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Optimizing Digital Technology and Institutional Reform to Elevate the International Reputation of Universities in Indonesia and Malaysia

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Abstract

Indonesian universities are increasingly expected to enhance their international reputation, particularly in comparison to Malaysian institutions, which have achieved higher global rankings. Key indicators of international recognition include publications, citations, and research. This study aims to compare the use of digital media by universities in Indonesia and Malaysia in supporting these indicators. The research will address three main questions: the role of government regulations and facilities in both countries in shaping university reputation, how universities utilize their official websites or portals, and the similarities and differences in digital strategies. A qualitative comparative approach will be applied, using primary data from regulations and university portals, along with secondary sources such as interviews, literature, and media. Relevant regulations include Indonesia's Higher Education Law and Malaysia's Education Act 1996. This study focuses on the digital presence of Universitas Negeri Semarang (Indonesia) and Universiti Teknologi MARA (UiTM) Malaysia. While both institutions utilize digital platforms, UiTM has shown more advancements in e-learning and digitizing administrative processes. In contrast, Universitas Negeri Semarang continues to improve its digital content to enhance accessibility and interactivity. By analyzing these approaches, this study seeks to highlight best practices and areas for improvement, ultimately contributing to the broader effort of strengthening Indonesian universities' global standing.

Keywords

Digital Technology, Internationalization, Media, Reputation Enhancement.

Introduction

In recent years, the Indonesian government's policy regarding higher education has been how to position its universities to have an international reputation[1]. Universities are currently doing internationalization for two main reasons, international reputation and local legitimacy.[2] The local legitimacy is used for the universities to maintain their competitive position in the country.[3] The institution's position in the ranking will affect the applicants of the university.[4]

Internationalization has benefited not only the university members or the staff, but also the students, professors, and the employers of the alumni.[5] Several universities in Indonesia have prepared and targeted to become universities with an international reputation[6]. To

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1   Humas Ditjen Diktiristek, "Atur Strategi Ciptakan Perguruan Tinggi Indonesia Menuju Universitas Berkelas Dunia," Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023, https://dikti.kemdikbud.go.id/kabar-dikti/kabar/atur-strategi-ciptakan-perguruan-tinggi-indonesia-menuju-universitas-berkelas-dunia/.

2   Mattia Cattaneo, Michele Meoli, and Stefano Paleari, "Why Do Universities Internationalize? Organizational Reputation and Legitimacy," 2016, 327–46, https://doi.org/10.1007/978-3-319-17713-7_15.

3   Hamzah Ramadhan and Dian Ayuria Sarwono, "Exploring the Role of International Rankings in the Development of Institutional Public Relations Strategies," *Informasi* 54, no. 1 (June 30, 2024): 53–63, https://doi.org/10.21831/informasi.v54i1.73114.

4   Yasemin Nuhoğlu Soysal, Roxana D. Baltaru, and Héctor Cebolla-Boado, "Meritocracy or Reputation? The Role of Rankings in the Sorting of International Students across Universities," *Globalisation, Societies and Education* 22, no. 2 (March 14, 2024): 252–63, https://doi.org/10.1080/14767724.2022.2070131.

5   Ashwin Jerome Fernandes, Balvinder Shukla, and Habib Fardoun, "Fostering Reputation of Higher Education Institutions in International Ranking by Means of Diversity of International Collaboration," *Information Sciences Letters* 11, no. 4 (July 1, 2022): 1137–43, https://doi.org/10.18576/isl/110416.

6   Ester Lince Napitupulu, "UI Kerja Keras Tingkatkan Reputasi Sebagai Universitas Kelas Dunia," Kompas.com, 2017, https://www.kompas.id/baca/ilmu-pengetahuan-teknologi/2017/06/09/ui-kerja-keras-tingkatkan-reputasi-sebagai-universitas-kelas-dunia; Fakultas Ilmu Komputer Universitas Brawijaya, "Dies Ke-59 : UB Targetkan Jadi Universitas Bereputasi Internasional," Fakultas Ilmu

prepare universities with a world reputation, the Directorate General of Higher Education, Research, and Technology even held a common perception to build and implement governance that can bring universities in Indonesia to have a world reputation[7].

Internationalization started in the Renaissance period when academia in Europe traveled to other universities.[8] Internationalization in the higher education then develops as the answer to globalization, which encourages the students to going from one to another university with the support of access of information, great opportunities, and ability to travel.[9] However, a decade ago, E. Eser Telci and Deniz Kantur stated that there had been a "hyper-competitive" in building an organization's reputation, including in higher education. One of the reasons that can be put forward about the urgency of building this reputation is the emergence of the perspective of the correlation between reputation and success. Factors that can be key points in improving a university's reputation are academic competence, responsible management, and having an appeal in the social community.[10] The

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Komputer Universitas Brawijaya, 2022, https://filkom.ub.ac.id/2022/01/06/dies-ke-59-ub-targetkan-jadi-universitas-bereputasi-internasional/; Dedy, "Sosialisasi Universitas Berkelas Dunia – World Class University," Universitas Negeri Yogyakarta, 2015, https://ppid.uny.ac.id/content/sosialisasi-universitas-berkelas-dunia-%E2%80%93-world-class-university.

[7]   Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Direktorat Jenderal Pendidikan Tinggi, "TATA KELOLA PERGURUAN TINGGI MENUJU UNIVERSITAS BERKELAS DUNIA," Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023, https://dikti.kemdikbud.go.id/wp-content/uploads/2023/07/Buku-Tata-Kelola-Perguruan-Tinggi-Menuju-Universitas-Berkelas-Dunia.pdf.

[8]   Hans de Wit and Philip G. Altbach, "Internationalization in Higher Education: Global Trends and Recommendations for Its Future," *Policy Reviews in Higher Education* 5, no. 1 (January 2, 2021): 28–46, https://doi.org/10.1080/23322969.2020.1820898.

[9]   Yun Ge (Rochelle) (葛贇), "Internationalisation of Higher Education: New Players in a Changing Scene," *Educational Research and Evaluation* 27, no. 3–4 (May 19, 2022): 229–38, https://doi.org/10.1080/13803611.2022.2041850.

[10]   E. Eser Telci and Deniz Kantur, "University Reputation: Scale Development and Validation," *Bogazici Journal* 28, no. 2 (July 1, 2014): 49–74, https://doi.org/10.21773/boun.28.2.4.

findings put forward by Telci and Kantur are in line with the definition of reputation put forward by Akos Valent[11], namely that the reputation held by an organization refers to how society perceives the organization over a period of time.

In its development, several organizations have conducted research on university rankings in the world. Some of them are Times Higher Education in collaboration with Elsevier, QS World University Rankings by Quacquarelli Symonds, and Academic Ranking of World Universities by Shanghai Ranking[12]. One manifestation of the international reputation of a university is the number of foreign students who are academics at a local campus[13].

Indonesia is currently trying to increase the number of foreign students. When compared to neighboring countries, namely Malaysia, the number of foreign students in Indonesia is still far. As a comparison, the number of foreign students in Indonesia is only 6,000, which is about a third of foreign students in Malaysia[14]. Malaysia's target to increase the number of foreign students is supported by the Malaysian government through an organization called Education Malaysia Global Services (EMGS) which has targeted to have 250,000 foreign students by 2025. Based on the research results of Ismail Hussein Amzat et.al.[15] there are three factors regarding the success of campuses in Malaysia in making international students loyal to their campus. Three factors that can cause

[11] Akos Valent, "Questions Regarding University Selection: What Methods Can Be Used to Measure a University's Reputation," in *International Conference on Research in Education, Teaching and Learning*, 2018.

[12] Ikhwan Arief, "Transformasi Perguruan Tinggi: Strategi Dan Teknik Mewujudkan Universitas Berkelas Dunia," *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 2023.

[13] Sumanto al Qurtuby, "Ironi Perguruan Tinggi Di Indonesia," DW Global Media Forum, 2023, https://www.dw.com/id/ironi-perguruan-tinggi-di-indonesia/a-66744275.

[14] ICEF Monitor, "Malaysia Exceeds Target for New International Student Applications in 2022," ICEF Monitor, 2023, https://monitor.icef.com/2023/02/malaysia-exceeds-target-for-new-international-student-applications-in-2022/.

[15] Ismail Hussein Amzat et al., "Internationalization of Higher Education, University Quality Service, and International Students' Loyalty in Malaysia," *Sage Open* 13, no. 4 (October 28, 2023), https://doi.org/10.1177/21582440231210498.

international students to have loyalty namely international academic programs, research and development, and international mobility. It is further stated that there are constructive implications related to student loyalty from internationalization, namely, the quality of campus services will be better.

In line with the research results of Ismail Hussein Amzat et al. above, Matheus Gratlano Mali[16] stated that academic programs implemented collaboratively at the international level will bring benefits, namely increasing the output of higher education that is ready to become reliable global human resources. Universities are the highest educational institutions whose movements are linear with technological advances. One of the digital technologies used by universities is a portal. A portal is a digital network that has an information management system and can be used interactively by its users. Portals are different from pages because the function of the portal is not only as an information medium so that its users are people who have access.[17]

Based on the matters that have been stated previously, namely the urgency of universities in positioning their institutions at the international level, it is necessary to improve the quality of services, research, and other academic activities collaboratively at the international level and also increase the number of foreign students. One of the efforts that can be made at this time is to identify the linearity of government policies, implementation, and utilization of relevant digital technology in building the reputation of universities in Indonesia at the international level, namely the utilization of portals and/or pages owned by universities. On the campus portal and/or page, there is information and/or activities used by organizations that rank universities as previously stated. The indicators used are, among others, academic track records of HR, research, and teaching. There is also an approach taken by exploring

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[16] Matheus Mali, "INTERNASIONALISASI KAMPUS SEBAGAI STRATEGI PERGURUAN TINGGI DALAM MENGHADAPI ERA REVOLUSI INDUSTRI 4.0 ," *Jurnal Manajemen Publik & Kebijakan Publik* 2, no. 1 (2020).

[17] Tech Differences, "Difference Between Website and Portal," TechDifferences, accessed October 24, 2024, https://techdifferences.com/difference-between-website-and-portal.html; Digiteum Team, "Portal vs Website: What Is the Difference and When to Use Each," Digiteum, 2022, https://www.digiteum.com/web-portal-vs-website-difference/.

relevant data and conducting comparative studies with universities in neighboring countries that have the same policies but with different levels of reputation.

This study focuses on how campuses utilize advances in digital technology to improve their reputation at the international level. Several previous studies focus on improving campus reputation, namely research conducted by Tria Patrianti[18]. Other research was also found on the role of public relations in building the reputation of universities conducted by Yera Yulista[19]. In this study, the development of campus image and reputation is focused on the role of public relations. Next is research conducted by Abdul Muis Vangino Daeng Pawero[20] which focuses on the internal and external strategies of two private campuses in Malang to implement internationalization. Specifically for Islamic universities in building an international reputation, research was conducted by Agus Zaenul Fitri[21]. Regarding the use of digital technology by campus residents, two studies were found conducted by academic teams from Malaysia, namely research conducted by Siti Nur Ain Basri et al.[22] and A. Devisakti, Muhammad Muftahu, and Hu Xiaoling[23]. From all previous studies, no research has been found that focuses on the use of digital technology, namely campus portals and/or pages, in building an international reputation.

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[18] Tria Patrianti, "Mengelola Citra Dan Membangun Reputasi: Studi Atas Peran Public Relations Di Universitas Muhammadiyah Jakarta," *Kajian Ilmu Sosial* 1, no. 1 (2020).

[19] Yera Yulista, "PERAN PUBLIC RELATIONS DALAM MEMBANGUN REPUTASI PERGURUAN TINGGI," *Jurnal Ilmiah Sustainable* 2, no. 1 (2019).

[20] Abdul Pawero, "Jurnal Ilmiah Sustainable" (UIN Maulana Malik Ibrahim Malang, 2016).

[21] Agus Zaenul Fitri, "MASA DEPAN PERGURUAN TINGGI ISLAM: Membangun Visi Kelembagaan Bereputasi Internasional," *Epistemé: Jurnal Pengembangan Ilmu Keislaman* 8, no. 2 (December 3, 2013), https://doi.org/10.21274/epis.2013.8.2.235-258.

[22] Siti Nur et al., "Digital Campus," *International Journal of Engineering and Technology* 9, no. 2 (2020).

[23] A Devisakti, Muhammad Muftahu, and Hu Xiaoling, "Digital Divide among B40 Students in Malaysian Higher Education Institutions," *Education and Information Technologies* 29 (2023).

The formulation of the problem that will be responded to in this study is how are the policies of the Indonesian and Malaysian governments, including the facilities provided, in building the international reputation of universities in each country, how do each university in Indonesia and Malaysia utilize their pages and/or portals in building their international reputation, and what are the differences and similarities in the use of pages and/or portals by universities in Indonesia and Malaysia?

Method

This research is a study that applies a qualitative approach. The data collection technique is a study of laws and portals of each selected university in Indonesia and Malaysia. Furthermore, secondary data, interviews, relevant literature studies, observations, and documentation are collected. After data reduction, relevant data are analyzed using content analysis and comparative analysis methods.

The data collection method using the regulatory study technique will be carried out on Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 13 of 2022 on Amendments to Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, and other related regulations. Meanwhile, relevant regulations in Malaysia include the Education Act 1996, Private Higher Education Institutions 1996, the National Council on Higher Education Institution Act 1996, The Malaysian Qualifications Agency Act 2007, the Universities and Universities Colleges (Amendment Act) 1996, The National Higher Education Fund Corporation Act 1997, The MARA Institute of Technology (Amendment) Act 2000, and The National Higher Education Fund Corporation (Amendment) Act 2000[24].

The data collection method through interviews and observations was carried out to answer the problems regarding the use of digital technology by universities in Indonesia and Malaysia. The university

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[24] Muhammad Shah and Tengku Azhar, "The Legal Framework of Education Sector in Malaysia," Azmi & Associates, 2016.

portal in Indonesia that will be the source of data is the Universitas Negeri Semarang portal. While the university portal in Malaysia is Universiti Teknologi MARA Malaysia (UiTM).

Result and Discussion

In the world, there are around 23,626 schools and universities offering study programs in the world, according to Erudera[25]. In Indonesia itself, there are 4,523 universities, both state and private universities with 31,399 study programs, with a total of 326,554 lecturers and 9,320,410 students[26]. In determining a quality university, especially at the international level, there are several international reputation rankings, namely QS (Quacquarelli Symonds) World University Rankings and THE (Times Higher Education) World University Rankings. [27]

QS is a company that provides various services, analysis, and insights for the global higher education sector. The company releases the QS World University Rankings every year, using specific criteria to assess each university, namely academic reputation (30%), employer reputation (15%), faculty-student ratio (10%), number of citations per faculty (20%), international staff ratio (5%), faculty-student ratio (5%), continuing education (5%), academic collaboration (5%), employability (5%).

In addition, the QS World University Rankings also provides a special ranking list for each field of study and a ranking for the employment prospects of each university's graduates called the QS World University Rankings by Subject. For QS 2025, more than 1,500 universities from 105 countries were assessed and received the QS

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[25] Erudera, "Best Schools and Universities in the World," Erudera, 2023, https://erudera.com/universities/.

[26] Ronggo Astungkoro, "Kemendikbudristek: Jumlah Perguruan Tinggi Di Indonesia Dua Kali Lipat Dari China," Republika, 2023, https://news.republika.co.id/berita/s0zbq0463/kemendikbudristek-jumlah-perguruan-tinggi-di-indonesia-dua-kali-lipat-dari-china.

[27] HC Indonesia Editor, "QS World University Rankings VS The World University Rankings - Apa Bedanya Dan Pilih Yang Mana?," Hotcourses, 2022, https://www.hotcourses.co.id/study-abroad-info/university-applications/qs-world-university-rankings-vs-the-world-university-rankings/.

Ranking.[28] In addition to the QS World University Rankings and QS World University Rankings by Subject, there are several other rankings by QS, including the QS Sustainability Rankings, QS University Rankings by Region, and QS Best Student Cities[29].

Times Higher Education (THE) is a British magazine that provides international university performance data for students and their families, academics, university leaders, government, and industry. THE assesses universities based on teaching, research, citations, international perspectives, and industry revenues. In addition to the World University Rankings, THE also regularly releases the Times Higher Education Impact Rankings, which assess each university based on its commitment to the UN's Sustainable Development Goals. Some of the categories assessed in the Impact Rankings are gender equality, climate action, reducing inequality, affordable and clean energy, peace and justice, and strong institutions.[30]

In order for universities in each country to have an international reputation and be included in international rankings such as QS and THE, each country has its own policies, both in the form of regulations and in the form of facilities, so that universities in that country can improve their quality so that they can compete globally.

A. Government Regulations and Facilities

In Indonesia, regulations regarding higher education are contained in the Law of the Republic of Indonesia Number 12 of 2012 on Higher Education, Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 13 of 2022 on Amendments to the Regulation of the Minister of Education and Culture Number 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020-2024, Regulation of the Minister of

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[28] Top Universities, "QS World University Rankings 2025," Top Universities, 2024, https://www.topuniversities.com/university-rankings.

[29] Eky Ilmastuti, "20 Universitas Terbaik Dunia Versi QS WUR 2025," Hotcourses, 2024, https://www.hotcourses.co.id/study-abroad-info/university-applications/qs-wur-2025/.

[30] THE - Times Higher Education, "Top Universities Pursuing Sustainable Development Goals in 2024," THE - Times Higher Education, 2024, https://www.timeshighereducation.com/impactrankings.

Education and Culture of the Republic of Indonesia Number 14 of 2014 on Cooperation between Higher Education Institutions, Presidential Regulation No. 111 of 2021 on Endowment Funds in the Field of Education, and Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 on Main Performance Indicators of State Universities and Higher Education Service Institutions at the Ministry of Education and Culture. In Law 12/12 in the fourteenth section on international cooperation in higher education, Article 50 (1) explains that international cooperation in higher education is a process of interaction in integrating the international dimension into academic activities to play a role in international relations without losing Indonesian values, in paragraph (2) it is explained that international cooperation must be based on the principle of equality and mutual respect by promoting science, technology, and humanitarian values that benefit human life, paragraph (3) states that international cooperation includes the fields of education, research, and community service, paragraph (4) states that international cooperation in the development of higher education can be carried out, among other matters, through relations between higher education institutions in Indonesia and higher education institutions in other countries in the implementation of quality education, the development of Indonesian and local cultural study centers at universities in Indonesia and abroad, and the formation of an independent scientific community, and paragraph (5) explains that national policies regarding international cooperation in higher education are stipulated in the Ministerial Regulation.

In the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2022, the Ministry of Education, Culture, Research, and Technology has formulated a strategy to improve the competency of university graduates to meet the needs of the world of work. One of the main steps is to build cooperation between academic universities in Indonesia with world-class universities and international industries. This cooperation aims to strengthen the quality of learning by strengthening teacher competency, exchanging best practices in teaching, and strengthening the measurement of graduate quality. In addition, several universities will be designated as centers of excellence to accelerate the presence of world-class universities, foster other developing universities, and form Science

Techno Parks in five universities, namely Gadjah Mada University, University of Indonesia, Bandung Institute of Technology, Bogor Agricultural Institute, and Sepuluh Nopember Institute of Technology. These higher education programs are expected to improve the quality of learning and the relevance of education, including by including universities in the list of Top 500 World Class Universities and Top 500 World Class Universities by Subject. In addition, it is expected that the number of universities with PTN-Legal Entity (PTNBH) status will increase, followed by an increase in the percentage of study programs that are accredited or internationally certified. Other indicators include the percentage of graduates who work within one year of graduation, the percentage of graduates with a minimum salary of 1.5 times the UMR, the percentage of D4 and S1 graduates who have one semester of experience outside campus, and the percentage of funding and development of research facilities funded by industry partners.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2014 regulates cooperation between higher education institutions, which is defined as an agreement between higher education institutions in Indonesia and other higher education institutions, the business world, or other parties, both domestically and abroad. Article 48 states that cooperation between Indonesian higher education institutions and foreign universities can only be carried out institutionally by the two leaders of the relevant higher education institutions. In addition, cooperation with the business world or other parties abroad must also be carried out institutionally by the leaders of Indonesian higher education institutions with one or more leaders of the business world or other parties from abroad. This cooperation is only permitted if the foreign higher education institution has been accredited by an accreditation institution recognized in its country, and the business world or other party has been officially registered in its country.

Decree of the Minister of Education and Culture of the Republic of Indonesia Number 3/M/2021 stipulates the main performance indicators (IKU) for State Universities (PTN) and Higher Education Service Institutions under the Ministry of Education and Culture. One of the indicators, IKU 6, emphasizes study program partnerships, namely the percentage of S1 and D4/D3/D2 study programs that collaborate

with partners. The target of this collaboration is to improve the quality of the curriculum and learning. This partnership must include a cooperation agreement that at least shows the partner's commitment to absorbing graduates and can be strengthened by other forms of collaboration, such as joint curriculum development and the provision of internship programs of at least one full semester for Academic PTN. The partners in question include multinational companies, high-standard national companies, global technology companies, technology startups, world-class non-profit organizations, multilateral institutions, universities included in the QS100 by subject, vocational or arts and culture universities, government agencies, BUMN/BUMD, hospitals, MSMEs, and national and international research institutions. Another target is to increase innovation in higher education institutions in improving the quality of education, which is reflected in IKU 5. This indicator measures the percentage of PTS that have succeeded in improving performance by increasing the number of lecturers who carry out tridharma activities outside the campus and the number of study programs that collaborate with partners. A minimum of 20% of lecturers must carry out tridharma activities on other campuses, in universities listed in the QS 100 by subject, work in the industrial world, or mentor students who have achieved at least national-level achievements in the last five years. In providing facilities or providing support for universities in Indonesia in improving quality so that they can compete globally, the Government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in collaboration with the Education Fund Management Institute (LPDP), has launched the Higher Education Endowment Fund for State Universities with Legal Entities (PTN-BH) in stages. This program aims to improve teaching and research facilities so that they can lead universities in Indonesia to world-class status. One of the initiatives that supports this goal is the Enhancing Quality Education for International University Recognition (Equity) Program, which is under the Directorate General of Higher Education, Research, and Technology. The Equity Program is prepared to improve the quality of higher education in Indonesia through the utilization of the Higher Education Endowment Fund. Presidential Regulation (Perpres) No. 111 of 2021 concerning Endowment Funds in the Education Sector regulates the management of endowment funds

managed by LPDP, which include education endowment funds, research endowment funds, cultural endowment funds, and higher education endowment funds.

In Malaysia, regulations regarding higher education are regulated through several important laws, including the Education Act 1996, which is the basis for the management of education in Malaysia. The Private Higher Education Institutions Act 1996 regulates private higher education institutions, while The National Council on Higher Education Institution Act 1996 established the National Council for Higher Education to oversee and direct the development of higher education institutions. In addition, The Malaysian Qualifications Agency Act 2007 functions to ensure the quality and standards of higher education through accreditation. The Universities and University Colleges (Amendment Act) 1996 sets out regulations for public universities and colleges, and The National Higher Education Fund Corporation Act 1997 and The National Higher Education Fund Corporation (Amendment) Act 2000 regulate the financing of higher education through student loans. The MARA Institute of Technology (Amendment) Act 2000 also strengthens the role of MARA educational institutions in supporting the development of higher education in Malaysia. Currently, in Malaysia, there are 105 community colleges, 36 polytechnics, 20 public universities, 467 private higher education institutions, and 10 international branch campuses such as universities from Australia and the United Kingdom.[31] The Malaysian higher education system officially began in 1959 with the establishment of the University of Malaya in Kuala Lumpur. Since then, the development of the higher education system in Malaysia has been closely related to the development of society and domestic needs. In the context of modern Malaysia, international factors such as globalization, internationalization, and trade in higher education have had a significant influence on the higher education system in Malaysia[32]. The main focus

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[31] Ministry of Higher Education Malaysia, "Bilangan IPT," Ministry of Higher Education Malaysia, 2023, https://www.mohe.gov.my/en?view=category&id=52.

[32] Zailan Moris, 50 Years of Higher Education Development in Malaysia, 1957-2007 (Malaysia: Penerbit Universiti Sains Malaysia, 2010), https://search.worldcat.org/title/50-years-of-higher-educationdevelopment-in-malaysia-1957-2007/oclc/643455525.

on the development of higher education was further strengthened after the establishment of the Ministry of Higher Education Malaysia on 27 March 2004.[33]

Malaysia's main aspiration is to create a higher education system that is on par with the world's leading education systems, thus enabling the country to compete in the global economy. The target of becoming a regional education hub by 2020 was later revised and upgraded to an international higher education hub through the launch of a new policy document, the Malaysia Education Blueprint – Higher Education 2015-2025.[34] In 2018, only one Malaysian higher education institution was ranked in the world's top 100 (QS Global rankings), namely the University of Malaya, which was ranked 87th. Based on the University 21 Ranking of National Higher Education Systems 2018, Malaysia is ranked 26th overall, with a breakdown of 12th for Resources, 15th for Environment, 33rd for Connectivity, and 42nd for Output. UNESCO benchmark report shows that the total annual expenditure of the higher education sector under the Malaysian Ministry of Education is equivalent to 5.5% of the total annual expenditure of the Malaysian Government. However, despite the huge investment made in higher education, the output produced is still very low, with Malaysia ranked 42nd out of 50 countries.[35] Therefore, Malaysia's internationalization approach requires extensive initiatives, strategies, and efforts to achieve the goal of becoming an international higher education hub of excellence.[36]

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[33] Katalin Dobos, "'Serving Two Masters' – Academics' Perspectives on Working at an Offshore Campus in Malaysia," *Educational Review* 63, no. 1 (February 2011): 19–35, https://doi.org/10.1080/00131911003748035.

[34] Mohd Ismail Abd Aziz and Doria Abdullah, "Malaysia: Becoming an Education Hub to Serve National Development," in *International Education Hubs* (Dordrecht: Springer Netherlands, 2014), 101–19, https://doi.org/10.1007/978-94-007-7025-6_7.

[35] R. Williams and A. Leahy, "U21 Ranking of National Higher Educational Systems," 2018, https://universitas21.com/sites/default/files/2018-05/U21_Rankings Report_0418_FULL_LR %281%29.pdf.

[36] Jane Knight and Sirat Morshidi, "The Complexities and Challenges of Regional Education Hubs: Focus on Malaysia," *Higher Education* 62, no. 5 (November 12, 2011): 593–606, https://doi.org/10.1007/s10734-011-9467-2.

The internationalization policy for higher education in Malaysia focuses on six core strategies, namely student mobility, staff mobility, academic programs, research and development, governance and autonomy, and social integration and cultural engagement.[37] The Malaysia Education Blueprint (Higher Education) 2015-2025, launched in 2015, is a continuation of the Malaysia Education Blueprint 2013-2025, launched in 2013. The MEB (HE) 2015-2025 covers all aspects related to the management and development of higher education, including internationalization. The main objective of the MEB (HE) 2015-2025 is to position the Malaysian higher education system among the best in the world and strengthen the system's ability to compete in an increasingly globalized world. This internationalization is driven by four main aspects, namely, economic, socio-cultural, academic, and political.[38]

Universitas Negeri Semarang (UNNES), which was originally called IKIP Semarang, began to form after the integration of Course B-1 and B-II into the Faculty of Teacher Training and Education (FKIP) of Diponegoro University on January 1, 1961. Three years later, FKIP Undip changed to IKIP Yogyakarta Semarang Branch. Based on the Decree of the Minister of PTIP Number 40 of 1965, IKIP Yogyakarta Semarang Branch was designated as IKIP Semarang independently. One of the departments in it, Civics Law, later developed into the Law Study Program. Over time, changes in the dynamics of higher education and the need for teaching staff led IKIP Semarang to transform into Universitas Negeri Semarang in 1999 through Presidential Decree Number 124/1999. This change in status allowed UNNES to open non-teaching study programs, including the S1 Law Study Program which was officially established in 2001. After the official permit was issued by the Directorate General of Higher Education on December 16, 2004, the Law Study Program continued to grow, with the student admission process through local and national selection. After going through various stages, the Faculty of Law of Universitas Negeri Semarang finally

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[37] Mohd Aziz et al., "Internationalisation Policy for Higher Education Malaysia 2011," 2011.

[38] M. M Munusamy and A Hashim, "Internationalization of Higher Education in Malaysia: Insights from Higher Education Administrators," *AEI Insights: An International Journal of Asia-Europe Relations* 5, no. 1 (2019).

obtained approval from the Directorate General of Higher Education, Ministry of National Education through the Letter of Permit to Open the Faculty of Law at Universitas Negeri Semarang with Number 3840/D/T/2007 on November 19, 2007. As a follow-up to the approval, the Rector of Universitas Negeri Semarang issued Decree Number 119/O/2007 on November 30, 2007, which stipulated the increase in the status of the Law Study Program to the Faculty of Law. Thus, the Faculty of Law officially became the eighth faculty at Universitas Negeri Semarang.

The Faculty of Law, Universiti Teknologi MARA, formerly known as the School of Administration and Law, was established in 1968. Initially, the faculty offered external programs from the UK, namely the LL. B (London-External) and the Chartered Institute of Secretaries (now the Institute of Chartered Secretaries and Administrators). The only internal program at that time was the Diploma in Public Administration and Local Government. In 1978, the LL.B. (London-External) program was discontinued and replaced by the current LL.B. program. The LL.B. program is a three-year academic degree program based on the structure of undergraduate law programs in UK universities. However, unlike most UK programs, the LL.B. program in the faculty is conducted on a semester system. In 2002, the LL.B. program was replaced by the Bachelor of Legal Studies (Hons). In 1982, the faculty introduced the one-year LL.B. (Hons) program, where graduates of the LL.B. program can continue their studies. The LL.B. (Hons) program is designed to provide students with professional training in preparation for their career in legal practice as Advocates and Solicitors. The curriculum delivery for this program adopts a simulation or hands-on learning method. The unique experience provided to students in this legal training has made this program widely recognized by the Malaysian legal community. The Faculty of Law has strong affiliations with the legal community, such as the Malaysian Bar, Attorney General Chambers, and the Judicial and Legal Service. The Faculty prides itself on continuing to develop pioneering options in its degree programs, both at the academic and professional levels. Currently, the Faculty of Law has approximately 100 academic staff with approximately 1,144 students pursuing the Foundation of Law, BLS

(Hons), LL.B., LL.B. (Hons), and postgraduate programs (Ph.D. and LL.M).[39]

B. Utilization of Websites and Portals

The websites of each faculty at Universitas Negeri Semarang are under one main website, namely unnes.ac.id. The Faculty of Law website is unnes.ac.id/fh. Universitas Negeri Semarang (UNNES) uses one main website, unnes.ac.id, as the parent for all faculty pages, including the Faculty of Law with the address unnes.ac.id/fh. This approach aims to maintain uniformity in design, navigation, and information standards across faculties so that users can easily find information without having to move to different domains. In addition, by using one centralized website, visitor traffic management becomes more efficient and strengthens UNNES's professional image at the international level. This uniform structure also supports management efficiency because all content is managed centrally, facilitating information updates and ensuring consistency in delivering data from each faculty. However, using the same website also has several disadvantages.

Faculty members may feel limited in terms of autonomy to manage content or customize the design according to their specific needs. In addition, if the website structure is too complex, users may have difficulty navigating certain pages that should be easily accessible. However, the advantages of this approach, especially in terms of more effective management and enhancing the university's reputation, make it a logical and strategic choice for UNNES in its efforts to strengthen its presence in the global education arena. Unlike the UNNES Faculty of Law, the UiTM Faculty of Law has its own website. The UiTM Faculty of Law website can be accessed via https://law.uitm.edu.my/.[40] This website provides comprehensive information on various aspects of the faculty, including study programs, latest news, academic activities, publications, and information for prospective students and academic

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[39] Faculty of Law UiTM, "History," Faculty of Law UiTM, accessed October 24, 2024, https://law.uitm.edu.my/index.php/corporate/history.

[40] Faculty of Law Universiti Teknologi MARA Malaysia, "Faculty of Law Universiti Teknologi MARA Malaysia," Faculty of Law Universiti Teknologi MARA Malaysia, accessed October 24, 2024, https://law.uitm.edu.my/.

staff. Through this site, users can explore more deeply about the law programs offered, the student admission process, and the various academic and research activities carried out by the faculty. Meanwhile, to access more general information about the university, such as new student registration, academic services, other faculties, campus facilities, and the latest developments of Universiti Teknologi MARA as a whole, users can visit the university's main website at https://uitm.edu.my/index.php/en/.[41] This main site provides a comprehensive overview of the university, including news, important announcements, and various services available to students, staff, and the general public. By visiting both sites, users can obtain comprehensive information about legal education at UiTM as well as various aspects related to higher education at Universiti Teknologi MARA. This division aims to separate general university information from faculty-specific content. The main website covers information about the university as a whole, such as registration, news, and announcements, while the faculty website focuses on academic programs, activities, and specific information for the Faculty of Law. The advantage of these two sites is that it is easy for visitors to find more targeted and relevant information, and it gives the faculty the ability to customize content according to their needs. In addition, the division of sites also helps reduce the technical burden on a single platform. However, the challenges faced are the possibility of incoherence in branding and difficulty in navigation for users who have to move between sites. Maintaining two sites also requires more time and resources. However, if managed properly, the benefits of managing two sites far outweigh the disadvantages. The use of two websites and one website at a university have similarities in terms of their main goals and functions. Both approaches are designed to provide information to the public, be it students, lecturers, or the wider community. Whether using two websites or one website, both aim to provide easy access to academic and administrative services and promote university activities. In both approaches, good content management and website security are

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[41] Universiti Teknologi MARA Malaysia, "Universiti Teknologi MARA Malaysia," *Universiti Teknologi MARA Malaysia*, accessed October 24, 2024, https://uitm.edu.my/index.php/en/.

important factors to ensure that the information delivered remains quality and reliable.

The main difference between using two websites and one website lies in the level of autonomy and content management. In the two-website model, each faculty or university unit has a separate website that allows full control over the design, content, and management. For example, Universitas Teknologi MARA (UiTM) has a dedicated website for its law faculty as well as a main website for the university. This gives faculties greater freedom to customize the look and feel to suit their needs. In contrast, the one-website model, such as at Universitas Negeri Semarang (UNNES), uses one main domain that covers all faculties, so that faculties are under the control of the university in terms of design and content management. The main advantage of using two websites is that faculties have the autonomy to present their own identities, allowing for a deeper focus on specific academic activities or specializations. In addition, faculties can customize their content to suit their target audience. However, the disadvantage of this model is the additional cost and effort required to maintain and manage separate websites. Inconsistencies in design and user experience between university and faculty websites can also be an issue, which can affect the overall reputation of the university. In contrast, using a single website offers the advantage of consistency and efficiency in management. Uniform design, navigation, and information delivery standards across faculties can strengthen the university's image. In addition, content management becomes more efficient because it is managed from a central point, reducing duplication and redundancy of information. However, this model also has disadvantages, such as limited autonomy for faculties to highlight their unique identities, and potential difficulties in navigation if the website structure is not well designed.

C. Digital Strategies Comparative Insights

The use of digital technology has become an important strategy in improving the international reputation of universities in Indonesia and Malaysia. Public and private universities in both countries use websites as a medium to promote research, alumni activities, and a supportive learning environment. Through digital platforms, they can demonstrate

success in various indicators, such as the QS Ranking and the Times Higher Education Ranking. The website of Universitas Negeri Semarang (UNNES) has a special page about research that includes research focus, facilities, experts, publications, collaborations, and student research. UNNES emphasizes the fields of children's education, food, renewable energy, and essential oil diversification. Although there is information about more than one million articles in the UNNES library, there is no clear statistical data on the publications that have been produced. In contrast, on the Universiti Teknologi MARA (UiTM) page, information about research is presented in the form of a chart showing the number of indexed publications, citations, and research funding. In addition, there are centers of excellence that cover various disciplines. UNNES does not provide in-depth information about alumni activities. The alumni page only covers a few points, and alumni data is not easily accessible. In contrast, UiTM has a separate alumni website that includes information such as job openings, alumni spotlights, and various alumni activities. This shows that UiTM is more proactive in supporting alumni interaction than UNNES.

UNNES provides statistics on the number of lecturers and students, with the ratio of lecturers to students accessible through the "UNNES in data" page. On this page, information on the number of lecturers, students, and applicants is updated regularly. On the other hand, UiTM does not clearly state the ratio of lecturers to students but does provide information on faculty governance and support for staff. UNNES offers 27 programs for international students, but information on the number of international students enrolled is unclear. They provide information on extracurricular activities and accommodation, but are lacking in steps for obtaining visas or health insurance. UiTM, on the other hand, provides a comprehensive guide for international students, including information on visas and scholarships, indicating a greater commitment to international students. In terms of the research environment, UNNES does not provide sufficient information on research reputation. While there is mention of publishing 12 Scopus-indexed journals, further data on research income and productivity is not available. UiTM, on the other hand, shows that it has over 24,775 indexed publications, from 9,057 active academics, as well as more detailed information via dedicated page detailing research conducted by

the university. UNNES does not provide Field-Weighted Citation Impact (FWCI) scores on its website, although there are links to indexed journals. This limits transparency regarding the quality of research. UiTM also does not provide FWCI scores, but does provide statistics on the number of citations received by its publications, which could help stakeholders in assessing the quality of research conducted. UNNES does not provide a total number of international students, but does state that it accepts 50 students from 19 countries for its Summer Course program. On the other hand, UiTM is more transparent by providing a complete guide for international students, including study programs and requirements. However, there is no clear information regarding the number of foreign academics at UiTM. UNNES has an innovation program involving lecturers, students, and education staff, but information about Industry Income is inadequate. In UiTM, although they also do not explain in detail about Industry Income, they mention that funding comes from several sources, including research funds and student contributions. Through this analysis, it can be seen that although both universities in Indonesia and Malaysia have utilized digital technology to improve their international reputation, there are significant differences in transparency and information delivery. UiTM shows a more systematic and comprehensive approach in managing information related to research, alumni, and support for international students.

Conclusion

Digital technology plays a very important role in increasing the international visibility and reputation of universities in Indonesia and Malaysia. The use of various digital platforms, such as websites, social media, and mobile applications, allows universities to reach a global audience, including prospective students and academic partners from various countries. Although both Indonesia and Malaysia are utilizing this technology, universities in Malaysia appear to be more advanced in adopting innovations such as e-learning and digitizing administrative processes. Meanwhile, universities in Indonesia continue to develop more interactive and easily accessible digital content. The challenges faced by both countries include uneven digital infrastructure and limited

human resources who are skilled in managing this technology. However, great opportunities are open along with increasing globalization and access to more sophisticated technology, which can boost the international reputation of universities.

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