

The Adoption and Adaptation of Government Internationalization Policies in Universities of Non-English-Speaking Countries in Asia: Comparing Taiwan, Japan and Indonesia*

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[*Abstract*]

This paper examines how state internationalization policies are adopted and adapted by universities and its unit levels in three non-English speaking countries in Asia, namely Taiwan, Japan, and Indonesia. It is a cross-country comparison with regards to regional proximity, non-English-speaking situations, and different demographic situation. Applying the qualitative method, the study found that the rationales for internationalization of higher education institutions differ significantly among the three. Each is strongly influenced, at the national level, demographic variables, stages of economic and higher education development, and geopolitical position. As a result, there are variations of policy and policy implementation across the countries at the national,

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university, and unit levels. Taiwan and Japan tend to marketize their universities by inbounding the best talents from overseas. While Taiwan has focused more on inbounding students from New Southbound Policy countries and beyond, Japan shows recent growing interest in outbounding its own local students for the purpose of nurturing them to be more globally fit. Indonesia on the other hand, demonstrates its internationalization by focusing on outbounding its students and scholars to pursue and experience HE abroad.

Accordingly, universities and units tend to follow their respective country's national policy by gaining grants from the governments, which are important resources for their internationalization programs. The activities are shaped not only by government guidance but also by the role and position of each university in its respective country, as well as own directions and goals, which are set based on their history and mission.

Keywords: Higher education, Internationalization policy, Non-English, Taiwan, Japan, Indonesia

I . Introduction

Presently, the most prominent phenomenon in Higher Education Institutions (HEIs) is still internationalization. It engages different categories of study simultaneously, such as international students, university rankings, studying abroad, joint degrees, international academic cooperation, exchange programs, sister schools, and international accreditation (Albatch & Knight 2007; Ho et al. 2014: 55). These categories are common in both English and non-English speaking countries. However, the rationales and actual implementations of internationalization of higher education (IHE) are different between the two and the non-English speaking countries as well. While there are many literatures which studied cases from Western countries and English-speaking countries (Curaj et.al 2018; Almeida 2020), there are less literatures which studied cases of non-English speaking countries in Asia (for example, Hou,

A. Y., et.al 2021; Stigger, E. et.al 2018; Tran, L. T. et.al 2024). Particularly it is difficult to find literature that present comparative studies across multiple non-English speaking countries in Asia.

This study investigates and compares three non-English speaking countries in Asia in terms of IHE, namely, Republic of China (hereinafter referred to as Taiwan), Japan, and Indonesia. It further analyzes how universities have adopted and adapted their respective government's policy on HE internationalization at university level and at their unit level, by conducting case studies at National Chengchi University (NCCU) in Taiwan, Sophia University (SU) in Japan, and Universitas Gadjah Mada (UGM) in Indonesia. These countries and universities were chosen for being research universities in non-English speaking countries in Asia with many contrasting features. Taiwan and Japan share a growing demand for international students as they have common experiences of declining domestic 18-year student population (Yoshinaga 2024: 1). While Japan is a developed country that has been a metropolis in Asia and leader in Education for Sustainable Development (ESD) for decades, Taiwan is the first Chinese democracy in the world; blending some key elements of the global economy, enjoying a hybridized university tradition that combines Japanese and American elements, and yet having its own peculiar history and relation with mainland China. In this case, while both Japan and Taiwan have been experiencing an aging society, Indonesia, a developing country with a democratic Muslim-majority society, has a population of 273 million and enjoys a demographic bonus that will peak in 2030. These similarities and contrasts have shaped each country's policy of internationalization differently. With the aim to investigate the country's policy of internationalization, as well as how universities and their units adopt and adapt them, we propose these two research questions:

- (1) What are the government policies of internationalization in HE and how have they been shaped in the three countries?
- (2) How have universities and their units adopt and adapt them for implementation?

The following section explains the research method, which is followed by the results of investigation in Taiwan (Section III), Japan (Section IV) and Indonesia (Section V), each of which discusses internationalization policy at national level, and how they are adopted and adapted at university level and at unit level in their respective countries. The final section (Section VI) presents discussions and a conclusion.

II . Research Method

Data were collected and analyzed qualitatively from a review of the literature and primary data from interviews conducted in Taiwan, Japan, and Indonesia. Statistical data and policy documents from official websites and interviews, including each country's respective Ministry of Education (MOE) and each university's International Office (IO) were analyzed. It is then supplemented by a variety of opinions and experiences derived from interviews with university administrators and faculty members, who are in leading positions engaged in internationalization with different units and programs. Semi-structured interviews were conducted in each country either offline or online depending on the availability of our informants between 2023 to 2024 with 7 informants in Taiwan, 9 in Japan and 8 in Indonesia, as shown below:

<Table 1> Profile of the interviewed informants.

	Taiwan	Japan	Indonesia	Number
University faculty members	5	6	6	17
University administrators	2	3	2	7
Total	7	9	8	24

III. Taiwan

3.1. Internationalization Policy in Taiwan at the National Level

The internationalization of HE is a fundamental pillar of the government policy of internationalizing the society of Taiwan, the world's first Chinese democracy. Historically, universities and HEIs in the country have engaged in internationalization since the 1950s. Under the Nationalist Party or Kuomintang (KMT), the government enacted the development of the nation's higher education and consolidated state control. It announced its "educational guidelines during the national reconstruction period" as the foundation for the national development of its political ideology. The KMT government used education at all levels as a policy tool to regulate "society and people" and incorporated a top-down approach with a bureaucratic hierarchy. The main responsibility for financing higher education was at the discretion of the MOE under two broader public policy domains: needs-based and policy-led funding (Chan 2020). As a result, the MOE had direct control and power over individual universities. In this context, education institutions functioned as partially governmental units, meaning that they must follow standard rules, procedures, and regulations, and could only enjoy limited institutional autonomy (Hou, Chiang, & Chan 2021: 7-8).

Taiwan's HE policy became more open and liberal as the ruling party underwent a democratic shift in the 1980s. Therefore, the 1990s served as a major watershed moment for the development of the Taiwanese academic community, which occurred alongside national-level economic and social-political transformation (Wang 2003; Chan, Yang, & Tai 2022). Since then, the Taiwanese internationalization strategy has focused on enhancing the overall quality of university education. On the governmental level, Taiwan has strived to position itself as a major academic destination in the Asia-Pacific region. The MOE began seriously setting a policy for the development of Taiwan's higher education in the early 2000s. The following list notes Taiwan's major internationalization policies after 2000s to present:

<Table 2> List of major internationalization policies in Taiwan after 2000 to present.

Year	Major Policies and Initiatives	Objective and Activities
2003	Five Year, Fifty Billion Plan	To enhance the visibility of Taiwanese HEIs by having at least one university in the world's top 100 in five years.
2005–2014	Academic Excellence Initiative	To enhance university competitiveness globally
2013	The Technological University Paradigm	To increase Taiwan's overall competitiveness
2016–present	The New Southbound Policy (NSP)	To attract talent from SEA countries and to strengthen Taiwan's international presence, particularly across the Indo-Pacific
2018–2022	Higher Education Sprout Project (HESP)	To facilitate universities to achieve world-class status and develop cutting-edge research centers
2023	The New Southbound Talent Development Program	To further expand and deepen exchanges and partnerships with NSP target countries, Europe, and the United States

Source: Created by authors based on Chou 2021; Ho, Lin, & Yang 2014; MOE 2018; Hou 2023; Ma 2023 & NSP 2023.

As seen above, in 2003, the MOE launched the Five Year, Fifty Billion Plan to enhance the visibility of Taiwanese HEIs (Chou 2021: 3). It allocated NT\$50 billion (approximately US\$1.65 billion) for bringing at least one university into the rank of the world's top 100 universities (Lo 2009). This strategic blueprint was renamed in 2004 when the government, through the Executive Yuan, announced a new policy aimed at upgrading its leading HEIs to the level of world-class universities (Ho, Lin, & Yang 2014: 54) by fostering world-class research and publication in reputable English journals. The Taiwanese government launched the Academic Excellence Initiatives (AEIs) in 2005, beginning with the Five-Year, Fifty Billion Plan, which aimed for Taiwan to have at least one university in the world's top hundred within five years and at least fifteen key departments or cross-campus research centers leading in Asia in ten years (Department of Higher Education 2011 in Hou 2023: 107).

In 2016, the government launched the New Southbound Policy (NSP), which may be seen as the most comprehensive internationalization policy. It is designed to strengthen Taiwan's relationships with the ten members of the Association of Southeast Asian Nations (ASEAN), six states in South Asia, and Australia and New Zealand. It invited international students from the NSP countries mostly from Southeast Asia. To be noted, Taiwan recruits international students for its HEIs, even before the 2000s when the KMT government strategically targeted overseas Chinese students particularly from Southeast Asia to pursue their studies in Taiwan. This policy functioned as a socio-political strategy aimed to seek assistance and recognition of Taiwan's legitimacy in opposition to mainland China (Chan 2021: 105; Ma 2014: 10–11).

In 2017, the so-called five-year Higher Education Sprout Project (HESP) was launched with NT\$ 86.85 billion (equivalent to approximately \$ 2.9 billion) investment to facilitate universities to enhance international competitiveness, achieve world-class status and develop cutting-edge research centers (MOE 2018:1).

Reflecting on the success of the NSP, the government then launched the New Southbound Talent Development Program in 2023 to further expand and deepen exchanges and partnerships with NSP countries as well as Europe, and the United States. The main aim of the program is to further expand and deepen exchanges and partnerships through the MPP concept—Market, Pipeline and Platform. Market refers to promoting and expanding to HE markets overseas; pipeline refers to the reciprocal interflow of best talents to and from the NSP countries; and platform refers to bilateral educational cooperation with NSP countries, Europe, and the United States (MOE 2023: 29). The policy aims to leverage Taiwan's cultural, educational, technological, agricultural, and economic assets to enhance its regional integration and promote a broader development of the Indo-Pacific region. Its objective seeks to deepen "educational ties by offering scholarships to students from partner countries," enhance "domestic cooperation between academia and industry," and provide "enhanced youth technical training" (MOE 2023).

Accordingly, the launched of AEIs in 2005, was accompanied

by several other support systems such as the Inter-University System (2007-present) which allows both international and local students from four chosen universities namely National Tsing Hua University, National Yang Ming Chiao Tung University, National Chengchi University (NCCU), and National Central University to take English-language courses offered by those four universities. Following suit, other Taiwanese universities began offering degree programs taught in English to take advantage of the profitable market (Ken Lau & Chia-Yen Lin 2016: 438). As of early 2022, Taiwan's AIEs have undergone three phases: from 2005 to 2010 (Phase I), 2011 to 2016 (Phase II), and 2018 to 2022 (Phase III) (Department of Higher Education 2011 in Hou 2023: 107), all of which are deeply integrated with the overarching government Bilingual Policy 2030.

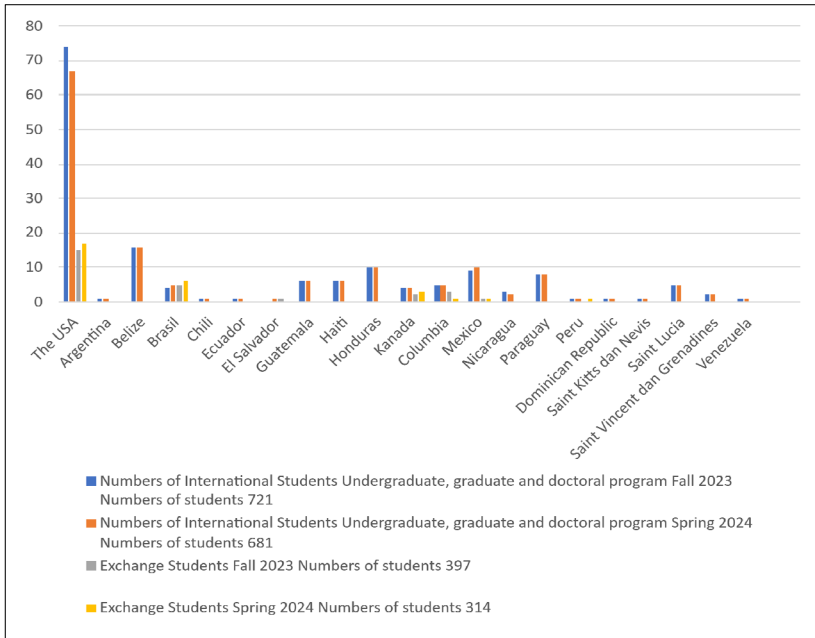
3.2. Internationalization policy at NCCU

National Chengchi University (NCCU) is a national research university founded in 1927, and one of Taiwan's top universities in the areas of liberal arts and humanities, social sciences, management, politics, international affairs, communication, and education. The university administers twelve faculties: Liberal Arts, Law, Commerce, Science, Foreign Languages, Social Sciences, Communication, International Affairs, and Education, with thirty-four departments and forty-eight graduate institutes, as shown below:



<Figure 1> NCCU in numbers
Source: National Chengchi University website, n.d.

Data from NCCU's international office shows that the university is ranked first in international lecturer ratio among Taiwan's universities (26.5%), ranked fourth in terms of international student ratio (21.8%) with more than 2500+ students. Below is the number of international students and their country of origins in NCCU from 2023 to 2024:



<Figure 2> The demography of international students in NCCU by sending countries, 2023-2024.

Source: NCCU International office 2023

The above figure indicates that the demographics of international students at NCCU have been impressive in terms of the quantity and variety of the sending countries. In the 2023-2024 year alone, the university was attended by 412 international degree-seeking students from 94 different countries. Such demography shows the market share of Taiwan HE, referring to what Altbach wrote two decades ago, that the number and diversity of international student population at the national and local level may reflect a country and local university's share in the global HE

markets (Altbach 2004). Along with its strength in the social sciences and humanities, NCCU is also prominent for its College of Commerce; this is the only Taiwanese college with three international accreditations: The Association to Advance Collegiate Schools of Business (AACSB), The EFMD Quality Improvement System (EQUIS) and The Postgraduate Institute for Medicine (PIM).

To foster the goal of internationalization and implement the government's Bilingual Policy 2030, NCCU has continuously supported the use of English as a Medium of Instruction (EMI) even though significant numbers of both faculty members and students have remained hesitant to conduct courses in English. Based on information from the international office, NCCU provides support necessary for fostering EMI courses including organizing talks, training for faculty members to increase their linguistic competence and skill in delivering EMI, and providing incentives for lecturers willing to conduct their courses in English. Such incentives are not merely language classes; the university offers financial incentives, and the president of the university presents an annual award ("Best English Taught Class") to selected professors who successfully implement EMI. NCCU runs an EMI Resource Center devoted to establishing inclusive guidelines and measures that encompass curriculum development, faculty staff training, student learning, and campus infrastructure, all aimed at enhancing EMI courses and English-taught programs (ETPs) across diverse academic units (NCCU website n.d.)

3.3. The Adoption and Adaptation of Internationalization Strategies at the Department Level

The government policy endorsing the use of EMI has been accepted by most of the departments at NCCU. As of March 2024, the university offers more than 880 EMI courses meant to nourish and safeguard the internationalization program in teaching to international standards. This strategy of incorporating EMI courses has produced promising results as seen on the figure 1 and 2 above. Apart from offering elective courses in English, the Department of Southeast Asian Languages and Cultures, for example, has started using EMI, instead of Taiwanese Mandarin language, to teach

Southeast Asian languages.

Another example is the International Master of Asia Pacific (IMAS). The program has adopted the government policy and become the first English-taught master program in Asia-Pacific Studies in Taiwan. It is dominated by international students from the United States of America and Europe, and considered a flagship college in the social sciences. Unlike other departments in other Taiwanese universities, IMAS initially did not differentiate among international, local, and overseas Chinese students in its tuition fees. However, the administrative burden of tracking funding from the national government resulted in higher tuition fees being set for international students as a source of revenue. It is known to be the second most-expensive degree program in Taiwan, after the International Master of Business Administration at the College of Commerce, NCCU.

IV. Japan

4.1. Internationalization Policy in Japan at National Level

Various policies and initiatives have been developed and implemented by the Japanese government to promote the internationalization of domestic universities. The table below summarizes major policies and initiatives since the 1980s.

<Table 3> List of Government Policies from 1983 - 2023

Year	Major Policies and Initiatives	Objective and Activities
1983–2003	100,000 International Students Plan	To increase the number of international students for human resources development, with the numerical target by establishing education systems and infrastructure for accepting international students
2008–2020	300,000 International Students Plan	To enhance international competitiveness by recruiting international students with the numerical target of 300,00 students, launching education programs and systems for sending domestic students abroad, and establishing international education and research hubs

Year	Major Policies and Initiatives	Objective and Activities
2009-	Global 30 Project	To achieve the goal of having 300,000 international students and implement initiatives for the internationalization of Japanese universities, including the development of systems for accepting international students, and to develop high-level human resources who can work internationally in an environment where they can engage in friendly competition with international students
2011-present	Inter-University Exchange Project	To support international partnerships with universities in target countries and regions for the strategic acceptance of Japanese students studying abroad and international students, while ensuring the quality of education in order to foster global human resources.
2012-	Project for the Promotion of Global Human Resource Development	To develop human resources that can actively challenge and play an active role globally.
2014–2024	Top Global University Project	To develop a comprehensive system as Japan's leading internationalization center by building a system for conducting courses in English, developing a system for accepting international students, promoting strategic international partnerships, etc., as well as promoting cooperation with industry and networking among hub universities. In addition, efforts were made to promote the internationalization of Japan in a broad range of areas, such as cooperation with industry and the promotion of networking among hub universities.

Source: Created by authors based on Watabe (2023: 5 - 6) and websites of MEXT

In 1983, the Japanese government initiated the 100,000 International Students Plan. Previously, international student policies had not set numerical targets; this plan was the first to set specific numerical targets for the acceptance of international students. There are several factors behind this policy. One is Japan's rapid economic growth through the 1970s and 1980s. As a member of the world's advanced economies, Japan expanded its Official Development Assistance (ODA) to contribute to the international community. The plan to accept 100,000 international students was launched as part of Japan's efforts to support the socioeconomic development of low- and middle-income countries through ODA by fostering highly

skilled human resources through the acceptance of international students from those countries. This goal was achieved in 2003, as the number of international students in Japan exceeded 100,000 (Sugimura and Yamaguchi 2023).

Successively, the Japanese government initiated the 300,000 International Students Plan in 2008. Its objectives were as follows (MEXT 2008): as part of its "global strategy," to open Japan more to the world and to expand the exchanges of people, goods, funds, and information to and from Asia and the other regions, Japan aimed to accept 300,000 international students by 2020. In doing so, it sought to strategically acquire excellent international students, targeting specific countries, regions, and fields, while also coordinating efforts to accept highly skilled human resources. In addition, Japan continued its efforts to make intellectual and international contributions to Asia and other countries (Yamamoto 2018).

Secondly, several measures were implemented systematically: to enhance interest in studying abroad in Japan, to prepare entrance examinations, admission, to stimulate employment and career paths after graduation, and to promote the plan through comprehensive and organic cooperation among related ministries, agencies, and organizations. To this end, the following five measures were proposed by the Japanese government (MEXT 2008):

- (1) To invite to study in Japan by motivating students and developing one-stop services
- (2) To improve entrance examinations, admissions, and entry points to facilitate studying in Japan
- (3) To promote internalization of universities and other institutions
- (4) To create a host environment in which students can devote themselves to their studies with peace of mind
- (5) To promote acceptance by society after graduation/completion

It should be noted here that, while one main objective of the 100,000 International Students Plan was to support the development of highly skilled human resources in low- and middle-income countries, as already mentioned, the 300,000 International Students Plan called for the "strategic acquisition of excellent international students" and explicitly used the "promotion of university internationalization" as a measure in achieving this goal. Among various factors behind this change, one has been the change in the Japanese economy, which has stagnated since the collapse of the bubble economy in the 1990s. The goal has been to enhance universities' competitiveness by promoting internationalization and to increase competitiveness by acquiring top-quality students from abroad (Sugimura and Yamaguchi 2023).

The Japanese government has initiated various initiatives in pursuit of this goal. Two of the most important are the Global 30 Project and the Top Global University Project. The Global 30 Project was launched in 2009 and is officially called the Project for Establishing Core Universities for Internationalization. The purpose of this project is to achieve the goal of accepting 300,000 international students, to implement initiatives for the internationalization of universities including the development of systems for accepting international students, and to develop high-level human resources that can work internationally in an environment wherein they can engage in friendly competition with international students. For this purpose, while mainly targeting the thirteen universities selected for this project, the project aims to develop a comprehensive system as Japan's leading internationalization center by building a system for conducting courses in English, developing a system for accepting international students, promoting strategic international partnerships as well as promoting cooperation with industry and networking among hub universities (MEXT website on the Global 30 Project n.d.).

The successor to the Global 30 project, the Top Global University Project, was launched in 2014. The purpose of this project is to provide priority support in combination with international competitiveness-enhancing institutional reforms to top universities conducting world-class education and research, as promoted

through collaboration with outstanding overseas universities (MEXT website on the Top Global University Project, n.d.). According to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the number of courses taught in foreign languages has increased 2.8 times, the number of international students accepted has increased 1.7 times, and the number of Japanese students studying abroad has increased 1.8 times by 2021 (MEXT website on the Top Global University Project n.d.; Yamamoto 2018).

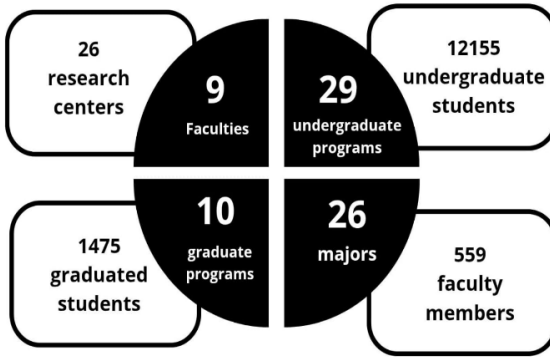
During this period, other initiatives to promote internationalization were also launched in rapid succession, including the Inter-University Exchange project and the Project for Promotion of Global Human Resource Development. The former was initiated by MEXT in 2011 with the aim to support international educational partnerships with universities in target countries and regions to promote the strategic acceptance of both Japanese students studying abroad and international students in Japan while also ensuring the quality of education in order to develop human resources who can play an active role in a globalized world (JSPS website, n.d.). Both programs were designed to overcome the "inward-looking orientation" of the younger generation and develop human resources who actively participate on the global stage as a foundation for improving international industrial competitiveness and strengthening ties between countries (MEXT website on Project for the Promotion of Global Human Resource Development and Inter-University Exchange Project n.d.).

Both the 100,000 International Students Plan and the 300,000 International Students Plan were primarily aimed at inviting international students from abroad, and to this end, they aimed to promote the internationalization of Japanese universities and create an environment that accepted this change. As a result, the number of international students at HEIs increased from 31,251 in 1989 to 228,403 in 2019, or 312,214 including students at Japanese-language institutions (JASSO website n.d.). On the other hand, the policies launched since the 2000s, including the Global 30 project with a goal of 300,000 international students, are aimed not only at accepting international students but also at promoting bilateral student exchange, sending Japanese students abroad, and

comprehensively internationalizing universities to achieve this goal. Behind these policies is the proposition that the Japanese economy must be revitalized, which is believed to urgently require universities to be internationally competitive and human resources to be trained for international competitiveness (Stigger 2018; Sugimura and Yamaguchi 2023).

4.2. Internationalization policy at Sophia University

Founded in 1913, Sophia University is one of the oldest private universities in Japan.



<Figure 3> Sophia University in numbers
Source: Sophia University website, n.d.

Located at the heart of Tokyo, Sophia University has 9 faculties with 29 departments, 10 graduate programs with 26 majors, 26 research centers. As of May 1, 2023, the university hosts 12,155 undergraduate students, 1,475 graduate students, and 559 faculty members (Sophia University website n.d.).

Sophia University is recognized as one of the most internationalized Japanese universities in Japan. Thanks to its extensive language programs, covering 22 languages, the university hosts 1,209 foreign students, which is about 9% of the total student population, and 96 foreign faculty members, which is about 17% of the 559 faculty members (Sophia University website, n.d.). Another reason is the long history of the Faculty of Liberal Arts, which

requires all students to take classes in English. Although the number of universities in Japan that offer English-only programs has increased, the Faculty of Liberal Arts of Sophia University has one of the longest-established English-language undergraduate programs in Japan. Its predecessor, the International Division, was founded in 1949 as a program primarily for the United States military personnel stationed in Japan after World War II and their families. Since then, the faculty has provided liberal arts education in English for more than half a century (Sophia University Faculty of Liberal Arts website n.d.).

Because of this history, Sophia University has long been recognized as one of Japan's most internationalized universities, with a higher-than-average ratio of international students and faculty members. In 2009, when the Global 30 Project was launched to strengthen universities as centers of internationalization in Japan, the university applied for the project and was selected as one of thirteen universities that receive support. It also applied to its successor, the Top Global University Project, in 2014, and was selected as one of thirty-seven universities. Given that there are more than 800 universities in Japan, its inclusion in this limited set is significant. In addition, the university has been selected for the Inter-University Exchange Project, through which it has received several government grants.

Here we discuss the impact of the Top Global University project on Sophia University. Sophia University launched the Top Global University project with the aim of "creating a global campus with a multi-layered hub function," in accordance with the Japanese government's stated intentions as well as the university's own long-term plan, called Ground Layout. Specifically, the project aims to establish a global education implementation system, systematize global liberal arts education, put up new English-language courses based on the theme of a "sustainable future", create a global campus, and reform governance to support world-class education and research.

As a result, the following changes occurred between 2013, when the project started, and 2023, when the project was completed. The number of exchange partner universities increased from 169 universities in 32 countries/regions to 344 universities in

63 countries/regions. The number of designated schools abroad increased from 7 to 29. Thus, Sophia University has promoted internationalization with support from the Japanese government. One should note that Sophia University has not merely followed government policies but has utilized these initiatives to realize its long-term vision and plans. This is evidenced by the fact that Sophia University, in implementing this project, has set its own indicators in addition to the common government indicators adopted by all the selected universities (Sophia University 2024).

4.3. The Adoption and Adaptation of Internationalization Strategies at the Department Level

At unit level, it was also confirmed in interviews and with related documents that different faculties and departments tried to utilize various kinds of support from the government to internationalize their programs as well as to improve their programs in a way to meet their vision and direction.

The establishment of the Sophia Program for Sustainable Futures (SPSF) in 2020, for example, is part of Sophia University's initiative supported by MEXT's "Top Global University Project." SPSF is an English-taught interdisciplinary undergraduate program of cross-listed discipline-based courses of six departments: Economics, Education, Global Studies, Journalism, Management and Sociology. By joining in SPSF, these six departments, which have traditionally offered programs in Japanese, aimed to launch an English track to meet the needs of potential students who are interested in studying these fields in English.

At the same time, in SPSF, these six departments collaborate with each other to develop an interdisciplinary educational curriculum. In addition to common subjects on the theme of "sustainable futures," students study their respective departments' areas of specialization (JSPS website on the Top Global University Project n.d.). SPSF aims to be a pioneering program with a new concept which enables students to acquire interdisciplinary learning in English, while aligning with the government's goals for expanding English-medium instruction programs and adopting an interdisciplinary approach (Sophia University 2014).

V. Indonesia

Since 2000, the internationalization of higher education has also been embraced in Indonesia, a post-colonial nation in Southeast Asia. With 273 million inhabitants living across the archipelago, Indonesia is the fourth most populous country in the world. It has a significant demographic bonus that will peak in the period from 2024 to 2030. Given this situation, Indonesia has one of the world's largest education systems, consisting of more than 4,363 HEIs and 9,992,473 students in the country (PDDikti 2024). This includes 125 state universities and 2,841 private universities under the Ministry of Higher Education, and another 91 state universities, and 1,209 private universities under the Ministry of Religious Affairs (Directorate General of Higher Education 2023).

5.1. Internationalization Policy in Indonesia at National Level

Since the early 2000s, Indonesian legislators have put internationalization at the center of their reforms. Although Indonesian enjoys no unified or coherent policy on the internationalization of its HE (Sutrisno 2019: 13), the development of government policy in the country can be seen from the below list since early 2000s:

<Table 4> List of major internationalization policies of the Indonesian Ministry of Education, Culture, Research, and Technology (MOECRT)

Year	Major Policies and Initiatives	Objective	Activities
2006	KNB (Kemitraan Negara Berkembang); Partnership of Developing Countries	To support human resource development in developing countries, strengthen relationships and practically improve Indonesian HEIs' research capacity in increasing the number of world class universities	Provide funding for a full semester of bachelor, master or doctorate studies for international students from the global south.
2012–Present	LPDP (Indonesia Endowment Fund of Education)	Prepare future Indonesian leaders and professionals including academic professionals	Sending students to study abroad and domestically.

Year	Major Policies and Initiatives	Objective	Activities
2017–2020	World Class University Professor	Boost Indonesian universities' global visibility and ranking	Inviting 200 professors from world's top 100 universities to work together with Indonesian scholars for joint research and publications.
2021–present	Indonesian International Student Mobility Awards (IISMA)	Prepare Internationalized students with global knowledge	Sending undergraduate students to international partner universities.
2021-2024	BIM (Beasiswa Indonesia Maju); Indonesia Maju scholarship	Create world-class talents to develop and support the country's priority sectors by 2045	Yearly supporting 250 best high school graduates to top universities either overseas or at home.

Source: Created by the authors based on websites of MOECRT & LPDP

The Indonesia Endowment Fund for Education (LPDP) was established in 2012 as an Indonesian government scholarship administered by the ministry of finance. It is a government priority, focusing on developing the quality of Indonesian human resources in various fields to support the acceleration of Indonesian development (Nugraha & Ardiyanti 2020). Furthermore, LPDP has become more expansive and inclusive, demonstrating remarkable performance in awarding both domestic and foreign scholarships in 2022, as shown below:

Total Scholarship Awardees	Number of Total Alumni	2022 Scholarship Awardees
35,536	17,979	5,664

<Figure 4> Number of LPDP grantees and alumni, 2022 (Source: LPDP)

University Type	Number of People Accepted	Share of Total Amount (%)
Domestic University	19,241	54.15
International University	16,136	45.41
Not Yet Determined	159	0.45

<Figure 5> Destination universities, 2022 (Source LPDP).

Another recent development is the introduction of a scholarship scheme, named the Indonesian International Student Mobility Awards (IISMA). This scheme funds Indonesian undergraduate students for a single semester at one of the top 100 universities in the world. It constitutes a flagship program in preparing a new generation of global citizens. It is centrally managed by the Directorate General of Higher Education, Research and Technology (DGHERT) at the Ministry of Education, Culture, Research and Technology (MOECRT).

Awardees	Host Universities	Countries	QS Top 100	Alumni
1150	67	25	18	2145

<Figure 6> IISMA in numbers, December 2022. (Source: LPDP)

The above figure provides statistics for IISMA. This government scholarship scheme funds Indonesian students in participating in mobility programs at top universities and reputable industries abroad. This scholarship incorporates two paths, one each for undergraduate and vocational students, who spend one semester at prominent partner institutions. It involves 117 partner universities across the globe. Through IISMA, more than 3,500 talented students had received an overseas learning experience by 2022 and been exposed to international academic and cultural diversity (MOECRT 2023). There has been a corresponding increase in the number of scholarships disbursed: 1,000 students in 2021, 1,100 in 2022, 1,984 in 2023, and an estimated 3,000–3,300 awardees in 2024.

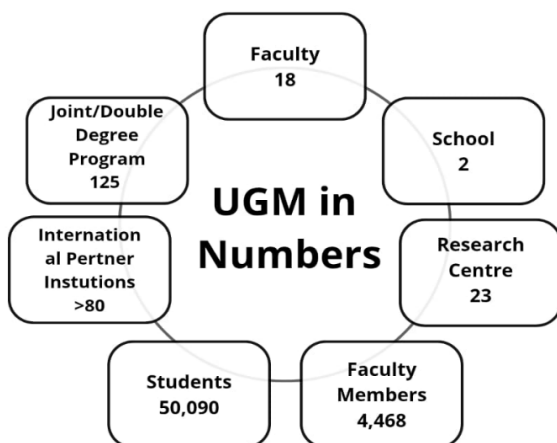
The World Class Professor initiative began in 2017. Provided by the Directorate General of Higher Education (Ditjen Dikti) at the Ministry of Research, Technology and Higher Education, it aims to encourage the improvement of the quality and quantity of international publications. The program initially invited 200 world class professors from top world universities to work in tandem with Indonesian lecturers and scholars from awarded grants to publish scholarly papers in reputable journals. The second phase of the WCP initiative is to join Times Higher Education (THE) and Quacquarelli Symonds (QS) to boost Indonesia's global visibility and

ranking.

Along with this, through the Directorate General of Higher Education, Research, and Technology (DGHERT) at the Ministry of Education, Culture, Research, and Technology (MOECRT), Indonesia has also organized partnerships with developing countries through the *Kemitraan Negara Berkembang* (KNB) scholarship which has supported 1,608 recipients from 97 countries since 2006 (Ministry of Education and Culture 2023). Here, we may see that Indonesia's main approach to internationalization has been partnership and cooperation, rather than competition, as is prevalent in global trends today. The concept of internationalization has traditionally emphasized relations between and among countries and cultures for the public good and promotion of social responsibility (Knight 2010: 205).

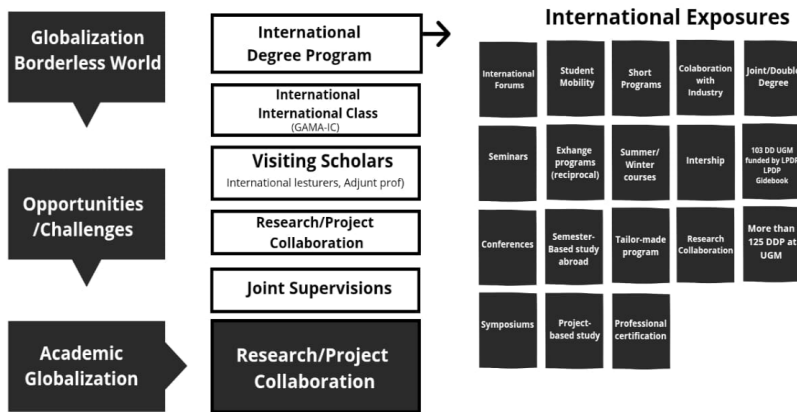
5.2. Internationalization Policy of Universitas Gadjah Mada

Universitas Gadjah Mada (UGM) is an autonomous public research university currently attended by 50,090 students. It administers 287 study programs across 18 faculties, 1 one vocational school, 1 graduate school, 125 double or joint-degree programs, and 23 research centers, as demonstrated below:



<Figure 6> UGM in Numbers
Source: Supartono et al. 2024

As a research university, UGM pays special attention to research activities by supporting faculty members and students in conducting innovative research and publishing their work nationally, regionally, and internationally. It not only provides support for faculty members and students at the faculty level but also promotes research and its dissemination through the development of 23 study centers focusing on diverse scientific fields, including 5 centers of excellence; these include Technological Innovation for Disaster Mitigation (GAMA-InaTEK), Center for Agrotechnology Innovation (PIAT), Institute of Halal Industry and System (IHIS), and the Center for Innovation of Medical Equipment and Devices (CIMEDs). Below is a diagram of UGM's academic internationalization programs:



<Figure 7> Map of UGM's internationalization programs
Source: DKRG, UGM 2024

Although UGM is the oldest university in Indonesia and is considered the most comprehensive university in the country, it has continued to boost its reputation by embracing internationalization. At the university level, UGM continues to organize internationalization strategies covering the three pillars of the university: teaching, research and publication, and community service. The first two have been well-supported as part of the university's broader attempts to achieve its vision and mission of becoming a world-class university (WCU), in which sending their scholars to study abroad for higher degrees and academic training has been a cornerstone of efforts to

internationalize itself (Supartono et al 2024).

To supplement its internationalization goal, UGM, through its internal quality assurance unit or Satuan Penjaminan Mutu dan Reputasi Universitas (SPMRU), uses quality assurance standards based on ISO 9001: 2008, the National Accreditation Board for Higher Education (BAN-PT), standards of the Indonesian Ministry of Education and Culture, and the ASEAN University Network on Quality Assurance (AUN-QA). To be noted, quality assurance remains a hot issue in Southeast Asian countries, where the enrolment rate in HE is still relatively low compared with developed countries (Umemiya 2008: 278). Regarding this, while there have undoubtedly been challenges and tensions, since 2015 SPMRU has clarified the plans for UGM's internationalization strategies. It also stimulates academics to reevaluate both the quantity and quality of their teaching and research, particularly vis-à-vis its international dimensions. At the university level, such considerations as the numbers of inbound and outbound students, international professors, and double degree programs have been revisited to address the insular nature of HE at UGM and in Indonesia at large.

Taking this a step further, the SPMRU mandates faculties and departments to seek international accreditation such as AUN-QA, FIBAA, ACQUIN, and, join the global university rankings of THE and QS. In 2024, for example, UGM allocated funding to 26 study programs to facilitate their participation in international accreditation. While the overall cost for the application is governed by the University, each department received Rp. 33,000,000 (equivalent to around USD 2,005.84 with an exchange rate of Rp. 1 to USD 0.00006079) to support the organization of documents for their applications for one international accreditation program, such as the Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN e.V.), Foundation for International Business Administration Accreditation (FIBAA), or the German Accreditation, Certification and Quality Assurance Institute (ACQUIN). Upon selection, some departments received financial support from the DGHERT as well. It should be noted here that according to the head of the SPMRU's university administration division, international accreditation serves more as a means of

sustainability and quality assurance and improvement for the three pillars of higher education rather than simply achieving global university rankings. This goes in line with what De Witt has written that internationalization over the years has moved from reactive to proactive strategic issue, from added value to mainstream and also has seen its focus, scope and content evolve sustainability (De Witt 2011: 242).

No less important is the support from the private sector. One example is a large donation from the Tahir Foundation in 2021 that was aimed to develop cooperation between UGM and NCCU in Taiwan in the form of professor exchanges, joint supervision, team teaching, and joint research and publication. NCCU also received an equal donation from the same foundation with the same intentions. UGM habitually utilizes such support to supplement its internationalization strategies.

5.3. The Adoption and Adaptation of Internationalization Strategies at the Department Level

Essentially, almost all units at UGM have advanced the university's internationalization policy. A telling example is from The Graduate School, a faculty-level unit at UGM, which administers 25 study programs including 14 master and 11 doctoral programs covering the fields of science and technology as well as social sciences and humanities each of which is either multi, inter and intra-discipline programs. During the interview, the dean explained that the Graduate School was established in 1950 firstly named as Lembaga Pendidikan Doktor (LDP) (literary Doctorate Education Institution). It underwent several naming until it became Sekolah Pascasarjana (The Graduate School) in 1993. When asked about the challenges facing the institution, she noted that the use of EMI has not been problematic as everyone may speak English nowadays. Rather the lack of fortitude and resilience from the teacher themselves is the greatest challenge she said. In this context it is understandable as in Indonesia, there is a lack of institutional support and assistance from the government or University towards staff in helping facilitate the development of EMI programs. Besides, she further explained that organizing international programs also demands more time and

energy from its faculty members.

However, she mentioned a success story, highlighting two interdisciplinary programs: the CRCS (Center for Religious and Cross-Cultural Studies) and the ICRS (Indonesian Consortium for Religious Studies). As the names suggest, these programs offer religious studies as core subjects. Using EMI for all its courses, these master and doctoral programs were ranked 47th globally and 1st in Indonesia in Theology, Divinity, and Religious Studies in the 2023 QS World University Rankings by Subject. Founded in 2006, the success of these programs, which she hopes will increase international publications, academic networking, and recognition, is supported by many stakeholders such as the national LPDP funding scheme as well as international partners. A faculty member of an American PhD graduate mentioned that the United States-based Henry Luce Foundation (HLF) also supported them in organizing a sandwich program for nine years between 2009 and 2018) and sending UGM students to different universities in the United States.

A rather different approach has been used by the Faculty of Social and Political Science in its double degree program on sociology and social policy. As the deputy dean of the faculty explained, this program is designed to educate state civil servants dealing with social protection, employment, and social security providers, as well as individuals working for Non-Governmental Organizations (NGOs) and private enterprises in the fields of social service provision, social policy/program analysis, and social policy planning. Cooperating with Melbourne University, Australia, this program has adopted the LPDP scheme and works with governmental bodies such as Ministry of National Development Planning/National Development Planning Agency (Indonesian: Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional) (abbreviated BAPPENAS) and Social Security Agency on Health (Badan Penyelenggara Jaminan Sosial Kesehatan) (abbreviated BPJS) to fund and recruit its students. Even though this program is seen as successful, the use of English has constituted a major challenge and UGM is utilizing the government's support to cope with the challenge. For example, to adopt and adapt the LPDP funding scheme, the program trains candidates to meet IELTS score

standards before they submit their applications for scholarships.

Accordingly, starting in 2025, UGM intends to intensively organize English-language classes to accommodate foreign students who will study at UGM. The opening of these classes is expected to be an embryo for the realization of international programs, including double degree programs.

VI. Discussion and Conclusion

As De Wit studied, internationalization of higher education is still mainly seen as a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm (Jones and De Wit, 2012). The rationales could be divided into four categories: economic, political, socio-cultural, and academic (De Wit 2002 in Ma 2014: 123). As discussed so far, in the case of this study, the rationales for and road to internationalization of the three universities in the three different non-English-speaking countries studied have differed at the macro level. Policy implementation has also varied in each country at the national, university, and unit level.

The government of Taiwan employs "excellence" initiatives focused on research-intensity and "world-class university status." With 26 of Taiwan's universities already listed in the QS World University Rankings in 2022, as well as 10 listed in the Times Higher Education 500, the Taiwanese government has launched EMI classes as part of its internationalization policy. This policy aims to balance quantity with quality, research, and teaching.

Given that the fertility rate in Taiwan continues to decline, to pursue the business of HEs while bolstering the national economy, NCCU has followed government policies to increase the number and demographics of foreign students and lecturers. Despite many challenges, NCCU has increased the number as well as the quality of English-language courses to accommodate internationalization.

Accordingly, while the internationalization of HE is strongly influenced by the demographic variables, stage of economic development, and geopolitical position of a country. In Taiwan, it is

clearly an integral part of a broader internationalization project. It is a means of investment in human capital that promotes economic development and more importantly to safeguard its national security. At the same time, the changing age structure of the population clearly shapes HEI policies. Taiwan, the first Chinese democracy in the world, with traditions of higher education based on American prototypes and Japanese systems, has further internationalized through the orchestration of government policies emphasizing the need to contribute to the global knowledge economy.

Meanwhile, Japan started a policy in the 1980s of accepting international students with set numerical targets: the policy mainly aimed at contributing to human resource development in low- and middle-income countries. In the 2000s, amid a declining birthrate and economic stagnation, the government began promoting the acceptance of international students with more emphasis on the needs to strengthen the education and research standards of Japanese universities. In addition, a series of policies were implemented to promote the internationalization of universities through measures such as the enrichment of English-language programs. Sophia University had already promoted its own internationalization efforts and had its own strategy in place even before the government began implementing its new internationalization policies. However, since the 2000s, it has actively utilized support from government initiatives to realize its own strategies for promoting internationalization.

While the number and diversity of the international student body has become a significant factor in both Taiwan and Japan as a remedy for low birth rates and/or low university enrollment from the domestic market. Indonesia has not yet considered recruiting international students for the same purpose, as domestic students continue to fulfill the demand. To be noted, Indonesia with its 280 million people is enjoying a demographic dividend. The country's current demographic conditions are ripe for taking advantage of a demographic bonus (Hayes & Setyonalusri 2015: 1). Unlike Taiwan and Japan, Indonesia has premised its HE internationalization strategy on student outbounding as seen, for example, from the

number of students sent abroad through the LPDP program.

UGM has complied with government internationalization policies, following all the national government's schemes. However, as the budget is often limited, the support from private sectors and philanthropic funding are no less important for UGM's adoption, adaptation, and implementation of government internationalization policy. At the university level, young lecturers from both the social sciences/humanities and STEM are sent to study abroad in diverse destination countries.

In conclusion, the driving forces, government policies, and strategies for the internationalization of higher education in Taiwan, Japan and Indonesia—three non-English-speaking countries in Asia—differ significantly. At the national level, those differences are strongly influenced by the national demographic variables, level of economic development, and geopolitical position of each country. These organically shape the way each university adopts and adapts the national policy of its respective government. As a result, policy and implementation varies in each country at the national, university, and unit levels. Both Taiwan and Japan tend to marketize their universities by inbounding the best talents from overseas. While Taiwan has focused more on inbounding students from NSP countries and beyond, Japan still shows growing interest in outbounding its own local students for the purpose of nurturing a globally acclimated generation. On the other hand, Indonesia has internationalized its HE by focusing on outbounding its students and scholars to pursue and experience HE abroad. Meanwhile the study found that UGM has been actively establishing EMI programs. However, the main targets of these programs are domestic students, rather than international students, unlike Taiwanese and Japanese HEIs.

Accordingly, universities and units tend to follow the national policy by seeking government grants, which are important resources for their internationalization activities. Each university's activities are shaped not only by government guidance but also their position and role in their respective countries, as well as their own directions and goals, which are set based on their respective history and mission.

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