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Performa Budaya)

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Narasi Internasionalisasi: Reputasi Eksternal atau Budaya Perguruan Tinggi? (Dramaturgi dalam Performa Budaya)

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Abstract

Internationalization narrative in Indonesia commonly mentioned in the national forum whether by political elites or ministry of education & culture. Those indicated that the government has already understood about the urgency of Higher Education (HE) in creating high-competitive human resources towards globalization era. Directorate General HE envisions world-class universities not only by rankings but through a quality culture, academic culture, and work culture. However, practically, developing region such as Lampung province has some issues in defining internationalization within their institutions. The purpose of the research is to describe how higher education elite construct the front and back stage meaning of internationalization. The research, based on Schein's Organizational Culture and Pacanowsky and Trujillo's Communication Performance models, utilized phenomenological methods including in-depth interviews towards key informans, observations, and document analysis. Findings indicate alignment between Universitas Lampung (Unila)'s leadership assumptions and internationalization: globalization as certainty, international recognition orientation, and the significance of leadership in global competition. Key values promoted include dignity in equality, prestige, local wisdom, and global awareness. Internationalization is interpreted as striving for World Class University status. The study confirms through dramaturgy theory that Unila demonstrates leadership commitment and uses prestige rhetoric to unify leaders, though enculturation and

global awareness are lacking, resulting in low student engagement in international programs. World Class University is seen as a dynamic expression of institutional image and reputation, facing various challenges.

Keywords: *global awareness, globalization as certainty, international recognition, prestige, World Class University*

Abstrak

Narasi internasionalisasi seringkali digaungkan dalam forum nasional baik oleh elit pemerintah di politik maupun di Kementerian Pendidikan dan Kebudayaan. Hal tersebut mengindikasikan pemahaman pemerintah tentang urgensi jenjang pendidikan tinggi untuk menghasilkan kualitas lulusan yang mampu bersaing di era globalisasi. Dirjen Dikti pun menyatakan bahwa World Class University tidak hanya diukur melalui ranking melainkan kualitas budaya, akademik, dan kerja. Namun, pada prakteknya, pengembangan di beberapa wilayah seperti Lampung memiliki tantangan tersendiri dalam memaknai internasionalisasi dalam institusinya. Tujuan penelitian ini adalah menggambarkan bagaimana Perguruan Tinggi membangun makna internasionalisasi dalam panggung depan dan panggung belakang. Penelitian ini menggunakan model budaya organisasi Schein dan Performa Komunikasi Pacanowsky & Trujillo dan menggunakan fenomenologi sebagai metode yang meliputi wawancara mendalam kepada para informan kunci, observasi, dan telaah dokumen. Temuan penelitian menghasilkan kesesuaian makna dari asumsi dasar pimpinan tentang pentingnya kepemimpinan dalam internasionalisasi, globalisasi sebagai keniscayaan, dan internasionalisasi berorientasi rekognisi. Nilai-nilai yang diangkat dalam institusi yakni kesetaraan bermartabat, kearifan lokal, dan kesadaran global. Internasionalisasi diinterpretasikan sebagai perjuangan untuk peningkatan status universitas kelas dunia. Menggunakan teori Dramaturgi Erving Goffman, terkonfirmasi bahwa pemimpin Unila menggunakan 'pi'il' atau prestige dalam retorika para pimpinan otonom. Selain itu, meski enkulturasi dan kesadaran global masih rendah khususnya di kalangan mahasiswa, Unila melihat WCU sebagai ekspresi dalam membentuk citra dan reputasi universitas yang mengalami tantangan dan dinamika.

Kata Kunci: *globalisasi sebagai keniscayaan, kesadaran global, prestige, rekognisi internasional, World Class University*

Introduction

Due to the impact of the globalization, each nation creates their own strategies to increase the quality of human resource (HR) including Indonesia. Additionally, Indonesia highly expected to get demographic bonus 2045 which means the productive age population (between 15-64 years) reach its peak. It potentially creates changing economic structure (Agung Gede Oka Wisnumurti et al., 2018). One of the important preparation strategies towards this success is high

quality generation whether from physically or academically aspect. The expectation then turns to be Indonesia Gold 2045 narratives.

Both, globalization and demographic bonus lead to education sector. Intense HR competition emerged not only amongst local or national, but also global HR. Previous research shows 0.99 correlation between education human resource development index which means education is highly contribute (Rokhman et al., 2014). As a consequence, government needs to design educational policy inevitable in Higher educations (HE) level. Therefore, Indonesian vice president (2014-2024) K.H Ma'ruf Amin said on his speech that HE holds a pivotal role to face this future challenge. To elevate global competitiveness, internationalization higher education narrative widely discussed in national forum. Prof. Nizam from Directorate General HE envisions world-class universities not only by rankings but through a quality culture, academic culture, and work culture (Kominfo, 2022).

Some regulations are established to support internationalization HE. In legal form there are National Education System Law No 20-year 2003 and Higher Education Law No 12 year 2012. The other practical improvement regulations is Key Performance Indicator of HE, here referred as Indikator Kinerja Utama (IKU). The constructed narrative and formal regulation are supposed to be fundamental to each regional HE. Nevertheless, critics to the optimalization of global competitiveness enhance HE focusing on internationalization culture (Entrisnasari & Khuriyah, 2023). Furthermore, implementing this narrative in regional has different struggle from national expectation (Mali, 2020).

Development of International Cooperation and Services (UPT PKLI) – that interpreted differently in each HE institution – in underdeveloped areas such as Lampung Province, commonly set aside and only defined as an administrative task. Though, the goals of being “World Class University” stated in the vision and mission and being mentioned amongst leader forum discussion. Consequently, international exposure from students who are join international program – international collaboration based – compared to entire students are insignificant.

The aim of the research is to describe how higher educational institution construct the meaning of internationalization, how cultural performance in the same context are performed and analyze using dramaturgy study; the front and the backstage. Practically, this research is expected to be considered by policymakers in each international office of higher education, specifically in developing region to build the narrative of internationalization. Meanwhile, theoretically, this research supposed to connect the dot between education policy and communication study. Literature study shows communication study rarely discussed the meaning construction of internationalization within HE. Thus, this study concerns in cultural performance utilizing Organization Culture (Schein) and Communicative Performance (Pacanowsky & Trujillo). This research using phenomenology that could be interpreted as philosophy, study approach, theory and method (Bungin, 2020) and confirmed by Dramaturgy (Erving Goffman) to discover front and back stage of internationalization.

Internationalization Higher Education

Internationalization cannot be distinctly separated from the concept of globalization. Globalization paradigm has divided into four concepts: westernization, liberalization, universalism, and internationalization. Generally, internationalization defined as The process of a country developing its ability to 'go international,' compete, and collaborate globally without losing its local wisdom (Soebhan et al., 2017). In the context of HE, Jane Knight defines the internationalization of higher education as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education (Knight, 2015).

Previous study explored the awareness and commitment of Indonesian universities towards internationalization. This case study involving faculty members from universities in Indonesia provides insights into the obstacles and commitments to internationalization (Abduh et al., 2018). Additionally, other research also discusses the internationalization of education focusing on the gap between the top universities in Indonesia and the achievement of World-Class University rankings desired by the Ministry of Research, Technology, and Higher Education. In 2021, no Indonesian universities entered the top 100 in the QS World Ranking (Entrisnasari & Khuriyah, 2023).

As there is no standard in defining internationalization in Indonesia, each institution undergoes different phases of development and has different priorities, including its internationalization performance. However, generally, internationalization performance begins with the implementation of study abroad programs, which can be considered as the most used initial activity. Darla K. Deardoff, a researcher in the field of internationalization of education, refers to this phase as a starting point. Subsequent phases are more challenging due to involving curriculum mechanisms, coordination, and marketing. Each phase of internationalization drives the other phases in the cycle, with senior international leaders playing a crucial role in its leadership (Darla K Dearoff, 2023).

Educational Issues in Indonesia

Central Bureau of Statistics stated that the number of unemployed HE graduates compare to Elementary School graduates is relatively high in Indonesia (Astriani & Nooraeni, 2020). The amount of open unemployment rate 2015-2018 was never less than 7 million people. One of the reasons is less educated manpower. Globalization has created ripple effect on borderless world and the competition is not only amongst Indonesian graduates but also foreigner.

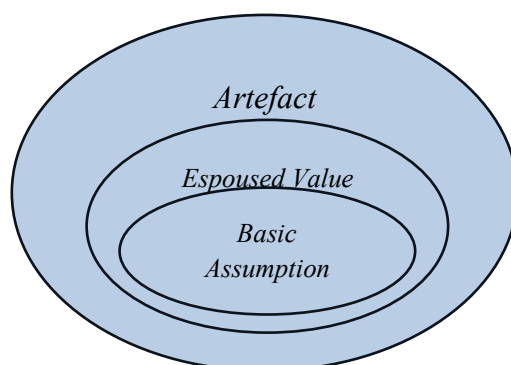
Some regulations are established including 9 key performances indicators (IKU), consists of IKU 8: International Standard Study Program, and sub point IKU 2: Student Activity Outside Campus (National and International). This measurement indicates international collaboration became national priority. This policy then implemented as internationalization narrative in HE; related to 'global competition', and narrative such as 'World Class' or 'World Recognized' university was echoed whether as formal vision and mission or reputation branding. However, the discussion towards World Class University or internationalization HE has not

spread widely. Some people argue that issues in Indonesia related to the World Class narrative caused by HE power-relation based bureaucracy.

Cultural Performance

Cultural Approach in socio-cultural tradition perceived meaning cannot stand alone and human are not considered passive, instead they construct meaning in a society. Cultural Approach in organization focusing on the way individual creates organization existence. This kind of approach examine individual use stories, rituals, and symbols to produce mutual understanding (LittleJohn & Foss, 2014). In an organization, cultural assumed as main factor in shaping behavior of organization's member. Cultural considered relatively stable and hardly changed (Trenggono, 1995). In this case, research utilized concept definition of cultural performance similarly with organizational culture using two models: Organizational Culture by Schein and Communicative Performance by Pacanowsky & Trujillo.

Schein defined culture as group phenomenon. In another words, one man cannot caused culture because culture is depends on communication activities (Miller, 2003). Schein divided culture into three level of analysis:



Picture 1: Three layers 'Onion model' Organizational Culture (Miller, 2003; Schein, 1992)

At the surface level, artefact refers to phenomena that can be seen, hears, and feel by new member of the group. Artefact includes established physical environment such as language, technology, furniture, decision making style, dress, ceremonies, and so forth. When the second layer – espoused beliefs and value – is essential to understand how value can be transformed and validated. Previously, these values could be initiated by individual in a group as potential problem solving. However, not every value has the same transformation process. Social validation hold a key role to confirm certain values as internal dynamic of a group. While a sustainable succeed value will be confirm as basic assumption – the deepest layer. According to Schein, something will be ultimate source of values is hard to be change for instance, CEO level or highest-level leadership realm. It tends to be undebatable underlying assumption for another member of the group.

Other than Schein, this research also utilized communicative performance regarding Michael Pacanowsky & O'Donnel Trujillo is an extension of cultural feature in organization, specifically it examine five cultural performance in the artefact such as rituals, passion, sociality, politics and enculturation (Pacanowsky & Trujillo, 2013). Communicative performance perceived communication as process and culture as sustainable social construction. This notion has brought deeper meaning of performance that is not supposed to has structural impact, instead focusing on goals accomplishment. Thus, performance lead meaning in the symbol, stories, metaphor, ideology into being.

It has five performances: at first, rituals. It involves regular and sustain ceremony as a culture. Participating on those rituals makes the member of the group feels facilitated to access certain feelings as group understanding. Rituals divided into personal rituals, task rituals, social rituals, and organizational rituals. Secondly, Passion. In an institutions' culture, the actor that perform their role as a 'worker' commonly refers to monotone job like a machine operator. However, passion enact workers to make a ritual into passion in organization using storytelling, The manager or leader could summarize their experience and dramatized the organizational life that is worth to be try or vice versa, to be avoided.

Third aspect of communicative performance by Pacanowsky & Trujillo is sociality. This ability roughly defined as organizational behavior code and executive etiquette guide. Socialty performance including politeness, small talk, privacy, and socialization. While the fourth aspect is politics. The established politics reinforce influence inside the organization. It impacts the ability to negotiate, argue, and networking which are created to pursue the goals. Lastly, enculturation which means a process to input the mutual meaning in cultural form by doing continuous attempts in order to acquire necessary knowledge and skills to its member (Pacanowsky & Trujillo, 2013).

Methods

This research paradigm is constructivism, which emphasized in 'everydayness' and 'theyself or one-self' in Heidegger perspectives. The research method using phenomenology that has been concluded by Stanley Deetz about three basic principle of it; knowledge found in the direct conscious experience; meaning of things that are including of the power of those things in someone's life; and language as the meaning instrument (LittleJohn & Foss, 2014).

Phenomenology can be interpreted as philosophy, paradigm, approach, theory, methods even analysis technique (Bungin, 2020). In this case, research using *epoche* and phenomenological reduction by Husserl. *Epoche* refers to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things (Moustakas, 1994) while phenomenological reduction moves beyond the everyday to the pure ego in which everything is perceived freshly. It transforms the world into mere phenomena.

Using two model of cultural approaches, this research tries to identify the meaning related to internationalization in the organizational culture (basic assumption, values and artefacts and communicative performance aspects) in Development of International Cooperation and Services (UPT PKLI) of Universitas Lampung (Unila), Lampung Province. Using in-depth interview towards Former Vice Rector for Partnership, Recent Vice Rector for Partnership, Head of International Office, Head of Division in International Office and all staffs, observing the daily life and social medias, website, publication as artefacts. Through *epoche* and phenomenology reduction, found the cultural performance of internationalization in Unila. Baic assumption and espoused values then being analyzed by Dramaturgy theory of Erving Goffman becomes analytical tool to confirm the front stage and backstage of internationalization in Unila.

Results and Discussions

Through *epoche* and phenomenological reduction found internationalization of higher education interpreted as international ranking. As the framework of Internationalization HE, globalization has pushed change amongst campuses to produce compatible graduate in recent global competition (Altbach, 2015) as well as Indonesia that is escalated by demographic bonus 2045 narrative as fundamental strategic of human resource development programs.

International / World Ranking of HE became inevitable. Almost all university compete to be 'World Class University'. There is no country that has no desire and obsessed to that concept and ensure their campus is not left behind in the global economic race. This perspective is applied in whole country whether it is developed or developing country. The problem is, no one knows the exact definition and essential meaning of World Class University. Until those universities depends on the World Rank Institutions which has different standard of each (Altbach, 2015; Tilak, 2016).

Another issue against the current has raised because of unique purpose, specific mission and vision and purpose are excluded in the assessment elements. Whereas, universities have variety roles and functions in society (Tilak, 2016). One of the ex-member, University of Zurich that is no longer join in the World Ranking although their status in September 2023 already reached 80th top ten World University (Swiss-Info, 2023).

Besides, international rank context appeared in the Russian journal that elaborated phenomena of educational policy project to reach 5-100 Top World Rank. The government provided two different HE institutions, the same funding and same status as national research universities simultaneously. Both universities are compared and showed difference results that is influenced by each internal environment of institution: the corporate culture of the university (Pushnykh et al., 2021).

While previous study in India has similarity with condition in Indonesia as developing country. It mentioned that involved university in World Ranking has assisted campus to perform, stimulate competition culture and established reputation and campus branding. Regarding to this context, Unila rank based on

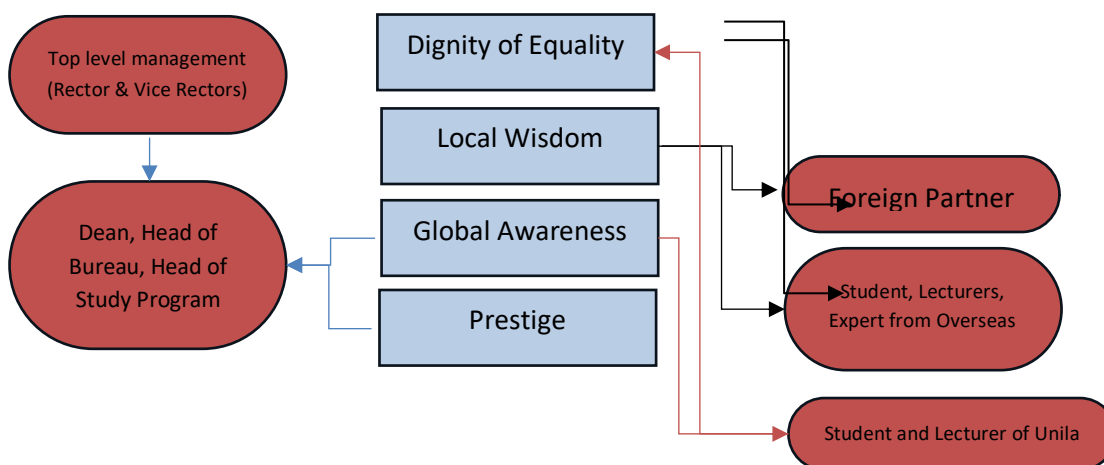
previous study mentioned that the place is far from ideal vision to be top ten university in Indonesia in 2025 (Trenggono et al., 2023). Previous study elaborated leadership and Unila heritage created different leadership style based on each basic assumption.

In these results, Unila defines three meanings as basic assumption; internationalization as certainty, leadership as urgency in internationalization and most importantly defines internationalization as international recognition. Globalization assumed in positive paradigm as certainty, challenge, and world demand to increase the competitiveness. This assumption in line with conceptual framework that higher education inevitable adapts with internationalization. This phenomenon will influenced structural managers in HE gradually reflect the impacted circumstance such as social, economic, and workforce (Abduh et al., 2018).

Three key informants agreed that the transform of this new perspective is leadership. Top level management understood that resistance might presence in the cultural shift caused by a desire of stability from inner group. Whether individual of group might utilized defense mechanism like rejecting, rationalization to protect previous assumption rather than develop new ideas, including internationalization. Unila has design vision and mission, purpose that contains internationalization. So does PKLI that has technical authorization in terms of collaboration and international service. Strategy from leader implemented as partnership collaboration with Q.S 200 universities. Although, the quality of collaboration implementation is still becoming priority regardless the ranking.

Overall, internationalization in Unila can be interpreted as international recognition. Some institutions of World Ranking such as Times Higher Education (THE) and Quacquarelli Symonds (Q.S) tend to assist HE the purpose of internationalization. Besides, the collaboration, as subunit of this department is supported by Ministry of Education through Indikator Kebijakan Utama (IKU) policy. Thus, Universitas Lampung manage internal integration in academic environment, managements, educators, administrations staffs, and students.

Cultural Approach of Schein focus on cultural group development that is affected by external and internal process and internal integration of espoused values are attempted to be encourage to the entire member of a university. Schein mention six steps of integration; (1) create same language and concept, (2) define group and criteria, (3) distribute status & power, (4) Allocate reward and punishment, and (5) reach meaning of ideology (Schein, 1992). The complexity or values distribution has been coded in this research, as follows:



Picture 2: Pattern of Values Distribution in Unila

Source: researcher

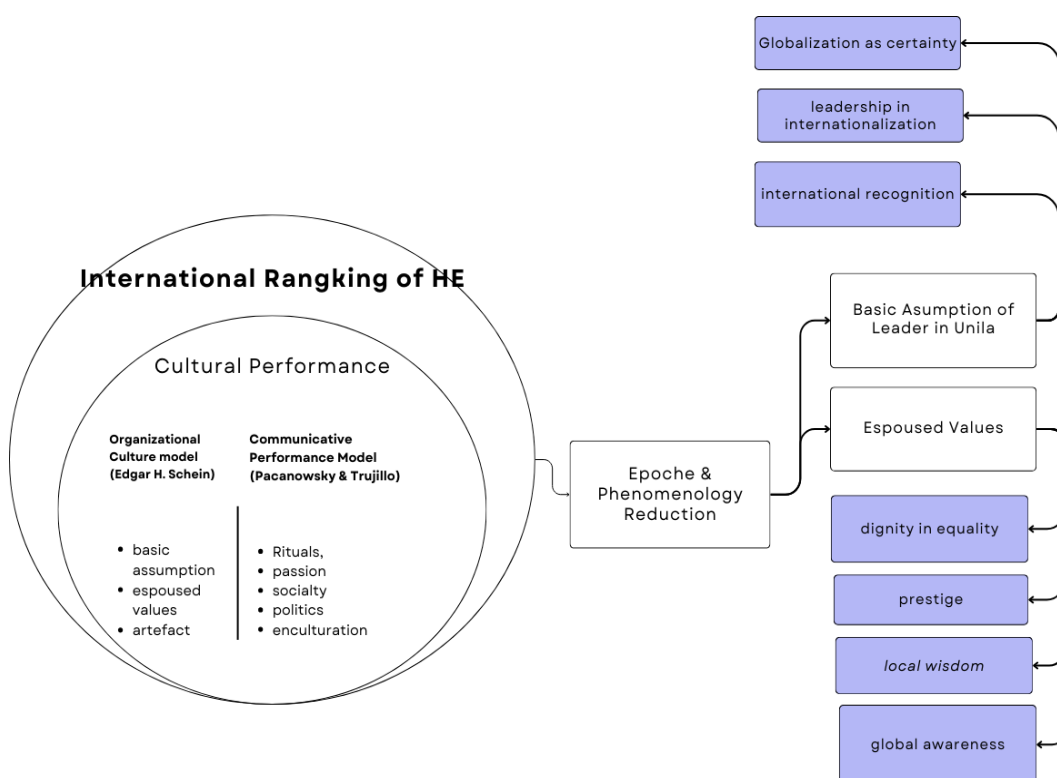
In this research found that 'pi'il as philosophy in Lampung related to dignity and pride of Lampungnese, can be as an alternative to escalate internationalization in Lampung province. Social psychological aspect that is applied by internationalization leader to the middle level management, Development of International Cooperation and Services (UPT PKLI), and related officer to fulfil the objective, international recognition. This process can be interpreted as values integration of internationalization.

Similarly, local wisdom that is exposed to reach foreign target in Inbound Mobility program. Unila aware that technology is not selling narrative to attract foreign students to join international activity. On the contrary, Lampung's culture, language and tourism potential could be a magnetic pull for them. This uniqueness creates an impact in value shown on the artefact such as news publication, website, even foreign student's regulation.

While dignity in equality defined as purpose value in internationalization. The root of this feeling is nationalism, to be indiscriminate nation and equally qualified in Human Resource. Eventually, this purpose activates the internationalization actors in Unila as agent of change. Both local wisdom and dignity in equality works as balancing aspect in competitive atmosphere amongst global higher educations. Eventually, global awareness strives hard to be an established value. The 'awareness' can be reflected on realization of global engagement in international programs / activities that involve students as the most significant number: hundred thousand students, that have not meet managements' expectation in terms of internationalization.

Based on this research found construction of meaning of internationalization and data of implementation in Unila, the most challenging target is students. Some of the proof can be seen in the implementation of student exchange program whether under MoU/MoA programs or even fully funded by Indonesian government such as Indonesian International Student Mobility Awards (IISMA) program that still lack of participant and/or awardee. Thus, key informants admitted that global awareness is quite challenging in Unila.

International Ranking of HE is supposed to have balance meaning: between globalization and nationalism; between on-the-paper collaboration and the impact of implementation: between narrative for external reputation and culture inside the institution. Not only three layers of organizational culture from Schein, the field observation and interview experience are also guided - but not limited to - 5 elements of communicative performance by Pacanowsky & Trujillo model. From both models, researcher constructed the meaning of internationalization in Universitas Lampung, as follows:



Picture 3: Research Finding Meaning construction of Internationalization at Unila

Source: researcher

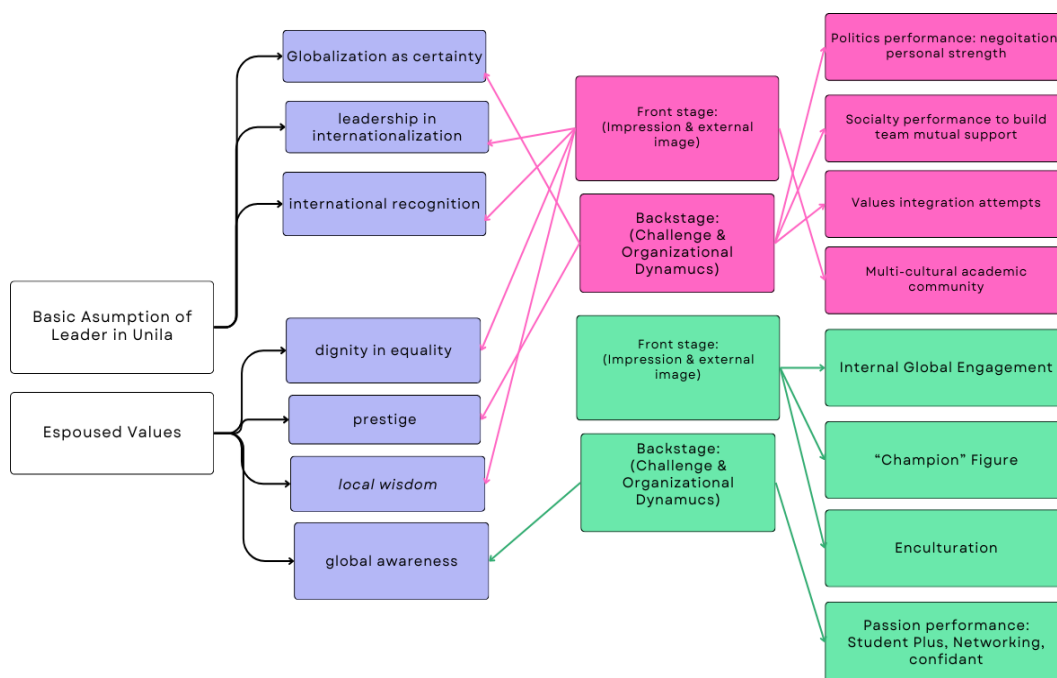
Confirmed by dramaturgical theory, this cultural phenomenon could elaborate front and back stage of internationalization. In this research, dramaturgy could be applied as both individual and team. In a bureaucracy or professional, there must be an impression management to create the image of integrity and competence. Dramaturgical team defined as a projected circumstances by specific participants who are part of particular business progress including more than one person. Dramaturgical team assumed that each member or actor is supposed to perform if want the expected results (Goffman, 1956).

In the context of this research, internationalization assumed as theatrical; Development of International Cooperation and Services (UPT PKLI) as team that contains of several actors to build impression. Dramaturgy becomes an analytical tool to determine whether international ranking becomes the front stage in the

internationalization of higher education, while the culture of internationalization still remains the backstage. This is further categorized by the author in Global Business Ethics, Race Ethics, and Loyalty; where external impressions and image become the front stage of internationalization, and dynamics and challenges become the backstage.

For business ethics and race, the assumption of internationalization oriented towards recognition is the front stage, and leadership also appears on this front stage, while globalization as an inevitability is an assumption of deeper meaning and is on the backstage. Meanwhile, the values on the front stage are dignified equality and local wisdom, and the values on the backstage are prestige, where pi'il is a psychological aspect considered by leadership to prepare the global awareness of campus management.

Then in terms of loyalty, the front stage consists of the global engagement of the academic community, accomplished alumni of international programs or champions, and enculturation that is still in the adaptation stage. Below is a table of the meanings of internationalization confirmed through dramaturgy theory:



Picture 4: Research Finding Dramaturgical Theory Analysis
 Source: researcher

Front Stage Analysis

One of the impression management strategies implemented by UPT PKLI in building its image involves establishing global business ethics. This involves multiple stakeholders, including foreign universities and private foreign entities. During this process, it is also common for the Development of International Cooperation and Services (UPT PKLI) to use embassies, whether Indonesian embassies abroad or foreign embassies, as communication bridges for collaborations and scholarship programs for foreign students.

International Ranking for Reputation and International Collaboration

Table 1. Unila World Recognition

No.	Sistem World University Rank	Unila Ranking
1	Times Higher Education	Rank 1.501 of 1.904 HE from 108 countries (data accessed: 1/3/2024)
2	QS World University Rankings	1401 World Ranking 117 Southeast Asia Ranking (data accessed: 1/3/2024)

Source: Official Ranking WUR & THE

The table above shown the ranking place of Universitas Lampung that has achieved. As illustrated by the results and data from interviews, Lampung University also relies on international recognition to achieve a positioning on the global stage. This is the front stage presented by Lampung University. The previous chapter discussed how rankings, though debated, serve as a promotional tool and image-builder for universities on a global scale. This image subsequently impacts political performance by establishing partnerships.

Rankings became a way to display the university's commitment to upholding universal ethics. In various media reports, Unila highlights its achievements on its official website, in press releases in local media, and on the international website managed by PKLI. The English-language content on the PKLI website facilitates access for foreign colleagues seeking information about Unila, such as current ranking status. This ease of access aids discussions in international forums and builds international communication.

The website provides proportional information on academic systems such as registration, programs for foreign students (degree and non-degree), and scholarships. It also offers services for foreign students, including information on studying permits in Indonesia, visa registration, and residence permits. Mobility services for students and staff, such as PDLN SP Setneg, and mobility from abroad to Indonesia for both staff and students are also available.

The uniqueness of Unila's front stage presentation on the website includes sub-pages on sports facilities, dormitories, banks, communication, health, and security. From these artifacts, it is evident that Unila takes into account the needs of incoming foreign academic communities based on the experiences of previous foreign students.

Local Wisdom as a Global Uniqueness

In addition to international service information, the website io.unila.ac.id also represents local wisdom and the uniqueness of Lampung as a cultural balance. The messages conveyed on the front stage are designed to reinforce the university's image as an institution that upholds local values with pride. University leaders are aware that Unila must highlight its distinctiveness amidst global competition, which

is reflected in the documentation of inbound mobility programs held at Way Kambas.

As noted in the results chapter, some attachments regarding local representation serve as a face for internationalization, but it is not just a façade; local wisdom is also integrated into a value system. This is evidenced by the cultural values that foreign students must possess, where learning Indonesian is a requirement before (pre-departure) and during (ongoing) their studies at Unila.

Racial ethics are also evident on the front stage, where experienced PKLI staff with cultural competence can recognize the characteristics of students from various cultures. Thus, international service staff generally act as shock absorbers since some students are still in the adaptation process. For instance, some lecturers demand that foreign students adhere to cultural norms such as 'respecting elders' and 'courtesy.' Although this cultural equality demonstrates that Unila does not suffer from what is known as an inferiority complex, staff still act as cultural bridges. This is apparent when foreign students are reprimanded for being late to meetings and then complain to several staff members afterward.

Leadership in Internationalization

In addition to Global Ethics and Racial Ethics, which represent the front stage of dramaturgy, loyalty is also demonstrated through leadership commitment in internationalization. Institutional commitment can be embraced through institutional leadership, reflected in its governance, faculties, students, academic services, and supporting units. Thus, internationalization becomes not just an aspiration but a necessity (Buckner & Stein, 2020).

Leadership can articulate values that embody the meaning of internationalization in official events and public presentations. At Lampung University, both the rectorate and faculties are involved in these official events. Additionally, the presence of supporting actors in the internationalization stage, such as ranking teams, IKU teams, and international accreditation teams, which are not all under UPT PKLI, demonstrates the front stage loyalty of many related elements, not just the international office.

However, beyond the front stage, leadership commitment also involves managing strategies on the backstage. Research indicates that internationalization is at a crossroads. How leadership defines globalization, and internationalization will be reflected in how institutional policies are developed, both in vision, mission, strategy, and regulations. Unila's leadership views globalization as a challenge, an inevitability that must be faced. The competitive capability of students, faculty, and the institution must be prepared.

Global Engagement

To strengthen the university community's loyalty to the vision and mission of internationalization, the university uses this opportunity to build awareness and engagement among its community in internationalization efforts. This loyalty is manifested in participation in international programs. Joint research and student exchanges, which can be the major scope of collaboration, can be utilized by faculty and students.

In the effort of internationalization, messages about successes and achievements in internationalization can enhance pride and attachment to the university, such as successful alumni of international programs, who are then published in news and social media content.

This includes the adaptation of enculturation performances held during the IISMA socialization and Student International Mobility (SIM) enculturation. For example, IISMA awardees abroad are given the opportunity to take over Instagram to answer questions and share their daily experiences. This 'Figur-ing' step is crucial, especially in developing regions, to involve a high-achieving individual as an example of struggle for their peers.

Analysis of the Back Stage

After discussing the front stage presented by international actors, the backstage represents the behind-the-scenes preparations. Becoming a World-Class University, especially in developing regions, is not a short process. As Schein mentioned, there are stages of adapting to external changes and integrating internal values.

Resistance Management with 'Prestige'

In building international recognition, it is not uncommon for leaders to face resistance. From the early formation of UPT PKLI, the urgency was discussed to establish its legality within the Organizational Governance (OTK), leading to the issuance of decrees, etc. Even at its inception, its functions were limited to administration and international services, not yet encompassing international insights.

Initially led by Prof. Suharso, as Vice Rector IV who also oversees planning and cooperation, prestige became a rhetorical narrative used to raise awareness of global competition. This is because central leadership also has control over mobilizing other autonomous leaders such as deans and heads of programs. The first informant stated that a familial system is more suitable in Lampung's environment. In addition to the fact that autonomous leaders already possess academic intelligence, they themselves are the technical field practitioners, so rather than using an authoritarian system, leadership operates from a psychological aspect, namely '*pi'il*' (cultural pride). With programs receiving international accreditation one by one, the leadership expects other programs to develop a culture of competition.

Political Performance, Negotiation, and Use of Personal Strength

Whether building collaborations or implementing international programs, internationalization actors often face both internal and external parties that demand individual political strength. When establishing international collaborations, top leaders also employ effective strategies to achieve goals. According to interviews, it is not the artifacts of clothing or physical appearance that are crucial but the narrative to be conveyed. Public presentations are generally prepared by staff and reviewed by leadership to ensure they are appropriate. Additionally, the process of

building partnerships often starts with alumni from foreign institutions who have psychological connections with foreign colleagues. This facilitates earlier communication steps so that interactions do not start from a point of complete unfamiliarity. Leaders assume that they generally do not face obstacles during negotiations because the figures present are policymakers or decision-makers. In international cooperation forums, the attendees usually include the Rector, Vice Rector, and the Head of UPT PKLI who will handle the technical implementation.

Socially Performance for Team Solidarity

Just as the teams at UPT PKLI, ranking, or international accreditation work to enhance internationalization, social performance aimed at bringing people closer in a more informal manner is also an element present on the backstage. The spirit of togetherness, as Pacanowsky and Trujillo describe, supports formal teamwork.

Values integration attempts

The values presented on the front stage have a repetitive backstage process. Dignified equality, local wisdom, and even basic assumptions in the cultural performance at Unila are still in a process aimed at being comprehensively experienced by the academic community. Therefore, there must be a shared meaning of these ideologies, which should also be conveyed in addition to how the process will be carried out.

This aligns with Schein's six steps of cultural integration due to external changes, where to build a common perception of internationalization, there is a need for a shared concept of globalization, rankings, and improving the cultural performance of internationalization at Unila. Schein states that units need to define their status and authority, have norms of closeness and friendship that can develop from social performance, and have rewards and punishments for achievements and otherwise. Thus, the vision and mission of UPT PKLI as a unit coordinating Unila's cooperation with domestic and international partners can be realized.

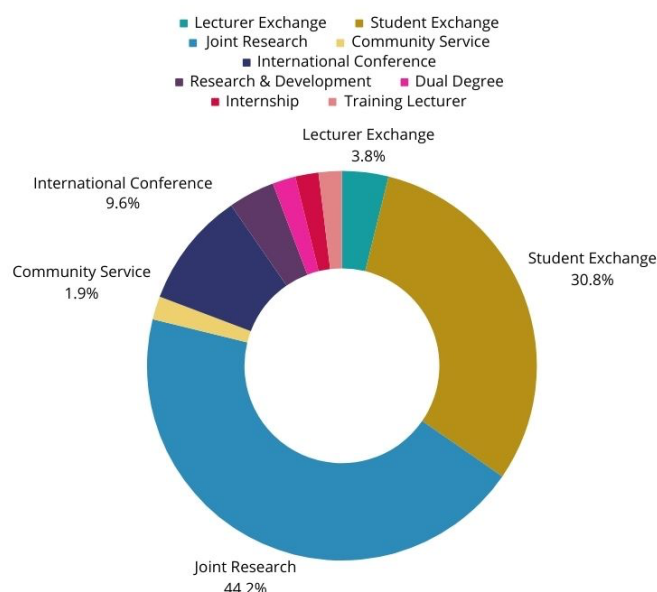
Passion Performance: Student Plus, Networking, Confidant

In terms of loyalty, dramaturgy also reveals the backstage, namely the passion performance that exists behind the scenes. Generally, internationalization actors share their stories in limited forums, such as in classes, and not regularly. Passion can result in strong storytelling that can be presented during the enculturation process. Thus, enculturation is not only about socializing processes but also fundamental philosophies that drive leaders to become agents of internationalization efforts.

As summarized in the research findings, some internationalization actors have a passion for being a confidant for their students who dream of studying abroad. Even though their role is as a lecturer, they are happy to encourage these students and be a place for them to ask questions. Other informants also encourage students in their classes to be active during their studies, not only academically but also in building a broad network, which will be very helpful in opening more opportunities. Building this network is very beneficial when students graduate. Furthermore, participating in international programs automatically increases international connections, which will add value to the individual's competitiveness.

Every organizational culture has specific vocabulary used by its members that contains metaphors to build spirit or, conversely, awareness. Thus, everyday conversations can turn from ordinary moments into a ‘drama’. Experiences from Prof. Suharso, Dr. Ayi, Prof. Irza, and Mr. Wendy, who are actors in this context, can become interesting stories to strengthen enculturation and use metaphorical concepts such as Network and Student Plus.

Global Awareness



Picture 5: Scope of program based on international collaboration (5 recent years)
Source: Researcher

The chart above shown the significant amount of program ‘MoU-based’ which are Joint Research and Student Exchange. Ironically, global awareness on the backstage of internationalization is perceived by informants as still having a low score. This also impacts global engagement, especially among the target students. Ranking orientation has not yet fully touched on ‘awareness’. Furthermore, enculturation is still in the adaptation stage to build awareness and has not yet been widely adopted by new students. As analyzed in the phenomenological analysis, there are three aspects—individual, social, and policy—that contribute to the imbalance in internationalization.

There are three aspects contributing to this discrepancy on the backstage. The researcher classifies these issues into three aspects: the individual students, the social life of the university, and central policies, including counter-regulations and the role of Key Performance Indicators (IKU) in internationalization.

1. Individual Aspect:

All informants in this research agree that lack of self-confidence is a significant factor in terms of motivation. As well self-confidence, language ability also plays a crucial role. In fact, internationalization and opportunities to engage internationally require students to have language skills. However, both language barriers and confidence issues contribute to students’ involvement. Language

difficulties can be decreased by having language preparation, but lack of self-confidence is more challenging as it is related to mindset. Additionally, Unila's internationalization actors believe that students' mindset or vision is still limited to 'how they graduate as quick as possible' to get degree. Ideally, students should have broader motivation to face future competitiveness, reflecting the goals of their education. According to (Barkley, 2010), motivation is a product of expectations and values. Expectations are inseparable from self-perception, such as belief in succeeding with reasonable effort (Barkley, 2023).

This argument is supported by a study that was conducted in Canada with international students that elaborate that international programs have positive impacts on both academic and personal development. Maximizing the learning experience gained from international programs provides not only academic improvement but also intercultural skills (Guo & Guo, 2017). Due to fundamental requirement of English in almost every international opportunity, Unila has provided facilities such as the Language Center and foreign language communities. However, the ratio of students participating in international programs compared to the total student population is still relatively insignificant.

2. Social Aspect

The social aspect influencing individual values includes social culture and the lack of motivating figures. Informants have mentioned the different atmosphere at universities in Lampung compared to large universities in Java. This atmosphere is felt even in canteens and student gathering places. Prof. Suharso states that abroad, students are shaped within ecosystems that lead to outcomes. Similarly, Mr. Wendy, an actor in the Faculty of Law, observed that 12 students in an international class enjoy discussing and debating in English. Mr. Wendy, who is close to the students, also noted that students in his circles often discuss personal relationships and branded items.

Besides social interactions, Prof. Irza mentioned the lack of alumni figures from international programs who could share their experiences. This creates a proximity effect where values are more readily accepted within their circle rather than being imposed directly by leadership. Another simple issue is the small number of social media followers for UPT PKLI, which is only around a thousand people, compared to the thousand applicants for SIM Unila. This indicates the need for further efforts in enculturation. Nevertheless, UPT PKLI strives to maximize promotion through IISMA scholarship recipients and by showcasing international student achievements in collaboration with @official_unila, the University of Lampung's public relations Instagram with over 130,000 followers. A solution being considered by Prof. Irza is to have PKLI functions attached to each faculty. This would facilitate internationalization efforts as functions—such as international cooperation, guest hospitality, and enculturation—at the faculty level could become more dynamic. This would reduce centralization and improve proximity to students, lecturers, and educational staff.

3. Policy Aspect

Another issue identified by researchers is the presence of counter-regulations. The head of UPT PKLI acknowledges that currently, the focus is on programs supported by government agencies with better exposure. One such program is the

International Indonesian Student Mobility Awards (IISMA), which is not based on university cooperation documents but rather central ministry policies. In this program, students are given the opportunity to take 4 different courses from those offered at their home university. Consequently, accepted students cannot be registered as active students and the credits (20 SKS) are recognized but not converted into grades at their home institution. As a result, students must postpone for one semester or even a year. On the other hand, as a state institution, Unila is also bound by residency regulations that do not allow students to stay longer than a specified period according to Permendikbud No 3 of 2020.

This might be a bottleneck causing concerns among lecturers and students. Although it is ultimately a choice and cannot be compared in terms of experience and graduate quality. This might also represent an adaptation of central regulations to the regional context, finding the best solutions through political channels.

Additionally, the Key Performance Indicators (IKU) are considered by Prof. Irza to not specifically allocate points for student mobility. When reviewing the IKU points, international student mobility is included under the second point, related to student activities outside the classroom in the Merdeka Belajar program, rather than international mobility alone. Prof. Irza mentions that points for international student mobility should be assessed—whether based on MoUs or not—because currently, the points are not specific. Central policies related to internationalization are still seen as minimal.

“There is an assessment somewhere? The number of university students going abroad for international programs. There isn't (laughs). It should be there. If it were included in IKU performance assessments, universities would certainly compete to meet it. Currently, we are not competing. Therefore, the budget is also set and designed based on performance priorities.” Prof. Irza stated.

Previous research reviews mention several approaches to internationalization. These approaches are typically adopted by leadership roles responsible for promoting and implementing international programs (Qiang, 2022). Based on the research results from Pacanowsky and Trujillo's communication performance artifacts, Unila's approach is primarily a process approach, emphasizing policies and procedures at the leadership level, while the activity approach has started but is not yet comprehensive. Furthermore, there is still a lack of ethos approach towards students to build an internationalization culture/climate. The ethos approach is believed to be a fundamental dimension for any educational institution engaged in learning. Even having a belief (global awareness) without a strong belief system and supportive culture, this dimension of internationalization will never be realized (Qiang, 2022). To realign the meaning of internationalization, an educational institution can start by considering enculturation as a new orientation. For instance, adopting methods that account for the psychological aspects of the target enculturation could be effective.

Performance of Passion

Passion can be moved from the backstage to the front stage by involving storytelling from internationalization actors. Instead of relying solely on ideas from staff or UPT PKLI interns, who may lack the passion to narrate these stories

effectively, the institution should ensure that storytelling is incorporated both directly and digitally. This approach should extend beyond specific classes or official events, enabling broader insights into the importance of networking and becoming a "Student Plus."

Enculturation as New Orientation of Internationalization

Enculturation and internal internationalization promotion programs can leverage modern media, such as social media platforms. Currently, there is no dedicated budget for digital enculturation within the context of internationalization, evidenced by the low number of followers and engagement on Instagram @io_unila, despite up-to-date information and champion figures managing the official UPT PKLI account. The Student International Mobility (SIM) program should be continuously promoted through Instagram reels or feeds to maintain visibility beyond initial outreach, thereby informing more students about the program.

Addressing Policy and Political Aspects

In addition to suggestions regarding enculturation to balance the front and backstage of internationalization from individual and social aspects of students, there is also a need to address the political aspects related to policy-making. Engaging in forums such as Vice Chancellor meetings or the Ministry of Education and Culture can help bridge central policies with institutional policies. Political advocacy is necessary to address discrepancies such as conflicting regulations and the lack of specific points for internationalization in Key Performance Indicators (IKU). Central policies significantly influence institutional priorities regarding program support and budget allocation. Thus, political forums should not only be administrative but should also address issues and offer alternative solutions to the central government.

Strategic Recommendations

This strategic recommendation for central policy makers, who share concerns about the 2045 demographic bonus, involves advocating for policies that escalate higher education involvement. One such measure could be dedicating a specific point in IKU for increasing international student mobility. This would help universities, especially state institutions, prioritize budget and strategic planning based on the benefits for the largest quantity of international cooperation implementations, namely, students. By implementing these strategies, educational institutions can enhance their internationalization efforts and ensure a more effective integration of global perspectives.

Conclusion

Based on phenomenological and dramaturgical analysis, research found alignment between basic assumption of Unila's leader with the definition of internationalization that understood globalization as certainty, internationalization as world recognition, and urgency of leadership in internationalization. Cultural

performance in Unila struggles to integrate values such as dignity in equality, 'prestige', local wisdom, and global awareness. Although these values haven't comprehensively involved community in Unila as part of external adaptation.

Regarding epoche and phenomenological reduction, meaning found in cultural performance: internationalization as international recognition. Means that HE internationalization interpreted as institutional ability in competing in global arena to achieve reputation and global recognition. On the other hand, World Ranking status is still debatable between developed and developing countries because of using general measurement exclude the unique purpose of the university itself. However, world ranking is now become global community agreement amongst HE and acknowledge by our government as supported regulation to escalate the quality of HEs in Indonesia.

These findings also confirmed by dramaturgical theory Erving Goffman where the meaning of international recognition orientation also has front stage and backstage. Result found the commitment of leadership to run the institution towards international recognition using 'prestige' as rhetorics to raise the awareness of middle leader such as Dean, Head of Study Program, Head of Department, and so forth. The powerful passion performance found in the actors yet have not displayed much on the front stage, particularly in enculturation process.

Lastly, global awareness of students not yet suitable in cultural performance thus affected global engagement in implementation of international programs. World Class University as an image and external reputation with the existence of dynamics and challenge of internationalization inside.

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