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Short bio:

Viktoria Dermanowski is Department Head for International Accreditation procedures at FIBAA. In her position she supervises international accreditation procedures and coordinates FIBAA's international affairs as well as its international network and recognition. Viktoria Dermanowski regularly conducts workshops for higher education institutions and FIBAA experts on topics related to quality assurance in higher education. Her area of interest is the internationalization of higher education and its impact on teaching and learning, especially in developing countries. She sees accreditation as an instrument for quality enhancement making higher education institutions obtain new inspiring thoughts and ideas through the peer review process and promoting their self-reflection and progress within and after the accreditation process.

Proposal

Title: Impact of international accreditation on the internationalization strategy of Indonesian higher education institutions.

Abstract:

A literature review shows that Indonesia is focusing on the internationalization of higher education with a concentration on academic aspects such as curricula, teaching methods and academic exchange. At the same time, there are still inhibiting factors that Indonesian HEIs face. In the accreditation procedures according to the ESG, the international orientation of the programme/institution is addressed. Based on the FIBAA accreditation results in Indonesia and a recent FIBAA workshop with 300 participants from 77 Indonesian HEIs, the role of accreditation in the HEI's internationalization process and its relevance and impact has become a topical issue.

The contributions during the workshop revealed that on the one hand, successful accreditation can be one of the goals of the HEI's internationalization strategy. On the other hand, the impression emerged during the workshop that the HEIs anticipate that international accreditation can also contribute to or promote the achievement of its other internationalization goals.

In relation to the internationalization elements and inhibiting factors in Indonesian higher education presented in the literature review and the HEI's anticipations revealed in the workshop, the author will conduct a survey to investigate the question of what impact international accreditation can have or has had on the internationalization strategy of Indonesian HEIs. As a target group, the author defined 100 Indonesian HEIs that have already received FIBAA accreditation or are interested in doing so.

0. Introduction

In the last decade, the Indonesian government has given priority to the internationalisation of Indonesian higher education institutions[1] (HEIs) to improve their competitiveness globally for staff, students, and research funding and to achieve economic goals.[2] HE internationalisation in Indonesia has become one of the indicators of Ministry of Education, Culture, Research, and Technology (MoECRT).[3] It sought the inclusion of five universities in the TOP 500 of the QS World University Ranking for 2019.[4] In early 2018, two government initiatives were introduced: Welcoming international branch campuses and recruiting up to 200 academics from the world's best 100 universities.[5] Since 2019, the Ministry has been given state HEIs greater autonomy to manage their academic, research, and community services.[6]

At the same time, Indonesian HEIs have started looking for international accreditation, e.g. with European agencies.[7] In this paper, international accreditation is understood as procedures that are not carried out by the national accreditation authorities, but by agencies operating outside Indonesia.

In Chapter 1 of this paper, a literature review is presented to reveal internationalisation goals and measures of HEIs in Indonesia. Chapter 2 places Indonesian HEIs in the context of national and international accreditation and focuses on the HEIs listed in DEQAR. The literature review was used for an online survey to investigate to what extent *international accreditation has an impact on the internationalisation strategies of Indonesian HEIs*. This idea arose from FIBAA's accreditation experiences[8] as well as a workshop with 77 HEIs signalling that they observe accreditation as a tool supporting the achievement of their internationalisation goals. Chapter 3 presents the method and the results of the online survey focusing on the analysis of qualitative answers. Chapter 4 draws conclusions.

1. Literature review: Internationalization strategy of higher education institutions in Indonesia

The literature in the field of HE internationalisation in Indonesia presents case studies and qualitative research to investigate how Indonesian HEIs approach internationalisation and what goals they aim at. The literature review for this paper shows that the following internationalisation goals are of key interest: internationally oriented curricula, the pursuit of international partnerships, publications in internationally recognized journals as well as the promotion of academic exchange, recruitment of talented staff and global recognition and trust.

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[1] The HE sector in Indonesia is complex with 4.600 HEIs including public and private universities, institutes, schools of higher learning, academies, community colleges, and polytechnics (cf. DAAD (1): Indonesien: Kurze Einführung in das Hochschulsystem und die DAAD-Aktivitäten (2022: 4)).

[2] cf. Kyrychenko (2018: 160; 165); cf. Lambey et al. (2023: 1; 9)

[3] cf. Kyrychenko (2018: 165); cf. Sutrisno (2019: 12); cf. Muttaqin (2020: 82f.); cf. Lambey et al. (2023: 7)

[4] cf. Muttaqin (2020: 82); cf. Lambey et al. (2023: 7)

[5] cf. Kyrychenko (2018: 165); cf. Sutrisno (2019: 12)

[6] cf. DAAD (2): Indonesia: Country Report short version (2021: 4); cf. Muttaqin (2020: 82)

[7] DEQAR (1): https://www.eqar.eu/qa-results/search/by-institution/?limit=20&offset=0&ordering=name_sort&query=Indonesia (last access on 13.10.23)

[8] DEQAR (2): see FIBAA accreditation reports: https://www.eqar.eu/qa-results/search/by-institution/?limit=20&ordering=name_sort&query=Indonesia&agency=FIBAA&offset=0 (last access on 22.10.23)

1.1 Intended internationalisation goals and activities

Abduh et al. (2018) conducted a qualitative case study with 15 lecturers from an Indonesian university investigating their internationalisation awareness and commitment. Based on the findings, the participants were aware of and committed to supporting the internationalisation of HE through engagement in curriculum development, lecturer mobility, research publication in reputable journals, and collaboration with both domestic and international agencies.[9] This university was sending their staff to pursue further studies overseas.[10] The internationalisation policy includes the establishment of partnerships both domestic and overseas and encouragement of educators to write and publish in international accredited journals.[11]

A case study at the Muhammadiyah Higher Institution conducted by Siregar et al. (2021) addresses some of its internationalisation strategy approaches. One of the themes is the recruiting of young and talented employees as fresh graduates from the best campuses at home country and abroad.[12] Another approach is to develop cross-country cooperation with various educational institutions, private sector and NGOs.[13] Seeking international certification or accreditation is another approach aiming to show that the HEI has the same standards as the HEIs abroad.[14]

Kusumawati et al. (2020) has conducted qualitative research at the Sebelas Maret University Surakarta. All interviewed stakeholders indicated that they see both short-term and long-term benefits from internationalisation. Whereas joint publications, visiting scholar, and remuneration are seen as short-term benefits, the reputation of the HEI, network, citation, and developing science are seen as long-term benefits.[15]

Fuadi et al. (2021) also applied a qualitative approach and studied the policy for managing the internationalisation of HE at three Islamic universities in Yogyakarta, comprising the State Islamic University of Sunan Kalijaga Yogyakarta, the Islamic University of Indonesia, and the Muhammadiyah University of Yogyakarta. The results of the study showed that the process of self-governance towards HEIs with international competitiveness was divided into several stages, namely: "determination of the vision, mission, and objectives; development of learning and curriculum which are equivalent to foreign universities; recruitment of foreign students and lecturers; and quality assurance that prioritizes technology, ISO standards, orientation changes, and overall quality assurance".[16] International activities, ranging from cooperation, the opening of international classes and programs, various seminars and international studies, to student exchanges, offshore campuses, and double degree programmes are being pursued by several universities in Indonesia.[17]

Simbolon (2021), Abduh et al. (2022) and Muttaqin (2020) investigated the use of English Medium Instructions (EMI) courses at Indonesian HEIs. The results revealed that EMI education is used as a tool to obtain international recognition in the global competition of HE.[18] In addition, international programmes have been initiated in collaboration with overseas universities. Their curriculum and supporting facilities have been adapted to each partner HEIs. This fosters student and academics' mobility (inbound/outbound).[19]

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[9] see Abduh et al. (2018: 171)
[10] cf. Abduh et al. (2018: 168f.)
[11] cf. Abduh et al. (2018: 170)
[12] cf. Siregar et al. (2021: 66f.)
[13] cf. Siregar et al. (2021: 67f.)
[14] cf. Siregar et al. (2021: 67)
[15] cf. Kusumawati et al. (2020: 258 f.)
[16] see Fuadi et al. (2021: 96)
[17] cf. Fuadi et al. 2021: 98)
[18] cf. Muttaqin (2020: 84 f.); cf. Simbolon (2021: 80f.); cf. Abduh et al. (2022: 216f.)
[19] cf. Muttaqin (2020: 81; 85f.)

Nurhaeni et al (2021) investigated how media utilisation and contents can support internationalisation. The case study at the Sebelas Maret University (UNS) revealed that UNS utilised various media to convey information on internationalisation to the entire academic community to promote its visibility towards relevant stakeholders as a World Class University.[20]

Rosyidah et al. (2020) elaborated the promotion strategies of the Jenderal Soedirman University, Indonesia to build international trust and recognition. Similar to UNS, the University publishes information on the university's activities. In addition, the promotion strategy includes the university's direction to be recognized globally by a strong vision, international accreditation as well as through international collaborations with foreign HEIs by building interpersonal communication and getting involved in international events[21].

1.2 Inhibiting factors

The literature review reveals some factors that still may inhibit the achievement of HEI's internationalisation goals.

Sutrisno (2019) criticized the lack of a clear roadmap of the Indonesian Ministry towards the goal of world-class universities in Indonesia and poor university management.[22] There is a lack of coordination and integration between key stakeholders in the HE sector, for example, coordination between national and provincial government; and between HE institutions, government, and employers.[23]

Kusumawati et al. (2020) identified a conflict in the implementation of internationalisation policies originating from the lack of ability and differences in understanding from individuals at HEIs who should be responsible in the implementation of internationalisation.[24]

Lambey et al. (2023) and Muttaqin (2020) also indicated the low level of lecturers' and students' English proficiency.[25] Lambey et al. (2023) mention research activities of Indonesian HEIs as an obstacle towards internationalisation due to comparatively low rates of publication, especially in peer-reviewed journals. Finally, there are few academic staff with international post-graduate qualifications and there are few international students studying at Indonesian HEIs. [26]

2. Status-quo: accreditation of Indonesian higher education institutions

2.1 National and international accreditation in Indonesia

BAN-PT[27] is the national accreditation body, which belongs to the MoECRT in Indonesia. Accreditation of HE has started in 1998 and includes accreditation at programme and institutional level.[28] In addition

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[20] cf. Nurhaeni et al. (2021: 208 ff.)

[21] see Rosyidah et al. (2020: 351); cf. Rosyidah et al. (2020: 354ff.)

[22] cf. Sutrisno (2019: 13)

[23] cf. Lambey et al. (2023: 9)

[24] cf. Kusumawati et al. (2020: 258)

[25] cf. Lambey et al. (2023: 11); cf. Muttaqin (2020: 111)

[26] cf. Lambey et al. (2023: 10)

[27] Badan Akreditasi Nasional Perguruan Tinggi

[28] cf. DAAD (1): Indonesien: Kurze Einführung in das Hochschulsystem und die DAAD-Aktivitäten (2022: 4); cf. Anabin: https://anabin.kmk.org/no_cache/filter/bildungswesen.html?tab=first&land=156 (last access on 13.10.23).

to BAN-PT as the national accreditation body, six independent subject-specific accreditation bodies conduct accreditation procedures as well[29].

About 65 percent of the institutions in the tertiary education sector are institutionally accredited, of which about 100 institutions have a valid accreditation with the highest grade. They are considered the best higher education institutions in the country.[30] As of October 30, 2023, in total 22.652 Bachelor, Master and PhD programmes are currently nationally accredited.[31]

Since February 2020, the Ministry has recognized foreign accreditation agencies and bodies to conduct accreditation procedures at Indonesian HEIs. Since EQAR is also listed among the recognised accreditation bodies from abroad, the Indonesian HEIs can choose any of the accreditation agencies registered in EQAR for accreditation.[32]

2.2 Indonesian higher education institutions listed in DEQAR: Overview and potential benefits

As of October 13, 2023 there are in total 394 programme accreditation reports of 38 Indonesian HEIs listed in DEQAR[33] uploaded by accreditation agencies registered in EQAR: AHPGS (1), AQ Austria (1), AQAS (12), ASIIN (22), FIBAA (21).[34]

As of October 13, 2023, in DEQAR, in total 91,309 reports of 3,851 HEIs are available. In comparison to the most represented European countries in DEQAR such as Germany with 34,952 reports, France with 12,287 and Spain with 12,981 reports, the share of the Indonesian HEIs is low. However, a search for other South-East Asian countries in the database reveals that Indonesia has the highest absolute share among these countries. But if considering the total amount of existing HEIs in these countries, Indonesian HEIs involved in any type of accreditation would be at the bottom of the ranking.

Table 1: Overview: Number of accreditations in Indonesia listed in DEQAR

Country	By reports			By institutions		
	absolute #	relative # in comparison to all reports in DEQAR (in %)		absolute #	relative # in comparison to all HEIs presented in DEQAR (in %)	relative # in comparison to all HEIs existing in the country* (in %)
Indonesia	394	0,43		38	0,98	0,82
Vietnam	63	0,06		13	0,33	3,08
Singapore	31	0,03		5	0,12	45,45
Thailand	6	0,006		3	0,07	1,875
Malaysia	3	0,003		3	0,07	2,41

* as of DAAD country reports: Indonesia (2022): 4.600; Vietnam (2017): 421; Singapore (2022): 11; Thailand (2020): 160; Malaysia (2022): 124; https://www.daad.de/de/laenderinformationen/asien/ (last access on 22.10.23)

DEQAR allows access to reports and decisions on HEIs/programmes externally reviewed against the ESG[35], by an EQAR-registered agency. Different user groups can benefit from this access and use the

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[29] cf. BAN-PT: LAMEMBA, LAMDIK, LAMSAMA, LAM INFOKOM, LAM TEKNIK, LAM-PTKes https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php (last access on 13.10.23).
[30] cf. DAAD (1): Indonesien: Kurze Einführung in das Hochschulsystem und die DAAD-Aktivitäten (2022: 4)
[31] cf. BAN-PT: https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php (last access on 13.10.23)
[32] cf. Decree of the Ministry of Education, Culture, Research, and Technology Nr. 28121/A5/HK/2020; 83/P/2020 from 20 February, 2020.
[33] Database of External Quality Assurance Results
[34] cf. DEQAR (1): https://www.eqar.eu/qa-results/search/by-institution/?limit=20&offset=0&ordering=name_sort&query=Indonesia (last access on 13.10.23)
[35] European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015

information for different purposes.[36] DEQAR is a tool for knowledge, recognition, PR and research.[37] The user groups include recognition centres and recognition/ admission officers of HEIs, Ministries of HE and other public authorities, HEIs, (potential) students, organisations supporting international academic cooperation, QAAs, researchers, or employer representatives.[38]

Thus, Indonesian HEIs that are reviewed against ESG and listed in DEQAR can benefit from this open access and visibility. Relevant stakeholders such as foreign HEIs or researchers looking for potential cooperation partners will find detailed information about the HEI in the accreditation report. Recognition of academic degrees and thus student mobility can be facilitated through this information access. With regard to DEQAR as a PR tool, DEQAR can give the HEIs more international exposure to their work.

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[36] cf. DEQAR (3): https://www.eqar.eu/qa-results/find-out-more/essential-info/#for-whom (last access on 13.10.23)

[37] cf. DEQAR (4): https://www.eqar.eu/assets/uploads/2020/01/DEQAR_Communication_MessageModulesMatrix_2018.pdf (last access on 13.10.23)

[38] ibid.

3. FIBAA research: Impact of international accreditation on the internationalisation strategy of Indonesian higher education institutions

3.1. Research method

The research question investigating what impact international accreditation has on the internationalisation strategy of Indonesian HEIs is answered with the help of an online survey via MS Forms which was sent to 113 HEIs; 35 HEIs participated in the survey.[39]

Both qualitative responses and quantitative results were automatically summarised in an Excel spreadsheet using MS Forms. The qualitative answers were analysed using a qualitative content analysis based on Mayring (2015).[40] In the responses, important text passages have been highlighted and annotated. Based on the qualitative responses received, a structured category system with inductive main categories and sub-categories was formed and the frequencies calculated for analysis purposes. The qualitative results are presented at first for all responses and secondly, differentiated between two groups. Group 1 has already received international accreditation and reports on impact experiences, while the answers of group 2 rather reveal the anticipations of effects of international accreditation as well as the potentials that are seen. The qualitative approach proved helpful for answering the research question. Thus, to remain within the scope of this paper, the following chapter will focus especially on these results.

3.2 Research results

The survey participants consisted of 19 state HEIs (54 %) and 16 private ones (46 %), which is an almost balanced ratio. All participants answered that they have knowledge about international accreditation procedures at their HEI. 34 indicated that their institution has an internationalisation strategy; one participant indicated "I don't know".

20 have already undergone an international accreditation procedure. Eight are currently undergoing the procedure and seven are in the application process. The great majority of the participants (29, 82 %) indicated that their HEI has carried out international accreditation procedure or is planning to do so with the accreditation agency FIBAA.[41] The main reason is probably because the contacts selection for the survey was done by FIBAA.[42]

The following Figure presents quantitative results of the survey question whether international accreditation does have a significant impact on the achievement of the internationalisation goals.

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[39] The survey consisted of three parts: I. Demographic information; II. International accreditation experience; III. Internationalisation strategy, and IV. Closing remarks. Part III. and IV. allowed for qualitative answers.
[40] Cf. Mayring (2015); cf. Mayring & Fenzl (2019)
[41] One participant indicated that it was another agency listed in EQAR. One participant indicated "I don't know". In the answer option "other" four participants listed several accreditation bodies: "ASIIN, ABET, RSC, KAAB, AACSB, ACEN, ABEST21, TEDQUAL (UNWTO), AUN (ASEAN)". This shows that next to European agencies also agencies from USA and Asia are chosen.
[42] The author had access to contacts that FIBAA had with Indonesian HEIs (contracts, offers, enquiries, workshop participants).

Figure 1: Survey answers: Impact of international accreditation on HEI's internationalisation strategy
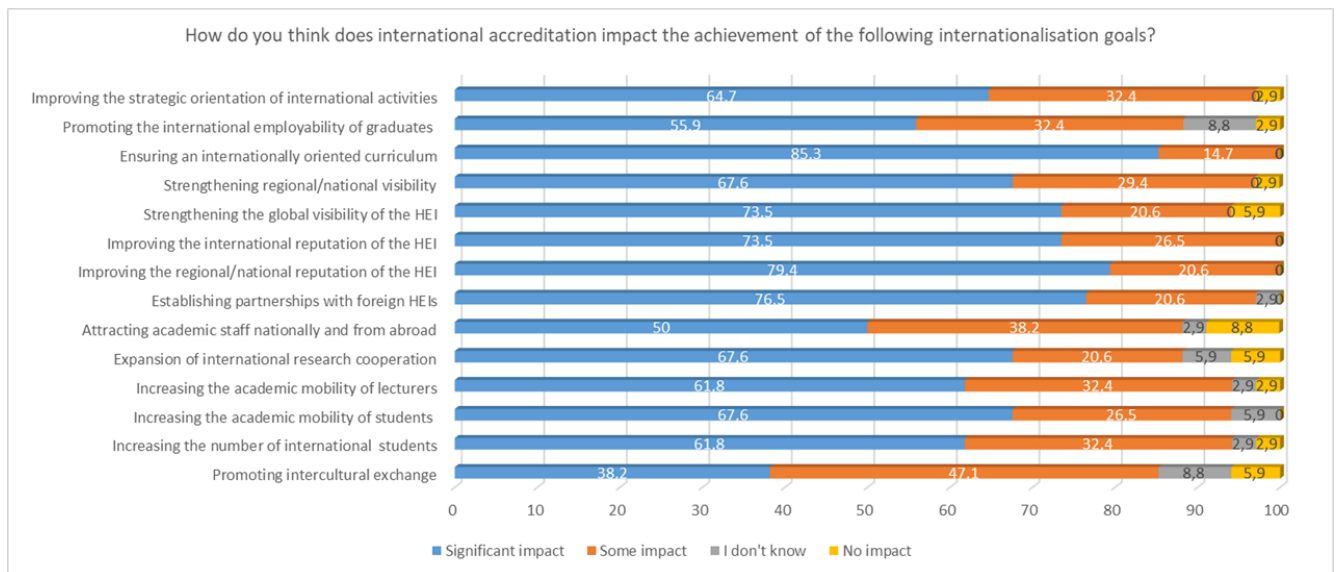
Further open survey questions allowed for a collection of qualitative answers:

> ✓ *In your opinion, does international accreditation have a positive impact on the achievement of another internationalisation goal than the ones mentioned above?*
>
> ✓ *If your HEI has already had experience with international accreditation agencies: How have these experiences influenced your internationalisation goals?*
>
> ✓ *Do you think that another element of international accreditation than the ones mentioned above helps in introducing/implementing an internationalisation strategy?*
>
> ✓ *Are there any other comments or reflections on your HEI's internationalisation strategy and/or experiences with international accreditation that you would like to share?*
>
> ✓ *What kind of support can accreditation agencies offer to help you achieve the internationalisation goals?*

The answers could be categorized with the help of a qualitative content analysis (see Table 2).

Table 2: Qualitative content analysis: Overview of the Category system

Category system		# in total	# Group 1*	# Group 2**
Main category	**Sub-category**			
Internal Quality Assurance		16	11	5
	improvement of the teaching and learning process	8	6	2
	review of internationalisation goals	5	4	1
	accreditation as one of the HEI's performance indicators	3	1	2
Partnership		13	11	2
	international partnership	7	6	1
	academic exchange	2	2	0
	research collaboration	3	2	1
	cooperation with employers	1	1	0
Curriculum		12	12	0
	international curriculum standards	7	7	0
	establishment of international programmes	3	3	0
	outcome-oriented curriculum	2	2	0
Reputation		8	7	1
	reputable positioning / image	2	1	1
	international recognition	6	6	0
Mission		8	3	5
	competitiveness	4	1	3
	sustainability of the HEI	2	0	2
	international employment of graduates	1	1	0
	society service	1	1	0
Commitment		7	7	0
	mindset of students and staff	5	5	0
	commitment from all management levels	1	1	0
	English language proficiency	1	1	0
Uncertainties		2	2	0
	insignificant impact	1	1	0
	lack of institutional leaders' tasks	1	1	0

*Group 1: HEIs that already undergone an international accreditation procedure

** Group 2: HEIs that are currently undergoing an international accreditation procedure or are in the application process

In the following, it will be presented why these categories have been built for showing the impact of international accreditation. The analysis is supported by results of another relevant question of the conducted online survey (see Annex).

Internal Quality Assurance

The main category *"Internal Quality Assurance"* was chosen to reflect the answers related to impact on HEI's institutional processes and strategic goals.

The most answers belong to the sub-category "*improvement of the teaching and learning process*" mentioning aspects such as learning process based on international best practice, graduate profile, teaching quality in general and transparency. One explanation for this could be that the review against the accreditation criteria of foreign accreditation agencies has led to suggestions for further improvements in the teaching and learning process. In Group 2, there were similar expectations in this sub-category: "*Gradually, international acvreditaion impact have a positive influence to the process, the output, and the students. Finally, it will affect to all demension of teaching and otput quality.*"[43].

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[43] Answer 11.4 (Group 1); The grammatical errors in the original quoted answers are not corrected in this paper.

The sub-category *"review of internationalisation goals"* was built based on answers such as *"It has caused an audit of internationalization capabilities"[44]; "we has been changed the international orientation vision".* An explanation for this impact may also lay in the peer-review process with an international team giving input for further development in internationalisation. Another explanation could be that after receiving an international accreditation the HEIs have a different starting position and thus, they adjust their goals and measures.

In Group 2, answers to this sub-category could also be allocated*: ""Our internationalization goals be more specific & clear"[45]*. It could be a signal that HEIs still in the application process review and adjust their goals before applying for international accreditation.

Furthermore, the sub-category "*accreditation as one of the HEI's performance indicator*" shows that international accreditation itself can be seen as one indicator for institutional strategy and thus, being a stand-alone goal. For instance, *"It is a one of the primary performance indicator of higher education in the state university in Indonesia"[46]; "International accreditation is one of the aspects required to be World Class University.[47]"* Here it is remarkable that more answers in Group 2 were allocated to this category. One explanation for this could be that HEIs in the application process start with more overarching goals, which can then lead to further measures adapted to the micro level after accreditation.

Partnership

Another main category identified is "*Partnership*". It is noticeable that in the most answers the term partnership was used in a general way giving signals such as "global partnership" or "international collaborations" leading to the sub-category "*international partnership*". Only in six cases the answer referred to a concrete example of partnership leading to sub-categories "*academic exchange*", "*research collaboration*", and "*cooperation with employers*". It was also noticeable that the answers could often be allocated to both categories "*Curriculum*" and "*Partnership*". For example *"International accreditation was the effective way to ensuring internationally standard curriculum and built the global partnership"[48]; "Yes, the international accreditation has a lot of positive impacts such as the establishment of International Undergradute Program (IUP), than regular program, exchange of students, exchange of lectures, international research collaboration and others.[49]".* An explanation could be that an internationally oriented curriculum allows for more international partnerships.

Curriculum

Furthermore, "*Curriculum*" is another main category addressing the answers related to impact on content and structure of the study programmes. Based on the answers, the sub-category *"international curriculum standards"* was derived: *"Yes. It helps to identify international standards, also curriculum with globalization perspectives, then strengthen its implementation in HEI"[50]; "This experience is very valuable, especially in curriculum internationalization"[51].*

The definition of international curriculum standards is rather broad and difficult to define for subject-specific curricula. However, one possible explanation for these answers might be the peer-review process of an international expert team. The recommendations and, if necessary, conditions made in the procedure may give the HEI a recognition of its curriculum content as at least "state of the art" and

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[44] Answer 17.22 (Group 1)
[45] Answer 17.3 (Group 2)
[46] Answer 11.1 (Group 2)
[47] Answer 11.34 (Group 1)
[48] Answer 11.16 (Group 1)
[49] Answer 11.32 (Group 1)
[50] Answer 11.17 (Group 1)
[51] Answer 17.23 (Group 1)

thus, comparable to internationally known standards. Recommendations for curriculum development by the expert team can also contribute to changes in the curriculum.

In addition, the sub-categories "*outcome-oriented curriculum*" and *"establishment of international programmes"* were added. Next to the peer-review process mentioned above, the accreditation criteria may be another explanation for these changes and implementations. Outcome-based education is a condition for at least accreditation following the ESG[52]; in addition, accreditation criteria referring to an international environment also exist[53]. Thus, the HEIs may invest in such curriculum changes already in the beginning for meeting the accreditation criteria. This can in the end contribute to more internationalisation activities.

It is remarkable that this main category could be built in Group 1 only. This signals that Group 2 does not initially expect from international accreditation changes in the curricula.

Reputation

Another main category is *"Reputation"* which according to the answers is also closely related to the category "*Partnership*", "*international accreditation has a positive impact on our students and lecturers by creating a lot of opportunities in partnership areas and building global recognition[54]*". This category reflects answers related to how HEIs want to be perceived on the market.

Sub-categories "*Reputable positioning / image*" and "*International recognition*" originate from answers referring exactly to these aspects. The latter category was chosen representing the most answers of Group 1 referring to national and global recognition. Since the terms were not specified, this sub-category describes reputation in its broader sense. One explanation may be that accreditation may increase the accountability of the HEI and promotes international collaboration.

Contrary to the expectation that this may also be a broader internationalisation goal of HEIs in the application process, no answers of Group 2 could be allocated to this sub-category.

Commitment

The chosen main categories "*Commitment*" and "*Mission*" cover different answer focuses. "*Commitment*" as described in the literature review above concerns the behaviour of HEI stakeholder more in an intrinsic way promoting the awareness for internationalisation and the aim for striving for it. "*Mission*" does not focus on individual's behaviour but focuses on the institution management including HEI's strategic goals, its mission and vision.

For "*Commitment*", the sub-category with the major codes is "*mindset of students and staff*" giving signals for intrinsic motivation and awareness for internationalisation, for example, "*Shifting the mindset of staff and students on international standard for academic atmosphere.[55]*" An explanation may be that accreditation supports the development of a quality culture within the HEI. This applies both to the preparatory phase, in which the preparation of the self-documentation promotes self-reflection and the recognition of the need for action, and to the period after successful accreditation, which may lead to pride and a sense of increased accountability on the part of the HEI. The importance of the commitment

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[52] European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (last access on 22.10.23)

[53] FIBAA: see for example assessment criteria 1.2, 3.4.1 of the FIBAAs Assessment Guide for Programme Accreditation: https://www.fibaa.org/fileadmin/redakteur/pdf/PROG/Handreichungen_und_Vorlagen/231006_AG_PROG_Bachelor_Master_en.pdf (last access on 22.10.23)

[54] Answer 11.27 (Group 1)

[55] Answer 11.25 (Group 1)

on all management levels as well as the motivation to increase the English language proficiency were also chosen as sub-categories reflecting the corresponding answers.

It is remarkable that no answers of Group 2 could be allocated to this category.

Mission

In the main category "Mission", the educational mission plays a role expressed for example as "society service": *"Correct. International accreditation has a positive impact on the achievement to achieve increased service to society at international standards."[56]* ; *"[…] We also feel the significant impact on the alumnae networking that with FIBAA Accreditation they could reach the international sector of employment. […]"[57].*

Also in terms of its positioning and its competitiveness with other HEI's the respondents saw an impact: *"International accreditation helps maintain and improve the quality of HE education on par with that of developed countries"[58]; "By fulfilling the requirements of international accreditation, the HEI has got the modality to be globally competitive.[59]"; "We require international accreditation to facilitate research and collaboration, in order to establish the sustainability of the university.[60]".*

This is the category representing the most answers of Group 2. One explanation might be that the mission of a HEI defines its fundamental goals and intentions. Without having undergone the accreditation procedure, the expectations might be rather broad at the application stage.

Uncertainties
One answer (Group 1) indicated uncertainties at management level: "*waiting for institutional leaders' tasks*". Another answer also revealed some uncertainties indicating that the successful accreditation has an insignificant impact.

4. Conclusion

In this paper, the literature review showed how Indonesian HEIs deal with the internationalisation of HE, what goals they pursue and what measures are taken to achieve them. It revealed the following main elements: internationally oriented curricula, the pursuit of international partnerships, publications in internationally recognized journals as well as the promotion of academic exchange, recruitment of talented staff and global recognition and trust. Data in DEQAR and governmental initiatives show that foreign agencies are active in Indonesia.

A qualitative online survey was conducted to answer the research question as to what extent international accreditation has an impact on the internationalisation strategy of Indonesian HEIs. An impact of international accreditation on internationalisation goals of the HEIs could be identified in six categories. The most answers could be assigned to the category "Internal Quality Assurance", followed by "Partnership" and "Curriculum". At the bottom are, "Reputation", "Mission" and "Commitment" according to the results.
It can be interpreted from the survey results that within the framework of internationalisation, international accreditation does constitute an important instrument. It can provide impulses for internationalisation measures, e.g. through the quality requirements and the peer review process; the aim for accreditation also promotes and demands the implementation of HEIs' internationalisation goals. A successful accreditation might facilitate the visibility of accredited HEIs and thus, international partnerships which in turn can contribute to reputation. All this can influence the teaching process, the

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[56] Answer 11.23 (Group 1)
[57] Answer 11.33 (Group 1
[58] Answer 11.7 (Group 2)
[59] Answer 17.34 (Group 1)
[60] Answer 17.15 (Group 2)

commitment of students and staff as well as the HEI's mission as a whole. Finally, one can say that these elements are interrelated.

It is also interesting to note that the survey results did not show any major deviations from the internationalisation activities and goals presented in the literature review, so that a trend in HEI's internationalisation activities and goals can be identified.

The constraint of this paper is the limited sample of HEIs (in terms of quantity but also the overrepresentation of HEIs that work with FIBAA) as well as the fact that a clear causal relationship between the internationalisation goals and accreditation is very difficult to measure since many different factors play a role. Thus, this paper only presents an excerpt from 35 HEIs and their descriptions of how international accreditation has influenced them in general. Further research for more evidence would be desirable. Some impacts may also need more time to be visible; thus, a repetition of such a survey may be repeated for example after first re-accreditation procedures.

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Annex

Figure 2: Survey result: elements of international accreditation helping in introducing/implementing an internationalisation strategy