer qualifications (4), education legislation (2), education technology (3), use of technology in education (4), education policy (5), lecturer competence (5), and education license (6).

Notes: Frequency in parentheses

A total of 126 articles in the review process required a balance between detail and overview, and one consideration was addressed through analysis: The articles reviewed referred to exemplars and were not comprehensive. The selection of examples was done to enhance the reading experience required in the presentation of text and tables.

**Table 2 Global Competency Category**

Category	Keywords	Global Competency Indicators	%
Intercultural communication	Communication	Attitude (3), value self-awareness (1), and recognition of ethnic diversity (4).	7%
Collaborative skills	Collaborative	Digital competence (4), collaborative leadership (1), and cultural awareness (3).	10%
Critical thinking skills	Critical	Critical thinking and analysis skills (4)	15%
Digital literacy	Literacy	Engagement (1), awareness (1), and shared understanding (2).	14%
Entrepreneurial skills	Entrepreneurship	Entrepreneurial self-efficacy (1), entrepreneurial intention (1), and entrepreneurial behavior (2).	3%
Communication skills	Communication	Developing a global mindset (4), self-disclosure (1), cultural mapping (1), and harmonizing interactions (3).	12%
Problem solving skills	Soft Skill	Leadership (3), conflict management (1), diplomacy (3), and emotional intelligence (2).	23%
Cultural awareness and global citizenship	Awareness	Language skills (4), continuous learning (1), behavioral flexibility (2), sensitivity development (2), interaction management (1), creativity (1), identity maintenance (1), empathy (1), and managing change (2).	16%

Notes: Numbers in parentheses represent the volume of indicators in the data material: 1=<5 hits, 2=<10 hits, 3=<20 hits, 4=21> hits.

**Table 3 Outcome Focus Areas of World Class Universities in Indonesia**

Category	Keywords	Outcome Indicators of World Class Universities in Indonesia	%
Research results		Number of publications (4), capacity of individual researchers (1), publishing in journals (3).	3%

Innovation products	Innovation	Quality of scientific research (2), structure of scientific research (1), government relevance (1), and level of industry-academia-research collaboration (4).	5%
Academic productivity	Academic	Peer-reviewed articles (2), institutional factors (1), intrinsic motivation (2).	12%
International engagement	Internationalization	Skilled talent (1), abundant resources (1), and proper governance (3).	6%
Student diversity	Students	Age (1), career choice (3), gender (1), behavior (1), achievement (1), and cultural diversity (4).	4%
Faculty diversity	Faculty	Accreditation (4), cultural competence (1), cultural diversity (1), curriculum (3), and administrative personnel (1).	4%
Scientific publications	Publications	Publications (4), databases (1), technology (1), and open access publishing (2).	6%
Cross-border research collaborations	Cross-border	Data collection (1), empirical research (1), peer groups (1), and problem solving (3).	5%
Investment in facilities	Facilities	Facility and service utilization (2), service quality (1), and service accessibility (2).	15%
Technology investment	Technology	Innovation, performance, impact,	9%
Industry-driven outputs	Industry	Content strategy (1), analytics (1), social media (3).	13%
Graduates in the global job market	Labor market	Problem solving (3), professionalism (1), working on own initiative (2).	10%
Curriculum according to the needs of society	Curriculum	Clear objectives (3), strong beliefs (1), general judgment (1), timely (2).	8%

Notes: Numbers in parentheses represent the volume of indicators in the data material: 1=<5 hits, 2=<10 hits, 3=<20 hits, 4=21> hits.

Table 2 presents the categories that accompany the keywords, the distribution and volume of indicators included, and the percentage distribution of research volume for each category. The categories are not intended to simplify a complex reality but, instead, provide language and create a structure for interpretation and provide a representation that justifies the diversity of parental involvement. The categories of communication, collaborative, critical, literacy, entrepreneurship, communication and soft skills emerged with greater volume. This confirms the development of knowledge about global competencies and world-class university outcomes in Indonesia. In particular, a large amount of research regarding the development of knowledge about global competencies can be emphasized, which confirms previous research regarding world-class university outcomes in Indonesia in general.

The results category of world-class universities in Indonesia represents the pinnacle of academic excellence, embodying institutions that excel in research, teaching, and innovation on a global scale. These universities are valued for their excellent teaching staff, state-of-the-art facilities, and commitment to creating an environment conducive to innovative discoveries and intellectual growth. They attract top talent, foster diverse perspectives and push the boundaries of knowledge in a variety of fields. With an unwavering dedication to excellence, these institutions serve to inspire, drive progress and shape the future of education and society at large.

The world-class university category encompasses a variety of factors that determine an institution's reputation, educational quality, and global impact. These indicators often include excellence in research and innovation, academic productivity, international engagement, student and faculty diversity, and industry connections. World-class university rankings often use metrics such as the number of recognized scholarly publications, cross-border research collaborations, investments in facilities and technology, and industry-driven outputs. In addition, the success of graduates in the global job market is also an important indicator,



reflecting the quality of education and the relevance of the curriculum to the demands of industry and society. Overall, achieving excellence in these indicators underscores the university's commitment to fostering knowledge creation, global citizenship and societal progress, see Table 3.

### **Global Competencies and Outcomes of World-Class Universities in Indonesia**

Global competencies are becoming increasingly important in the evolving higher education landscape, particularly for universities seeking to achieve world-class status. In Indonesia, efforts to achieve global competitiveness among universities have attracted attention, prompting researchers to investigate the relationship between global competencies and the performance of these institutions on the world stage. (Mursitama et al., 2022; Pabittei & Bhinekawati, 2020). Several scholarly studies have explored this topic and highlighted various aspects of global competence and its impact on university performance in Indonesia.

Landmark study examines the correlation between global competencies and international rankings of Indonesian universities (Almubaroq et al., 2023; Esti et al., 2023). The findings show that universities that exhibit higher levels of global competencies tend to achieve better rankings, suggesting a strong positive relationship between these competencies and institutional performance (Johari et al., 2022). Higher education systems, policies, and institutions are being transformed by globalization, which is widening, deepening, and accelerating connections around the world (Mense et al., 2018; Zinchenko, 2020). This demonstrates the importance of equipping students, faculty, and administrators with the skills and perspectives necessary to thrive in a global academic environment.

In addition, research has explored the specific global competencies that are most closely associated with the success of Indonesian universities on the world stage. These competencies cover a wide range of attributes, including intercultural communication, adaptability to diverse environments, English language proficiency, among others (Abidin et al., 2024; Astawa & Wijaya, 2024). Institutions that prioritize the development of these competencies within their academic communities are better positioned to effectively manage the complexities of international collaboration and competition (Afandi et al., 2019; Rosyidah et al., 2020).

In addition to individual university initiatives, broader national policies and strategies have also been reviewed in the context of improving global competence among Indonesian universities (Francisco, 2024; Sudarwati et al., 2024). Research results have analyzed government efforts to encourage internationalization, research collaboration, and academic mobility, and recognized these as important components in fostering a culture of global engagement within the higher education sector (Fuadi et al., 2021; Khalid et al., 2019; Umemiya et al., 2024). By aligning institutional goals with national goals, universities can leverage collective resources to strengthen their global position.

Other research has highlighted the role of partnerships with foreign institutions in developing global competencies among Indonesian universities (Lambey et al., 2023; Mursitama et al., 2022). Collaborative initiatives such as joint research projects, student exchange programs, and faculty development opportunities contribute to the exchange of knowledge, skills, and perspectives across countries (Smith & Smith, 2020; Songate et al., 2023). These partnerships not only enrich the academic experience but also enhance the international visibility and reputation of participating institutions.

Looking ahead, continued research into the global competence and performance of Indonesian universities on the world stage remains important. As higher education continues to undergo rapid globalization and transformation, understanding the factors that contribute to institutional success becomes increasingly important. By fostering a deeper understanding of the relationship between global competence and university outcomes, policymakers, educators

and stakeholders can collaborate to create an environment conducive to academic excellence and global impact in Indonesia's higher education landscape.

### **Outcome Focus Areas of World Class Universities in Indonesia**

A recent scholarly study investigated the areas of focus that are important for achieving world-class university outcomes in Indonesia, highlighting various dimensions that contribute to institutional excellence. Among these focus areas, publications emerged as an important aspect, serving as a measure of research productivity and impact (Dimiyati et al., 2022; Irawan et al., 2021). Indonesian universities seeking global recognition should emphasize the quantity and quality of scientific publications, fostering a culture of rigorous research and knowledge dissemination across multiple disciplines (Niam et al., 2023; Ratna et al., 2023). By prioritizing publications, institutions can increase their visibility in the global academic community and contribute significantly to the advancement of science (Kohl et al., 2021; Widiputera & Agung, 2023).

Innovation stood out as another important focus area, the importance of fostering a culture of creativity and entrepreneurship within the university ecosystem (De Brito & Leitão, 2021; Loots et al., 2021). By fostering innovation in research, teaching, and industry collaboration, universities can promote socio-economic development and address pressing societal challenges (Amry et al., 2021; Udo et al., 2024). Embracing innovation also means providing support for technology transfer, patenting, and commercialization initiatives, thus bridging the gap between academia and industry while nurturing a vibrant innovation and entrepreneurship ecosystem.

Academics are the backbone of any world-class university, serving as the foundation of teaching, research and intellectual inquiry (Intsiful, 2015; Tabish & Syed, 2015). The results emphasize the need for Indonesian universities to invest in recruiting, retaining and developing top academic talent. This includes providing competitive salaries, research grants, professional development opportunities, and a work environment conducive to attracting and retaining top scholars and researchers (Aliyyah et al., 2021; Budiharso & Tarman, 2020). By cultivating a diverse and highly qualified faculty, institutions can enhance their academic reputation, research output, and teaching quality, thus strengthening their position on the global stage (Joseph Jeyaraj et al., 2021).

Internationalization is emerging as an important key focus area for Indonesian universities seeking to achieve world-class status, reflecting the increasingly interconnected nature of higher education in the 21st century (Jarvis & Mok, 2019; Kostrykina, 2020). Internationalization efforts encompass a wide range of initiatives, including student and faculty exchange programs, joint research projects, collaboration with foreign institutions, and recruitment of international students and faculty (Kotorov et al., 2020). By fostering a global outlook and facilitating cross-cultural exchanges, universities can enrich academic experiences, broaden perspectives, and increase global competitiveness (Lourenço, 2018; Wihlborg et al., 2018).

Students play a crucial role in the success of any university, serving as future leaders, innovators, and change-makers in society (Lee et al., 2022; Vázquez-Parra et al., 2021). The results of this study point to the importance of prioritizing student-centered initiatives that aim to improve learning outcomes, develop critical thinking skills, and foster holistic development. This includes the provision of high-quality education, experiential learning opportunities, mentorship programs, and support services to foster well-rounded graduates equipped with the knowledge, skills, and attributes required to thrive in a rapidly evolving global landscape.

Finally, this research addresses the importance of aligning university facilities, technological infrastructure and curricula with the demands of industry and the job market. Indonesian universities should invest in state-of-the-art facilities, laboratories and research

centers to support cutting-edge research and innovation (Dec et al., 2022; Fathullah et al., 2023). In addition, integrating skills, competencies and experiential learning opportunities into the curriculum can better prepare students to enter the workforce, bridging the gap between academia and industry (Konstantinou & Miller, 2020; Seow et al., 2019). By adapting to the evolving needs of the job market and industry trends, universities can ensure the relevance and effectiveness of their educational programs, thereby improving graduate employability and contributing to national development goals.

## CONCLUSION

In conclusion, achieving world-class university status in Indonesia is strongly linked to the development and improvement of global competencies within higher education institutions. Research shows that universities with higher levels of global competencies, such as intercultural communication, adaptability to diverse environments, and English language proficiency, tend to achieve better international rankings. There is a positive correlation between competencies and institutional performance.

Transformation driven by globalization requires that students, faculty, and administrators are equipped with the skills to thrive in a global academic environment. National policies and strategies also play an important role in developing global competencies by encouraging internationalization, research collaboration, and academic mobility. Partnerships with foreign institutions further contribute to the development of such competencies through joint research, student exchanges, and faculty development programs. In addition, a focus on research productivity and the quality of scientific publications is essential for Indonesian universities seeking global recognition. By prioritizing these focus areas and aligning institutional goals with national strategies, Indonesian universities can improve their global standing and achieve academic excellence. Ongoing research into the factors that contribute to institutional success will continue to be important as higher education evolves in the context of globalization.

## REFERENCES

- Abidin, M. Z., Faresta, R. A., Malisa, M., Narayana, I. G. P. P., Fitriani, L. U., Andika, J. D., & Waly, M. M. (2024). Conceptualizing and integrating intercultural communicative competence in the English Language Teaching. *Diksi*, 32(1), Article 1. <https://doi.org/10.21831/diksi.v32i1.60441>
- Adisasmitho, W., Amir, V., Atin, A., Megraini, A., & Kusuma, D. (2020). Geographic and socioeconomic disparity in cardiovascular risk factors in Indonesia: Analysis of the Basic Health Research 2018. *BMC Public Health*, 20(1), 1004. <https://doi.org/10.1186/s12889-020-09099-1>
- Afandi, A., Sajidan, S., Akhyar, M., & Suryani, N. (2019). Development Frameworks of the Indonesian Partnership 21st-Century Skills Standards for Prospective Science Teachers: A Delphi Study. *Jurnal Pendidikan IPA Indonesia*, 8(1), Article 1. <https://doi.org/10.15294/jpii.v8i1.11647>
- Aliyyah, R. R., Humaira, M. A., Mulyadi, D., Widyasari, W., Rasmitadila, R., & Ulfah, S. W. (2021). Acquiring And Developing Outstanding Teachers Candidate: A Comparative Study from State and Private Elementary School. *International Journal of Scientific & Technology Research*. <https://repository.unida.ac.id/1021/>
- Almubaroq, H. Z., Sudarya, A., & Affandi, L. A. (2023). Capacity Building Model Strategy for Developing Lecturer Integrity and Competency in Efforts to Fulfill International Standards. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), Article 4. <https://doi.org/10.35445/alishlah.v15i4.3626>

- Amry, D. K., Ahmad, A. J., & Lu, D. (2021). The new inclusive role of university technology transfer: Setting an agenda for further research. *International Journal of Innovation Studies*, 5(1), 9–22. <https://doi.org/10.1016/j.ijis.2021.02.001>
- Astawa, I. G., & Wijaya, E. A. (2024). English Proficiency and Cultural Competence for Tourism Professionals in The Globalized Tourism Industry. *Jurnal Kajian Dan Terapan Pariwisata*, 4(2), Article 2. <https://doi.org/10.53356/diparojs.v4i2.87>
- Bressan, M., Leucci, S., & Panconesi, A. (2019). *Motivo: Fast motif counting via succinct color coding and adaptive sampling* (arXiv:1906.01599). arXiv. <https://doi.org/10.48550/arXiv.1906.01599>
- Budiharso, T., & Tarman, B. (2020). Improving Quality Education through Better Working Conditions of Academic Institutes. *Journal of Ethnic and Cultural Studies*, 7(1), 99–115.
- De Brito, S., & Leitão, J. (2021). Mapping and defining entrepreneurial ecosystems: A systematic literature review. *Knowledge Management Research & Practice*, 19(1), 21–42. <https://doi.org/10.1080/14778238.2020.1751571>
- Dec, G., Stadnicka, D., Paško, Ł., Mądział, M., Figliè, R., Mazzei, D., Tyrovolas, M., Stylios, C., Navarro, J., & Solé-Beteta, X. (2022). Role of Academics in Transferring Knowledge and Skills on Artificial Intelligence, Internet of Things and Edge Computing. *Sensors*, 22(7), Article 7. <https://doi.org/10.3390/s22072496>
- Diano, F. J., Kilag, O. K., Malbas, M., Catacutan, A., Tiongzon, B., & Abendan, C. F. (2023). *Towards Global Competence: Innovations in the Philippine Curriculum for Addressing International Challenges*.
- Dimiyati, M., Putera, P. B., Laksani, C. S., Zulhamdani, M., Handoyo, S., Rianto, Y., & Handoko, L. T. (2022). Research strength index to identify the performance of research universities: The case of Indonesia. *Journal of Science and Technology Policy Management*, 14(3), 547–562. <https://doi.org/10.1108/JSTPM-06-2020-0096>
- Esti, I., Hersulastuti, H., Indiyah, P. A., & Kun, A. A. (2023). Portrait of Education in Indonesia: Learning from PISA Results 2015 to Present. *International Journal of Learning, Teaching and Educational Research*, 22(1), Article 1.
- Fathullah, A., Noor, L. S., Ellyta, E., Suslinawati, S., & Kirnadi, A. J. (2023). Challenges and Strategies for Incorporating Green Skills Into Tvet Programs: Insights From Indonesian University Practices. *International Journal of Teaching and Learning*, 1(4), Article 4.
- Fonseca, M. (2023). Innovation in the peripheries: Counter-flows of students to second tier cities in Portugal. *Geoforum*, 141, 103732. <https://doi.org/10.1016/j.geoforum.2023.103732>
- Francisco, J. (2024). Student-Centric Perspectives of the ‘Why’ and ‘How’ of Fostering Global Competence in Education. *Journal of Higher Education Theory and Practice*, 24(3), 91–103. <https://doi.org/10.33423/jhetp.v24i3.6834>
- Fuadi, D., Harsono, H., Syah, M. F. J., Susilo, A., Suhaili, S., & Wahyono, B. (2021). Self-Governance: Internationalization Management of Distinctive Higher Education Towards The World Class University. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 3(2), Article 2. <https://doi.org/10.23917/ijolae.v3i2.11754>
- Gong, Y. (Frank), Gao, X. (Andy), Li, M., & Lai, C. (2021). Cultural adaptation challenges and strategies during study abroad: New Zealand students in China. *Language, Culture and Curriculum*, 34(4), 417–437. <https://doi.org/10.1080/07908318.2020.1856129>
- Gumbel, M., & Wiedemann, P. (2021). Motif lengths of circular codes in coding sequences. *Journal of Theoretical Biology*, 523, 110708. <https://doi.org/10.1016/j.jtbi.2021.110708>
- Hazelkorn, E. (2023). Putting Global University Rankings in Context: Internationalising Comparability and the Geo-politicalisation of Higher Education and Science. In L. Engwall (Ed.), *Internationalization in Higher Education and Research: Perspectives*,

- Obstacles, Alternatives* (pp. 55–73). Springer International Publishing. [https://doi.org/10.1007/978-3-031-47335-7\\_4](https://doi.org/10.1007/978-3-031-47335-7_4)
- Intsiful, E. (2015). *Actors Interpretations and Change Process: The Case of University of Ghana's Strategic Vision of becoming a World Class University*. [Master thesis]. <https://www.duo.uio.no/handle/10852/49830>
- Irawan, D. E., Abraham, J., Zein, R. A., Ridlo, I. A., & Aribowo, E. K. (2021). Open Access in Indonesia. *Development and Change*, 52(3), 651–660. <https://doi.org/10.1111/dech.12637>
- Ishak, D. (2022). Equality of Education Quality in Indonesia through Education Reform. *Legal Brief*, 11(2), Article 2.
- Jarvis, D. S. L., & Mok, K. H. (2019). The Political Economy of Higher Education Governance in Asia: Challenges, Trends and Trajectories. In D. S. L. Jarvis & K. H. Mok (Eds.), *Transformations in Higher Education Governance in Asia: Policy, Politics and Progress* (pp. 1–46). Springer. [https://doi.org/10.1007/978-981-13-9294-8\\_1](https://doi.org/10.1007/978-981-13-9294-8_1)
- Johari, J., Shamsudin, F. M., Zainun, N. F. H., Yean, T. F., & Yahya, K. K. (2022). Institutional leadership competencies and job performance: The moderating role of proactive personality. *International Journal of Educational Management*, 36(6), 1027–1045. <https://doi.org/10.1108/IJEM-07-2021-0280>
- Joseph Jeyaraj, J., Wald, N., & Harland, T. (2021). Higher education teachers' experiences of becoming research active: Striving for university status in the Global South. *Asia Pacific Education Review*, 22(3), 417–425. <https://doi.org/10.1007/s12564-021-09688-8>
- Kardoyo, & Pitaloka, L. K. (2023). *Link and Match Education in Indonesia: Implementation of New Policies? Effectiveness of Education Policy Implementation in Indonesia*. 562–570. [https://doi.org/10.2991/978-2-494069-35-0\\_69](https://doi.org/10.2991/978-2-494069-35-0_69)
- Kartiasih, F., Djalal Nachrowi, N., Wisana, I. D. G. K., & Handayani, D. (2023). Inequalities of Indonesia's regional digital development and its association with socioeconomic characteristics: A spatial and multivariate analysis. *Information Technology for Development*, 29(2–3), 299–328. <https://doi.org/10.1080/02681102.2022.2110556>
- Keshavarz, H. (2020). Evaluating credibility of social media information: Current challenges, research directions and practical criteria. *Information Discovery and Delivery*, 49(4), 269–279. <https://doi.org/10.1108/IDD-03-2020-0033>
- Khalid, J., Ali, A. J., Nordin, N. M., & Shah, S. F. H. (2019). Regional Cooperation in Higher Education: Can It Lead ASEAN toward Harmonization? *Southeast Asian Studies*, 8(1), 81–98. [https://doi.org/10.20495/seas.8.1\\_81](https://doi.org/10.20495/seas.8.1_81)
- Khan, M. K., Teng, J.-Z., Khan, M. I., & Khan, M. O. (2019). Impact of globalization, economic factors and energy consumption on CO2 emissions in Pakistan. *Science of The Total Environment*, 688, 424–436. <https://doi.org/10.1016/j.scitotenv.2019.06.065>
- Kohl, K., Hopkins, C., Barth, M., Michelsen, G., Dlouhá, J., Razak, D. A., Abidin Bin Sanusi, Z., & Toman, I. (2021). A whole-institution approach towards sustainability: A crucial aspect of higher education's individual and collective engagement with the SDGs and beyond. *International Journal of Sustainability in Higher Education*, 23(2), 218–236. <https://doi.org/10.1108/IJSHE-10-2020-0398>
- Konstantinou, I., & Miller, E. (2020). Investigating work-integrated learning and its relevance to skills development in degree apprenticeships. *Higher Education, Skills and Work-Based Learning*, 10(5), 767–781. <https://doi.org/10.1108/HESWBL-05-2020-0112>
- Köş, İ. E., & Çelik, H. (2023). Global competence scale: An adaptation to measure pre-service English teachers' global competences. *International Journal of Assessment Tools in Education*, 10(4), Article 4. <https://doi.org/10.21449/ijate.1260245>

- Kostrykina, S. (2020). *Never the Twain Shall Meet? Internationalisation of higher education in New Zealand and Indonesia: A holistic theory* [Thesis, ResearchSpace@Auckland]. <https://researchspace.auckland.ac.nz/handle/2292/50176>
- Kotorov, I., Krasnylykova, Y., Zhdanov, P., & Mazzara, M. (2020). Internationalization Strategy of Innopolis University. In J.-M. Bruel, A. Capozucca, M. Mazzara, B. Meyer, A. Naumchev, & A. Sadovykh (Eds.), *Frontiers in Software Engineering Education* (pp. 327–340). Springer International Publishing. [https://doi.org/10.1007/978-3-030-57663-9\\_21](https://doi.org/10.1007/978-3-030-57663-9_21)
- Kultsum, U., Parinduri, M. A., & Karim, A. (2022). Comparative Studies between Public and Private Islamic Schools in the Era of Globalization. *International Journal of Evaluation and Research in Education*, 11(1). <https://eric.ed.gov/?id=EJ1340432>
- Lambey, L., Usuh, E. J., Lambey, R., Burgess, J., Lambey, L., Usuh, E. J., Lambey, R., & Burgess, J. (2023). Challenges and Opportunities to Internationalize the Indonesian Higher Education Sector. In *International Business—New Insights on Changing Scenarios*. IntechOpen. <https://doi.org/10.5772/intechopen.110658>
- Lee, B., Liu, K., Warnock, T. S., Kim, M. O., & Skett, S. (2022). Students leading students: A qualitative study exploring a student-led model for engagement with the sustainable development goals. *International Journal of Sustainability in Higher Education*, 24(3), 535–552. <https://doi.org/10.1108/IJSHE-02-2022-0037>
- Loots, E., Neiva, M., Carvalho, L., & Lavanga, M. (2021). The entrepreneurial ecosystem of cultural and creative industries in Porto: A sub-ecosystem approach. *Growth and Change*, 52(2), 641–662. <https://doi.org/10.1111/grow.12434>
- Lourenço, M. (2018). Global, international and intercultural education: Three contemporary approaches to teaching and learning. *On the Horizon*, 26(2), 61–71. <https://doi.org/10.1108/OTH-06-2018-095>
- Majewska, I. A. (2023). Teaching Global Competence: Challenges and Opportunities. *College Teaching*, 71(2), 112–124. <https://doi.org/10.1080/87567555.2022.2027858>
- Mansilla, V. B., & Jackson, A. W. (2022). *Educating for Global Competence: Preparing Our Students to Engage the World*. ASCD.
- Mense, E. G., Lemoine, P. A., Garretson, C. J., & Richardson, M. D. (2018). The Development of Global Higher Education in a World of Transformation. *Journal of Education and Development*, 2(3), Article 3. <https://doi.org/10.20849/jed.v2i3.529>
- Moggi, S. (2023). Sustainability reporting, universities and global reporting initiative applicability: A still open issue. *Sustainability Accounting, Management and Policy Journal*, 14(4), 699–742. <https://doi.org/10.1108/SAMPJ-05-2022-0257>
- Mursitama, T. N., Noerlina, Setiawan, R., Princes, E., Chandra, A., Tunardi, Y., & Limto, D. (2022). The Impact of Indonesia's Higher Education Program on Improving Students' Competence in Achieving Global Employability. *Journal of Higher Education Theory and Practice*, 22(5), Article 5. <https://articlearchives.co/index.php/JHETP/article/view/3401>
- Niam, K., Huda, M. N., Sulanam, S., & Ridwan, A. (2023). Knowledge Management Practices in Enhancing Academic Output: A Study of Indonesian Islamic Universities. *Ulumuna*, 27(2), Article 2. <https://doi.org/10.20414/ujis.v27i2.582>
- Ninghardjanti, P., Murtini, W., Hindrayani, A., & Sangka, K. B. (2023). Evaluation of the Smart Indonesia Program as a Policy to Improve Equality in Education. *Sustainability*, 15(6), Article 6. <https://doi.org/10.3390/su15065114>
- Pabittei, A. A., & Bhinekawati, R. (2020). *The Impact of Cross Cultural Competence on Employee Performance Mediated by Global Mindset in Overseas Construction Projects (Lessons from a Large Construction Company in Indonesia)*. 101–106. <https://doi.org/10.2991/aebmr.k.200331.023>

- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform. *AERA Open*, 6(2), 2332858420932828. <https://doi.org/10.1177/2332858420932828>
- Paré, G., & Kitsiou, S. (2017). Chapter 9 Methods for Literature Reviews. In *Handbook of eHealth Evaluation: An Evidence-based Approach [Internet]*. University of Victoria. <https://www.ncbi.nlm.nih.gov/books/NBK481583/>
- Patawari, P., & Mamonto, M. A. W. W. (2023). Formulation of Cultural Values Internalization Policy by Regional Government: Efforts to Mitigate the Negative Impact of Globalization on Children. *Journal of Law, Politic and Humanities*, 3(4), 403–411. <https://doi.org/10.38035/jlph.v3i4.257>
- Purwanti, E. (2021). *Preparing the Implementation of Merdeka Belajar – Kampus Merdeka Policy in Higher Education Institutions*. 384–391. <https://doi.org/10.2991/assehr.k.210120.149>
- Randolph, J. (2019). A Guide to Writing the Dissertation Literature Review. *Practical Assessment, Research, and Evaluation*, 14(1). <https://doi.org/10.7275/b0az-8t74>
- Ratna, S., Saide, S., Putri, A. M., Indrajit, R. E., & Muwardi, D. (2023). Digital transformation in tourism and hospitality industry: A literature review of blockchain, financial technology, and knowledge management. *EuroMed Journal of Business*, 19(1), 84–112. <https://doi.org/10.1108/EMJB-04-2023-0118>
- Reimers, F. M., & Chung, C. K. (2021). *Preparing Teachers to Educate Whole Students: An International Comparative Study*. Harvard Education Press.
- Robertson, S. L. (2021). Global competences and 21st century higher education – And why they matter. *International Journal of Chinese Education*, 10(1), 22125868211010345. <https://doi.org/10.1177/22125868211010345>
- Rohayani, R., Maskie, G., & Khusaini, M. (2023). Factors Affecting the Welfare of Labors in Indonesia. *International Journal of Environmental, Sustainability, and Social Science*, 4(3), 695–706. <https://doi.org/10.38142/ijesss.v4i3.373>
- Rosyidah, N., Matin, & Rosyidi, U. (2020). Internationalization in Higher Education: University's Effective Promotion Strategies in Building International Trust. *European Journal of Educational Research*, 9(1), 351–361.
- Salmi, H., Hienonen, N., Nyman, L., Kaasinen, A., & Thuneberg, H. (2023). Comparing Contact Education and Digital Distant Pedagogy Strategies: Lockdown Lessons Learnt for University-Level Teacher Education. *Education Sciences*, 13(2), Article 2. <https://doi.org/10.3390/educsci13020196>
- Schuurman, G. W., Cole, D. N., Cravens, A. E., Covington, S., Crausbay, S. D., Hoffman, C. H., Lawrence, D. J., Magness, D. R., Morton, J. M., Nelson, E. A., & O'Malley, R. (2022). Navigating Ecological Transformation: Resist–Accept–Direct as a Path to a New Resource Management Paradigm. *BioScience*, 72(1), 16–29. <https://doi.org/10.1093/biosci/biab067>
- Seow, P.-S., Pan, G., & Koh, G. (2019). Examining an experiential learning approach to prepare students for the volatile, uncertain, complex and ambiguous (VUCA) work environment. *The International Journal of Management Education*, 17(1), 62–76. <https://doi.org/10.1016/j.ijme.2018.12.001>
- Shamionov, R., Grigoryeva, M., Grinina, E., Sozonnik, A., & Alina, B. (2023). Subjective Assessments of the Pandemic Situation and Academic Adaptation of University Students. *OBM Neurobiology*, 7(1), Article 1. <https://doi.org/10.21926/obm.neurobiol.2301150>

- Smith, R. B., & Smith, N. N. (2020). *Cross-Border Development – The Long-Term Role of Universities* (SSRN Scholarly Paper 3676810). <https://papers.ssrn.com/abstract=3676810>
- Songate, E. K., Maren, B., Bhandari, N., & Valia, C. (2023). Knowledge Transfer and Management Beyond Borders: An Indo-German Collaboration Perspective. In *Reimagining Border in Cross-border Education*. Routledge.
- Sudarwati, E., Junining, E., & Indhiarti, T. R. (2024). Increasing global literacy (GL) competence of university students to support the Indonesian International Student Mobility Awards (IISMA) program: Development of GL instructional framework. *Journal on English as a Foreign Language*, 14(1), 346–368. <https://doi.org/10.23971/jefl.v14i1.7568>
- Sun, X. (2020). Towards a Common Framework for Global Citizenship Education: A Critical Review of UNESCO’s Conceptual Framework of Global Citizenship Education. In X. Zhu, J. Li, M. Li, Q. Liu, & H. Starkey (Eds.), *Education and Mobilities* (pp. 263–277). Springer. [https://doi.org/10.1007/978-981-13-9031-9\\_15](https://doi.org/10.1007/978-981-13-9031-9_15)
- Tabish, S., & Syed, N. (2015). Towards Establishing World-Class Universities: A Conceptual Approach. *International Journal of Science and Research (IJSR)*, 4(1), 614–633.
- Udo, W. S., Ochuba, N. A., Akinrinola, O., Ololade, Y. J., Udo, W. S., Ochuba, N. A., Akinrinola, O., & Ololade, Y. J. (2024). Conceptualizing emerging technologies and ICT adoption: Trends and challenges in Africa-US contexts. *World Journal of Advanced Research and Reviews*, 21(3), Article 3. <https://doi.org/10.30574/wjarr.2024.21.3.0872>
- Umemiya, N., Sugimura, M., Kosaikanont, R., Nordin, N. M., & Ahmad, A. L. (2024). Impact of a consortium-based student mobility programme: The case of AIMS (Asian International Mobility for students). *Journal of International Cooperation in Education, ahead-of-print*(ahead-of-print). <https://doi.org/10.1108/JICE-08-2023-0020>
- Vázquez-Parra, J. C., Amézquita-Zamora, J. A., & Ramírez-Montoya, M. S. (2021). Student perception of their knowledge of social entrepreneurship: Gender gap and disciplinary analysis of an Ashoka Changemaker campus in Latin America. *Journal of Applied Research in Higher Education*, 14(3), 1224–1241. <https://doi.org/10.1108/JARHE-02-2021-0067>
- Wibowo, M. G. (2019). Human Capital Relation with Welfare in Indonesia and Asean Countries. *Economics Development Analysis Journal*, 8(1), Article 1. <https://doi.org/10.15294/edaj.v8i1.28730>
- Widiputera, F., & Agung, I. (2023). Mr. Private University Barriers to World-Class Education: The Case of Indonesia. *Journal of Research and Educational Research Evaluation*, 12(2), Article 2. <https://doi.org/10.15294/jere.v12i2.70270>
- Wihlborg, M., Friberg, E. E., Rose, K. M., & Eastham, L. (2018). Facilitating learning through an international virtual collaborative practice: A case study. *Nurse Education Today*, 61, 3–8. <https://doi.org/10.1016/j.nedt.2017.10.007>
- Zembylas, M. (2023). The affective ideology of the OECD global competence framework: Implications for intercultural communication education. *Pedagogy, Culture & Society*, 31(2), 305–323. <https://doi.org/10.1080/14681366.2022.2164336>
- Zinchenko, V. V. (2020). Global institutional transformations and the prospects of sustainable development of society in the context of the internationalization of higher education. *Perspectives of Science and Education*, 44(2), 10–18. <https://doi.org/10.32744/pse.2020.2.1>