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Efforts and barriers of higher education production of teacher towards global reputation: Indonesia case

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This paper investigates the efforts and barriers of Indonesian universities that produce prospective teachers (called: LPTK) towards global reputable higher education. The contents of the paper are part of the research results on 10 state LPTK. Data collection is done by distributing interviews, focus group discussions, and documentation. The results indicate that all LPTK had begun to direct their education to be of global reputation, even though it was only at the initial stage. However, the effort towards global sustainability is still threatened, due to the obstacles faced. Sustainability requires high commitment from the LPTK itself, as well as government assistance in the form of fulfilling the budget needed to support globally reputed LPTK, enlarging the number of lecturers abroad, promotion through overseas representatives, learning support facilities, increasing the need for lack of lecturers, activities of excellent research, and publication of lecturers' paper in national and international journals.

Key words: Higher education, teacher, effort, barriers, global reputation.

INTRODUCTION

Universities that produce teachers in Indonesia or often referred to as LPTK are challenged to carry out higher education with a global reputation. Global reputation can be interpreted as an illustration of educational organizations not only having a local and / or national reputation, but also globally (Jefkins, 1998; Kasali, 2003). LPTK are expected to produce high-quality output to meet local and national needs, but also be competitive and able to take advantage of various employment opportunities abroad.

Explicitly, LPTK must begin to change the paradigm of thinking which (perhaps) is more emphasized as the provider of teacher candidate output in terms of quantity, towards quality. The reality is that there are still many LPTK that focus on producing mass graduate output

regardless of quality. The impact of low-quality output is considered the main cause of the low achievement of education outcomes (see: PISA, 2016; PIRLS, 2016).

Many argue, LPTK is still struggling with the demands of improving the quality of local and national education, not yet leading globally. According to a Webometrics Ranking of World Universities (in Purbani, 2013) assessment, only three LPTK in Indonesia are registered as world-class universities, namely: Indonesian Education University (UPI) West Java Province ranked 2298, Yogyakarta State University (UNY) Yogyakarta Special Province ranked 3135, and the Jakarta State University (UNJ) Province of the Special Capital Region of Jakarta was ranked 6697. The rank of LPTK producing teacher candidates was far from

satisfying and how about others?

How are the efforts and barriers of LPTK to become globally reputed universities? This paper discusses the implementation of LPTK in achieving global reputable universities, and the obstacles faced. This study is part of the research results on 10 LPTK in Indonesia in 2015.

Types of Higher Education

The implementation of higher education in Indonesia is specifically regulated in the Law of the Republic of Indonesia Number 12/2012. In the regulation stated, the function of higher education is to develop capabilities and form a dignified national character and civilization to educate the nation's life, develop an academic community that is innovative, responsive, creative, skilled, competitive, cooperative, and develops science and technology ... (Article 4). Furthermore, in Article 5 it is stated "that higher education aims to develop the potential of students ... to produce graduates who master science and / or technology to meet national interests and enhance national competitiveness, produce science and technology through research that pays attention to and applying human values ... and the progress of civilization and the welfare of mankind ...".

There are several types of higher education in Indonesia, namely academies that hold diploma level higher education to institute / university / high school forms for undergraduate, graduate (master), and S-3 (doctoral) degrees. Many universities have higher education ranging from diploma, undergraduate and / or postgraduate programs (S-2 / Master and S-3 / Doctor). The diploma program is vocational education that prepares students to work with certain applied skills, while undergraduate / postgraduate education is directed at mastering and developing branches of science and technology. There is also professional education after the degree to prepare students for jobs that require special skills requirements.

Teachers Produce Higher Education

Higher education teacher-producing or LPTK is one of the latter. In the past the organizers of higher education to prepare for the teaching profession were carried out by the Teacher Training and Education Institute (IKIP). Since 1999 through the Decree of the President of the Republic of Indonesia No. 93/1999, the IKIP institution was changed to university status. One reason for this change is efforts to improve the quality, relevance, efficiency, equality and accountability of higher education nationally. The University (previously: IKIP) no longer concentrated on education to prepare prospective teachers, but also produced other scholars.

However, the implementation of education by LPTK has its own uniqueness, especially given the function of institutions to produce and prepare prospective teacher graduates. In article 2 of the Presidential Decree No. 93/1999 states, the ex-universities of IKIP have the duty to

conduct academic education and / or professional education programs in a number of disciplines, technology and / or certain arts, develop education science, and educate teacher professionalism in aspects of education.

Global reputation

In Indonesia, universities have been given the mandate to improve the competitiveness of the nation in facing globalization in all fields, through the development of science and technology as well as creative and professional scientists. Universities, especially higher education that produce prospective teachers, are required to make changes in accordance with the development of internal and external environments. The main sources of change and renewal of higher education can come from innovation based on needs, changes in industrial structure or market structure, changes in demographics, changes in perceptions, changes in the atmosphere and new meanings and knowledge. Davidson (2001) argues, that change is a shift from the current situation to the desired situation in the future, which can be the application of new ways, follow new paths, adopt new technologies, install new systems, follow new management procedures, combine or reorganize.

Hussey (2000) argues that higher education that produces teachers must be driven toward change based on increasing technological development, increasingly fierce competition and becoming more global, due to increasing customer demand, changes in the country's demographic profile, privatization of community-owned businesses. According to Kreitner and Kinichi (2001), universities that produce teachers need to experience changes because of the influence of internal and external forces that include demographic characteristics, technological advances, market changes, social and political pressures and internal forces that include human resource problems.

Furthermore, LPTK must be able to manage their educational institutions efficiently but productively, have excellent learning, produce world-class graduates, produce world-quality research (Salmi, 2009; Altbach and Salmi, 2011). Ambrose (2004) argues that globally reputed universities must have human resources who regularly publish their research results to the top journals in their respective disciplines and have graduates who are easy to work abroad.

More comprehensive reviews of global reputable universities observed by Levin, Jeong and Ou (2006) are those that have productivity, creativity and excellence in research; support academic freedom; strong self-management; adequate facilities and funding (including collaborating with international institutions); internationalization (for example: student exchange programs, the entry of international or foreign students, international curriculum, relations with international institutions); democratic leadership and open competition between faculties; use of ICT; quality learning; and others.

Not surprisingly there exist and extensive body of

research that identifies the criteria of global universities, for example The Times Higher education / THE, Quacquarelly Symonds / QS, Shanghai / SJTU Jiao Tong University (Sadlak and Liu Nian Cai, 2009). Centro de Ciencias Humanas y Sociales / CCHS (2010) developed Webometrics as a ranking basis based on the existence of campuses in cyberspace to determine global class universities.

This paper investigates the efforts and barriers of universities to global reputation will be discussed in terms of student input, leadership, lecturers, budgets, curriculum, cooperative relations, and feature research and reference indexes.

RESEARCH METHODS

The data was obtained from 10 LPTK in Indonesia, namely: (1) Medan State University / Unimed - North Sumatra Province; (2) Padang State University / UNP - West Sumatra Province, (3) Indonesian Education University / UPI - West Java Province, (3) Yogyakarta State University / UNY, Yogyakarta Special Province, (4) Semarang State University / Unnes - Central Java Province, (5) Surabaya State University / Unesa - East Java Province, (6) Malang State University / UM - East Java Province, (7) Ganesha State University / Undhiksa - Bali Province, (8) Tanjungpura University / Untan - West Kalimantan Province, (9) Makassar State University / UNM - South Sulawesi Province, and (10) Manado State University / Unima - North Sulawesi Province. We also obtained data and information through questionnaires, interviews, documentation collection, and focus group discussion (FGD). Questionnaires, interviews, and discussion activities were designed in accordance with the objectives of the study to determine the efforts and obstacles faced by LPTK towards global reputable higher education.

The collection of research data and information was obtained through interviews techniques and focus group discussions with university leaders, faculty, study programs, heads of research institutions, and lecturers. The study program included in this study is the status of accreditation A, but there are also some with accreditation status B. The analysis of the research is more descriptive qualitative, especially regarding the efforts and constraints of LPTK to become a global reputable provider of higher education. Figure 1 presents the thinking flow of the LPTK towards global reputation.

FINDINGS

Efforts towards global reputation

Have LPTK been globally oriented? The results of this study indicate that all LPTK studied have established a globally oriented vision and mission with an emphasis on improving the quality and competitiveness of their graduates. At

Yogyakarta State University (UNY), it supports the vision to become a world-class education university based on service, independence and scholarship. Or Semarang State University (Unnes) has supported the vision to become a healthy, superior and prosperous international university. Similarly, Universitas Pendidikan Indonesia (UPI) supports the vision of becoming a leading university in the global arena. A similar vision was found in other LPTK, namely Medan State University (Unimed), Padang State University (UNP), Surabaya State University (Unesa), Malang State University (UM), Ganesha State University (Undhiksa), Tanjungpura University (Untan), University Negeri Makassar (UNM), and Universitas Manado (Unima). All LPTK studied have demonstrated

their willingness and commitment to become well-known universities throughout the world, especially after the issuance of Government Regulation No. 12/2010 and No. 34/2010 which mandates a global reputation university.

However, from the field it was found that all university leaders (chancellor, faculty, study programs, and lecturers) had known and committed to becoming a world-class educational institution. But most lecturers still face difficulties in fulfilling the demands of publishing papers in accredited international journal journals, especially indexed by Scopus to get an academic professor's degree.

The desire and commitment of the LPTK is shown through the realization of efforts which cover the following elements / aspects.

New Student Input

A globally reputed university must be open to accepting students who are not only from local and / or national areas, but also from other countries. Admission of new students from local and national scope follows the selection rules set by the Directorate General of Higher Education, Ministry of Education and Culture (now: Ministry of Research and Technology and Higher Education), through three types / types of systems, namely: National Selection for State Universities (SNMPTN), State Higher Education Entrance Joint Selection (SBMPTN), and independent pathways.

The acceptance of foreign students from other countries has been carried out by several LPTK studied, but varied in nature. There are LPTK that only accept foreign students in the form of apprenticeship (for example: teacher training); and / or forms of student exchanges in a short time to learn certain skills (eg culture and / or dance arts); and / or pursue a bachelor's degree (S-1). The foreign student admission selection system is carried out through the regulations of each LPTK. At Indonesian Education University / UPI, acceptance of foreign students is coordinated by the Office of International Education and Relations (OIER) together with the Academic Directorate.

In Semarang State University / Unnes also has as many as 34 foreign students who are carrying out the learning process in various study programs. In addition there are also a number of foreign students in the form of student

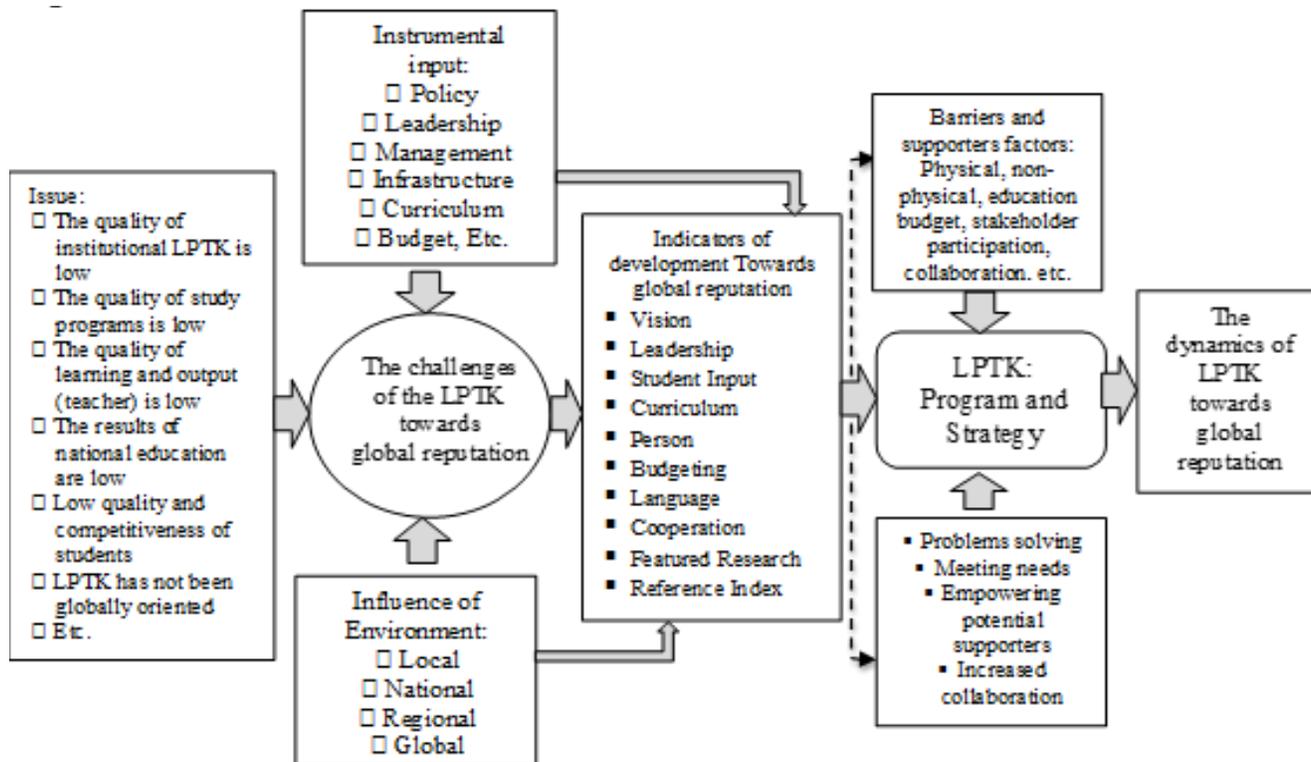


Figure 1: Thinking flow of the LPTK towards global reputation

exchange programs, conducted in a short time, and intended not to achieve a certain academic degree. Whereas at Yogyakarta State University /UNY has accepted foreign students to continue their studies at higher education institutions: in 2011 received 42 foreign students from several programs; in 2012 received 12 students from various universities in America to attend certain courses; 2013/2014 academic year received 82 students from various countries (Madagascar, Bangladesh, Thailand, India, Sri Lanka, Papua New Guinea, United States of America, etc.).

At Padang State University / UNP, they have also accepted students from other countries, especially Malaysia to study the cultural and artistic life of the people in the province of West Sumatra. In other LPTK that were studied, until this research was conducted there had not yet been any acceptance of students from other countries.

University leadership

Leadership is one of the important aspects for universities to organize global higher education. Leadership relates to higher education commitments, policies and strategies. The development of LPTK towards a globally reputed university requires a leadership pattern that is able to integrate various perspectives, from ownership of the vision of the future, ability to act as agents of change, democracy and openness in decision making, opinion and criticism, ability to motivate others, and encourage social relations

harmonious inside and outside the organization (Bargh et al, 1996, 2000; Anderson, 2004; Nanus, 2004; Thoha, 2014).

The LPTK leaders who have been examined have supported the future vision of making higher education institutions; oriented on quality, achievement and competitiveness; the totality of learning facility support; and others. From the results of interviews and observations, it was found that at every turn, the LPTK leadership reminded the importance of improving the quality of learning and institutions; remind the lecturer to take the functional level of the lecturer; encourage the use of computer and internet facilities to support work and improve lecturer's knowledge; organizing seminars, workshops, and lecturer training; dialogue to find solutions to improve lecturer quality; encourage lecturers to publish scientific books and works in accredited national and international journals; etc. Arizqi and Olivia Fachrunnisa (2017) argue that empowering leadership has a significant effect on employee engagement. Therefore, organizational leaders should maximize leadership roles that individuals are prepared for change to a better one.

Lecturer Development

Although the LPTK wants to become a global reputation university, almost all of them do not have lecturers in accordance with the requirements. In this context, one of

the requirements for universities to become world class is the ownership of 40 percent of lecturers who are foreign graduates. At present, the number of overseas graduate lecturers owned by LPTK is less than 10 percent of the total number owned, so it still has to try to improve it.

Some LPTK have issued policies, programs and concrete steps to improve the performance and quality of lecturers on campus. LPTK has encouraged lecturers to improve their knowledge by reading books, utilizing the internet, writing in journals, conducting individual and group research, and attending seminars abroad; improve education qualifications by continuing education to universities abroad; make a simple homepage to place teaching materials that can be accessed by all students; prepare lecture material as well as possible, encourage lecturers to improve their careers at the functional level of the lecturer; spur lecturers to write books and papers in accredited national and international journals; provide training and internships for lecturers at home and abroad; etc. However, increasing the capacity of lecturers by LPTK has not been optimal, especially the mastery of foreign languages. LPTK will be of global quality, if the lecturer meets the requirements for mastering a foreign language. Some LPTK try to hold learning facilities, complete library collections with up-to-date foreign literature; and development of foreign language-based information networks and libraries, electronic journals, e-books, support for on-line database library materials and foreign language audiovisuals, as well as multimedia services.

One effort to master the foreign language of the lecturer is to determine the obligation to possess the Toefl score. UNY, for example, requires lecturers to have English language skills with a minimum score of Toefl 400 level Bachelor Degree, 450 Masters level, and 475 doctoral level (Sukirman, 2000). The mastery and proficiency of English is done by submitting evidence of the results of the Tefl test. When lecturers do not meet the requirements, they are asked to attend training programs at educational institutions recommended by the campus.

Curriculum Development

Globalization requires the interaction of higher education with the international community (Brady, 1997). Graduates are expected to have competence and competitiveness in accordance with the demands of the development of science, technology and art, the world of work, the profession, and the development of personalities with their respective cultural characteristics. For this reason, the university must be anticipatory, responsive, and adaptive for the development of local, national and global strategic environments, taking into account the needs of society, science, technology, culture and art, sharpening social sensitivity, and fostering a conducive academic atmosphere. All of these aspects require an integrative, efficient and sustainable relationship.

he problem faced by all LPTK is that the majority of study programs are still B / C accreditation status assessed by the

National Accreditation Agency. For example, at Undiksha there is only one study program accredited A from as many as 25 study programs. In Unima - Manado there were not one accredited study program A. It is not surprising that all LPTK are still focused on structuring and strengthening institutions, especially in the effort to improve accreditation status. This effort was made to improve the quality of national education outcomes.

The number of study programs with B / C accreditation still uses the curriculum issued by the Directorate General of Higher Education. The development of an international curriculum has not been carried out. But for A-accredited study programs, they have tried to develop an international curriculum. For example FMIPA - UPI began to develop an international curriculum and proposed to get an assessment from the Asean University Quality Assurance Network (AUN-QA) with the target of gaining recognition in 2015. AUN-QA is not an accreditation recognition, but only certifies the assessment process to get bait positions behind the AUN standard, while Quality Assurance (QA) is a system and structure in terms of maintenance and quality improvement.

Several other study programs also tried to design an international curriculum, such as UNY, Unimed, UM, and others. In 2014 Unnes provided funds of Rp. 13 billion to prepare 10 study programs to design an international standard curriculum obtained from the assistance of the Islamic Development Bank (IDB). At present the preparation has entered into the making of the Teaching Reference Unit and lecture syllabus. It is expected that in 2016 10 study programs will be ready to apply learning using an international standard curriculum.

Learning Support Facilities

Educational facilities are everything that is used in the implementation of an academic process to support the achievement of expected goals, such as computers, learning equipment in lecture rooms, laboratories, and offices. Availability of learning support facilities also includes library book collections, e-library accessibility in the form of textbooks, international journals, national journals and proceedings. All these things need to be owned by LPTK to produce graduates who are qualified, competitive, and become global reputable higher education.

To facilitate the needs of the campus community and pursue the world-class university quality standards, all the LPTKs that have been studied have and provide WIFI access which can be used free of charge, create software-support software programs, and facilitate ICT to support e-learning. Sandiwarno (2016) believes that through e-learning the whole activity and purpose of the entire learning process can be easily done by both faculty and students. Another form of ICT utilization that LPTK has done is filling out a student study plan card, and a variety of purposes that allow students and lecturers to perform academic tasks and obligations.

In addition to the use of information technology, all LPTK

have developed infrastructure facilities in their environment, research-oriented laboratories and learning resources. University leaders at the top, middle and lower levels seek financial support from various parties to help renew infrastructure. In addition, the LPTK continued to pioneer and develop facilities and infrastructure as well as supporting facilities for international learning, so as to create an international atmosphere on campus. It is expected that ownership of supporting facilities that meet international standards will attract foreign students to continue their education at LPTK in Indonesia.

Allocation and Source of Funds

One of the requirements to become a world-renowned educational institution is the independence of the institution in managing all aspects, including financial aspects. Through this independence educational institutions are required to develop ways to find and utilize opportunities to meet the university's budgetary needs every year, both routinely and incidentally to implement a program.

The reality is that the overall budget requirements of LPTK are sourced from the government, in the form of flat budgets or DIPA projects for management activities, facilities, ICT development, and others. The LPTK submits a budget plan based on activities that will be carried out every year to the government, then the disbursement is determined through the State Budget (APBN). The implication is that the realization of activities must be in accordance with the budget listed in DIPA each year, including budget approval for programs related to efforts to make educational institutions of global reputation.

For example, UNY, the DIPA owned in the 2013 budget came from the government which not only focused on management and organization needs, facilities, but also ICT procurement, modern laboratory development, international curriculum development, Bilingual WEB development, transportation of lecturers and visiting experts from the country others, and research and development activities (R & D), which are a number of criteria that must be met to become a global reputable university. Likewise with other LPTK, almost all funding activities come from the government. From the field it was obtained, only Unnes had received funding from IDB to design an international curriculum and infrastructure preparation, such as the development of modern lecture halls and laboratories, modern libraries, the development of syllabus and tools, learning materials and human resources.

Cooperative relationship

Global reputable LPTK must be able to foster relationships with various parties outside the organization, locally, nationally and internationally. The ability of the LPTK will be realized if there are policies and strategies to develop relationships with outside parties, the form and type of

cooperative relations, and partnership objectives. Various forms / types of international relations can be carried out such as research and development activities (R & D); shipping service; acceptance of foreign students; Receive guests from abroad; send for seminars, workshops, training, internships to other countries; or in the form of other world class programs.

When viewed from this angle, the LPTK studied have tried to improve cooperative relations with universities, institutions, and other countries, both in the academic and non-academic fields. LPTK leaders have the desire and enthusiasm to go international by continuing to improve quality standards and cooperate with several international universities and institutions, both in the form of research and development activities (R and D), credit transfer courses, curriculum benchmarking, lecturer and student exchanges, etc.

Featured Research and Reference Index

Global reputable LPTK must have the ability to conduct excellent research. In terms of research, LPTK must be able to realize something that has been, is being, and will be implemented, both through research and conducted by individuals and groups. To support superior research, LPTK are expected to have modern laboratories and research facilities; have adequate research funds; strict and professional support and evaluation for research activities; carry out leading research, have patents and are supported by private funders; have a good patent administration; have sufficient investment for strategic units; and have a variety of sustainable and responsible finance.

From the field, it was found that all LPTK were still far away from fulfilling the requirements to become a global reputable institution of higher education. The type of research carried out is still non-productive, and is not supported by adequate laboratories and research facilities. Research carried out is generally ordered from certain agencies (government / private), such as feasibility studies, environmental impact analysis, and the like. Another form is the implementation of research by individuals or groups of lecturers whose proposals are approved and get funding from the government. Indeed, some LPTK have allocated a number of funds sourced from revenues not subject to taxation, but relatively small, limited, and unsustainable.

In terms of the reference index refers to efforts to provide and disseminate research results or papers through the publication of campus scientific journals, national and international scales, the publication of scientific literature, and so on. From the field it is known that most LPTK have not yet developed a referral index at their institutions. Some LPTK have not supported lecturer incentives to write articles in international journals, incentives to write and translate books and scientific publications, incentives for lecturer participation in international scientific seminars / conferences, translation budgets, publishing and publications through WEB abstract research and scientific articles, and publications regularly in internationally

accredited academic journals. The fact also shows that the lack of development of the reference index is still constrained by the low interest in writing lecturers.

Barrier to global reputation

Basically the LPTK has shown the dynamics towards a globally reputed university, but it is still in its early stages. Willingness and commitment to achieving a global reputation have been motivated by the Directorate General of Higher Education since 2009 along with financial assistance to carry out activities towards world-class universities (Subkhan, 2010). Some of the LPTK studied were indeed encouraged to become global reputable universities, because in domestic terms they were categorized as "good", including: UPI - Bandung, UNY - Yogyakarta, Unnes - Semarang, Unesa, and UM - Malang. However, other's LPTK can be resulted not meet the requirements to become world-class universities.

However, These phenomena are merely experienced by all LPTK to become globally reputed. The LPTK will find it difficult to continue efforts towards a globally reputed university, even stagnant, if barriers are not taken seriously. These obstacles are related to aspects of institutional accreditation, the number and qualifications of lecturers, the availability of budgets, the implementation of superior and productive research, and the reference index. The results of Setiawati's study (2012) suggest that this obstacle was also found in leading universities in the West Java province.

In terms of accreditation, most faculties and study programs still face obstacles in accreditation status by B / C, so the concentration of universities is aimed at increasing accreditation ratings. To determine the status of accreditation, LPTK must fill out an instrument form issued by an independent institution from the National Higher Education Accreditation Agency. The condition for accreditation status result in universities, faculties and study programs trying to meet the requirements contained in the instrument. So it is not surprising that LPTK are more focused on improving accreditation status, compared to the demand to be a reputable national education provider. As an illustration, it is still rare for study programs to be oriented and develop an international curriculum, but rather emphasize the application of curriculum issued by the directorate general of higher education (Decree of the Minister of National Education Number 232 / U / 2000).

Dependence of funds / budget for implementing LPTK education on the government (APBN) is not limited to sending lecturers to study abroad, but all aspects of activities in educational institutions. As a result, LPTK have no flexibility in allocating funds to become leading higher education providers. Universities can only use funds for activities listed in the budget implementation checklist (DIPA). The implication is that the budget in DIPA often does not support global-oriented universities. Another difficulty experienced by LPTK is the lack of funds to develop campus journals, incentives for lecturers to publish

scientific work in international journals, and others. Even the budgetary sources of university research activities are still very dependent on the Directorate General of Higher Education.

Another obstacle is the low level of superior and productive research activities. Research activities at the LPTK are coordinated by research institutions as a forum to collect individual proposals or groups of lecturers to be submitted to the Directorate General of Higher Education. Then the directorate will choose the lecturer proposal, and determine the graduation and feasibility of the proposal to be given funding. Frequent situations, assessment of research activities only in the feasibility of proposals, on the contrary it is less known the quality of the results other than in the form of research reports for administrative accountability, and stored on the bookshelf as an archive. Explicitly, the situation does not only show the amount of LPTK dependence on research funding from the Directorate General of Higher Education, but it is often a formality and is only a source of income for lecturers.

On the other hand, research collaboration with the private sector and industry is still rare. Although there are, usually in the form of orders, such as conducting feasibility studies for plant buildup, environmental impact analysis, program development, management and organizational research, research on analysis and analysis of needs based on environmental potential, and others. Innovative, superior and productive research activities are rarely performed by the LPTK.

Only a small part of the LPTK under study has its own publishers that can be used by lecturers to publish books. Lecturers look for other universities or private publishers. Our field observation, the creativity of books by lecturers, is not uncommon for just obtaining credit growth rates. It is rare for lecturers to publish books of commerce that can be easily obtained at bookstores and online. Publications made by the lecturer only for the purpose of improving, this does require serious attention by interested parties.

The results indicate that, there were still many LPTK who did not have their own journals. At present only a small proportion of LPTK already have journals that have been accredited by the ministry of research and technology and higher education at level 1 - 6 categories of science and technology (SINTA). Many study programs have published scientific journals, but have not been recognized as accredited SINTA. In addition, the absence of funds to manage journals often causes publishing to have no certainty of time, even sustainability. Management of such journals is also an obstacle to obtaining the SINTA accreditation degree, to become a reputable international journal.

The limitations of the journal container have caused constrained lecturers to publish scientific papers. Finding a national journal is not an easy thing, besides being limited, it also requires a relatively long and uncertain time. To publish papers in international journals often requires relatively large fees. Some LPTK made a policy to provide assistance to lecturers whose papers were accepted in

indexed scopus journals or Thompson Reuters. In fact the thing that was complained about by many parties was that there were a lot of lecturers who were less able to write scientific papers that influenced their performance and career advancement.

Practical implications

In general, the LPTK studied have demonstrated a commitment to make their educational institutions globally or internationally reputable. The efforts of the LPTK can be said to be still at an early stage. Various obstacles are faced, if not overcome it can weaken the commitment itself. Even though in the global era, really demanded LPTK to be able to produce graduates of competent, professional teacher candidates; able to design and develop independent, effective learning; motivate, facilitate student creativity; utilizing ICT and other digital technologies in learning; fostering collaboration with colleagues and students; foster effective communication in learning (Canale and Swain, 2002; Skinner, 2002); skilled in educating characters; and active participation in professional organizations to improve performance, etc (Leithwood et al, 1998; The National of Education, 2005; Pearlman, 2009; ISTE, 2008; Agung, 2017).

Some suggestions put forward are: (a) LPTK remain committed and concentrated in activities to make higher education a global reputation, in line with the increase in accreditation that is still in B / C status; (b) LPTK provides financial assistance to lecturers to improve foreign language skills, (c) motivates lecturers who have a bachelor degree (S-1) and / or master's degree (S-2) to continue their education to a higher level at a well-known university outside country ; (d) the government provides regular budget assistance every year to LPTK to improve the status of educational institutions towards a global reputation, both related to the management of learning activities, providing supporting facilities, developing staff and lecturers, developing international curricula, inviting guest lecturers from other countries, activities research - innovative - productive, development of national and international journals, and assistance for lecturers to publish scientific papers in international journals.

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