INSTITUTIONAL GOVERNANCE IN RESPONDING TO GLOBALIZATION

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Abstract: The study was conducted in several private universities in Bandung that already launched a program of internationalization in response to the issue of globalization are increasingly demanding education providers increasingly globally oriented. This study aims to analyze further the factors that drive an institution to improve the quality of teaching, particularly in the preparation of curriculum arrangement and learning plans that meet global orientation by analyzing two variables that allegedly as the drivers, namely institution favorable governance and faculty's global awareness. The research method using descriptive analysis and verificative analysis with IBM SPSS ver. 22 and IBM AMOS ver. 20 as a data processor. The results show that good institutional governance can force lecturers to develop their knowledge and global competence, without any support and strengthening in the form of legitimacy from the institute, is not able to create a globalized learning, and good institutional governance is accompanied by global knowledge and awareness, Can make lecturers a major axis in the creation of a globally oriented learning environment, especially in drafting the curriculum and globalized learning instruction.

Keywords: Institution favorable governance, Faculty's global awareness, Globalized learning instruction

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Since the beginning of the 21st century, globalization has greatly affected the survival of higher education institutions everywhere (Philip G Altbach, Reisberg, and Rumbley, 2009). Globalization is interpreted as a reality that is formed from the increasingly integrated world economy, the existence of Information, Communication, and Technology (ICT) is growing, the emergence of international knowledge network, the increasing role of the use of English as an international language, and other forces outside the control of academic institutions (Philip G Altbach, 2007). The response that emerged at various universities in the world on the issue of globalization is the increasing circulation of the term internationalization of universities (Cantwell and Maldonado-Maldonado, 2009). Both of these terms, globalization, and internationalization are highly related but they are not the same (P. G. Altbach and Knight, 2007). Internationalization is defined as the policies and programs implemented by universities and governments to respond to globalization (Philip G Altbach, et al., 2009). Globalization and internationalization have grown to become one of the foundations for university institutions in the world to build

substantial change, make more consistent, and more professional in creating credible universities (Hemsley-Brown, Melewar, Nguyen, and Wilson, 2016).

Several studies have found the primary value of an internationally reputable college in the quality of the college itself (Blanco-Ramírez and Berger, 2014), Even the quality of a college is clearly an important measure in the global ranking as an example in terms of quality of teaching (Blanco-Ramírez and Berger, 2014). Various efforts have been made by several universities in Indonesia, starting from intensifying good performance with international standards related to the management system, service system, and educational process to improve teaching process, research process, and graduate quality. However, all these efforts will not succeed if the lecturer as the spearhead of higher education does not have the awareness and knowledge of the importance of the globalization process, and the institution as the institution of higher education does not fully support this internationalization process.

Salmi described it on *2nd Conference on WCUs, Shanghai* 1-2 November 2007, That there are three main dimensions necessary for a college to be able to enter the competition arena of universities globally, the three dimensions are the concentration of talents, abundant resources, and institution favorable governance (Salmi, 2007). Institutional governance is a structure and process that is based on decisions taken by a particular institution (McRobbie, Fraser, and Tobin, 2007). Institutional governance functions to regulate matters relating to the role of leadership as a responsible party in the management of institutions, the role of educative personnel is lecturers who are responsible for teaching, research, and community service. As well as the role of non-educative personnel is the administration responsible for the implementation of support services in institutional institutions. In addition, good institutional governance is also complemented by the role of consultative managers as advisors and insights in the implementation of college education services (McRobbie, et al., 2007).

Good institutional governance is institutional governance that fosters strategic vision, innovation, and flexibility that allows agencies to make informed decisions and manage resources without being burdened with bureaucracy (Salmi, 2009). In addition, good university management will be established if a university is strengthened by a supportive framework, a visionary leadership team (Hassan, et al., 2011), An independent culture of excellence, has a high competitive spirit in all its aspects, and has the ability to create his work or academic products in accordance with the needs of the community. Furthermore, it can be said that a college environment like this will foster competitiveness, scientific search, critical thinking, innovation, and high creativity.

In addition to independence, universities should be able to manage resources that suit their own needs. To achieve all that required lecturer awareness of the demands of globalization. Based on some literature, faculty's global awareness refers to a growing understanding of the interrelationships of our daily lives with others around the world (Evans and Reynolds, 2005). This can lead to a desire to have knowledge and understanding of the history, origins, and patterns of global issues or in other words an understanding of how the world works. It demands personal qualities such as understanding complex issues from multiple points of view and recognizing the source of the global interdependence that has implications for humanity and all life on the planet.

In facilitating students to have global competence, lecturers must have knowledge and skills of the international dimension in giving globalized learning instruction to their students and must be responsive to various global issues. Through the school-based curriculum socialization team, the Department of National Education describes teaching materials in both written and unwritten forms used by teachers/lecturers in teaching and learning activities at schools and college institutions. In harmony with the definition, another definition states that teaching materials as any form of materials, information, tools, and texts used to assist teachers or instructors in carrying out teaching and learning activities (Majid,

2007). Teaching materials either written or unwritten should be studied by students to achieve certain competency standards, it is expected to contain elements of knowledge, attitudes, abilities, and skills that can be developed in the future (Majid, 2007).

The vision of globalization, localization, and individualization for the development of multiple intelligences of learners, is now indispensable in the making of curriculum and the preparation of learning materials in responding to globalization (Winataputra and Budimansyah, 2007). Global education is education with the preparation and development of teaching materials that consist of several elements of global-oriented education such as education that is charged with global values, global issues, multicultural education, knowledge of the global economy, and education that is able to provide interaction With students from various ethnic cultures from other countries/nations. For that, teachers/lecturers who have global knowledge about the world in general in accordance with the courses to be taught is needed.

Based on the demands of globalization that have been described previously, in this study the researchers intend to further analyze the factors that become a strong driver of an institution in improving the quality of teaching, especially in the preparation of curriculum and Semester-oriented Learning Plan globally. In this study, the authors formulated a hypothesis based on several premises on previous literature review and research:

H1: Suspected that institution favorable governance variable positively affects faculty's global awareness variable.

H2: Suspected that faculty's global awareness variable positively affects globalized learning instruction variable.

H3: Suspected that institution favorable governance positively affects globalized learning instruction variable.

RESEARCH METHODS

In this study, the object to be studied is institution favorable governance, faculty's global awareness, and globalized learning instruction. Research subjects are lecturers at a private university in Bandung who will prepare themselves in realizing the international-standardized universities in the face of the demands of globalization.

The research data was taken by spreading 125 questionnaires to lecturers who were in a private high school in Bandung. The lecturers who are willing to participate in this research are 82% of lecturers (n = 102). Female respondents were 58% (n = 59) and men as much as 42% (n = 43). The age distribution of respondents is 25% (n = 26) aged under 30 years, 33% (n = 34) between 30-39 years old, 31% (n = 32) aged between 40-49 years, and 10% N = 10) of respondents aged between 50-59 years. As many as 70% of respondents (n = 71) are lecturers with experience teaching under 10 years and the remaining 30% (n = 31) have experience in teaching over 10 years.

The research instrument consists of questionnaires divided into 2 sections: demographic data such as gender, age, number of years of teaching experience, while the second part of the research instrument contains question items that measure the object under study. Each variable is rated on a Likert scale using 5 points, ranging from 1 (strongly disagree) to 5 (strongly agree). Data processing using IBM SPSS software version 22 and IBM AMOS version 20. Data analysis is done by a descriptive and verification method.

RESULTS AND DISCUSSION
Descriptive Analysis (Table 1)

### Verification Analysis
Measurement Model Using IBM SPSS AMOS Ver. 20.0

After doing "running" to the model of measurement at each variable and "full" early model got some indicator from each of invalid variable which culminates in not reliable data obtained. Then after the revision of the model by excluding some items of invalid questions from each variable, then put back into the revision measurement model using AMOS 20.0, then obtained a measurement model that is completely valid and reliable for use in this study.

Table 1   Description of the variables's measures items, average, and deviation

Institution Favorable Governance			Faculty's Global Awareness Globalized			Learning Instruction		
Var	Mean	Std. Dev	Var	Mean	Std. Dev	Var	Mean	Std. Dev
X11	5,63	1,30	Y11	5,63	1,30	Y21	5,63	1,30
X12	5,12	1,14	Y12	5,12	1,14	Y22	5,12	1,14
X13	4,83	1,19	Y13	4,83	1,19	Y23	4,83	1,19
X14	5,15	1,08	Y14	5,15	1,08	Y24	5,15	1,08
X15	5,27	1,04	Y15	5,27	1,04	Y25	5,27	1,04
X16	5,13	1,25	Y16	5,13	1,25	Y26	5,13	1,25
X17	5,16	1,31				Y27	5,16	1,31
X18	5,12	1,25				Y28	5,12	1,25
X19	5,28	1,20				Y29	5,28	1,20
X110	4,81	1,21						

Source: The results of the data using SPSS ver 22
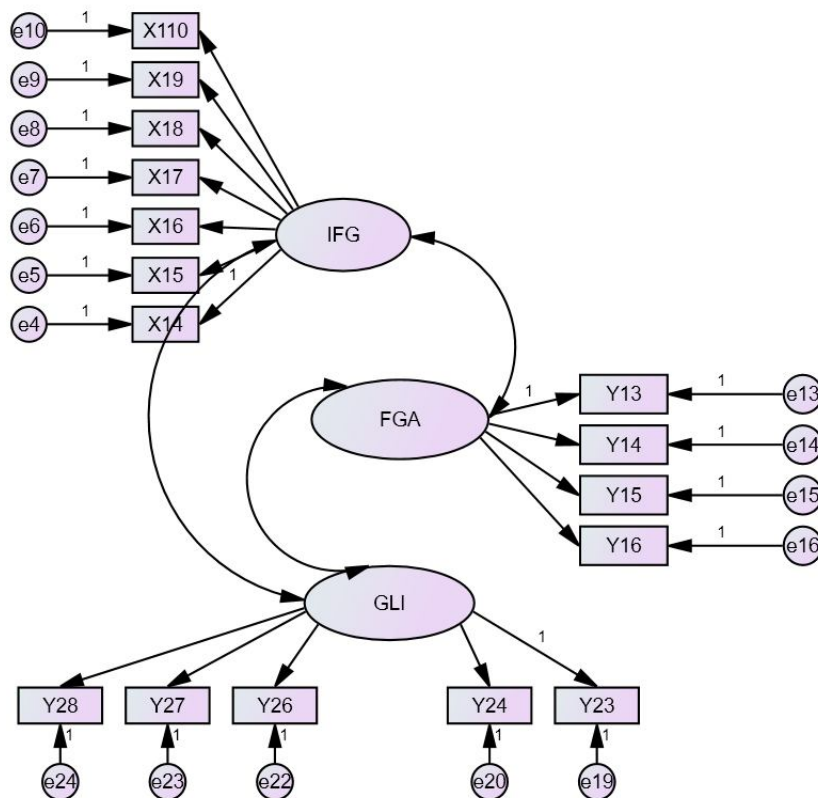
Source: The results of the data using AMOS ver 20

Figure 1   Measurement Model using IBM SPSS AMOS ver 20.0

Table 2   Results of validity and reliability of data processing

VARIABLE / Indicator	IFG	FGA	GLI	Valid/reliable
Institution Favorable Governance (IFG):				
Have an international representative	0,65			Valid
Provide international exchange for student/faculty	0,68			Valid
Doing MOU of cooperation partner abroad	0,60			Valid
Globalization must be incorporated into the curriculum	0,63			Valid
Set the goal of learning outcomes to have globally orientation	0,62			Valid
Support the faculty to develop the globalized curriculum and course materials	0,82			Valid
Support the faculty to develop the globalized competence	0,80			Valid
Faculty's Globalization Awareness (FGI):				
Faculty can work with people of different cultures		0,66		Valid
Faculty have to respon to changing global market		0,72		Valid
Faculty must provide global oriented education		0,66		Valid
Faculty must striving for global challenges		0,84		Valid
Globalized Learning Instruction (GLI):				
Globalized comparative analysis			0,69	Valid
Explore and analysis international issue			0,72	Valid
International orientation of economics, social and politic			0,79	Valid
Interacting with people from abroad directly			0,83	Valid
Interacting with cultures from other country			0,92	Valid
Construct Reliability (CR)	**0.90**	**0.80**	**0.90**	**RELIABLE**
Variance Extract (VE)	**0.50**	**0.50**	**0.60**	

Source: The results of the data using AMOS ver 20

To test the validity required measurement loading factors (λ) and significance at the real level. It is said to be valid if loading factors $\geq$ 0.5 and significant at the real level α. The result of measurement using Amos 20.0 has got the value of loading factor (λ) of each indicator on variable of institution favorable governance, faculty's global awareness, and globalized learning instruction is $\geq$ 0.5 and all indicator on institution favorable governance, faculty's global awareness, and globalized learning Instruction (p value *** $\leq$ 0.05) tested very significantly at the 5% confidence level. So it can be concluded that the data on the variable institution favorable governance, faculty's global awareness, and globalized learning instruction obtained are declared valid.

For the measurement of reliability test required Value of Construct Reliability using the formula

$$CR = \frac{(\Sigma \lambda)^2}{(\Sigma \lambda)^2 + \Sigma e}$$ with $\Sigma e = \Sigma(1 - \lambda^2)$ (Hair, et al., 1998) And Value of Variance Extract, calculated using the formula $VE = \frac{\Sigma \lambda^2}{\Sigma \lambda^2 + \Sigma e}$ (Gunarto, 2013). Good reliability if CR $\geq$ 0.7 and VE e" 0.5. Reliability is acceptable if $0.6 \leq$ CR $\leq$ 0.7 and the indicators have good validity (Hair, et al., 1998). Based on the result of measurement using Amos 20.0 for the variable of favorable governance, faculty's global awareness, and globalized learning instruction variable, all CR values $\geq$ 0,7 and all VE values $\geq$ 0.5, so it can be concluded that all data on the variable of favorable governance, Faculty's global awareness, and globalized learning instruction variables are reliable.

Based on the output measurement model using AMOS 20.0, it looks great relationship (correlation) of each variable can be seen in table 3.

Table 3   Correlation between variables

|			Estimate
IFG	<—>	FGA	0,60
IFG	<—>	GLI	0,56
FGA	<—>	GLI	0,15

Source: The results of the data using AMOS ver 20

The relation between the variable of institution favorable governance and globalized learning in-struction equal to 56%, the relation between faculty's global awareness and globalized learning instruc-tion variable is 15%, and a relationship between in-stitution favorable governance and faculty's global awareness is 60%.

Structural Equation Model (SEM) Using IBM SPSS AMOS Ver. 20.0

The next step is to make SEM model to test how big influence of each exogenous variable to endogen and to analyze the role of intervening vari-able faculty's global awareness in the model under study. For then it can be used in answering some allegations of research contained in the hypothesis.
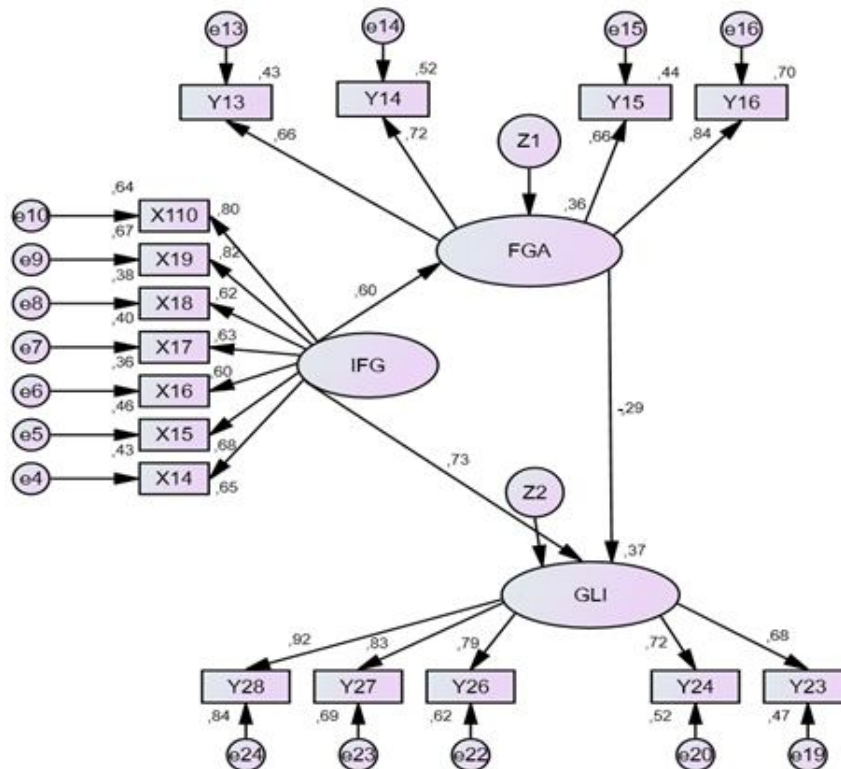
Source: The results of the data using AMOS ver 20

Figure 2   Structural Equation Model using IBM SPSS AMOS ver 20.0

Suitability Testing Model

The above model produces a chi-square value that is expressed with a value of CMIN / DF of 1.929, CFI value of 0.90, and RMSEA value of 0.09. From the results of some indicators of GOF above, it can be stated that the model studied is quite accu-rate with the data obtained and can be used to test the hypothesis proposed in this study (Matjik and Sumertajaya, 2011).

Influence Testing

Table 4   The results of testing the influence between variables

	Standardized Direct Effects			Standardized Indirect Effects			Standardized Total Effects	
	IFG	FGA		IFG	FGA		IFG	FGA
FGA	0,599	0	FGA	0	0	FGA	0,599	0
GLI	0,734	-0,292	GLI	-0,175	0	GLI	0,560	-0,292

Source: The results of the data using AMOS ver 20

Based on the Influence Testing table, it can be explained that the large influence of direct institution favorable governance to the faculty's global awareness is positive 59.9% and direct influence of the institution favorable governance to the globalized learning instruction is positive 73.4%. Meanwhile, the direct influence of faculty's global awareness to the globalized learning instruction is negative 29.2%, it is intended that the increased awareness and knowledge of lectures on globalization alone cannot serve as a basis for strengthening to make the preparation of teaching and curriculum in an institution. If this is done, the results will be inversely proportional and weaken the global-oriented teaching process. This is because the preparation of a global-oriented curriculum and lesson plan requires not only global knowledge and awareness of globalization but also strongly requires the legitimacy and strong support of institutions as institutions of higher education in responding to globalization, by striving for the internationalization of universities.

The indirect effect of the institution favorable governance to the globalized learning instruction is negative 17.5%, due to the influence of direct favorable governance to globalized learning instruction value of negative 0.292. Based on the Influence Test table, it can be explained that the total influence of the institution favorable governance to the faculty's global awareness is positive 59.9%. The total influence of the institution favorable governance to the globalized learning instruction is positive 56%. Meanwhile, the total effect of faculty's global awareness to the globalized learning instruction was negative 29.2%.

Hypothesis testing

Based on the test result, influence and significance value < 0.05 from the result of AMOS processed 20, got a result that all value p value < 0.05 so all hypothesis significant at the test result.

Table 5   Results of hypothesis testing

			Estimate	*S.E.*	*C.R.*	*P*
FGA	<—	IFG	,592	,140	4,226	***
GLI	<—	IFG	,774	,187	4,135	***
GLI	<—	FGA	-,311	,154	-2,021	,040

Source: The results of the data using AMOS ver 20

The results of this study indicate that the variable favorable governance institution has a positive effect on faculty's global awareness significantly, it is proved significant that faculty's global awareness variable will directly affect the globalized learning instruction variable and it is also significant that the institution favorable governance either directly or indirectly Will directly affect the globalized learning instruction variable.

CONCLUSION

Good institutional governance can force lecturers to develop global knowledge and competence as well as lecturer awareness of globalization issues. Only with the knowledge and awareness of lecturers on globalization alone, without the support of good institutional governance and strengthening the legitimacy of the institution, was not able to create a globalized learning. Good global-oriented in-

stitutional governance, together with the global knowledge and awareness of lectures as the spearhead of education and teaching for students in higher education, is clearly a major axis in the creation of a global-oriented learning environment, as well as the design of curriculum and the preparation of a semester learning plan Global perspective.

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