



The Role of International Collaboration in Enhancing Lecturers Research and Community Service

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Received : 02 Mei 2026	Abstract : <i>This overseas lecturer community service program aimed to strengthen knowledge exchange through cooperation between Yayasan Lembaga Manajemen Indonesia/Institut Bisnis dan Komputer Indonesia and Yayasan Basmi Kemiskinan Selangor Malaysia. It was conducted on 30 July 2026 in Petaling Jaya, Selangor, Malaysia, through planning, preparation, implementation, and evaluation stages. The activity focused on the strategic role of international cooperation in improving lecturer research and community service, including strengthening research networks, exchanging academic experiences, improving lecturer competence & supporting the implementation of the Tri Dharma of Higher Education. The material presentation was followed by discussion and oral evaluation to determine participants' understanding of the topics delivered. The results showed that participants understood the material well and valued the exchange of knowledge and institutional experience. Continued cooperation between both institutions is expected to strengthen lecturer competence, expand international academic collaboration & improve the implementation & community service activities.</i>
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Kata Kunci: <i>Kerja Sama Internasional, Penelitian Dosen, Pengabdian Masyarakat, Pengembangan SDM, Tri Dharma</i>	Abstrak : Program ini bertujuan memperkuat pertukaran pengetahuan melalui kerja sama dua institusi Indonesia-Malaysia, yaitu Yayasan Lembaga Manajemen Indonesia/Institut Bisnis dan Komputer Indonesia dengan Yayasan Basmi Kemiskinan Selangor Malaysia. Kegiatan dilaksanakan pada 30 Juli 2026 di Petaling Jaya, Selangor, Malaysia melalui tahapan perencanaan, persiapan, pelaksanaan, dan evaluasi. Materi kegiatan membahas peran strategis kerja sama internasional dalam meningkatkan penelitian dan pengabdian dosen, termasuk penguatan jejaring penelitian, pertukaran pengalaman akademik, peningkatan kompetensi dosen, serta dukungan terhadap pelaksanaan Tri Dharma Perguruan Tinggi. Penyampaian materi dilanjutkan dengan diskusi dan evaluasi secara lisan untuk mengetahui pemahaman peserta. Hasil kegiatan menunjukkan bahwa peserta memahami materi dengan baik dan menilai pertukaran pengetahuan serta pengalaman antarinstansi memberikan manfaat. Keberlanjutan kerja sama kedua institusi diharapkan dapat meningkatkan kompetensi dosen, memperluas kolaborasi akademik internasional, serta memperkuat pelaksanaan penelitian dan pengabdian kepada masyarakat.
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INTRODUCTION

Higher education institutions hold a strategic role in national development through the implementation of the Tri Dharma of Higher Education, which includes education, research, and community service. In an era of globalization and increasingly intense competition in science and knowledge, the existence of a higher education institution is no longer assessed solely from its local or national reach, but also from the extent to which it is able to establish global academic networks (Altbach & Knight, 2007). Within this context, international collaboration has shifted from being merely ceremonial or administrative cooperation into a fundamental requirement for accelerating academic quality, especially in research and community service.

The changing landscape of global higher education is also driven by comprehensive internationalization, in which national borders are no longer treated as barriers to the exchange of scientific ideas. De Wit and Hunter (2015) emphasize that internationalization is not simply a peripheral output, but is closely connected with institutional strategies for responding to complex global challenges such as climate crises, economic inequality, and technological disruption. Higher education institutions are therefore encouraged to move from closed traditional models toward more open academic ecosystems, including open science and borderless innovation, where cross-country synergy supports the creation and circulation of knowledge (Teichler, 2017).

Lecturers, as key actors in the Tri Dharma, carry moral and intellectual responsibilities to continuously produce scientific work that is innovative, solution-oriented, and capable of generating broad impact. Lecturers are also expected to apply their knowledge to real problems within communities. However, developing countries such as Indonesia often face recurring challenges, including limited domestic research funding, restricted access to advanced laboratory facilities, academic isolation from global dissemination networks, and insufficient downstream utilization of innovation (Marginson, 2016). These constraints can limit the capacity of lecturers to expand the quality, reach, and usefulness of their academic work.

Strategic collaboration with universities, research institutions, industries, and international organizations can serve as a bridge for addressing these structural limitations. International partnerships may facilitate resource sharing, access to multinational research funding, adoption of more advanced methodologies, and broader dissemination of community service impact. In the context of lecturer development, collaboration is relevant not only to the production of scientific publications, but also to

the exchange of experience, institutional learning, and the strengthening of competencies needed to implement the Tri Dharma in an increasingly interconnected academic environment.

The community service activity discussed in this article emerged from cooperation between Yayasan Lembaga Manajemen Indonesia, which manages Institut Bisnis dan Komputer Indonesia, and Yayasan Basmi Kemiskinan Selangor Malaysia. The activity brought lecturers and institutional representatives into a cross-border forum for sharing material and experiences concerning the role of international collaboration in strengthening lecturer research and community service. The original activity record describes this collaboration as beneficial for the development of knowledge between the two parties and as an opportunity to support human resource development in both institutional environments.

Accordingly, this article aims to describe the implementation of the overseas lecturer community service program and to explain the substance of the material delivered regarding the role of international collaboration in improving lecturer research, community service, academic governance, and human resource development. The discussion is limited to the activity process, the direct participant response reported during evaluation, and the strategic points contained in the material delivered during the program.

METHOD

Implementation Approach and Activity Object

This program used a community service implementation approach organized through sequential stages of planning, preparation, implementation, and evaluation. The object of the activity was the overseas lecturer community service program conducted through cooperation between Institut Bisnis dan Komputer Indonesia under Yayasan Lembaga Manajemen Indonesia and Yayasan Basmi Kemiskinan Selangor Malaysia. The activity took place on 30 July 2026 at the meeting room of Yayasan Basmi Kemiskinan Selangor Malaysia, No. 32 & 34, Jalan SS 7/24, Ss 3, 47301 Petaling Jaya, Selangor, Malaysia. The original manuscript also describes the activity as an overseas service program conducted in Kuala Lumpur, Malaysia. The implementation focused on delivery of the material entitled "The Role of International Collaboration in Enhancing Lecturer Research and Community Service." The participants were members and representatives present in the activity at Yayasan Basmi Kemiskinan Selangor Malaysia.

The original activity record does not state the number of participants; therefore, no participant total is added in this adaptation.

Planning Stage

Before the activity was carried out, planning was conducted through communication with Yayasan Basmi Kemiskinan Selangor Malaysia. The Head of the Institute for Research and Community Service (LPPM) conveyed the overseas community service plan to the rector. The rector then sent a formal letter to Yayasan Basmi Kemiskinan Selangor Malaysia regarding the planned lecturer community service activity. This stage established the initial institutional communication required for the cross-border program.

Preparation Stage

After communication regarding the planned activity had been established, the organizers continued with technical and administrative preparation. Lecturers who intended to participate as resource persons submitted requests to the Head of LPPM regarding their role in the overseas lecturer community service program. The Head of LPPM subsequently issued permission for the resource persons to participate in the activity scheduled for 30 July 2026 at the office of Yayasan Basmi Kemiskinan Selangor Malaysia. The resource persons listed in the original activity manuscript were : (1) Edward Alezandro Lbn. Raja, S.E., S. Ked., M. Biomed., M.M, Ph.D.; (2) Prof. Dr. Togu Harlen Lbn. Raja, S.E., M.Si.; (3) Dr. Eva Rianty S., S.E., M.Si., Ak.; (4) Prof. Dr. Dato Zainal Abidin Bin Sakom; (5) Riomas Sinurat, S.E., M.M; and (6) Adiwima Zebua, S.Mn., M.M. Their involvement represented the institutional collaboration between the Indonesian and Malaysian partners within the community service activity.

Implementation Stage

The implementation stage consisted of the formal opening of the activity, institutional remarks, delivery of the main material, and a question-and-answer session. The activity was held in the meeting room of Yayasan Basmi Kemiskinan Selangor Malaysia. The program was opened by the protocol representing the Chair of Yayasan Basmi Kemiskinan, followed by remarks from the Chair of Yayasan Basmi Kemiskinan Selangor Malaysia, Dato Zainal Abidin Bin Sakom, and remarks from the Chair of Yayasan Lembaga Manajemen Indonesia, Dr. Ir. HD. Melva Sitanggang, M.Si. The principal material addressed the role of international collaboration in improving lecturer

research and community service. The presentation discussed research ecosystem transformation, opportunities for joint funding and shared infrastructure, methodological quality and co-authorship, downstream innovation, global-local approaches to community service, collaboration with NGO and multilateral networks, and the relationship between international networks and academic governance.

Evaluation Technique

Evaluation was conducted after the resource persons completed the presentation. The purpose of this stage was to identify how participants received and understood the activity. The evaluation described in the original manuscript used direct oral questioning rather than a written questionnaire. The presenter or master of ceremonies asked participants whether they understood the material, and participants responded that they understood it very well. Participants also expressed positive views regarding the exchange of experience between the two institutions. Because the source activity relied on direct participant responses and did not report a quantitative evaluation instrument, the analysis in this article is descriptive. No statistical analysis software is reported or introduced. The results are therefore presented as a structured description of the implementation process, participant response, and the main strategic content delivered during the community service activity.

RESULTS AND DISCUSSION

Implementation of the Institutional Collaboration

The community service program was implemented as a collaborative activity between Yayasan Lembaga Manajemen Indonesia, which manages Institut Bisnis dan Komputer Indonesia, and Yayasan Basmi Kemiskinan Selangor Malaysia. The activity took place on 30 July 2026 in the meeting room of Yayasan Basmi Kemiskinan Selangor Malaysia at No. 32 & 34, Jalan SS 7/24, Ss 3, 47301 Petaling Jaya, Selangor, Malaysia. The cross-institutional setting positioned the activity as a forum in which academic and organizational experience could be exchanged directly between the Indonesian and Malaysian partners. The sequence of the program reflected the formal cooperation between both parties. Following the opening, the Chair of Yayasan Basmi Kemiskinan Selangor Malaysia, Dato Zainal Abidin Bin Sakom, delivered remarks, and the Chair of Yayasan Lembaga Manajemen Indonesia, Dr. Ir. HD. Melva Sitanggang, M.Si., also delivered institutional remarks. The program then continued with presentation of the

main material and discussion. This sequence shows that the activity combined institutional engagement with academic content, rather than functioning only as a ceremonial visit.

Participant Understanding and Exchange of Experience

After the presentation, the activity continued with a question-and-answer session between participants and the resource persons. The master of ceremonies then asked participants about their understanding of the material. According to the original activity report, participants responded together that they "very much understood" the material presented. This direct oral response became the main basis for the activity's evaluation of participant understanding. The evaluation also records that participants were pleased with the activity because it created an opportunity for exchange of experience between Institut Bisnis dan Komputer Indonesia under Yayasan Lembaga Manajemen Indonesia and Yayasan Basmi Kemiskinan Selangor Malaysia. The value identified by the participants was therefore not limited to receiving presentation material. The program also provided an interpersonal and institutional space for comparing experiences, expanding perspectives & strengthening communication between the two organizations.

Transformation of the Research Ecosystem toward High Impact Research

A major part of the material delivered during the community service activity concerned the transformation of the research ecosystem. International collaboration was presented as a pathway for lecturers to move beyond the limitations of domestic research facilities and to become more closely connected with the global scientific community. In this framing, collaboration is relevant because research quality is influenced not only by individual lecturer competence, but also by access to networks, infrastructure, methods, funding opportunities, and scientific exchange.

The material emphasized that lecturers who are integrated into international networks may obtain wider opportunities to share resources and experiences. Such connections can support the development of research that is designed with broader academic references and stronger methodological awareness. The activity therefore positioned international cooperation as part of an ecosystem-building process in which lecturers are encouraged to work across institutional and national boundaries.

Joint Funding and Shared Infrastructure

The first research dimension discussed was the acceleration of funding and shared infrastructure. Strategic partnerships were described as opening opportunities to access

multinational research grant schemes and to implement resource-sharing arrangements. Within this concept, lecturers may collaborate with overseas partner universities or institutions that possess facilities needed for more complex research activities. The significance of this point in the presentation lies in the possibility of reducing the effect of resource limitations. Where domestic facilities are insufficient, international cooperation can create a framework for using partner facilities, exchanging technical experience, or designing joint activities. The original manuscript specifically highlights the potential use of advanced laboratory facilities at overseas partner universities for testing complex hypotheses. Thus, collaboration is presented as an institutional mechanism for expanding research capacity rather than as an individual academic relationship alone.

Methodological Quality and Co-Authorship

The second research dimension concerned methodological quality and co-authorship. Intensive interaction with researchers from other countries was described as encouraging lecturers to adopt more rigorous methodological standards. Collaborative research brings together different academic experiences and disciplinary expertise, which can influence how research problems are formulated, how methods are selected, and how findings are communicated. The material also linked cross-country co-authorship with wider scientific visibility. Publications produced through international collaboration were described as having the potential to receive greater global attention because they combine expertise from multiple disciplines and research environments. In the context of this community service activity, the main message was that lecturers need exposure to wider research practices and academic networks if they are to strengthen the quality and reach of their scientific work.

Downstream Utilization of Innovation

The third research dimension was downstream innovation with global standards. Collaborative research was presented as work that should not necessarily stop at journal publication. The material emphasized the importance of directing research outcomes toward prototype development and possible commercialization of technology that responds to broader industrial needs. This perspective connects lecturer research with the practical use of knowledge. The point conveyed in the activity was that international collaboration can help lecturers see research as a process that includes discovery,

development, application, and dissemination. Such a perspective is consistent with the broader purpose of the Tri Dharma, in which academic knowledge is expected to generate educational, scientific, and social value.

Global Local Engagement in Community Service

The community service dimension of international collaboration was presented through a global local engagement approach. Community service programs often face limitations in the scale of their social impact and in the adoption of more recent technologies at the grassroots level. International cooperation was therefore described as a channel for learning from approaches that have already been implemented elsewhere and adapting them to local circumstances. The key principle in this material was adaptation rather than direct copying. Lecturers can study international best practices and then modify them according to Indonesian socio-cultural conditions. The examples stated in the original manuscript include community-based disaster management and green-energy transition in rural areas. These examples illustrate the broader idea that global knowledge becomes useful for community service when it is translated into approaches that are appropriate for local needs and contexts.

Synergy with NGOs and Multilateral Networks

The presentation also addressed synergy with non-governmental organizations and multilateral organizations. International networks may open opportunities for collaboration with organizations such as UNDP, UNESCO, or the Global Green Growth Institute. In the original material, this type of synergy is associated with stronger legitimacy, a wider scale of social impact, and potential external support for sustainable community empowerment programs. For lecturers, such networks can expand the range of partners involved in community service. A program may therefore move from a campus-centered activity toward a broader partnership involving academic institutions, community organizations, NGOs, and international agencies. The material delivered during the service program placed this network-building function as one of the strategic benefits of overseas cooperation.

Academic Governance and Key Performance Indicators

Another topic delivered in the activity was the strengthening of academic governance and institutional performance indicators. For higher education institutions in Indonesia, international networks were presented as an instrument for supporting

strategic national and global targets. The original manuscript refers specifically to the 2020 Ministry guide and identifies support for IKU 3 through lecturer activities outside campus, including visiting researcher or guest lecturer activities, as well as IKU 6 through internationally oriented study programs, global curriculum collaboration, and joint or double degree initiatives. The material also connects lecturer involvement in international research and community service networks with the broader goal of improving global institutional reputation. Participation in international academic networks was presented as relevant to academic reputation and employer reputation indicators used in global university rankings such as QS World University Rankings and THE World University Rankings. In this article, these points are reported as part of the material delivered during the community service activity, not as measured ranking outcomes of the activity itself.

Implications for Lecturer Knowledge and Competence

Across the presentation and evaluation stages, the activity consistently emphasized human resource development. The initial abstract in the original manuscript states that development of human resources between the two countries contributes to the improvement of human resources for both parties. The participant response during evaluation also supports the practical value of the activity as a space for knowledge and experience exchange. The implications of the program are therefore centered on continued lecturer learning and institutional relationship-building. By maintaining cooperation, both parties can create additional opportunities for lecturers to exchange knowledge, improve competence, and broaden their understanding of research and community service in an international setting. The original conclusion explicitly recommends continuation of the activity so that lecturers can strengthen their knowledge and competence in the education sector and experience the Tri Dharma of Higher Education through broader cooperation.

Integration of Research, Community Service, and Human Resource Development

The material delivered in the activity places research, community service, and human resource development within the same collaborative framework. Research collaboration expands the academic dimension of lecturer work, while global-local community engagement expands the social dimension. Human resource development links both dimensions because lecturers require knowledge, experience, networks, and

institutional support to carry out research and community service more effectively. The program therefore treated international cooperation as a means for strengthening lecturer capacity across more than one component of the Tri Dharma. This integrated perspective is consistent with the activity's original emphasis on bilateral knowledge development.

The initial program description states that the overseas community service activity is beneficial for knowledge development between the two parties and can create new opportunities for Yayasan Basmi Kemiskinan Selangor Malaysia and Yayasan Lembaga Manajemen Indonesia. In this sense, the value of collaboration lies in reciprocal learning. Each institution becomes a source of experience for the other, while lecturers gain exposure to a different organizational and social environment. The integration of research and community service also helps clarify why the activity discussed both high-impact research and community empowerment. The purpose was not to separate scientific production from social application, but to show that international networks can support both. Knowledge gained through research networks can inform community service, while experiences from community engagement can provide lecturers with practical perspectives that enrich future academic work. The activity thus framed international collaboration as a reinfo relationship among research, service & lecturer development.

Relevance of Internationalization to the Tri Dharma

The discussion of internationalization in the activity is directly related to the responsibilities of lecturers under the Tri Dharma of Higher Education. Altbach and Knight (2007) describe internationalization as an important feature of contemporary higher education, while the original manuscript uses this perspective to explain why higher education institutions increasingly need global networks. For lecturers, these networks may influence how education, research, and community service are planned and implemented because academic activity is no longer limited to a single institutional or national environment. De Wit and Hunter (2015) are used in the manuscript to emphasize internationalization as part of institutional strategy rather than as a peripheral activity. Applied to the community service program, this means that the overseas activity has significance beyond a one-time meeting. Its relevance lies in the possibility of building a relationship that can be continued through academic communication, lecturer interaction, research cooperation, and other Tri Dharma activities. The activity therefore provides an initial platform for broader institutional engagement between the two parties. Teichler (2017) is also cited in the original manuscript in relation to more open academic

ecosystems. The program reflects this idea through direct cross-country exchange. Lecturers and institutional representatives met in the same forum, discussed research and community service, and evaluated participant understanding through direct interaction. Although the activity itself did not measure long-term academic outcomes, its structure demonstrates the type of interpersonal and institutional contact that can support future internationalized Tri Dharma activities.

Sustainability of Bilateral Institutional Cooperation

The conclusion of the original activity report explicitly states that the program should be continued by both parties. This recommendation is important because the main benefits identified during the activity are relational and developmental. Knowledge exchange, lecturer competence, and institutional networking generally require continued interaction if they are to become part of regular academic practice. A single activity can introduce ideas and create initial connections, while continued cooperation provides space for those connections to be developed further. Within the logic of the material delivered, continuity can also strengthen the practical value of international collaboration. Research cooperation may require repeated communication, preparation of joint agendas, sharing of infrastructure, or development of co-authored work.

Community service collaboration may similarly require adaptation of international best practices to local contexts and coordination with broader partner networks. The activity did not report these follow-up programs as completed outcomes; rather, it presented them as opportunities that can be pursued when institutional cooperation is maintained. The recommendation for sustainability therefore remains closely tied to the original purpose of the program. Both institutions are expected to continue creating opportunities that allow lecturers to develop knowledge and competence. For Institut Bisnis dan Komputer Indonesia, the intended benefit is stronger lecturer capacity in implementing the Tri Dharma. For Yayasan Basmi Kemiskinan Selangor Malaysia, the collaboration provides an opportunity for continued exchange with an Indonesian higher education institution. The relationship is consequently framed as mutually beneficial rather than one-directional.

Reflection on the Activity Evaluation

The evaluation stage provides a simple but important indication of how the participants received the activity. Participants were asked directly whether they understood the material, and the reported response was that they understood it very well.

The report also records that participants were pleased with the exchange of experience between institutions. These responses support the conclusion that the material was accepted positively within the activity setting. At the same time, the evaluation method described in the original manuscript is qualitative and immediate. It does not include a written pre-test, post-test, numerical scoring system, or statistical analysis.

Consequently, this article does not present numerical improvement claims or infer changes that were not documented in the source activity. The reported result is limited to participant understanding and positive reception as expressed during the direct oral evaluation. This limitation does not change the meaning of the activity outcome, but it defines the appropriate scope of interpretation. The community service program can be described as successfully creating a forum for material delivery, discussion, and inter-institutional exchange, with participants reporting understanding of the material. Longer-term effects on research productivity, publication, community service performance, or institutional indicators would require separate follow-up evidence and are not claimed in this article.



Figure 1. Resource Person Delivering the Material

Source : Activity documentation, 2026.



Figure 2. Group Photo with the Management of Yayasan Basmi Kemiskinan Selangor, Malaysia

Source : Activity documentation, 2026.



Figure 3. Discussion with Participants

Source: Activity documentation, 2026.

CONCLUSION

The overseas lecturer community service program was implemented through cooperation between Yayasan Basmi Kemiskinan Selangor Malaysia and Yayasan Lembaga Manajemen Indonesia/Institut Bisnis dan Komputer Indonesia. The activity was conducted on 30 July 2026 at the meeting room of Yayasan Basmi Kemiskinan Selangor Malaysia in Petaling Jaya, Selangor, Malaysia, and included institutional remarks, presentation of material, discussion, and direct evaluation of participant understanding. The activity provided a forum for exchange of knowledge and experience between the two institutions. Participants were reported to understand the material very

well, while the material itself emphasized the role of international collaboration in strengthening research ecosystems, shared funding and infrastructure, methodological quality and co-authorship, downstream innovation, global-local community service, international organizational networks, and academic governance. Continuation of the cooperation is important so that lecturers can obtain further opportunities to develop knowledge and competence in education, research, and community service. Sustained collaboration is expected to support the implementation of the Tri Dharma of Higher Education within Institut Bisnis dan Komputer Indonesia and to maintain the exchange of experience between the Indonesian and Malaysian partner institutions.

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