JRERE 12 (2) 2023 100-112

Journal of Research and Educational Research Evaluation

http://journal.unnes.ac.id/sju/index.php/jere

Private University Barriers to World-Class Education: The Case of Indonesia

Ferdi Widiputera[1]✉, Iskandar Agung[2]

[1]Ministry of Education and Culture, Research and Technology, Jakarta, Indonesia
[2]National Research and Innovation Agency, Jakarta, Indonesia

Article Info

History Articles
Received:
08 May 2023
Accepted:
10 June 2023
Published:
30 August 2023

Keywords:
Private universities

Abstract

This study provides a comprehensive analysis of the barriers that prevent private universities from achieving world-class status. Six private universities with national A, B, and C accreditations were examined using qualitative methods including interviews, focus groups, and university documents, as well as the Times Higher Education (THE) assessment criteria in 2021. The research highlights a stark contrast between private universities in developed countries, which have more flexibility in achieving World-Class University (WCU) status, and those in Indonesia, which face significant challenges. Obstacles include the youth of the institutions, limited student enrollment, faculty lacking doctoral degrees, inadequate adoption of international teaching methods, insufficient research output, and weak research linkages. There's also a lack of language skills among faculty, a shortage of international staff, and limited collaboration with recognized institutions. The paper recommends that private universities improve the quality of education with government support through incentives, funding for domestic and international doctoral training, modern research facilities, and other relevant initiatives.

✉Correspondence Address :
Postgraduate, Universitas Negeri Semarang
Ministry of Education and Culture, Research and Technology, Jakarta, Indonesia
E-mail : ferdi.widiputera@kemdikbud.go.id

p-ISSN 2252-6420
e-ISSN 2503-1732

INTRODUCTION

Private universities, referred to as PTS in Indonesia, represent a manifestation of community participation in bolstering higher education. This participation entails the active involvement of individuals, groups, and institutions who willingly and consciously contribute to the development of educational programs, encompassing planning, implementation, monitoring, and evaluation stages (Davis & Newstorm, 2004; Normina, 2016). The regulation of community participation in education in Indonesia is stipulated under Government Regulation Number 39 of 1992. This regulation allows community involvement in various forms, such as the establishment and administration of educational units within the school system or in out-of-school education. It encompasses all types of education, except for official education, and applies to all levels of schooling.

According to the Ministry of Research and Higher Education (2019), Indonesia currently boasts a total of 4,500 private universities, catering to over 4.4 million students. Out of these, approximately 29.0% of private universities have obtained accreditation from the National Accreditation Board for Higher Education (NAAHE/BAN-PT). As per the Law of the Republic of Indonesia No. 20/2003, Government Regulation No. 60/1999, and Decree of the Minister of National Education of the Republic of Indonesia Number 118/U/2003, an independent non-structural institution has been established to support the government in evaluating the quality of higher education. The National Accreditation Board for Higher Education (NAAHE/BAN PT) has primary responsibilities, which encompass establishing a national accreditation system, conducting institutional accreditation, performing feasibility studies for new study programs or colleges, and providing recommendations. These functions are outlined in Law No. 12/2012 and Regulation of the Minister of Education and Culture No. 59/2012.

In 2018, a total of 1,316 private universities (PTS) obtained accreditation from NAAHE/BAN PT. Among these, 30 universities received accreditation A, 479 received accreditation B, and 807 received accreditation C. Furthermore, 11,709 study programs have been accredited, including 803 with accreditation A, 6,703 with accreditation B, and 4,203 with accreditation C (source: NAAHE/BAN PT, 2018). Accreditation A, B, or C represents an evaluation conducted by NAAHE/BAN PT, assessing the suitability and quality of a college or study program based on evidence related to seven predefined standards. The assessment is made using expert judgment and reasoning. The assessment criteria for accreditation encompass various dimensions, including vision, mission, goals, and objectives; governance and management; college students; human resources; curriculum; finance and infrastructure; research and collaboration. However, recent regulations have introduced changes to the accreditation criteria, which now include ratings of Excellent, Very Good, Good, or Not Accredited. These ratings are based on nine assessment criteria: vision, mission, goals, and strategies; governance, management, and cooperation; college students; human resources; finance and infrastructure; education; research; social service; and achievements in the tri dharma (teaching, research, and community service) (NAAHE/BAN PT, 2019; NAAHE/BAN PT Number 1/2020; Sevima, 2020).

While NAAHE/BAN PT has not been extensively implemented for the nine assessment criteria of private universities (PTS), it is crucial for these higher education providers to not only strive for improved national accreditation status but also actively participate in the global arena. Private universities should aspire to enhance their institutional reputation and aim for World Class University (WCU) status. A few private universities (although their numbers are still limited) have successfully registered as global education providers, meeting the criteria of

prestigious organizations such as Times Higher Education (THE), Quacquarelli Symonds (QS), Webometric, Shanghai Jiao Tong University (SJTU), and others. Nonetheless, the diverse criteria employed for assessing whether a university qualifies as a World Class University (WCU) highlight variations in the parameters used. According to the Webometrics assessment criteria, Gunadharma University is classified within the WCU category. (https://www.webometrics.info/en/detalles/gunadarma.ac.id). Based on the assessment criteria of Times Higher Education (THE), Bina Nusantara University and several state universities in Indonesia have been classified as World Class Universities (WCUs). Similarly, when evaluated using the assessment criteria of Quacquarelli Symonds (QS) and Shanghai Jiao Tong University (SJTU), these universities maintain their WCU status (Altbacht & Salmi, 2003; Levin, Jeong & Ou, 2006; Webometric, 2010; Times Higher Education, 2010; Subkhan, 2010; Purbani, 2013; Santosa & Agung, 2017).

The primary challenge encountered by numerous private universities in Indonesia revolves around enacting improvements to elevate their institutional status and enhance the quality of education, both domestically and internationally. To succeed in the global arena, private universities need to establish an international reputation and foster the development of competent and highly competitive graduates who can leverage job opportunities abroad. Exploring the dynamics of private universities in managing educational institutions and enhancing the quality of their learning is an intriguing endeavor, especially when considering their aspirations towards achieving World-Class University (WCU) status. Understanding the factors that contribute to this pursuit is a compelling area of study.

Hence, this study presents the findings to delve into the dynamics of private universities (PTS) striving for World-Class University (WCU) status. The manuscript aims to examine the challenges and constraints faced by private universities, ultimately culminating in drawing conclusions and formulating strategies for resolution.

Literature Review

Higher Education

A university is an educational institution that offers higher education and encompasses various types, including undergraduate and postgraduate programs, vocational education, and professional education. In Indonesia, both the government and the private sector collaborate in establishing universities with the aim of fostering the nation's progress and civilization. These institutions strive to cultivate an innovative, skilled, and competitive academic community, while also advancing science and technology by integrating human values (as stated in UU RI Number 4/2012 Article 4). The primary objective of higher education is to advance scientific knowledge and technology for the betterment of society's well-being.

Private universities (PTS) discussed in this context undoubtedly contribute to these functions and objectives. This implies that private universities are also obligated to enhance the quality and competitiveness of the nation across all domains to effectively respond to globalization (Law of the Republic of Indonesia No. 4/2012). As providers of higher education, private universities are expected to foster the development of science and technology while nurturing intellectuals, scientists, and professionals. Consequently, private universities must adapt to changing innovation requirements, shifts in industry and market structures, emerging knowledge, and other relevant factors. Various factors drive the need for change, including continuous technological advancements, intensified global competition, increasing customer demands, evolving demographic profiles, business privatization, and other related factors (Hussey, 2000; Kreitner & Kinichi, 2001).

The dynamic development of the strategic environment at national and global

levels necessitates private universities to adapt their educational practices. Change involves transitioning from the present state to a desired future state, which can manifest through the adoption of new methodologies, exploration of novel approaches, integration of advanced technologies, implementation of new systems, adoption of updated management procedures, organizational restructuring, or even responding to significant disruptive events (Davidson, 2001). Private universities must also prioritize efforts to enhance the quality of their educational practices and strive for a global reputation.

Go to WCU

Private universities should actively consider the aspiration of becoming world-class universities (WCUs) and actively engage in the competitive global arena to capitalize on global advancements. While a few private universities have successfully established a global reputation for their educational institutions, there is still a significant number that has yet to embark on this path. Possessing a global reputation entails that universities go beyond producing graduates solely to fulfill local and national demands. Instead, they strive to cultivate graduates who are qualified, competitive, and excel in the global arena, rivaling graduates from other countries. Whether one favors it or not, private universities must meet the criteria necessary to be recognized as world-class institutions.

World-class universities are higher education institutions that possess global advantages, efficiently manage their operations, demonstrate high productivity, maintain superior learning quality, and produce graduates and research of international caliber. According to Ambrose and Paine (2006), universities can achieve world-class status by having faculty members who consistently publish their research outcomes in leading journals within their respective fields and by nurturing graduates who possess the skills and capabilities to excel anywhere in the world. Altbach & Salmi, 2003; Ambrose & Paine, 2006). Levin, Jeong, and Ou (2006) Several benchmarks have been established for world-class universities, including research excellence, fostering academic freedom and an intellectually stimulating environment, effective self-management, sufficient resources and funding (including collaboration with other international institutions), promoting diversity, internationalization (through student exchange, curriculum development, and building relationships with other institutions), democratic leadership, attracting talented students, utilizing Information and Communication Technology (ICT), ensuring high-quality learning, responding to community needs, and fostering internal campus collaboration.

Times Higher Education (THE) has proposed additional criteria for determining World-Class Universities (WCU). THE suggests 13 assessment indicators grouped into five categories, which are: teaching and learning environment (15% reputation survey teaching, 6% Ph.D. awards per academic staff, 4.5% undergraduate acceptance per academic staff, 2.25% Ph.D. awards/undergraduate awards, and 2.25% income per academic staff); Research: Volume, revenue, and reputation play crucial roles (reputation survey – research 19%, research revenue [scaled] 5.25%, papers per academic staff and researchers 4.5%, public research revenue/total research revenue 0.75%). International Mix: The presence of an international mix of staff and students is significant (international and domestic staff ratio 3%, international and domestic student ratio 2%). Industry Revenue-Innovation: Industry revenue and innovation contribute to the evaluation process (2.5%) (see for detail http://www.timeshighereducation.co.uk/world-university-rankings/ 2010-2011/analysis-methodology.html; Subkhan, 2010).

Webometrics, developed by the Centro de Ciencias Humanas y Sociales (CCHS) group, utilizes a ranking system that assesses the online presence of campuses using four indicators: presence, impact, openness, and excellence. These indicators include factors

such as the number of pages with university domains listed in search engines, the number of external links linked on Google, the availability of downloadable documents, and the number of scientific publications by the university's academic community on Google Scholar (Philippine Daily Inquirer, 2011; Pradana, 2016; Wikipedia, 2021). Shanghai Jiao Tong University (SJTU) has established additional criteria for assessing World-Class Universities (WCU). These criteria include research performance, the quality of graduates and staff (awards earned), reference index, scientific publications in the fields of Science and Arts/Humanities, and academic staff numbers (Subkhan, 2010; Purbani, 2013). In contrast, QS (Quacquarelli Symonds) proposes six criteria to evaluate a world-class university. These criteria include academic peer review (40%), student-lecturer ratio (20%), citations per faculty (20%), employer reputation (10%), international student ratio (5%), and international staff ratio (5%) (Sowter & O'Callaghan, 2010; Wikipedia, 2018).

METHODS

The present study employs the assessment criteria established by THE to analyze the progress of private universities towards achieving world-class university (WCU) status. The outline of the assessment criteria is provided below.

Teaching – Learning Environment

The learning environment is a significant criterion emphasized by THE, accounting for 30% of the assessment weight. This criterion specifically focuses on aspects such as internationally renowned learning practices, the presence of PhD holders within universities, and ensuring a satisfactory level of lecturer income. The assessment provided by THE is more comprehensive compared to QS, as it takes into account not only the quantity of PhD holders required for a university to achieve world-class status but also factors such as learning with an international reputation, particularly through the adoption and adaptation of international curricula. Moreover, the assessment incorporates elements of recognition for lecturers, including income and welfare initiatives. The assessment of the teaching-learning environment involved a multifaceted approach. Interviews and surveys were conducted with faculty members to gauge their qualifications, particularly focusing on the presence of PhD holders. Additionally, university documentation was scrutinized to verify academic credentials and track lecturer income trends over time. The collected data was meticulously analyzed. The percentage of PhD holders among faculty members was calculated, giving a quantitative measure of the educational expertise within the university. Moreover, trends in lecturer income were examined, providing insights into the institution's ability to attract and retain qualified educators. Qualitative aspects, such as the adoption of international curricula, were assessed through document analysis.

Research – Volume, Income and Reputation

The evaluation of this aspect carries a weight of 30% and encompasses various components, including reputable research accounting for 19%, research income at 5.25%, papers per academic staff and researchers at 4.5%, and public research income as a proportion of total research income at 0.75%. What makes this assessment intriguing is the significance placed on exceptional and productive research activities as a determining factor for achieving world-class status. The assessment encompasses not only the quantity of research conducted but also the presence of state-of-the-art laboratories and research facilities, the establishment of professional research institutions, the ability to patent research outcomes with the support of private sponsors or funders, effective patent administration, appropriate budget allocation, and the availability of sustainable research resources. Additionally, another crucial aspect involves

the publication of scientific papers by academic staff and the ownership of scientific journals that serve as reputable publication and reference platforms, both nationally and internationally indexed. To evaluate research activities, a comprehensive approach was adopted. Research output, including publications, patents, and collaborations, were tracked over a specified period. Interviews and surveys were conducted with researchers and faculty to gather information on state-of-the-art laboratories, research facilities, and collaborations with professional research institutions. Research volume was assessed by quantifying the number of publications and patents per academic staff. The quality and impact of research were evaluated by considering citations and collaborations with reputable institutions. The availability and utilization of advanced research facilities were analyzed through direct observations and interviews. Financial data on research income and its distribution across different sources were also examined.

International Mix Staff and Students

This criterion necessitated a thorough examination of the composition of educational staff and students. Interviews were conducted with university administrators to gather information on the ratio of international lecturers and staff, as well as the strategies employed to attract them. Enrollment data and demographic information of students were obtained from official university records. The educational staff within universities encompasses not only educators or teachers but all individuals involved in the educational process. The journey towards becoming a World-Class University (WCU) heavily relies on the presence of skilled and dedicated educators/lecturers working in a coordinated and synergistic manner. In addition, WCU status often requires the inclusion of lecturers and staff members from abroad. The growing impact of globalization necessitates active engagement between universities and the international community, including the inclusion of lecturers and staff members from universities in other countries.

The requirements encompass not only the lecturers and staff members but also the presence of a substantial number of international students enrolled at the university. According to THE assessment, the ratio of international lecturers and staff should be at least 3% of the total workforce, aiming to drive changes by implementing a curriculum that is more proactive and responsive to global strategic developments. Moreover, world-class universities are expected to maintain a ratio of at least 2% for international and domestic students. The percentage of international lecturers and staff was calculated in relation to the total workforce. This provided a quantifiable measure of the university's internationalization efforts. Additionally, the ratio of international and domestic students was assessed, indicating the level of global diversity within the student body.

Industry Income – Innovation

To evaluate industry collaboration, financial records and partnership agreements were analyzed. Interviews and surveys were conducted with university officials responsible for liaising with industries. Documentation of collaborative projects, including training programs and research initiatives, was reviewed. This assessment pertains to the university's income derived from collaborations with industries for training, research, and other activities. Specifically, universities are expected to establish cooperative relationships with the manufacturing and service sectors. The institutional funds of the university are derived from various sources, including private entities, state-owned enterprises, regional-owned enterprises, and other non-profit institutions. According to THE criteria, 2.5% of the total education funding is allocated each year to promote collaborations and generate higher education revenues from the industrial sector.

Through these rigorous data collection procedures and in-depth analysis, a

comprehensive understanding of the universities' progress towards achieving World Class University status was attained. The combination of quantitative and qualitative methods ensured a thorough evaluation of each assessment criterion.

RESULTS AND DISCUSSION

Results

When examining the experiences of other countries, such as the United States, it becomes evident that several private universities have emerged as elite institutions in the world, including renowned names like Harvard, Stanford, and Yale. Among these universities, Stanford stands out as a prime example of a relatively young institution that has attained a top-tier global reputation. Stanford's success can be attributed to its exceptional faculty and a highly selective student body comprised of talented individuals. These two foundational pillars are further reinforced by substantial resources, funds, and a highly efficient and effective governance system. Presently, Stanford University receives financial support from various sources, with 21% derived from waqf, 18% from health services, 17% from research sponsors, 16% from students, 4% from investments, and other contributions. The university allocates its expenditures as follows: 59% for salaries and bonuses, 31% for operations, 6% for scholarships and other forms of assistance, and 4% for other purposes. As a result of these factors, Stanford University has established itself as a prestigious institution (https://www.stanford.edu; Dipojono, undated). The success of private universities like Stanford in the United States is often attributed to their ability to attract and retain exceptional faculty members and to curate a highly selective student body. Research has shown that universities with renowned faculty members tend to have higher research productivity and are more likely to produce influential research (Abramo et al., 2012). Additionally, a selective student body not only contributes to a stimulating learning environment but also enhances the institution's overall reputation (Hoxby & Avery, 2013). Stanford's financial stability and efficient governance are critical factors in its success. Private universities that have amassed substantial endowments, like Stanford's, have the advantage of being able to invest in world-class facilities, cutting-edge research, and attracting top talent (Duderstadt, 2017). Effective governance ensures that these resources are managed strategically and in alignment with the university's mission and goals (Birnbaum, 2018). Stanford's diverse sources of revenue, including waqf, health services, research sponsorship, and student fees, provide a solid financial foundation. This diversity can help insulate the university from economic downturns in any one sector (Ehrenberg & Zhang, 2005). Moreover, the allocation of expenditures towards salaries, operations, scholarships, and other purposes reflects a balanced approach to resource utilization, prioritizing both faculty and student support as well as operational efficiency (Smart & Paulsen, 2008). The prestige and global reputation of universities like Stanford play a crucial role in their success. A strong reputation attracts top students, faculty, and research sponsors, creating a self-reinforcing cycle of excellence (Bastedo & Bowman, 2011). This reputation extends beyond academics, influencing factors such as alumni networks, philanthropic support, and collaborations with industry and government (Etzkowitz et al., 2000). The success of private universities like Stanford is a result of a combination of factors including exceptional faculty, a selective student body, robust financial resources, effective governance, and a prestigious global reputation. These elements work synergistically to elevate the institution's standing and contribute to its continued success as a world-class university. What about Indonesia? The Indonesian government's ambition to have five universities achieve elite world-class status by 2019 reflects a strategic effort to elevate the global standing of Indonesian higher

education. This initiative aligns with global trends where nations recognize the significance of world-class universities in driving innovation and economic development (Salmi, 2009). However, achieving this goal entails overcoming various challenges, including enhancing research output, faculty qualifications, and international collaboration (Marginson & van der Wende, 2007). According to the 2011 THE-QS World University Ranking assessment, only three universities from Indonesia made it to the list of the top 600 universities worldwide. These universities are the University of Indonesia, ranked at 217, Gajahmada University, ranked at 321, and Bandung Institute of Technology, ranked at 401 (Santosa & Agung, 2017). Undoubtedly, the number of world-class universities is anticipated to increase in the forthcoming years. As of 2021, Webometrics has documented several world-class universities, including the University of Indonesia, ranked at 729, Bogor Agricultural University, ranked at 1092, Sepuluh Nopember Institute of Technology, ranked at 1103, Brawijaya University, ranked at 1163, Airlangga University, ranked at 1272, Telkom University, ranked at 1416, Bina Nusantara University, ranked at 1947, Gajahmada University, ranked at 2104, Bandung Institute of Technology, ranked at 2125, and Yogyakarta Muhammadiyah University, ranked at 2231 (Kompas.com, 2021). The analysis of university rankings from 2011 to 2021 provides a longitudinal perspective on the progress of Indonesian universities. While the rankings of the universities have improved, it's important to note that the methodology of different ranking systems can vary significantly (Hazelkorn, 2011). The inclusion of a larger number of Indonesian universities in assessments like Webometrics signifies a growing global presence, even if the rankings themselves may still be modest.

The latter development is quite encouraging as it reveals that a considerable number of Indonesian universities are included in the Webometrics assessment, despite their relatively low rankings. Furthermore, the evaluation conducted by the research group from the *Centro de Ciencias Humanas y Sociales* (CCHS), a part of the National Research Council in Spain, is based on four assessment indicators used to classify campuses into world-class categories (WCU). These indicators include four factors: (1) size affordability assessed by four search engines, namely Google, Yahoo, Live Search, and Exalead; (2) visibility, measured by the total number of unique external links accessible through Yahoo Search; (3) rich files, which consider the quantity of files related to academic activities and publications in formats such as Adobe Acrobat (.pdf), Adobe PostScript (.ps), Microsoft Word (.doc), and Microsoft PowerPoint (.ppt) across Google, Yahoo Search, Live Search, and Exalead; and (4) the number and citation of academic materials, such as papers and research reports, within each academic domain as indexed by Google Scholar. The use of multiple indicators by CCHS, including size, visibility, rich files, and academic materials, reflects a comprehensive approach to evaluating universities. This approach mirrors a growing trend in higher education assessment towards considering diverse aspects beyond traditional metrics (Deem et al., 2007). It acknowledges the multifaceted nature of university contributions to knowledge production and dissemination.

According to the Webometrics assessment, several private universities have been classified as world-class institutions. The classification of private universities, such as Telkom University, Bina Nusantara University, and Yogyakarta Muhammadiyah University, as world-class institutions by Webometrics highlights the diverse landscape of higher education in Indonesia. This is consistent with the global shift towards recognizing the potential and contributions of private universities (Altbach & Knight, 2007). However, as noted, different assessment criteria may yield varying results, underscoring the importance of considering multiple perspectives. However, the

classification may differ when considering other assessment criteria, such as QS or THE. According to THE-QS criteria, only four universities meet the WCU criteria: the University of Indonesia, Bandung Institute of Technology, Bogor Agricultural University, and Gajahmada University. These universities have a long-standing reputation, are highly regarded by prospective students, and consistently strive to enhance the quality of their education It is indeed prestigious for a state university to be recognized as a world-class institution, even though its ranking may still lag behind universities in the Asian region. Furthermore, the university has received financial support in recent years from the Directorate General of Higher Education, Ministry of Education and Culture, to pursue its aspiration of becoming a world-class university. The provision of financial support from the Directorate General of Higher Education demonstrates the Indonesian government's commitment to bolstering the standing of state universities. This aligns with international practices where governments play a crucial role in nurturing and advancing their higher education systems (Salmi, 2009). However, the challenges faced by private universities in achieving world-class status without government backing highlight the need for equitable policies and support mechanisms for all types of institutions (Altbach, 2004).

Indonesia's pursuit of world-class universities reflects a strategic effort to enhance its global competitiveness in higher education. The diverse range of rankings and assessment criteria utilized underscores the complexity of evaluating university performance. Government support plays a pivotal role in this endeavor, but it's crucial to ensure that policies are inclusive and supportive of all types of institutions. Achieving world-class status is a multifaceted undertaking that requires a holistic approach encompassing research excellence, faculty development, internationalization, and effective governance.

Discussion

Private universities in Indonesia have the potential to compete among the elite ranks of world universities. However, the support of government policies is crucial to facilitate their journey towards becoming world-class institutions. The policy in question emphasizes the significance of government involvement in addressing the challenges faced by private universities. A study conducted at six private universities, consisting of two universities with A accreditation, two with B accreditation, and two with C accreditation, revealed their successful establishment of modern higher education governance and ensured its long-term sustainability. The private universities under study have experienced growth, yet they still face numerous obstacles on their path to achieving WCU status. The following section will outline the challenges encountered by private universities in meeting the educational requirements outlined by THE criteria.

The private universities examined have not yet met the requirement for a sufficient number of lecturers with PhD or doctoral qualifications. The percentage of lecturers holding doctoral degrees falls short of the 30% threshold specified by THE criteria. Even among the two private universities that have achieved an A accreditation status (denoting excellence) by the National Accreditation Board for Higher Education, only approximately 20% - 25% of lecturers possess doctoral degrees, with most being graduates of domestic universities (https://pddikti. kemdikbud.go. id/lecturer). Among private universities with a B accreditation, approximately 10% to 15% of lecturers hold doctoral degrees, while those with a C accreditation have only 2 to 4 individuals with doctoral qualifications. Private universities encounter obstacles related to the limited number of lecturers possessing doctoral degrees, as well as financial constraints in supporting lecturers to pursue doctoral education both domestically and internationally.

The private universities examined continue to utilize the curriculum developed by the Directorate General of Higher Education, Ministry of Education and Culture, and have not yet implemented or adapted an international curriculum. In terms of learning approaches, there is an example of an A/Unggul accredited private university that has embraced the new internationalization trend through the implementation of a double degree system. Under this system, students who are working on their final research project to obtain a bachelor's degree have the opportunity to complete their studies at a partner university abroad. They can do so by covering their tuition fees and adhering to the regulations set by the partner university. If they meet the requirements, the student will be awarded two bachelor's degrees: a domestic bachelor's degree (S-1/Bachelor of Arts) and a Master's degree (MA) from the partner university. The reliance on the curriculum developed by the Directorate General of Higher Education reflects a prevailing challenge in diversifying educational approaches. Research emphasizes the importance of adopting innovative and adaptable curricula to meet the demands of a rapidly evolving global knowledge economy (Marginson & Rhoades, 2002). The example of the double degree system showcases a positive step towards internationalization, demonstrating the potential for private universities to drive change.

The private universities under study have undertaken research activities within their campuses, although these endeavors remain limited. The limitations in research activities, particularly the lack of adequate laboratories and research facilities, hinder the ability of private universities to engage in high-impact research. Research infrastructure is a critical component in fostering a culture of innovation and productivity (Vale, 2016). Overcoming this obstacle requires strategic investments in modern research facilities and resources. The research conducted at the private universities primarily focuses on specific projects initiated by government bodies and private agencies/institutions. These projects encompass feasibility studies, environmental impact analyses, research on entrepreneurship, and research projects proposed by lecturers that have received funding from designated sources. However, research activities that involve innovative and productive R&D, resulting in patented outcomes, are still uncommon among lecturers.

There is a low level of interest among lecturers at private universities in publishing scientific works in books, translations, scientific conferences/international seminars, and reputable national and international journals. The low interest in publishing scientific works and the challenge of foreign language proficiency among lecturers reflect a broader issue in knowledge dissemination and internationalization. Research suggests that faculty engagement in publishing is essential for knowledge exchange and academic recognition (González, 2015). Efforts to enhance language skills and provide incentives for publication are vital in addressing this challenge. Furthermore, study programs at private universities seldom focus on developing journals that can serve as platforms for lecturers' scientific work, act as references, and attain national or international recognition. The publication of scientific papers in reputable international journals, such as Scopus and WOS, remains limited. This is not solely due to the challenge of writing, but also the proficiency and fluency in foreign languages. Some campuses have taken steps to encourage lecturers to write and publish their scientific works by offering special incentives. However, based on the study, only one private university has made efforts to enhance foreign language skills on its campus, targeting both lecturers and students. The university mandates that lecturers and students participate in English language courses offered by the university or external organizations. There is a requirement to utilize a foreign language, specifically English, for delivering lecture materials and daily interactions within the campus

environment to enhance language proficiency. Any violations, such as using the national or regional language on campus, may result in sanctions, including a fine of a specified amount.

Becoming a WCU entails the presence of lecturers/staff from abroad, fostering interactions with universities worldwide. In this regard, private universities with A/Excellent accreditation are the ones that engage in collaborations with foreign universities and send their lecturers/staff abroad. Conversely, private universities with B and C accreditations primarily focus on fostering collaborations with local/national universities. The limited availability of funds makes it challenging to recruit lecturers/staff from other countries. Private universities face challenges in recruiting international faculty, staff, and students due to financial constraints. This aligns with global trends where funding limitations often impact internationalization efforts (Teichler, 2014). Government support and strategic partnerships with foreign institutions are crucial in facilitating cross-border collaborations and fostering a diverse academic community. As a result, the university focuses more on enhancing the national accreditation status for higher education institutions, faculties, and study programs.

Recruiting international students poses an additional challenge for private universities, particularly those with accredited B and C status. However, A/Excellent accredited universities have managed to attract foreign students through various initiatives such as faculty/study program-specific training, student exchanges focused on learning cultural aspects or traditional dance, and offering bachelor's degree programs. Students are responsible for covering the cost of their education, although there are also scholarship opportunities provided by the university. Universities that have admitted foreign students follow specific guidelines, including a selection process.

Despite its modest percentage of 2.5, this assessment is significant as it pertains to higher education revenues generated from industry collaborations in areas such as training, research, and other activities. Implicitly, this requirement emphasizes the importance of private universities establishing cooperative relationships with the industrial sector, encompassing both manufacturing and services. World-class universities necessitate the development of collaborative partnerships with the industry, fostering innovation, and generating revenue from this sector. These partnerships can encompass diverse forms, such as conducting research and development (R&D) activities, providing training, offering consulting services, creating new production technologies, and more. However, the income derived from the industrial sector for higher education remains relatively low. The limited income generated from industry collaborations highlights a potential area for growth and development. Research stresses the importance of universities actively engaging with industries to drive innovation and economic development (Etzkowitz, 2008). Overcoming challenges related to lecturer skills and technology transfer is essential in realizing the full potential of industry-university partnerships. Income levels are often individual, meaning they are determined by a person's expertise. Within the university context, collaborations are primarily limited to sending students for internships at companies or conducting research on government projects. However, a significant obstacle encountered is the lack of lecturer skills required by the industrial sector, particularly in terms of technology for business development. Assumptions often arise that lecturers at private universities possess theoretical knowledge but lack practical proficiency in developing the technology demanded by the industry.

The challenges faced by private universities in Indonesia provide valuable insights into the areas that require strategic attention and investment. Addressing these challenges, from faculty qualifications to research infrastructure and industry collaboration, is instrumental in positioning

private universities on a trajectory towards achieving World-Class University status.

CONCLUSION

In Indonesia, there is a limited number of private universities that have obtained national accreditation at the A/superior level. The majority of private universities are accredited at the B and C levels or have not undergone assessment by the National Accreditation Board. However, a few private universities with A/excellent accreditation have made efforts to become world-class institutions. According to the Webometrics assessment, some private universities have already achieved world-class status. However, when considering THE criteria, these universities have not yet entered the elite category of global universities. Private universities face various obstacles, such as the prioritization of improving national accreditation status, limited financial resources, a shortage of lecturers with PhD or doctorate degrees, insufficient modern research facilities, and other challenges.

Private universities, like their counterparts in other countries, have greater flexibility in their journey towards world-class status. This flexibility stems from their independence in managing educational programs. However, achieving world-class status for private universities also relies on the commitment and policy support of the government bureaucracy. The government plays a crucial role in enhancing the educational qualifications of lecturers in private universities, improving research facilities, fostering collaboration between private universities and industry, providing financial support for educational development, promoting private universities to attract prospective foreign students, and assisting in funding to bring foreign lecturers.

REFERENCES

Abramo, G., D'Angelo, C. A., & Di Costa, F. (2012). National research assessment exercises: a comparison of peer review and bibliometrics rankings. *Scientometrics, 92*(3), 617-637.

Agus, S., & Agung, I. (2019). LPTK Menuju World Class University, Jakarta: *Jurnal Perspektif*.

Altbach, P. G. (2004). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education and Management, 10*(1), 3-25.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education, 11*(3-4), 290-305.

Altbach, P. G., & Salmi, J. (2003). The Road to Academic Exellence: Pendirian Universitas Riset Dunia, Jakarta: *Salemba Humanika*.

Altbach, P. G., & Salmi, J. (2011). The road to academic excellence: The making of world-class research universities. *World Scientific*.

Ambrose, T., & Paine, C. (2006). *Museum Basics*. London and New York: Routledge.

Bastedo, M. N., & Bowman, N. A. (2011). College rankings as an interorganizational dependency: Establishing the foundation for strategic and institutional accounts. *Research in Higher Education, 52*(3), 3-23.

Birnbaum, R. (2018). Governance and the Strategic University: A Comparative Perspective. *Educational Policy, 32*(3), 271-296.

Davidson, J. (2001). *Managing in a Time of Great Change*. San Fransisco, John Willey and Sons Inc.

Davis, K., & Newstrom, J. W. (2004*). Organizational Behavior*, McGraw-Hill Publishing Company.

Decree of the Minister of National Education Number 118/U/2003.

Deem, R., Mok, K. H., & Lucas, L. (2007). Transforming higher education in whose image? Exploring the concept of the "world-class" university in Europe and Asia. *Higher Education Policy, 20*(1), 83-97.

Dipojono, H. K. (No year). *World Class University and World University Ranking*.

Duderstadt, J. J. (2017). The Future of America's Research Universities. *Future of American Universities, 16*, 207-232.

Ehrenberg, R. G., & Zhang, L. (2005). Do tenured and tenure-track faculty matter? *Journal of Human Resources, 40*(3), 647-659.

Etzkowitz, H. (2008). The Triple Helix: University–Industry–Government Innovation in Action. Routledge.

Etzkowitz, H., Webster, A., Gebhardt, C., & Terra, B. R. C. (2000). The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy, 29*(2), 313-330.

González, J. (2015). The assessment of research performance in universities. *Minerva, 53*(3), 221-238.

Government Regulation Number 60/1999 concerning the National Accreditation Board for Higher Education

Hazelkorn, E. (2011). Rankings and the reshaping of higher education: The battle for world-class excellence. Springer.

Hoxby, C., & Avery, C. (2013). The missing "one-offs": The hidden supply of high-achieving, low-income students. *Brookings Papers on Economic Activity, 2013*(1), 1-65.

Hussey, D. E. (2000). *How To Manage Organizational Change*, London: Kogan Page Limited, 2000.

Kemristekdikti.(2019).https://lokadata.beritagar.id/chart/preview/jumlah-mahasiswa-di-indonesia-2014-2019-1592350059

Kreitner, R., & Kinicki, A. (2001), *Organization Behavior*, Singapore: Mc Graw Hill Inc.

Law Number 20/2003 concerning the National Education System.

Law of the Republic of Indonesia Number 12/2012 concerning Higher Education.

Law of the Republic of Indonesia Number 4/2012 concerning Higher Education.

Levin, H. M., Jeong, D. W., Ou, D. (2006). *What is World Class University*?, paper for The Conference of The Comparative and International Education Society, Honolulu, Hawaii, March, 16.

Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher education, 43*(3), 281-309.

Marginson, S., & van der Wende, M. (2007). To rank or to be ranked: The impact of global rankings in higher education. *Journal of Studies in International Education, 11*(3-4), 306-329.

NAAHE/BAN PT Number 1/2020 Regarding Higher Education Accreditation Instruments, Jakarta: National Accreditation Agency for Higher Education.

NAAHE/BAN PT. (2018) Data for Higher Education Accreditation Statistics. Jakarta: National Accreditation Agency for Higher Education.

NAAHE/BAN PT. (2019). Higher Education Accreditation: Criteria and Procedures IAPT 3.0, Jakarta: National Accreditation Agency for Higher Education.

Normina. (2016). Community Participation in Education. *Ittihad Journal of Kopertais Region XI Kalimantan*, Vol. 14(26), 71-85.

Philippine Daily Inquirer. (2011). *In The Know: Webometrics Ranking of World Universities.*

Pradana, A. (2016). *This is the Webometrics Version of University Ranking Criteria*.

Purbani, W. (2013). WCU. Paper, Yogyakarta: Yogyakarta State University.

Regulation of the Minister of Education and Culture Number 59/2012 concerning the National Accreditation Board

Salihah, N. F. (2020). *Ranking the Best PTN and PTS, What Criteria Does Webometrics Use?*

Salmi, J. (2009). The challenge of establishing world-class universities. The World Bank.

Santosa, A., & Agung, I. (2017). LPTK Dynamics Towards a World Class University (WCU). *Journal of Educational Science Perspective*, Vol. 31(1), 43-53. DOI: 10.21009/PIP.311.6

Sevima, A. (2020). *Make no mistake! Campus Accreditation Status No Longer Model A, B, and C But?*

Smart, J. C., & Paulsen, M. B. (2008). Higher education: Handbook of theory and research (Vol. 23). Springer Science & Business Media.

Sowter, B., & O'Callaghan, C. (2010). *QS World University Rankings.* United Kingdom: Publisher Quacquarelli Symonds Limited.

Subkhan, E. (2010). A Study-Analysis: Questioning the Orientation of World Class University. Paper. *National seminar for the Student Executive Board of the Faculty of Economics*, Banyumas: Sudirman University.

Teichler, U. (2014). Higher education research and the institutional basis of higher education: A win-win situation? *The European Higher Education Area*, 39-52.

Times Higher Education. (2010). *World University Rankings*.

Vale, P. (2016). The role of research infrastructure in the knowledge economy: Academic spin-offs, technology transfer and clustering. *Research Policy, 45*(9), 1994-2004.

Webometric. (2010). *About the Ranking*.

Wikipedia. (2017/2018). *QS World University Rankings*.

Wikipedia. (2021). *Webometrics Ranking of World Universities*.