Design of Curriculum Internationalization Based on Key Performance Indicators of Higher Education

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Abstract

The aim of this research is to investigate the design of internationalization curriculum development based on the main performance indicators of Islamic tertiary institutions in Brunei Darussalam and Indonesia. This research was conducted using a qualitative approach and a multi-site study research design. The research was conducted at the Islamic University of Sultan Sharif Ali Brunei Darussalam, Syarif Hidayatullah State Islamic University Jakarta Indonesia. Data analysis used, namely data analysis within the site, cross-site data analysis. The results of the research: the design of the development of internationalized curriculum based on the main performance indicators of tertiary institutions is described in the form of: vision, mission, goals and strategic plans, quality policies and quality objectives oriented towards international quality; international program management is handed over to an institution that specifically manages international programs; governance of internationalization is guarded through quality assurance. The strategy for internationalizing curriculum based on the main performance indicators at both tertiary institutions includes collaborative collaboration, student exchanges, visiting professors, seminars and international recognition, and management systems, provision of infrastructure that supports teaching excellence and research productivity, increasing cooperation with universities and industry at home and abroad.

Keywords: *Internationalization, Higher Education, Key Performance Indicators*

INTRODUCTION

The recognition of various parties affects the reputation of Higher Education both nationally and internationally (Huang, 2006; Seeber et al., 2016).The existence of this recognition is the impact of long-term performance and management of established institutions that cover various dimensions, including academic performance (through learning or research) and the performance of graduate users. A strong vision, consistency, continuous process, as well as the commitment and support of various parties including the adequacy of resources and their management are very much needed in the process of establishing an international university reputation (Beckstead, 2007; Lin, 2020; Wahidmurni et al., 2022). Globalization has resulted in a rapid and irreversible influx of foreign cultural influences into emerging nations. Additionally, there are numerous and diverse information flows that impact not only knowledge but also the principles of Islamic religious education. The nation's youth are being influenced by an increasing number of foreign cultures, which has social, economic, and religious ramifications. These ramifications include eating habits, dress codes, and pastimes. Thus, while those who follow trends are seen as sophisticated and modern, religious and moral values are occasionally abandoned since they are perceived as outdated and outdated. On the other hand, these people are beginning to give up on religious and moral values in their life. So, Islamic tertiary institutions, seen from the context of UNISSA University, UIN Syarif Hidayatulah Jakarta and UIN Malang in the future will not only be able to compete globally in terms of publication of scientific papers and research breakthroughs, but will also become

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a solution to the times, information technology and titles. -another globalization title which on the other hand begins to erode moral and religious values.

Global dynamics require universities to be responsive and active in responding to the challenges of change. The duties and responsibilities are to provide solutions to achieve changes in line with the adaptation to the times. As Pieter J. Vermeulen's opinion, the current trend of developing higher education is internationalization in a global context (Vermeulen, 2011). This adapts to the development of science and information technology regarding the industrial revolution 4.0, that every human being can access and utilize information to collaborate with various groups without being partitioned by national border walls (Manurung, 2019; Mulyadi, 2019; Ramdani et al., 2020).

Meeting the requirements specified in the Main Performance Indicators of Higher Education Decree of the Minister of Education and Culture of the Republic of Indonesia Number 754/P/020 concerning Main Performance Indicators of State Universities is the aim of internationalizing higher education. In addition, it is in line with the implementation of independent learning through Permendikbud 03 of 2020. There are 8 Main Performance Indicators for tertiary institutions including: 1) decent jobs are obtained by graduates, 2) off-campus experience is obtained by students, 3) lecturer activities off-campus, 4) teaching in practitioners carry out on campus, 5) the community uses the work of lecturers or gets international recognition, 6) collaboration is carried out by study programs with world-class partners, 7) conducting collaborative and participatory learning, 8) international standardization of study programs (Kemendikbud, 2021).

Universities need to compete to realize the mission of becoming a world class university. The eight Main Performance Indicators of tertiary institutions above are the benchmarks for achieving this mission. On the other hand, there are key indicators as a benchmark for university development, namely ranking on an international scale, such as Greenmetric, Webometrics, and QS Star. What's interesting is that the criteria and ranking system are measurable, open, and without discrimination. Wherever the university comes from, when it enters the international information system, it has the same opportunity to calculate the achievement and performance of the institution. Furthermore, in Jung Cheol Shin's research, Barbara M. Kehm et al regarding the success of world class universities in nine countries, namely, Japan, Malaysia, Germany, France, Hong Kong, Taiwan, China, Singapore and Korea, it was concluded that to become an international standard university is implementing university research in its learning activities, especially on aspects of learning outcomes that can be published and brought together in global scientific forums. This is like the statement "a world-class university focuses on research and attempts to compare global research universities, hence the phrase global research university", meaning that the term world-class university focuses on research that can be calculated on a global scale, because that is called a research-class university world (Lin, 2020; Luxon & Peelo, 2009)

Realizing the goal of a world-class institution involves internationalizing higher education through the creation of learning activities in a curriculum based on Key Performance Indicators. The State Islamic religious university with the greatest learning outcomes published in foreign journals is Syarif Hidayatullah State Islamic University in Jakarta. Meanwhile, the Islamic University of Brunei Darussalam as a foreign university is currently implementing a world class university in various fields, especially learning. Based on these findings, the researcher is keen to investigate the two research sites in order to fulfill the mission of Maulana Malik Ibrahim State Islamic University Malang as a top-tier university by developing learning activities via the internationalization of a curriculum based on higher education's key performance indicators.

LITERATURE REVIEW

International cooperation and educational assistance, curricular internationalization, and faculty and student mobility are the key components of higher education's globalization. Stated differently, co-teaching and research programs, curricular internationalization, faculty and student exchanges, and other initiatives constitute the internationalization of higher education (Azizah et al., 2022). To understand the concept of necessary to identify what indicators are used to measure how an institution has comprehensively carried out the internationalization process.

Internationalization refers to "Several activities, programs and services in an environment of study, educational exchange and international cooperation" (Beckstead, 2007; Huang, 2006; Iqbal et al., 2020). China, for example, has chosen a "massification" strategy so that higher education institutions get WCU rankings, spends a lot of funds to improve learning and research programs and sets its own international standards. China has an assessment standard for the Academic Ranking of World Universities (ARWU) or Shanghai Jiao Tong University (SJTU). In fact, so far most universities follow the Times Higher Education Supplement Aquarelle Symonds (THES-QS) standard in England. Another criterion that describes the quality of WCU at the ASEAN level is the study program assessment by AUN-QA using the following 15 criteria:
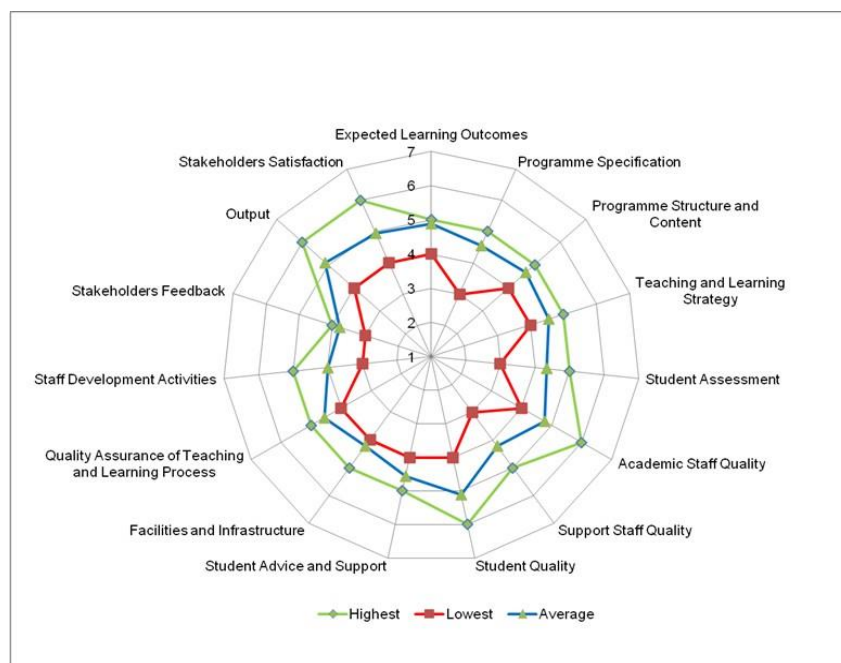

Figure 1: The criteria that describe the quality of WCU at the ASEAN level are study program assessments by AUN-QA using 15 criteria

Becoming an international standard university (World Class University) is one way that can be taken by the Islamic University of Sultan Syarif Ali Brunai Darussalam and UIN Syarif Hidayatullah Jakarta Indonesia to maintain competitiveness at the international level. World Class University (WCU) can also be a medium for developing the quality of educational institutions in Indonesia in the fields of education, education & development, as well as community service.

RESEARCH METHOD

Because the sites under examination contain similar characteristics, this research was carried out utilizing a qualitative technique and a multi-site case study research design. The policy or legal framework for governing the internationalization of postsecondary institutions, including both public and private colleges, is the exclusive focus of the research. The purpose of the researchers' presence here is to try to comprehend the significance of incidents and human interactions in certain contexts. Because of this, the researcher's order and appreciation of the subject in the field are required. Here, researchers play a crucial role (Bogdan & Biklen, 1997; Patton, 2002). Data sources include primary sources, which are those that give researchers data directly, and secondary sources, which are those that don't give researchers data directly but instead use other people as research subjects—such as leaders of other universities—or documents, such as the following: Plans of Action (Vision, Mission, Goals) college and so forth.

Three methods of gathering data were employed in this study: document studies, in-depth interviews, and participant observation approaches (Owen, 2014; Thanh & Thanh, 2015). In essence, data analysis is the methodical process of going over and gathering all of the field notes, interview transcripts, and other research materials. (Allwood, 2012; Bogdan & Biklen, 1997). To develop preliminary claims for a study, data analysis

involves testing, classifying, tabulating, or recombining empirical findings. (Hammarberg et al., 2016; Thanh & Thanh, 2015). Two types of data analysis were used in the study: (1) data analysis within sites, and (2) data analysis between sites.

The research was conducted in the following stages: At each site, data was first gathered. Second, by examining the categories established in the theme, the gathered data is examined, processed, and used in order to form a preliminary conceptual conclusion. Thirdly, comparisons and the ensuing conceptual development are used to conduct an analysis based on the conceptual discoveries. It is intended that by following these procedures, more substantial and abstractable conceptual insights will be produced. The modified analytic induction method was employed to create and test theory in order to arrive at this final conclusion. (Bogdan & Biklen, 1997; Rahardjo, 2010). The induction method is implemented as follows: at the outset of the study, a preliminary definition of specific phenomena is developed; definitions and explanations are then allowed to apply until data collection is obtained; modifications are made to the definitions and explanations formulated; cases that do not fit the formulation are actively sought out; and the phenomenon is redefined by rearranging explanations until a complementary relationship is obtained.

RESULTS AND DISCUSSION

The internationalization of higher education institutions necessitates the declaration or raising of internationalization policies within the university's vision. Vision according (Agung & Santosa, 2017; Kemendikbud, 2021) is a set of phrases that articulates the goals and aspirations that an institution or group hopes to accomplish in the future. Alternatively, one could argue that an organization's or institution's vision is a declaration of its aspirations. This result supports the notion that states that international process governance must be defined as a mission that is stated in a declaration and may employ various terminology. According to the theory that guided the creation of the institution's vision, mission, and objectives, the vision and mission must be derived from specific objectives in order to be carried out. This is consistent with the findings observed here. The trio of locations have set goals that are not only recognized at the national level but also at the worldwide one.

The quality policy is presented as a text document that includes definitions, concepts, goals, tactics, priorities, different quality standards, and or derived quality standards. (Acedo, 2013). Texts, documents, or books containing procedures for organizing, carrying out, monitoring, and creating or enhancing quality standards are known as quality guidelines. These guidelines also serve as work instructions or instructions for internal stakeholders who are responsible for carrying out these procedures. This is in compliance with PP No. 19 of 2005, the government regulation. The quality policies established by each site, however, differ in certain ways. For example, the ability to develop the integration and interconnection of Islamic and scientific studies, producing highly competitive and noble graduates, is one example of how the quality policies are focused, though they are still directed at the international or even global level. This is largely due to the point of view and focus of "quality" chosen by each site.

Table 1. Policy Priorities and Strategies for the Internationalization of Higher Education in the World

	Dunia	Afrika	Asia Pasifik	Eropa	Amerika Latin Dan Karibian	Timur Tengah	Amerika Utara
Outbound mobility opportunities for students (study, internship etc)	44%	29%	40%	49%	45%	18%	43%
International student exchange and attracting international students	43%	27%	50%	45%	29%	35%	42%
International research collaboration	40%	46%	52%	41%	35%	32%	23%
Strengthen international/intercultural curriculum content	31%	29%	33%	30%	27%	25%	40%
Double degree program	30%	24%	27%	35%	27%	30%	17%
Outgoing mobility options for faculty/staff	29%	24%	24%	35%	33%	18%	14%
International capacity building and development projects	175	27%	14%	17%	13%	22%	18%
Become an organizer of the international Scholarship Program	17%	22%	18%	13%	23%	20%	16%
Internationalization of Higher Education itself	15%	10%	15%	17%	11%	-	18%
Foreign language teaching as part of the curriculum	14%	7%	6%	17%	15%	5%	9%

Data obtained from Source: Egron-Polak & Hudson (2010) in BEELEN, Jos (2011). "Internationalisation at Home in a Global Perspective: A Critical Survey of the 3rd Global Survey Report of IAU". In: "Globalisation and Internationalisation of Higher Education

A vision, goal, objectives, and strategic plans, as well as quality policies and quality objectives, must be developed and translated into a governance framework that fits within the internationalization process of higher education. (Reynolds & Yu, 2022). While colleges use a variety of strategic plans, their visions, missions, goals, and achievement targets are diverse and have different directions. Theoretical findings from the research study were developed into a proposition that states that a governance document implementing internationalization in higher education must be included because it will serve as a roadmap for accomplishing the process' objectives. Due to the extensive cross-sectoral connections, high integrity standards, and intricate nature of the internationalization process, certain fields, offices, or units must oversee the internationalization program. These units are tasked with managing international programs, overseeing international cooperation programs, ensuring the more effective and efficient implementation of international cooperation, focusing on, organizing, and developing international programs more broadly, managing foreign parties' collaborative activities, implementing new student admissions, managing programs in the field of promotion, and implementing international cooperation programs. the establishment of this special institution or unit aims to anticipate and meet the needs of internationalization activities that continue to grow and require special care. The creation of this new division improved on the previous international office.

There are several differences between curricula and learning methods created in the context of internationalization at the global level. This diversity extends to course titles, course allocation, credit counts, syllabuses, literature texts, instructional strategies, and administrative frameworks. These enhance and broaden the premise that curriculum modification specifically, curriculum internationalization is one of the elements that must be produced during the internationalization process. The quality assurance process, which is used by universities worldwide, is a way to describe and monitor the governance structure within the internationalization process of higher education institutions. Because quality assurance and the process of building assurance are subject to variation, these findings have broader explanatory and predictive power. Since there are multiple approaches to quality assurance, there are also diverse ways to shift the focus of quality assurance oversight. Utilizing information technology (IT) as the primary goal, ISO standards are used to build quality assurance standards, which are then implemented using specific steps and strategies. Competition policies are based on a global scale with foreign universities. Quality assurance begins with a change in orientation (mainset), by setting the goal of becoming a world-class university.

Table 2. Benefits of Internationalization for Higher Education

	Dunia	Afrika	Asia Pasifik	Eropa	Amerika Latin Dan Karibian	Timur Tengah	Amerika Utara
Raising international awareness for students	24%	15%	20%	23%	30%	18%	33%
Strengthen research and knowledge production	16%	24%	20%	14%	18%	21%	9%
Enhance international cooperation and solidarity	12%	15%	11%	14%	10%	15%	8%
Enhanced internationalization of curriculum	11%	7%	12%	11%	9%	7%	17%
Increase the added value of the institution's profile	10%	11%	11%	12%	10%	9%	7%
Increase the international orientation of teaching /staff	10%	9%	12%	9%	10%	7%	9%
Better capacity to attract students	5%	3%	3%	6%	2%	9%	7%

Data obtained from Source: Egron-Polak & Hudson (2010) in BEELEN, Jos (2011). "Internationalisation at Home in a Global Perspective: A Critical Survey of the 3rd Global Survey Report of IAU". In: "Globalisation and Internationalisation of Higher Education".

The external competitiveness of higher education in obtaining international recognition from the scientific community is a measure of its outcome quality. This attribute is demonstrated, among other things, by graduates' capacity to break into worldwide publications, their ability to contend in the global marketplace, and their capacity to obtain academic honors at the international level, such as the Nobel Prize or other distinctions. On the other hand, relevance quantifies how well postsecondary institution outputs both as graduates and as research and development outcomes match the demands of their intended consumers, which include the public sector, business community, and government. The ability of graduates from relevant and high-quality higher education programs to acquire knowledge in line with global advances in knowledge, generate new employment, or meet the demands of the labor market is a defining characteristic of these programs. These results corroborate Scott P's theory. The most likely course of action is to increase the allocation of human resources, which can provide a direct trend and potentially expand The distribution consists of: 1) Internationalization of universities (speaking in English in discussions, especially in--OECD nations); 2) Offshore campuses-- (distant campuses); 3) Technology-- (using IT in conjunction with data technology); 4) Using accreditation and quality assurance, University 21 is a university of the twenty-first century; 5) A Vision of University Culture in the New Millennium Era; and 6) Accreditation and Quality Assurance. Therefore, it can be said that a variety of programs, such as those for quality control, collaboration with foreign colleges, acceptance of international students, and international study abroad programs, support the sustainability of the internationalization initiative. Research partnerships, lecturer exchange programs, volunteer programs, student exchanges, launching double degree programs, and building volunteer programs are all ways that collaboration helps higher education institutions become more globally connected (Kartini et al., 2020a).

This finding demonstrates that university cooperation in the internationalization process refers to theories that are currently in development or that already exist. However, university programs exist that attempt to describe other forms of cooperation or to complement existing forms of cooperation. (Susilawati et al., 2021). Current partnerships, such as volunteer programs, do not require volunteers to be students; rather, they can be foreign nationals who participate in programs offered by volunteer organizations or institutions that work with universities. One type of activity that these partnerships involve is teaching language and skills to individuals abroad. Therefore, based on the current theory and an analysis of the data from the two sites, it can be said that in order for universities to be regarded as world-class institutions of higher learning, they must be listed in one or more global institutional or university rankings. Universities do not always adopt all of the options provided by all of these international institutions, even though many of them offer resources and standards in addition to their methodology; instead, they make decisions based on what has been accomplished up to that

point and in line with the intended strategy. (Kartini et al., 2020b). Universities' implementation of the national scale to national level reform of higher education institutions produced theoretical findings that formulated that study programs that receive international accreditation are necessary to attain the position of a world-class tertiary institution; development of internationalization through the program bringing lecturers to speak at international seminars; writing for journals worldwide; providing guest houses for lecturers and overseas students; and running the Leadership Visit program. Collaboration is accomplished by signing a Memorandum of Understanding (MoU). Development is accomplished through a "model student," who is a student overseas who already has an MoU from a student exchange program. Cooperation between universities is then accomplished through MoU, MoA, and larger MoI. From the student exchange program, cooperation between institutions was expanded to take on diverse forms and eventually expanded beyond student exchanges altogether. The MoU, MoA, and MoI were signed to formalize the cooperation and advance the student exchange program.

The results of the benchmarking indicate that every site aspires to become a university of international standing, but in doing so, it is not focused on particular universities that now hold the World Class University (WCU) predicate. doesn't specifically mention any universities that are already well-known across the globe. Each institution is obsessed with preserving its individuality, creating its own patterns precisely, and upholding its own principles, even though they lead to world-class universities. These results demonstrate the various variations in quality standard methodologies used by universities worldwide. The theoretical findings derived from research studies are formulated as follows: criteria applied to obtain the status of tertiary institution Webometrics ranking standards are used on a global scale since web publishing is thought to be less costly and capable of upholding high standards of quality through peer review. Researchers and institutions in underdeveloped nations can have access to scientific knowledge through the web, which has the capacity to reach a larger potential audience. The marketing strategies used by universities for publication and promotion at the global level come in a variety of forms. Research studies have yielded theoretical conclusions that can be summarized as follows: the strategies used for publication and promotion at the global level of higher education institutions do not conflict with preexisting theories; rather, they enhance them. This demonstrates that each website does not run a marketing campaign expressly designed to promote institutions abroad; rather, the campaign is implemented or occurs naturally and seamlessly. Prospective international students who visit the university as participants in student exchange programs are the exact reason why foreign students are familiar with universities. It is created from these students for the purpose of signing an MOU with the university from which they originally graduated. Academic activities are used to carry out the publication program. Events are arranged, invites are sent out, and both domestic and international exhibitions are held as part of overseas promotion initiatives.

Table 3: Design of internationalized curriculum development based on the main performance indicators

No.	Aspek	UNISSA	UIN Jakarta	Kesimpulan
1.	Curriculum Internationalization Development Design			
1.1	The cornerstone of campus internationalization	The university's vision is to become a pioneer of national universities competing globally	The college's vision is to become an international university and integrate science, technology and Islam	The formulation of making a world class university is written in the formulation of the university's vision
1.2	Milestones	To become an Islamic Higher Education Hub in Asia	Word Class University (WCU) In 2024	Formulation of Vision, Mission and goals to be achieved in the next few years WCU
1.3	Lecture System	SKS (Semester Credit System) 16 Weeks	SKS (Semester Credit System) 16 Weeks	SKS (Semester Credit System) 16 Weeks
1.4	Subject	Undergraduate Program students can take courses outside the Study Program at the University with a maximum of 20 credits based on the approval of the head of study program	Undergraduate Program students can take courses outside the Study Program at the University with a maximum of 20 credits based on the approval of the head of study program	Undergraduate Program students can take courses outside the Study Program at the University with a maximum of 20 credits based on the approval of the head of study program
1.5	Study Load	Undergraduate Program 144-150 credits	Undergraduate Program 144-150 credits	Undergraduate Study Load 144-150 Credits
1.6	Study period	Undergraduate Program maximum 7 years	Undergraduate Program maximum 7 years	Study Period 7 Years S1

1.7	Evaluation, Examination, Assessment, GPA and Graduation Predicate	At the end of each semester, an UTS UAS Evaluation is carried out. Subject exams can be held in writing, orally, practicum, writing papers, other assignments and or a combination.	At the end of each semester, an evaluation of the accumulation of several components of the presentation of UTS formative test papers is carried out. Subject exams can be held in writing, orally, in practice, paper writing, other assignments and or a combination.	Evaluation, Examination, Assessment, GPA and Graduation Predicate have the same standards as the Regular Undergraduate Program

Efforts to internationalize higher education institutions clearly require an institutional response in the form of higher education strategies and policies to enable organizations to act quickly and appropriately in dealing with waves of change so that they are still able to carry out their role as educational institutions in developing humans, society and the nation in the midst of globalization. The responses made by tertiary institutions must be comprehensively strategic in terms of organizational, management, and educational leadership aspects, so as to enable the process of internationalization of tertiary institutions. UNISSA which established the Office of International Affairs or the Office of International Affairs and UIN Jakarta which established the Center for International Cooperation (International Relationship Officer) show that the two Islamic universities have organizationally created an internationalization strategy by establishing a gateway for internationalization through international cooperation institutions in both the KPI Vision and Mission of UIN Syarif Hidayatullah Jakarta and the Internationalization Strategic Plan for Key Performance Indicators UNISSA became the pivot for the two universities. The step of the two universities in establishing an institution specifically in charge of internationalization is seen as something very strategic in structuring internal management in relation to the internationalization movement in the two universities.

The accuracy of the responses of the two universities in addressing the demands of internationalization is determined by how the organizational management of the two universities is able to guarantee the implementation of internationalization activities in a stable, adaptive, innovative and anticipatory manner. Management as usual will certainly be difficult to be able to increase the ability to internationalize higher education. With this understanding, efforts to develop higher education organizations towards internationalization are based on "key elements", namely the Office of International Affairs or the Office of International Affairs for UNISSA and the Center for International Cooperation for UIN Syarif Hidayatullah Jakarta. The two institutions at the two tertiary institutions are the driving force for the organization to run productively in achieving the goals of internationalization that have been set at the two tertiary institutions. So that the coaching and development will be an effort to make the organizational system strong and the internationalization process in the two universities to be orderly.

Internal management at the two universities established special institutions that handle the internationalization process, which is also in line with the expression (Hazelkorn, 2013; Lee, 2013) about "International program strategies that must ensure that the international dimension must be properly institutionalized through human resources, policies and administrative systems." Thus, with this understanding, the guidance and development of the two tertiary institutions will be an effort to make the organizational system strong with systematic and integrated subsystem interactions within the organizational framework of higher education towards internationalization. For this reason, the internationalization strategy in the two tertiary institutions which is driven through the Office of International Affairs and the Center for International Cooperation is a manifestation of the organizational performance of the two tertiary institutions towards international standard tertiary institutions as per the vision of UNISSA and World Class University as the Vision of UIN Syarih Hidayatullah Jakarta Indonesia.

Research and publication skills and the ability to become a speaker in international forums are not only a good step in carrying out the internationalization of higher education, but also in the movement for national development through higher education, this is in line with research (Lee et al., 2020). Since the last five years UNISSA lecturers in outbound activities have become speakers at 50 international forums, and UIN Syarif Hidayatullah Jakarta has presented 208 papers at international forums. This shows that the two campuses are serious about improving the quality of lecturer resources not only in the internationalization of higher education, but also in the context of the national development movement through higher education.

UNISSA Brunai Darussalam and UIN Syarif Hidayatullah Jakarta lecturers who are speakers at international forums, apart from being an effort to use human capital as the main capital in internationalization in the two universities, it also seems to maintain the tradition that the academic world, especially UNISSA and UIN Syarif Hidayatullah Jakarta is a bastion of objective science. His job is to find the truth and spread the truth to society and humanity. Therefore, it seems that the lecturers at the two universities who speak at international forums are people who have high integrity who are objective and impartial. The policies of UIN Syarif Hidayatullah Jakarta in an effort to achieve international reputation are as follows. First, excellence in the field of teaching (teaching excellence) which increases with indicators of graduates having international standards. Second, maximizing research and publication in reputable and citation international journals. Third, improve the qualifications of human resources (HR) in supporting teaching excellence, research, publication, and modernization of academic and management systems. Fourth, the provision of infrastructure that supports teaching excellence and research productivity. Fifth, increase cooperation with universities and industry at home and abroad. This collaboration covers the fields of education, research, service, and creating independence, especially a culture of entrepreneurship. From the benchmarking findings, it shows that each site wants to become an international standard university, but in its implementation, it is not specifically oriented to certain universities that already have the World Class University (WCU) predicate. Does not refer explicitly to certain universities that already have an international reputation. Even though they lead to world-class universities, each university still has an obsession with maintaining its own uniqueness, making its own patterns specifically, and maintaining its own ideals.

From these findings it shows that the reform of higher education institutions from the national scale to the national level, the quality standard methodologies used by universities at the international level have various variations, from research studies the theoretical findings are obtained which are formulated as follows: standards used in achieving the title of tertiary institution the international level uses Webometrics ranking standards, because Web Publishing is considered to be less expensive and able to maintain high standards in quality from the peer review process. The web can reach a wider potential audience, is able to provide access to scientific knowledge for researchers and institutions in developing countries. The marketing process carried out by universities in the context of promotion and publication at the international level has various variations, from research studies obtained theoretical findings which are formulated as follows: that the marketing process carried out in the context of promotion and publication of higher education institutions at the international level is not in accordance with existing theories, but complements the existing theory. This is shown that each site does not carry out a marketing program specifically for the promotion of introducing universities internationally, but the promotion program is carried out. Universities are known to foreign students through WEB and prospective foreign students who come to the university as part of the student exchange program participants. The publication program is carried out through academic activities.

CONCLUSION

The study's findings demonstrate that: international programs are managed by an institution, field, office, or unit that specializes in managing international programs; curricula and learning processes developed are structured with various models and tendencies; the framework of internationalization is described in the form of: vision, mission, objectives and strategic plans, quality policies and quality objectives oriented towards international quality; the design of internationalized curriculum development is based on the main performance indicators of tertiary institutions at the Islamic University of Sultan Sharif Ali Brunei Darussalam, State Islamic University of Syarif Hidayatullah Jakarta, Indonesia. The implementation of the reform of higher education institutions from a national to an international level is dynamic, voluntary, and an ongoing program. As such, the foundation for implementation is set by policy, the leadership's viewpoints, or how they perceive the place of higher education institutions globally: implementation of international academic cooperation through a variety of cooperation programs; Benchmarking does not specifically mention or focus on any particular postsecondary institutions that already enjoy a reputation for excellence abroad or the World Class University predicate.

Suggestion

Researchers are further advised to develop a curriculum internationalization design by considering more key performance indicators of higher education and applying more comprehensive analysis methods to increase the validity of the findings.

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