

PARTNERSHIP COLLABORATION AS AN EFFORT TO ACHIEVE THE MAIN PERFORMANCE INDICATORS OF HIGHER EDUCATION

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Abstract. The quality of the university is currently seen from the success in achieving the Main Performance Indicators (IKU) of higher education which consists of eight IKUs, as an effort to achieve this IKU, especially IKU 1 and IKU 6, collaboration with international partners is needed, which aims to improve the quality of learning and the quality of internationally competitive graduates. The implementation of the collaboration is carried out based on the collaboration standards of Universitas Negeri Medan through six stages, namely (1) the exploratory, (2) the discussion, (3) the determination, (4) the planning, (5) the implementation and (6) the evaluation. This paper describes the process of collaboration with the cooperation programs offered: 1) joint seminars, 2) visiting lecturers, 3) joint research, and 4) scientific discussions.

Keywords: Partnership Collaboration, Main Performance Indicators, Higher Education.

1 Introduction

Higher education has a great role in creating intelligent and characterful people who can compete in the era of the Industrial Revolution 4.0. It is hoped that the role of higher education is to produce graduates who have a tough mentality, have a work ethic and are ready to compete, have reasoning skills that are oriented towards innovation and problem solving, and have character. To achieve this goal, various programs have been designed by universities, especially departments and study programs that also support the achievement of IKU 6, namely Study Programs in collaboration with world-class partners. International collaboration with other universities is very necessary for the progress of higher education. One way to improve the quality of higher education can be achieved more quickly is to collaborate with foreign universities that have a good reputation (Satoto E. Nayono)[1]. Member of the Indonesian Presidential Advisory Council, Agung Laksono (mediaindonesia.com) emphasized

that international cooperation for universities in Indonesia is very important. Likewise, the policies set by the government regarding superior education emphasize the need for international cooperation so that Indonesian education can produce internationally competitive graduates.

Educational collaboration carried out by universities with foreign and domestic parties is also an indicator of the Accreditation of Superior Universities. The collaboration carried out is related to the tri dharma of higher education, namely education and teaching, research and community service in the form of seminars and joint research, scientific discussions, and visiting lecturers. Regarding international cooperation to meet higher education performance, three activity targets have been set that can be met, namely: 1) increasing the quality of higher education graduates, with performance indicators of the number of graduates who continue their studies, 2) increasing the quality of curriculum and learning, with performance indicators of study programs have an MoA with partners and 3) increase the quality of higher education lecturers, with performance indicators for lecturers who carry out tri dharma activities on other campuses in QS100 based on fields of science.

Based on the explanation above, international cooperation is a crucial thing that universities must achieve. Fasli Jalal (dikti.kemdikbud.go.id) [2] said that international collaboration between universities provides many benefits for students and university staff. He further stated that students can benefit in two ways, namely: 1) through partnerships between international universities providing a learning framework that will contribute to their future career portfolio, and 2) partnerships between international universities are needed as preparation for competing in the world of work. Another advantage obtained through partnerships between international universities is that they provide advantages for lecturers in research activities. Collaboration with international partners aims to: 1) improve the quality of education through benchmarking with foreign universities, 2) increase the competency of graduates, 3) improve the quality of research by lecturers and students, 4) improve the quality of study programs, and the image of universities and 5) motivate students and lecturers to take part in the international world. Thus, it can be concluded that international cooperation is essential in the world of education, as an effort to improve the quality of education in the future.

The implementation of cooperative activities between universities in Indonesia and universities or institutions abroad must meet the terms and conditions of applicable national and international law and comply with the principles and requirements of foreign cooperation. Satoto E. Nayono (2012) [1] states the principles of international cooperation between universities as follows:

1. The cooperation carried out must support national development and contribute to developing the nation's competitiveness,
2. Parties involved in cooperative activities must uphold equality and mutual respect,
3. Implementation of cooperation must be carried out creatively, innovatively, and in synergy to complement each other so that it has added value to improve the quality of education,
4. Each collaborating actor must receive equal benefits so that activities can be carried out sustainably manner,
5. Collaboration must also take into account diversity, whether across regions, national or state lines. Based on these principles, cooperation will be carried out well and be beneficial for both parties.

Based on this presentation, the Foreign Language Department, Faculty of Languages and Arts, Universitas Negeri Medan realized that collaboration must be carried out at the department level, especially at the study program level. Several national collaborations have been achieved and joint activities have been carried out. However, international cooperation has still not achieved its targets and objectives, so international cooperation is still being intensified so that the University's IKU can be met.

2 Method

International cooperation is carried out based on Universitas Negeri Medan cooperation standards with six stages, namely: 1) exploration, 2) discussion, 3) determination, 4) planning, 5) implementation, and 6) evaluation. Each stage is carried out carefully and through a discussion process with the team, with an explanation of the activities of each stage as follows:

1. Exploration. At this stage, universities abroad are identified that have similar curricula and learning objectives. It is important to pay attention to university rankings as well as their vision and mission in learning and research.
2. Discussion, namely holding initial discussions with universities abroad that have been determined at the exploration stage to become cooperation partners. Initial discussions can be held by university leaders or individuals representing both parties. This initial discussion includes an introduction to the study program, an introduction to the curriculum, human resources available, and possible desired collaboration programs.
3. The determination, namely determining the universities that will become collaboration partners. This determination is based on the results of preliminary discussions carried out at the next stage.
4. The planning, in the form of further discussions between the two universities regarding plans to develop cooperation between the two parties. In this case, it also determines the cooperation program, the process of implementing the cooperation, and other important things that are needed to expedite the cooperation program being carried out. At this stage, an MoU was also signed between the two universities/study programs.
5. Implementation. The implementation of the cooperation program is carried out by the planning in the previous stage.
6. Evaluation of the implementation of the collaboration is carried out by the two universities, in this case, the Department Quality Assurance Team which coordinates with the University Quality Assurance Team. Evaluation is carried out to determine the usefulness and continuation of cooperation in the future.

3 Result

Several universities are destinations for collaboration, including Canada, Berlin, Brazil, and China. Based on the results of discussions with the team, the University of Montreal, Universidade Federal do Para Brasilien and Beijing University were determined. At the University of Montreal the study areas are Teaching and educational sciences and Literature and languages, while the Universidade Federal do Para Brasilien is a Federal Institution of higher education with didactic, scientific, administrative, financial, and property management autonomy. At these three universities, there are foreign language departments, both German and French. Based on the similarities in scientific studies, the collaboration plans include joint seminar activities, joint research, visiting lecturers, and scientific discussions. Joint research activities are aimed at improving the quality of lecturers' research because it is hoped that lecturers can carry out joint research between universities. Joint seminar activities and visiting lecturers aim to improve the quality of lecturers in teaching. Through these two activities, it is hoped that lecturers can share teaching experiences and broaden their knowledge of mastering German and French. Scientific discussion activities are aimed at increasing students' insight and knowledge about German and French as well as information about the world of work abroad. In this way, students have an idea when they have completed their studies, whether they will enter the world of work either at home or abroad, or continue their studies abroad.

4 Discussion

The cooperation program that has been carried out by the foreign language department with international partners, in this case, universities abroad, is at the planning stage. At the exploration stage, information about universities abroad that have similar curricula, learning objectives, vision, and missions is collected. Several universities are destinations for collaboration, including Canada, Berlin, Brazil, and China. After the assessment was completed, representatives from the Unimed Foreign Language Department held initial discussions with the universities that had been determined at the exploration stage, this stage was the discussion stage. Some initial discussions were conducted via e-mail and some were conducted face-to-face. Initial discussions took the form of an introduction to the study program, an introduction to the curriculum, human resources available, and possible desired collaboration programs.

At the determination stage, the results of initial discussions become the basis for determining which universities will become cooperation partners. Based on the results of initial discussions, the University of Montreal, Universidade Federal do Para Brasilien, and Beijing University were determined. After determining which universities will become collaboration partners, the next step is to enter the planning stage. At this stage, activity plans that are part of the collaboration are discussed. In this case, it also determines the cooperation program, the process of implementing the cooperation, and other important things that are needed to expedite the cooperation program being carried out. At the determination stage, the results of initial discussions become the basis for determining which universities will become cooperation partners. Based on the results of initial discussions, the University of Montreal, Universidade Federal do Para Brasilien, and Beijing University were determined. After determining which universities will become collaboration partners, the next step is to enter the

planning stage. At this stage, activity plans that are part of the collaboration are discussed. In this case, it also determines the cooperation program, the process of implementing the cooperation, and other important things that are needed to expedite the cooperation program being carried out.

Mali's research with the title "Campus Internationalization As A Higher Education Strategy In Facing The Era Of Industrial Revolution 4.0" does not explain how the steps are taken in the collaboration process. However, the collaborative research currently being carried out contains the steps of the collaboration process which are carried out based on university standards. The collaboration programs offered by these two studies are not much different, namely around Mobility (inbound and outbound), International publications, and Joint research.

5 Conclusion

A future full of competition in the fields of digital technology, robotics, automation, energy and environment, health, tourism, and genetic engineering will only be won by future-oriented human resources and forged by the transformation of higher education so that they become superior, competitive, graduates. adaptive, flexible, productive, and competitive with the Pancasila character. To achieve this goal, each institution is expected to carry out a transformation of higher education that is in line and harmonious with the 8 (eight) IKU, as stated in Minister of Education and Culture Regulation 03 of 2020 concerning National Higher Education Standards and Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 concerning Main Performance Indicators for State Universities (IKU-PTN). To meet these KPIs, especially IKU 1 and IKU 6, collaboration is carried out with universities abroad to improve the quality of teaching and learning and graduates who are ready to compete internationally.

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