



**INTERNATIONALIZATION RATIONALES AND STRATEGIES OF PRIVATE HIGHER
EDUCATION INSTITUTIONS IN INDONESIA AND THE PHILIPPINES**

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ABSTRACT – The internationalization of higher education is a complex concept with various rationales, strategies, and outcomes. Its unstructured nature is captured in this multi-site case study of the internationalization of two private Association of Southeast Asian Nations (ASEAN) institutions from Indonesia and the Philippines. The study identified the rationales on why the selected Higher Education Institutions (HEIs) internationalize their campuses. It also documented and analyzed their existing strategies and their intended outcomes. Moreover, the research process was guided by within-case and cross-case analyses towards framework building. Based upon the framework of internationalization rationales and the institutional level program and organizational strategies of Knight (2004), the researcher utilized qualitative evidence from case studies, interviews, and document analysis. Anchored on the identified variables, a framework for internationalization at the selected private HEIs in the ASEAN context was established. The study revealed that academic rationales are prominently the major motivations on why the selected HEIs internationalize their institutions. In the study, the participants gave high priority on rationales that can produce academic quality outcomes and consequently provide positive results and benefits from internationalizing their campuses. Given the results, the study proposed a framework in the creation of a global campus applicable to ASEAN private HEIs, especially in Indonesia and the Philippines. A space that will facilitate active interaction between external factors, the national government, and the HEI as an active participant in the international arena. Utilizing this framework as a benchmark, academic leaders can determine their trajectory when judging their institution's position towards internationalization. While this study primarily focused on internationalization at the institutional level, the recommendations alluded to the significant roles of key people at the ASEAN and its networks, and the national government. Further studies include an in-depth investigation of the rationales and strategies on the national level and the identification of the rationales and strategies of private HEIs in all ASEAN member states.

Keywords: internationalization, private HEIs, ASEAN'

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INTRODUCTION

Internationalization is not a new phenomenon and definitely not new to the Association of Southeast Asian Nations (ASEAN). In fact, the ASEAN region is now undergoing an era of rapid and wide-ranging social and economic changes caused by the impact of globalization, improved economic modernization, and evolution to a knowledge-based society. Education, specifically higher education, has been considered as the core action line in promoting the ASEAN socio-cultural community and in supporting the continued economic integration of ASEAN by 2025 as specified in the 2016 ASEAN socio-cultural community blueprint. ASEAN recognizes the crucial role of education in community building in Southeast Asia. Championing academic mobility will enable the anticipated freer flow of goods and labor within the integrated ASEAN economy. As unequivocally highlighted in the ASEAN Charter, one of its commitments is:

To create a single market and production base which is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services, investment, facilitate movement of business persons, professionals, talents and labor; and freer flow of capital. (ASEAN, 2008, p. 5)

Numerous research studies distinguish the significance of higher education in strengthening regionalization, cultural harmonization, and integration among the ASEAN countries. The ASEAN collaboration in the education sector has taken more wide-ranging steps to reinforce the human resources in the region through skills development by familiarizing students and faculty on global issues and processes enabling them to appreciate the need to work effectively across cultures and in contexts of diversity bolstering the objectives of the ASEAN community. It is noteworthy to examine ASEAN's academic growth because the region houses the most rapidly expanding economies in the world, and the ASEAN member states have stressed great importance on both expansion and development in higher education. After making great strides in increasing access to higher education, the major ASEAN members are now concentrating on an even more difficult objective: creating universities that can compete with the best in the world.

Internationalization is widely recognized as a necessary strategy for any top university. According to Knight (2004), internationalization refers to the "process of integrating international, intercultural, and global dimensions into the mission, goals, and delivery of higher education" (p. 11). As a global phenomenon, internationalization significantly influences the direction of higher education in the region. The influence is notable not only in the international student mobility and collaboration, but also in the academic culture that is based on meritocratic values, free inquiry, and competition which is central to a world-class university. "Internationalization means different things to different people" (Knight, 1994, p. 3). Therefore, it is imperative to consider internationalization as "not so much the geographic extension of activity but the internal transformation of the institution itself" (Nepomuceno, 2018, p. 152). The concept of internationalization must start as an institutional process wherein all activities and organizational facets of the university are structured into an international dimension. In fact, a lot of ASEAN higher education institutions (HEIs) have employed various international initiatives in response to the rising globalized village, and have pioneered various approaches to become global educational institutions. Since there are limited studies on the internationalization of higher education among HEIs in the ASEAN region, this study will provide insights into the internationalization strategies used by the chosen private HEIs.

Objectives

There is a clamor for wide-ranging scrutiny of rationales for internationalization of higher education considering the interests of main stakeholders at the institutional level. Having

been exposed to the concept of internationalization and student mobility through the students of different nationalities and backgrounds, its mission and major activities in teaching, research, community service, and technology transfer, the authors intend to understand the rationales and strategies used for internationalizing higher education in the ASEAN context utilizing the case of selected HEIs. In the study by Deem et al. (2008, as cited in Lee, 2012), they observed that although many countries stated their desire to see their institutions internationalized, such internationalization of many institutions inevitably reflects the imitative 'me-tooism' with very little or no difference in the approaches, programs or strategies adopted by one university from another or from one country to another (p.13). Internationalization of higher education institutions especially in the ASEAN region is a phenomenon with limited studies and, thus, deserving of further research. Following are the objectives of this study:

1. Identify the rationales that drive the selected private ASEAN HEIs particularly in Indonesia and the Philippines to prioritize internationalization.
2. Document the strategies of internationalization of the selected HEIs.
3. Analyze the ASEAN internationalization using the different rationales and strategies of internationalization approaches of the selected private HEIs.

Literature Review

Concepts and Definitions of Internationalization of Higher Education

The concept of "internationalization" in the field of higher education is a particularly new concept. Levin (2008, as cited in Lee, 2012) agrees with the notion that the internationalization of a university is an evolutionary development. He cites Yale University as one of the examples, as it has been attracting students from outside the United States for almost 200 years and international topics have been present in its curriculum for more than a century (p. 19). Elucidating internationalization is a multifaceted task, as numerous definitions of internationalization exist. Usually, internationalization depends on the interpretation of the HEI, which influences its method of internationalization.

Henson et al. (1990, as cited in Moussa & Somjai, 2015) stated that internationalization will be described as the amalgamation of "international content, materials, activities, and understanding into the teaching, research, and public service functions of a university to improve their significance in an interdependent community" (p. 3). Knight (1993), defined internationalization as "the process of integrating an international/intercultural dimension into the teaching, research, and service functions of an institution" (p. 21).

Rationales Driving Internationalization

The rationale of internationalization is the driving force for international undertakings in HEIs. These institutions must have a palpable understanding of "why" internationalization is substantial for the institution. According to Iuspa, (2010), when analyzing motives for internationalization, "it is important to acknowledge that several stakeholders (from the government sector, private sector, or education sector) influencing HEIs have an impact on the HEI's selection of rationales" (p. 27). Rationales tackle the impetus or the 'why' aspects of internationalization, which is the first research question of this study. Rationales also determine the strategies implemented for internationalization at the national or institutional levels. Knight (2004), splits the two groups into four distinct rationales:

Economic -based on economic growth and competitiveness, the labor market, and, financial incentives for institutions and governments-

Political -foreign policy, national security, technical assistance, peace, and mutual understanding, national identity, and regional identity-

Socio-cultural -national cultural identity, intercultural understanding, citizenship development, social and community development, and

Academic -international dimension to research and teaching, the extension of academic horizon, institution building, campus-based internationalization, competitiveness, and cross border education (p. 23).

Internationalization Strategies

Although there are a lot of internationalization plans and programs on the national level, the implementation of these programs happens at the institutional level. Each strategy involves various elements, which are equivalent to the different rationales implemented by the stakeholders. In addition, Knight and de Wit (1997) stated that various diverse activities and programs that are key mechanisms of internationalization can be divided into two major categories: "Program Strategies" and "Organization Strategies". These two strategies are complementary to improve and sustain the internationalization of a HEI. Furthermore, Knight (1994) called these strategies or elements "key ingredients, mechanisms, facilitators, barriers, factors, steps" (p. 5).

Program strategies involve academic programs, activities, and services, which combine an international dimension into the core functions of a HEI. Moreover, according to Knight (1994), to successfully implement the academic programs and services with regard to internationalization, the organizational factors must also be considered. "Internationalization must be entrenched in the culture, policy, planning, and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad" (p. 5). Organizational strategies are comprised of initiatives that help guarantee that an international dimension is institutionalized through suitable policies and administrative systems.

Theoretical Framework

This research is anchored on Knight's (2004) rationales and strategies of internationalization and 'process approach of internationalization' and Ellingboe's (1998) conceptual model of a successful internationalization. Contributions of Knight (1993, 1995, 2004) in internationalization studies are "comprehensive and widely accepted international education management model incorporating flexibility and the need for an integrating organizational culture for sustaining the process over the long-term" (Nepomuceno, 2018, p. 156). Meanwhile, Ellingboe's conceptual model "appears in almost all of the internationalization documents and as such represents key components at cross-national level" (Chang & Lin, 2018, p. 21).

Conceptual Framework

To understand the best practices for internationalization in higher education, two private ASEAN institutions from Indonesia and the Philippines were examined. First, the study scrutinized the HEIs rationales or motives (economic, political, social-cultural, and academic factors) via the internationalization framework of Knight (2004) and assessed the order of priority of the said institutions by interviewing the senior leaders and deans of the selected HEIs. Secondly, the study sought to understand how the office of international affairs, external linkages office, or any office in charge of internationalization programs of the HEIs implemented the internationalization strategies to create a better international learning environment by utilizing the program and organizational internationalization strategies of Knight (2004). The latter's strategies were further studied by Ellingboe (1998) in his conceptual model by interviewing international relations officers and staff and the registrars of the selected HEIs. Lastly, the study examined the results of the internationalization strategies that benefited the chosen HEIs. To a certain degree, the study has adopted the following framework to examine internationalization practices of the chosen ASEAN HEIs:

- (a) HEIs rationale/motivation for internationalization as an input;
- (b) Strategies and activities of Office of International Affairs or any offices in-charge of internationalization programs for that matter as a process;
- (c) Outcomes and benefits after implementing the internationalization programs and strategies as outcomes.

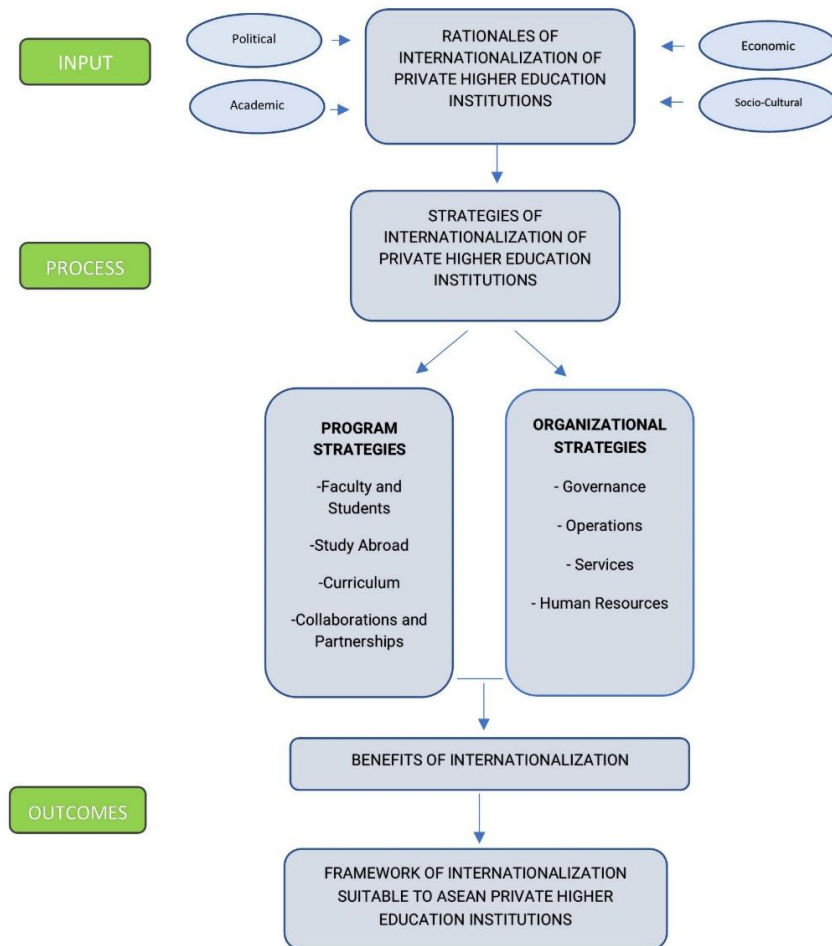


Figure 1. Conceptual Framework of “Internationalization rationales and strategies of Private Higher Education Institutions in Indonesia and the Philippines

METHODOLOGY

Data were collected from the case studies, documentary analysis, and interviews of key informants from the two private HEIs in Indonesia and the Philippines. Profound semi-structured interviews were conducted with senior administrators, international relations officers, Deans, Faculty members, and Registrars of the two selected HEIs to address the rationales and strategies at the institution level regarding the internationalization of higher education. Specifically, data for this study were collected using the multisite case study research method, an organizational phenomenon that had hardly been researched. The term ‘multi-site’ case studies are frequently used interchangeably with ‘multiple-case’ studies and ‘comparative’ case studies. To study the efficacy of similar or differences of the same interventions across multiple similar or distinct sites, the authors developed case studies on the internationalization programs utilizing the internationalization rationales and strategies framework of Knight (2004). By way of in-depth analysis, the contents were studied by seeking patterns and themes in the data and by further analysis through cross-comparison with other cases. As stated by Yin (1994), when utilizing a multi-site case study, the common method is

to initially have a comprehensive explanation of each case and themes within the case, called a *within-case analysis*, followed by a thematic analysis across the cases, called a *cross-case analysis*, as well as statements or an interpretation of the connotation of the case.

RESULTS AND DISCUSSION

The cross-case analysis showed the similarities and differences of the two ASEAN HEIs from Indonesia and the Philippines in many different ways. The analysis described the two HEIs from Indonesia and the Philippines representative cases of internationalization, each of which has similarities and differences in their rationales, strategies, or implementation of internationalization and their outcomes. Considering the fact that both HEIs, which are individually one of its kind, deal with internationalization distinctively and are working towards numerous objectives and goals, their existing practices based on the internationalization model by Knight (2004) exhibited some similarity.

CASE ANALYSIS FACTOR	CASE 1: PHILIPPINE HEI	CASE 2: INDONESIAN HEI
RATIONALES OF INTERNATIONALIZATION	<p>Gaining international reputation, through offering quality education (Academic)</p> <p>Being considered as a “world-class” institution. (Academic)</p> <p>Exposure to the best practices and curriculum of more advanced foreign universities. (Academic)</p> <p>Intensifying income generation by generating alternative funding resources. (Economic)</p>	<p>Growing importance of excellence in education. (Academic)</p> <p>Gaining international reputation, through offering quality education. (Academic)</p> <p>Establishing Indonesia as a center of quality education. (Academic)</p> <p>Transforming the institution into an international research university. (Academic)</p> <p>Generating revenue from their internationalization initiatives. (Economic)</p>
STRATEGIES OF INTERNATIONALIZATION		
Program Strategies	CASE 1: PHILIPPINE HEI	CASE 2: INDONESIAN HEI
<ul style="list-style-type: none"> Faculty and Students 	International students are mostly from their degree programs. (AB Psychology) (Diploma in Education)	International students are mostly from their exchange and cultural programs.

	Foreign faculty are Chinese nationals from the Confucius Institute housed inside the university.	Foreign faculty are from their visiting academic lecturer program.
<ul style="list-style-type: none"> • Study Abroad 	Study abroad programs are limited to education students. (Internship to China and SEA-Teacher program)	Strong and diverse study abroad programs with some programs funded by the Indonesian government.
<ul style="list-style-type: none"> • Curriculum 	Multidisciplinary and comprehensive curriculum	Multidisciplinary and comprehensive curriculum and a mechanism for credit transfer.
<ul style="list-style-type: none"> • Collaboration and Partnerships 	Established international linkages and partnerships from local and international industries from the ASEAN, other Asian countries.	Established international linkages and partnerships from local and international industries from the ASEAN, Asian countries, Europe, and Australia.
STRATEGIES OF INTERNATIONALIZATION		
Organizational Strategies	CASE 1: PHILIPPINE HEI	CASE 2: INDONESIAN HEI
<ul style="list-style-type: none"> • Governance (Commitment of Senior Leaders and Vision and Mission Statement) 	<p>High level of awareness of internationalization among the participants.</p> <p>Minimal human and financial resources for internationalization.</p> <p>Included an international dimension in their institution's vision-mission statement but must be concretized.</p> <p>Guided by Christian values (Total Development of Man for God and humanity)</p>	<p>High level of awareness of internationalization among the participants.</p> <p>Relatively better human and financial resources for internationalization.</p> <p>Awareness of internationalization is not reflected in the university's institutional vision and mission statement.</p> <p>Guided by Christian values (excellence spirit, inclusive and humane)</p>
<ul style="list-style-type: none"> • Operations 	Gets their funding on its internationalization initiatives from student fees and educational agents sending foreign students.	Gets their funding on its internationalization initiatives from student fees, Indonesian government, and industry partners.

<ul style="list-style-type: none"> • Services 	<p>Lacks the supporting office for internationalization.</p> <p>Has admission services, academic orientation, and visa assistance staff for their international students.</p> <p>Provision of university hostels and dormitories.</p>	<p>Has a functional office for internationalization (Promotions and Partnerships Office)</p> <p>Has admission services, academic orientation, and visa assistance staff for their international students.</p> <p>Lacks provision of university hostel.</p>
<ul style="list-style-type: none"> • Human Resources 	<p>Research collaborations with other foreign faculty, attendance to international seminars and conferences, benchmarking activities on curriculum and instruction.</p>	<p>Academic staff are sent abroad for their advanced degrees, in preparation for bigger roles in research and graduate teaching and supervision. Faculty exchange programs are implemented.</p>
OUTCOMES OF INTERNATIONALIZATION	CASE 1: PHILIPPINE HEI	CASE 2: INDONESIAN HEI
	<p>Achieving an international reputation by positioning itself as a 'global higher education institutions' to expand the prospects of its students and faculty.</p> <p>Improvement of revenue generation.</p>	<p>Achieving an international reputation by positioning itself as a 'global higher education institutions' to expand the prospects of its students and faculty.</p> <p>Improvement of revenue generation.</p> <p>Improved foreign language study</p>

Table 1: Cross-case analysis

Several HEIs in the ASEAN region have long been involved in the internationalization efforts of education. Comparable to HEIs all over the world, the universities from Indonesia and the Philippines consider internationalization as their ultimate mission to produce and spread knowledge on a wider scale. It should be noted, however, that the rationales and strategies may differ in vision and execution but they ultimately have the same intended outcomes.

Findings on the current status of the university's internationalization rationales:

The analysis of rationales of internationalization has usually been founded on four common categories: academic, economic, political, and social/cultural. It is noteworthy to mention that

majority of the rationales in this study are leaning towards academic-based grounds. Since all of the participants are educators, they considered a high priority on rationales that can result in academic quality outcomes. This strengthens the claims of Smith (1994) and Knight (1999) that academic improvement, which boosts the quality of education, is the major driving force on why universities pursue internationalization. This rationale is utilized often, though typically in a very broad manner, without providing explicit criteria of the way internationalization boosts the quality of higher education.

This study found out that quality assurance is the major force that is driving the chosen HEIs towards internationalization. International partnership is commonly adopted by all selected HEIs as a motivation to help them enhance their education quality through national and international accreditation (ISO, and Accreditation Council for Business Schools and Programs).

Since the universities are private institutions, economic rationales were also evident. Private universities need to make money for operational survival and to sustain their internationalization plans and initiatives. The higher education sector was motivated to generate money from international education. It is very evident that higher education has been somewhat commercialized. Despite its swift undertaking, there are sectors in the academic world that have reservations because they believe that internationalization of higher education must instead be developed on the basis of an academic baseline and not for commercialization (Jiang, 2014, as cited in Tian, 2015, p. 175)

The social and cultural rationales of the universities are inclined towards promoting the ASEAN culture and the mutual understanding of a different culture. Although both HEIs utilized English as a medium of instruction, especially in their international programs, language courses including their native language are evident. Protecting and promoting the ASEAN cultural identity is still vital.

Finally, since this is an institutional-level case study, political rationales are not dominant. According to the study by Shaydorova (2014), "government and business respondents assigned higher ranks to political rationales like national competitiveness, while educators placed a higher priority on academic rationale" (p. 72). It is usually the national government that ensures institutional policies and development strategies are aligned with their policies and guidelines.

Necessary Internationalization Strategies for ASEAN private higher education institutions

In this study, the internationalization strategies of ASEAN HEIs were evident as far as Knight's (2004) framework is concerned. Certain strategies with international focus were found in their curriculum, teaching-learning, collaborations, and mobility programs. Private HEIs in the ASEAN region have international elements in their existing practices but they can still be improved. Difficulties of implementation and obstacles may be rooted in institutional realities.

Committed leadership of the Institution. As reflected from this study, a university's institutional commitment is crucial for the successful internationalization of its campus. Internationalization is a campus-wide task that tests higher education institutions to evaluate their primary missions from a global outlook, conceptualize contemporary ideas, recontextualize their limitations, and deliberately explore their global reach and influence. To achieve this, institutions should create a learning environment that methodically gives faculty members and students prospects to translate knowledge into action in the real world by articulating a bold vision, investing in the vision and sustaining the vision (McCarty, 2007).

Internationalization of curriculum. Internationalizing the curriculum should not just be regarded as a process of teaching international students or requiring domestic students to have international exposure but should be seen as the "incorporation of the leading knowledge and methods into the subjects taught" (Rudzki, 1995, p. 422). Internationalizing the curriculum

entails a cohesive and learner-centered structure that adopts an inclusive, multi-disciplinary, comparative, and globally-oriented approach. It is designed to prepare students in an international and multicultural setting and intended to cater both local and international students. For the curriculum to qualify as internationalization initiative, it should consist of various elements such as (1) with an international subject; (2) with multicultural issues such as inclusivity and ASEAN community building; (3) which prepare learners for international careers; (4) with foreign languages; (5) with interdisciplinary programs such as region and area studies, covering more than one country; (6) which lead to internationally recognized professional qualifications; (7) which lead to joint or double degrees; and (8) whose topics and themes are specifically designed for foreign students (Wende, 2007).

Mobility of Students and Faculty. Student mobility is one of the vital elements for internationalization. In fact, according to Wachter (2003) "Student mobility of undergraduate and postgraduate students has been in the past and still is today the most dominant international activity in higher education" (p. 25). "The compelling need for HEIs to internationalize means greater mobility among students and faculty. Apart from internationalization, academic mobility is a consistent feature of any regional integration, like the European Union has the landmark European Community Action Scheme for the Mobility of University Student (ERASMUS), the Mwalimu Nyerere program for the African Union, and the ASEAN International Student Mobility (AIMS) for the ASEAN, which serves as a viable mechanism for academic cooperation and harmonization efforts" (Abulon, 2017, p. 2). In one of the HEIs for example, a teacher has more opportunities than students for an international professional development program. Also included in these mobility programs is the recruitment of international students. As stated by Green et al. (2002), international students on campus are "indicators of commitment towards internationalization" (p. 19).

Collaboration and Partnerships. Collaborations and partnerships were echoed by the participants as the main driving force of internationalization in their universities. The collaborative aspect primarily refers to considerable cooperative programs and initiatives with international HEIs, NGOs, organizations, and private industries. Successful cooperative programs and initiatives usually involve considerable achievements such as published research papers, or ratification of collaborative agreements for implementation rather than just proposals. The collaboration aspects in the university include inviting international lecturers, study abroad programs, student exchange programs, establishing a Confucius Institute, and research grants, among others.

Utilization of English as Medium of Instruction. According to Ammon and McConnell (2002), English is generally apparent to be the foremost language of teaching for the future. Both of the universities use English as a medium of instruction to internationalize the whole campus and produce graduates employable worldwide. A graduate's employability is a common measure for university rankings (THES-QS, 2007). In countries whose national languages (Bahasa language in HEI-A) are not common elsewhere, bilateral exchanges are only conceivable if programs are delivered through an international language, most commonly English. The recruitment of international students and staff, especially those who utilized the English language, results in improved institutional status, success in attracting research and development funding, and enhanced employability for local graduates.

Establishment of an International Affairs Office. An institution's organizational support for internationalization is a must. The presence of a well-established office for international activities is significant to carry out its plans and programs concerning internationalization. Furthermore, a centralized office can integrate the ethos of internationalization in its mission and major activities concerning the internationalization of the institution. Through a centralized office exclusively for internationalization, the international ethos can be successfully reflected in the various academic programs of the university, in the partnerships

with research institutions, international student support and services, and in the faculty and student exchanges and extension services.

Adequate Financial and Human Resources. The absence or limitations of financial resources for the purpose of investing in professional development and improvement of educational facilities constrains the achievement of quality education, let alone the realizations and implementation of internationalization initiatives. As reflected in this study, financial resources are necessary tools for the successful implementation of internationalization initiatives. On the other hand, expenditures on the professional development of an institution's human resources in preparation for internationalization are also an important component.

National Government Support. The commitment and support from the national government through its agencies for higher education is necessary for the HEIs to have successful internationalization efforts. Initiatives such as the Policy Framework and Strategies on the Internationalization of Philippine Higher Education" and the "Transnational Higher Education Act" in the Philippines and the "Higher Education Act of 2012" in Indonesia, guide HEIs in their internationalization programs and serve as the basis for policies and standards for appropriate government support and regulation. As reflected from this study, the most astounding difference between public and private HEIs is related to the access to subsidies and funds from the government. The ASEAN education sector already prioritized the internationalization of higher education through their programs, policies, and guidelines intended to reinforce educational, cultural, social, and political ties between the ASEAN member state's HEIs and foreign institutions promoting educational exchange in the global community.

Outcomes of Internationalization:

Both universities have shared viewpoints when it comes to the benefits and outcomes of internationalization particularly the academic benefits. Achieving an international reputation by positioning itself as a global higher education institution to expand the prospects of its students and faculty is the ultimate benefit on why internationalization is being implemented in these universities. The second prevalent outcome is "improvement of revenue generation". As stated in the rationales, these universities are privately-owned, which means that these initiatives are supplemental sources of revenue for higher education institutions and national economies in many countries. Curriculum enhancement, accreditations, the establishment of strategic alliances for knowledge production and research opportunities are also the outcomes of internationalization for both HEIs. The only difference that is observed by the researcher in this study is that the Indonesian HEI mentioned improved foreign language study (English language) as an anticipated benefit from internationalization, while the Philippine HEI did not mention this benefit.

CONCLUSION AND RECOMMENDATIONS

Recommendations

Given the findings on both the existing standing of the universities when it comes to internationalization, the authors recommend specific actions and priorities to strengthen and improve internationalization in a context similar to the private HEIs in the ASEAN region.

- (1) Cooperation of ASEAN networks should not only be done on the level of the national government. Strengthening the collaboration of private HEIs to ASEAN networks such as the ASEAN plus 3, SEAMEO, etc., could potentially generate funding, boost student and faculty mobility, and establish regional research centers. This could also aid in realizing the goal of the ASEAN as stated in its charter: Article 1, No.10 "to develop human resources through closer cooperation in education and life-long learning, and

in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN community” (Mahiwo et.al, p. 17).

- (2) The findings of this study can aid the Commission of Higher Education of the Philippines and the Ministry of National Education of Indonesia in establishing national policies and guidelines regarding the internationalization of higher education that are suited to a private HEI. It is also recommended to provide an ‘international-friendly’ environment as a complement to these policies. Simplification of visa and other immigration requirements for international students to study and to work in the country are recommended to augment not only HEIs population but also the country’s capacity to reap the benefits of globalization. Furthermore, the findings of this study can aid in helping private universities that want to start internationalizing their institutions. They need to start assessing their goals utilizing the two basic questions: why and how to internationalize their HEIs in a manner that suits their contexts and realities.
- (3) The potential of private HEIs to meet international standards should be prioritized. More private ASEAN HEIs should be encouraged to adopt the ASEAN Qualifications Reference Framework (AQRF) which is a “common reference framework that allows comparisons of education qualifications across participating ASEAN Member States” (ASEAN, 2014) and the ASEAN Credit Transfer System (ACTS) which can promote student mobility not only among HEIs in the ASEAN region but also with other parts of the world.
- (4) Providing supportive culture at the institutional level is also recommended. Supportive culture consists of creating an international ethos on campus and attributing significance to intercultural perspectives and initiatives. This can also include increasing and providing adequate internal resources and developing a strategic plan for internationalization at the institutional level.
- (5) Globalization is inevitable, but institutions need to strike a balance between internationalization and cultural preservation. Traditional customs in all ASEAN member states should not get in the way of contemporary educational trends.

A Suggested Framework of Internationalization for Private Higher Education in the ASEAN region:

The choice to “be international” is progressive and must be in the institutional goals of a university. Going international requires motivation and commitment for the mission to thrive. Figure 2 suggests a framework of the best practices of internationalization. It demonstrates the interaction between external factors, the national government, and the higher education institution to be an appropriate member in the international arena.

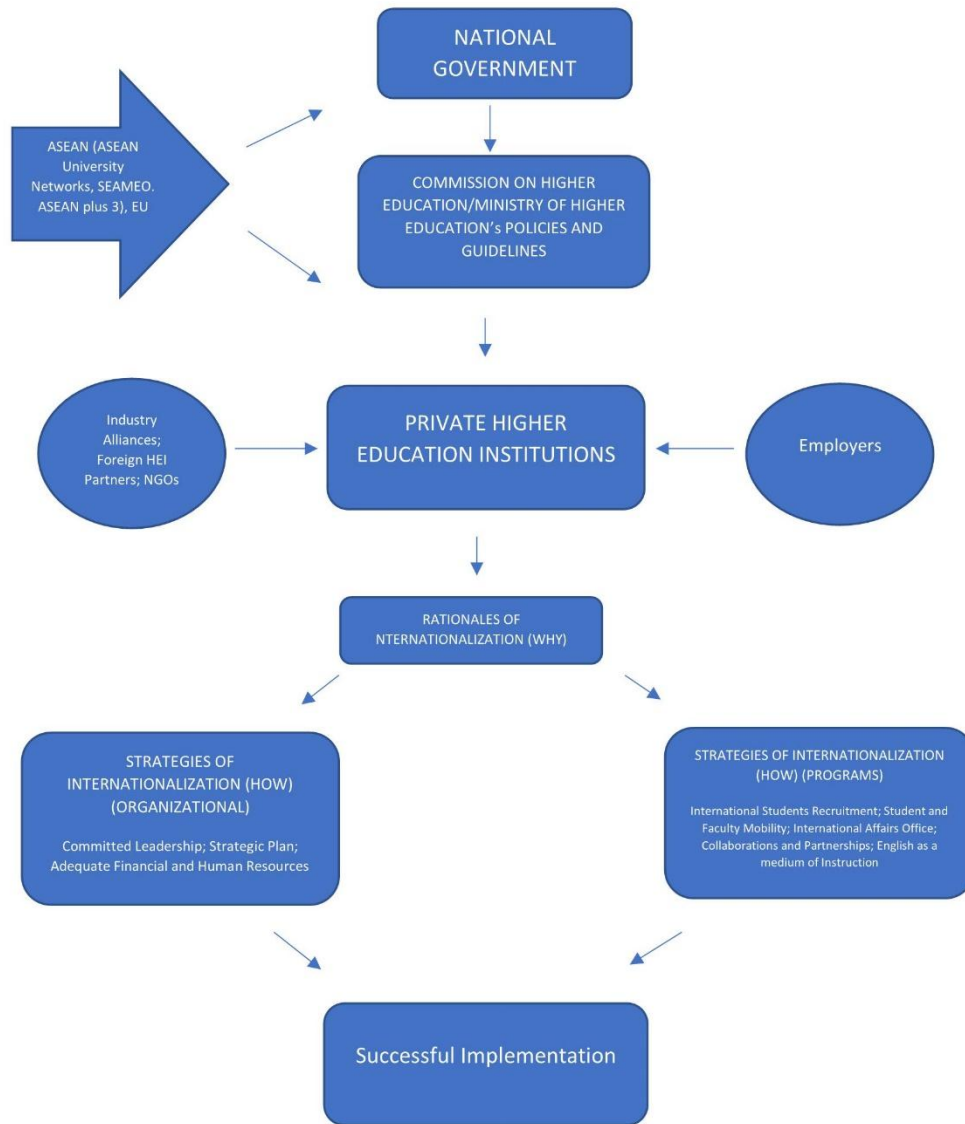


Figure 2. "A Suggested Framework of Internationalization of Private Higher Education Institutions in the ASEAN Region"

Conclusion

The internationalization of higher education in the ASEAN region is an expected result of the globalized and knowledge-based economy that is swiftly developing in the 21st Century. For this reason, internationalization is necessary to reinforce the human resources in the region and to empower its people, bolstering the objectives of the ASEAN Community. This study showed that HEIs in the ASEAN are doing the necessary course of action to achieve an internationalized campus for the benefit of their students, faculty, and staff. The rationales of internationalization may differ slightly per institution but may have commonality when it comes to the intended outcomes— preparing students to be global citizens, revenue generation, measuring up to the global standards in education, and understanding different cultures. These rationales and outcomes somehow direct the programs and organizational strategies planned by the universities and consequently implemented consistent with some of the best practices enumerated in the review of literature. As evidenced in this case study, the internationalization of universities is a continuing process, and it is still evolving. In the context of this case study, it reinforces the definition of internationalization interpreted by

CHED (2019) “as a carefully planned process, an empowering product and liberating outlook that permeates the international and multicultural dimension into the purpose and delivery of higher education while strengthening the values, interests, and objectives of a university, a nation’s progress, and reinforces ASEAN community building.” (p. 5). By and large, internationalization should be the priority for the ASEAN institutions including the private HEIs to produce well-rounded citizens ready to face the challenges of globalization and industrialization.

Limitations and Implications

This study has the following limitations. First, the researcher utilized two private HEIs from Indonesia and the Philippines as cases, therefore, the findings generated from this case study are still limited and may not reflect the entire map of internationalization in the ASEAN higher education context. Second, it was based on interviews of the HEIs senior administrators and document reviews. Participants’ responses may therefore contain some biases that affect the outcome of the analysis. The researcher is aware that a qualitative study approach “involves a ‘trade off’ between ‘empirical generalizability’ and ‘accuracy and detail’ when compared with, say, quantitative methodology, such as surveys” (Lee, 2012, p. 212). Though, generalizability is not the goal of this research. Instead, the researcher has provided a ‘thick description’ of the internationalization rationales and strategies of the private HEIs. Contextualization improves understanding and offers viewpoints on the internationalization phenomenon from the perspective of these ASEAN institutions, so that readers can “compare and decide for themselves the applicability of the findings in their own situations” (Lincoln and Guba, 1985 as cited in Lee 2012, p. 213).

Future Research Direction:

- (1) The conclusion and recommendations of this study stressed the significant roles of the crucial people in the government. Therefore, it is suggested that the rationales and strategies of internationalization on the national level be identified and analyzed.
- (2) This study also stressed the significant roles of the students and faculty for a successful internationalized campus. Therefore, perceptions of students and faculty regarding internationalization should also be identified and analyzed.
- (3) Evaluation mechanisms and quality assurance of the internationalization strategies to measure the level of success of these private HEIs, including the importance of international university rankings to internationalization, are also recommended.
- (4) Identify and analyze the rationales and strategies of selected private higher education institutions on all ASEAN member states to have a framework exclusive to ASEAN HEIs.
- (5) Further research is needed to enhance the suggested framework as well as to regulate its practicality in the context of all HEIs.
- (6) Based on this study, the rationales and strategies of internationalization during the pandemic or the “new normal” can also be identified and analyzed.

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