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WORLD CLASS UNIVERSITY: DEFINITION AND POLICY MODEL IN INDONESIAN HIGHER EDUCATION

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ABSTRACT

Nowadays, building the World Class University (WCU) is one of the ways to improve the nation's competitiveness in the global knowledge economy. Many countries try to come up with the policy reform's strategy to accomplish the mission. This is challenging for Indonesia as it is the fourth- largest education system in the world. We conduct qualitative research through the assessment of literature. We argue that there are many ways to interpret the methodology of WCU to which depends on individual ranking promoters. With the lack of equity in the policy model, Indonesia HEIs face double burden to pursue world university ranking and satisfied the clustering system at home. In this article we try to find a consensus about WCU in Indonesian Higher Education.

Keywords: World Class University, Higher Education, Indonesia

INTRODUCTION

Every country wants a world-class university (WCU), which often portray as top university's position in a global ranking league. Rankings provides clue for many stakeholders, about the education's quality. For students, they indicate the potential monetary and private benefits that university completion might provide for their future occupation and salary; for employers, they suggest what can be expected from the graduates of a particular

university; for government and policymakers they can signal the level of quality and international standards, and the education's impact on national economic capacity and capability; and for the university, rankings provide a means to evaluate their performance. For the public, they provide important information about the service and productivity of the university in a simple and more understandable way [1] The label of world-class university has made frequent

dissonance in state and academic discussion in the last couple of years. Although few have attempted to define a world-class university, however there is no single universal definition agreed. Mainly because there is no particular authority that is consented by all countries to decide the ranking amongst foremost universities in the world. When pursuing world-class university no one has figured out how to get one, except refers to the concept which are the underlying characteristic necessary for world-class status [2]

It is familiar for countries around the world to change their policies on funding, hiring, collaboration, student and researcher mobility to identify their identity and strategy in terms of favourable global ranking for their universities [3]. National rankings have existed in many countries for decades (see in Figure 1). Today they are exist in every part of the world with the choice of indicators decided by the promoters of each system. Over 60 countries have introduced national rankings especially in emerging economies, some are more popular than others [4]

Figure 1.
Main Global Rankings for Universities

Main Global Ranking	Date of origin
Academic Ranking of World Universities	2003
Webometrics	2003
World University Ranking	2004-2009
Performance Ranking of Scientific Papers for Research Universities	2007
Leiden Ranking	2008
World's Best Colleges and Universities	2008
SCImago Institutional Rankings	2009
Global University Rankings, RatER	2009
Top University Ranking	2010
World University Ranking	2010
U-Multirank	2011

Source: Hazelkorn (2013).

In Indonesia, the government introduced Higher Education Institution's (HEIs) clustering scheme (klasterisasi) instead of national universities ranking (pemeringkatan). Indonesian universities both public and private are categorized into group of clusters against the same indicators, range from cluster 1 (the

strongest) to cluster 5 (the weakest) to map the performance of Indonesian academic universities under the guidance of the Ministry of Education, Culture, Research and Technology [5]

While valuable, the difference between these two terms is generally not well-understood by the national public nor the university, so they are often considered the same thing as they both have the same nature to provide information to the general public about the quality of higher education performance in Indonesia. Despite of the vagueness, the rankings of several major Indonesian campuses in popular world ranking table for instance Qucquarelli Symonds (QS) seem to be rising during the pandemic while others stagnant [6]. This add more dynamic upon pursuing to be the world-class universities for Indonesian HEIs which will be discussed in this article.

RESEARCH FINDINGS

There are some differences between world class university definitions. World-class university identify for top class universities among the top 100 in the teaching and research [7]. World class university could also mean HEIs perform and disseminate knowledge and deliver teaching quality based on research [8]. According to Pillay HEI is a knowledge provider to foster economic growth and progress [9]. To be "world-class", the university has to reach the standard included in the Lists of World university rankings [10].

The many definitions of the world class university vary from the simplistic definition that a world class university is a university ranked in AWRU, QS or THE to the long list of characteristics. World class university is described as top rank university based on excellence in research, with high quality professors, academic freedom & an atmosphere of intellectual excitement, good governance of

institutions, adequate facilities for academic work, adequate funding to support research and teaching, maintain research universities.

Key attributes of world-class university include qualified faculty, academically gifted students, research excellence, quality teaching at an international standard, high levels of funding, and well-equipped facilities. It should also have offer a rich learning and research environment to respond flexibly and appropriately to the dynamic demands of International market On the other hand, world class university can be defined as university who contribute to society and can provide solutions through driving innovation especially in a rapid technological and social disruption [11]. With regard to ranking, there are three global university rankings employing different methodologies. These are the Academic Ranking of World Universities (ARWU), which is conducted by Shanghai Jiao Tong University, the Times Higher Education (THE) World University Rankings, and the Quacquarelli Symonds (QS) World University Rankings.

Another idea resembles the world class university is “flagship university” which raised from the criticism that the concept of world- class university was too focused on research production and took no account of universities other mission such as teaching and civic engagement, outreach and economic development. Unlike the former concept, the central idea of flagship university is “A Tripartite Mission” or world class university with a commitment not only teaching, research but also public service [12]

A similar concept can be found in Indonesia as “Tri Dharma Perguruan Tinggi” traced back in 1955 with the term of “Tri Soko Guru” coined by prominent Indonesian scholar, Soehardi. Tri Soko Guru then

developed into the principle of Tri Dharma Perguruan Tinggi or the three pillars of higher education comprising teaching, research and community service (MoHES, 1962).

Under the provision of UU 12/2012, the concept is institutionalized as three pillars of responsibility that must be carried out by HEIs in Indonesia (LLDIKTI, 2019). Through the clustering policy (pemerinkatan), universities in Indonesia are measured and mapped based on the quality of the implementation of the three pillars of higher education (teaching, research, community service) through performance achievements on input, process, output, outcome variables (DIKTI, 2020)

Characteristic of Indonesia HEIs Clustering Policy (pemerinkatan) relating to World- Class University

Input (20%), The ratio of the number of students to lecturers; Number of foreign students; Reputed Professors. Process (25%), Collaboration with industry, NGO or QS Top 100 WCU; International Partnership. Output (25%), Number of indexed scientific articles per lecturer; Research performance; Student performance. Outcome (30%), Innovation Performance; Community service performance; Number of citations per lecturer; Number of patents per dose; graduate work and waiting period Although shared few similarities in characteristics with world-class university, for example number of foreign students and reputable research. Nevertheless, the Indonesian government emphasizes the difference between university ranking conducted by various countries and international institutions such QS or THE and the clustering policy of the Indonesian government which is used as reference for the government to formulate policies for

developing and fostering the quality of Indonesian higher education.

Different Methodology of WCU

Today, the university ranking, especially those related to education and research, namely ARWU, THES and QS-WUR have strong influence that the results are widely referenced or used. Their ranking results can differ quite sharply because the criteria are indeed different. Not only that but also there are variations in the results published by a single organization. For example, QS uses slightly different methodologies for the overall world rankings, subject rankings and regional rankings – which can mean these place universities in a different order. However, in general, the universities that are included in the top 200 list are almost the same, just in a different order. The QS World University Rankings assesses universities using six performance indicators, namely academic reputation (40%), employer reputation (10%), student-faculty ratio (20%), research citations per faculty member (20%), international faculty proportion (5%) and the proportion of international students (5%).

The Times Higher Education ranking uses a total of 13 performance indicators, including some, but not all of the same indicators used by QS, and applies a slightly different weighting when calculating the final score. ARWU is often considered the most severe in terms of academic criteria, for example the number of lecturers who receive Nobel prizes or medals, the number of publications in Science journals and so on. However, THES and QS-WUR are also widely used by various groups because they also have criteria that emphasize the importance of education and research but from another point of view (Dipojono, 2006: 2)

Unfortunately, there are tens of thousands of universities in the world

therefore it is almost impossible to rank every single one of them. For example, QS currently assessed around 4.700 institutions and WRU over 1.200. Despite of being widely reference, global ranking for universities is generally limited in the number of universities they may assessed or ranked. Furthermore, there are situations where a university is not eligible for inclusion in the ranking. For example being too specialized in one field/level or not producing highly cited research. Therefore, being featured in the global university ranking does not necessarily mean the university is bad.

Regardless of ranking system, there has been substantial criticism of the methodology, the choice of indicators and weightings, the quality of the data and its reliability, and whether it is possible to measure and compare complex and diverse HEIs which have different missions and contexts (Dill and Soo, 2005; Usher and Savino, 2006; Usher and Savino, 2007; Sadlak and Liu, 2007a; Saisana and D'Hombres 2008; Usher and Medow, 2009; Rauhvargers, 2011).

Rankings focus disproportionately on research. This is due to the fact that research data is widely available but more importantly it reflects a view that research is the most important indicator of higher education quality. Research is assessed on the basis of bibliometric and citation data usually provided by Thomson Reuter's Web of Science or Elsevier's Scopus. However, this data is most accurate only for bio- and medical sciences research; it is less reliable for the arts, humanities and social science disciplines (Hazelkorn, 2013: 7).

By focusing on research output as the primary measure of higher education quality and productivity, rankings ignore the full breadth of higher education activity, such as: teaching and learning, the quality of the student experience or the "added

value” a HEI contributes to a student’s learning over-and-beyond the student’s entry level. No attention is given to the social and economic impact of knowledge and technology transfer, or the contribution of regional or civic engagement or “three pillars of higher education” activities to communities and student learning outcomes – despite these aspects being a major policy objective for many governments and the mission focus for many HEIs.

Figure 2.
Key Performance Indicators (KPI) of Indonesia University Clustering

No	Items	KPI
1	Quality of Graduate	1. Graduates get decent jobs; above the minimum wage, become entrepreneurs or continue their studies 2. Students gain off-campus experiences: internships, village projects, teaching, research, entrepreneurship, exchange
2	Quality of Lectures and Teaching Assistant	3. Lecturers have activities outside the campus. Looking for industry experience or activities at other campuses

		4. Practitioners teach on campus. Recruiting lecturers with industry experience 5. Lecturer's work is used by the community or gets international recognition; the results of research and service that are used
3	Quality of Curriculum	6. Study programs in collaboration with world-class partners; in curriculum, internship and graduate absorption 7. Collaborative and participatory classes; group project-based evaluation or case study methods 8. International standard study programs; obtain international accreditation

Source: KEMDIKBUDRISTEK

Therefore comparing with the global ranking, the idea of clustering university (*pemeringkatan*) in Indonesia may have been more inclusive and fair in terms of

data quality and reliability by using the national higher education database (PDDIKTI) from the Ministry of Higher Education, Research and Technology; in terms of scope, it measures teaching, learning and curriculum (see in figure 4) instead of favourable field like science; and in terms of objective, it is to identify the strength and weakness of HEIs in order to design suitable treatment and assistance to improve their cluster.

DISCUSSION

Since the emergence of global rankings, it is not uncommon for governments to measure global competitiveness and national positions in the world in terms of ranking their universities, or link their national ambitions to positions in the rankings. The ongoing global crisis has increasingly highlighted the importance of “academic capital” and investment as important indicators of global competitiveness and success. These developments have sparked debate about the need for higher education reform. Because the price for achieving world-class status is so high, many governments and universities question their commitment to mass higher education as funding is under pressure; others worry that their university may not be elite or selective enough.

Other than the UU No 12/2012, there is not much guidelines for different clusters of university to maximize their own missions other than following the key performance indicators decided by the government. Clustering system -although seeks to be inclusive, will still create gaps if the government has not considered the aspect of equity when distributing resources such as scholarships or grants. The clustering model encouraging greater vertical or hierarchical and reputational differentiation between Indonesia HEIs (see in figure 5). Resource allocation may be linked to

institutional profiling or other classification tools informed by cluster.

Figure 3.

“Harvard-Here Model”

	Field			
	1	2	3	4
PhDs and research Intensive	Institution Cluster 1			
Masters and some research	Institution Cluster 2			
	Institution Cluster 2			
Baccalaureates and scholarship	Institution Cluster 3			
	Institution Cluster 3			
	Institution Cluster 3			
Diplomas and extension service	Institution Cluster 4			
	Institution Cluster 4			
	Institution Cluster 4			
	Institution Cluster 5			
	Institution Cluster 5			

Source: Based on Gavin Moodie (2009)

The Harvard-here model also known as the Neo-liberal Model which consequently will concentrate resources in a small number of elite or world class universities. For instance, when the government allocates more quotas for bidikmisi, grants and any other resources to small number of universities in upper clusters whereas on the average they already have a large number of students with the status of PTN-BH which already has financial autonomy and more reputation.

Figure 4.

Indonesia HEIs Clustering Results 2020

Cluster of HEIs	1	2	3	4	5

Number of HEIs	15	34	97	400	1590
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Source: MoEC (2020)

On the other hand, there is also the Social-Democratic policy model which aims to balance excellence and equity by supporting the development of a world-class higher education system in the country (Moodie, 2009). This will be achieved by strengthening horizontal differentiation (mission or field) across a diverse portfolio of the universities, some of which may be globally or regionally focused. Emphasis on promoting “excellence” by encouraging HEIs to each specialize in a particular discipline or knowledge domain according to their expertise, competence, demand and/or mission.

Figure 5.
“Field-Specialization Model”

	FIELD									
	1	2	3	4	5	6	7	8	9	10
PhD and research intensive	Institution 1		Institution 2		Institution 3		Institution 4		Institution 5	
Masters and some research										
Baccalaureates and scholarship										
Diplomas and extension service										

Source: Based on Gavin Moodie (2009)

There is a strong emphasis on the close correlation between teaching, research, and civic engagement as components of an integrated process. Institutional agreement and dialogue can be used as policy tools to define mission of specialization and differentiation. In Indonesia, there is an effort from HEIs to promote specialization such as “entrepreneurial university” and “research university”. However, some labels are meant to be marketing jargon for the university in order to attract students

rather than a reflection of their field of specialization.

Despite the clustering system that is used to develop world-class university in Indonesia, it cannot be denied that the paradigm of university ranking has had an influence towards the policy of the government. For example, there is a special scholarship allocation for Indonesian students who can study at the world's top 15 university rank (LPDP, 2021).

CONCLUSION

Although there is no universal definition of a world-class university, debate and discussion of policy ideas and models can bring benefits such as reflecting educational standards, policy equity and the role of universities in society. While research is good for knowledge production, too much focus on achieving research-oriented rankings may overlook missions that are not always mutually exclusive for all universities. In order to fostering development to be the world-class, the university clustering scheme should be operated on the basis of both excellence (field- specialization) and equity of opportunities and resource allocation.

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