

## Glocal Vision to Deconstruct Internationalization in Indonesian Higher Education

Nursalam<sup>1</sup>

### Abstract

Glocal vision, a combination of words from globalization and localization "Think Globally, Act Locally, by requires students to have global and broad thinking but are implemented based on local wisdom so without leaving the local culture. This study aims to identify the features do students perceive the implementation of glocal vision curriculum and students' perception on the implementation of glocal vision to deconstructing internationalization. This study involved 383 students as study subjects from each tertiary institution. Glocal Engagement Framework (GEF) as a framework for international justice that is fair, inclusive, and diverse. The results of this study indicate that the use of the glocal vision curriculum fosters students' attitudes that can affect the internationalization aspect of higher education. In concluding this study, critical questions were raised for further study, and recommendations were made to embed the GEF in the mainstream curriculum transformation agenda in international higher education. The perceive and perception of higher students will demonstrate their commitment by providing adequate resources to deconstruct internationalization in their respective higher education through the glocal vision curriculum.

**Key words:** *glocal vision curriculum, glocal engagement framework, gender, internationalization.*

### Introduction

Indonesia's Minister of Education and Culture encourages the internationalization of higher education so that undergraduate students are encouraged to continue their studies abroad (Baswedan, 2014). Postgraduate students are expected to attend international conferences while lecturers are encouraged to publish articles in various world academic journals with a high reputation, such as Scopus. With the current impetus in education, internationalization is a social obligation in tertiary institutions. In the 21st century, tertiary education faces a substantial number of challenges, which is to educate the number of students who experience continual improvement. The degree of education is a requirement for getting a job as one of the challenges of sustainable development. They can act as informed and responsible informants in a global society. This is an

---

<sup>1</sup> Assoc. Prof. Dr., Sociology Education, Universitas Muhammadiyah Makassar, [nursalam.h@unismuh.ac.id](mailto:nursalam.h@unismuh.ac.id)

interrelated curriculum challenge. Teachers cannot overcome what problems and how to teach without knowing who taught (Tarman & Gürel, 2017).

Internationalization is marketed as an income-generating machine that has become a hegemonic power (Patel, 2017). The community is developing amazingly with the promise of quality education designed in the West, which leads to quality of life in their local context. In return, internationalization in higher education has dictated groups of students from developing communities (in Asia, Africa, and Latin America) based on English perspectives of expertise, ethnicity, and indigenous knowledge, from developed communities (or host countries in North America, Europe, United Kingdom, and Australasia). The unbalanced diffusion of new educational and communication technologies throughout the world is increasingly widening the innovation gap (Patel & Hochfeld, 2012; Servaes, 2016). Both access and lack of access to new communication media technology create tensions and barriers to achieving social equality. In the internationalization paradigm, factors that influence the developing relationships of glocal communities include stereotyping, prejudice, and discriminatory behavior among proponents of internationalization towards other cultures of the community (Mathews, 2016).

The author suggests "glocal vision as an alternative to internationalization" (Patel & Lynch, 2013) as the educational vision at Makassar Muhammadiyah University (MMU), because glocal vision embodies all the attributes that did not exist in the discourse of internationalization during the last few periods. Competitiveness in international institutional scale education that shows a ranking must support the quality of student learning and development, both on a national and international scale (Gobo, 2016).

Glocal vision thinking in higher education for sustainable development can help take advantage of good transnational collaboration opportunities (Caniglia et al., 2017). However, the application of glocal vision requires a curriculum that is integrated with four dimensions as local values, which are intellect, emotion, action, and morally (John et al., 2017). Glocal vision curriculum prepares students with the knowledge, skills, and mindset to overcome sustainability from local to global context and scale (Mathews, 2016; Park, Sklad, & Tsirogianni, 2015). Glocal vision curriculum management is elaborated in the form of curriculum and learning processes, which are developed and arranged with different models and trends according to the learning program based on the internationalization of higher education (Fuadi, 2018). In this study, the author conducted a preliminary study on the application of the glocal vision curriculum in the sociology education

course at MMU. Therefore, the application of the glocal vision curriculum also involves local principles in Makassar, such as "pangadereng" (Yunus, 2018).

At this time, awareness to preserve local culture is very low. This statement is supported by the results of the study with a gender perspective (male and female), which stated that current students are more obedient to cultures that enter through globalization, even though local culture is more in line with their character (Fuadi, 2018). This condition is worsened by the fact that rarely have male students maintained the culture in their social environment consciously. The low awareness of the current generation influences the deconstruction of internationalization of a tertiary institution because of the rarity of students who carry regional names in an international event. In this case, Raven (2000) stated that respecting cultural arrangements based on gender differences with internationalization has been recognized as being able to improve competence and also critically reflect practitioners' skills. This study identifies the features do students perceive and students' perception on the implementation of the glocal vision curriculum in the deconstruction of internationalization of students between the internationalization by reviewing the dimensions of glocal vision at MMU with different gender backgrounds can be uncovered.

### **Research Questions**

The above goals lead to the research questions as follows:

1. What features do students perceive on the implementation of the glocal vision curriculum at MMU?
2. How are students' perceptions on the implementation of glocal vision curriculum deconstructed in the international curriculum design at MMU?

This study begins with a description of the literature review and theoretical framework, research method followed by an examination of the results of the research questions, and ends with information about the boundaries and direction of the study for study research.

## **Literature Review and Theoretical Framework**

### **Glocal Vision Curriculum**

Glocal vision is a combination of words from globalization and localization, which means that an approach is developed or designed in a global understanding but is implemented in accommodation locally (Soulard, Gard, & Stern, 2019). Another word that best describes glocal vision is "Think

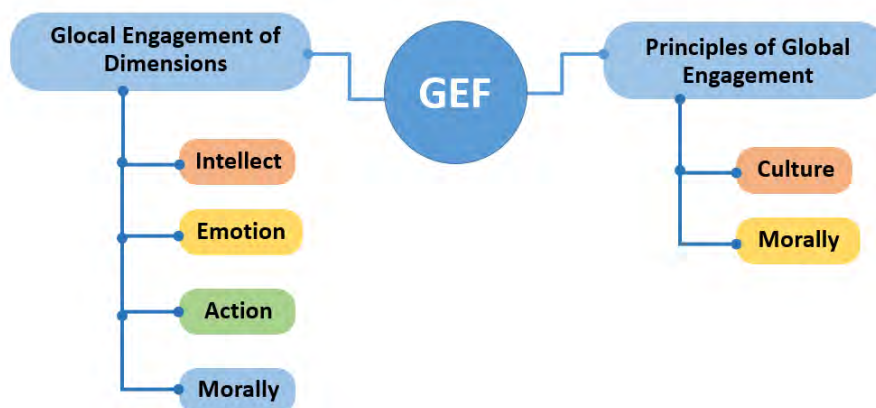
Globally, Act Locally", which requires students to have global and broad thinking but are implemented based on local wisdom so that local culture is not forgotten (Khondker, 2004; Svensson, 2001). In this paper, the authors deconstruct internationalization as an agenda of tertiary institutions as an educational goal. With the pursuit of a new curriculum, the integration of globalization and localization is applied at the same time.

The glocal vision curriculum has four dimensions for effective design, namely independent, local and global, virtual and real, collaboration, and relationships (John et al., 2017). Independent refers to the success of learning in the learning environment. Local and global refers to differences in social and cultural methods. Real and virtual refers to spaces that are no longer only located in the classroom. Collaboration and relationships refer to the psychological and emotional aspects of the study group. The author implemented the Glocal Engagement Framework to apply glocal vision curriculum in this study.

### **The Glocal Engagement Framework**

The author develops the Glocal Engagement Framework (GEF) by integrating components of effective teaching-learning culture with Glocal Engagement of Dimensions (GED) and Principles of Global Engagement (PGE). John et al. (2017) stated that the components of effective teaching-learning culture consisted of independent, local and global, real and virtual, and collaboration and relations. Meanwhile, GED has four dimensions, namely intellect, emotion, action, and orally which are important components in glocal vision. While PGE has two principles in cultural exchanges, respect each other's differences, which are culture and morally (Klyukanov, 2005). To evaluate the use of GEF so effective teaching-learning cultural components are identified based on integrated GED and PGE main components, i.e., intellect in cultural differences, emotion in culture, action in culture, and morally in culture within the scope of higher education.

Commitment to learning glocal vision as fairness, inclusiveness, diversity, and sustainability of the framework and its components, GED and PGE are crucial for success. GEF shares with stakeholders a common vision and foundation for building creative and innovative pathways to improve the quality of life for the glocal community. The GEF is illustrated in Figure 1 for further understanding of the integration between GED and PGE as follows:



**Figure 1** : *The Integration of Glocal Engagement Framework*

## Method

### Design

This study used a quantitative design from which numeric data were analyzed using comparative statistical analysis. Comparative statistical analysis helps the author to analyze multiple cases in a complex situation (Rihoux, 2006). Tilly (1984) distinguishes four types of comparative analysis, namely individualizing, universalizing, variation-finding, and encompassing. The steps in this study are as follows: (1) develop or use a detailed about how today local culture can be brought into the global world so that local wisdom such as "pangadereng" cannot become extinct and later generations can understand it well; (2) Identifying a case of interest, students are invited to identify interesting cases about local social life; (3) Developing a set of dimensions, students develop how their actions as social beings are based on the dimensions of glocal vision, namely intellect, emotion, action, and morally through GEF; (4) Score the dimensions, author calculate from each dimension of glocal vision through GEF results that have been answered by students; (5) Analyzing the dataset, the author analyzes the results of the use of glocal vision for the internationalization of higher education institutions; and (6) Interpret the findings and discussion about the future study.

### Participants

This study identifies the features of the implementation of the glocal vision curriculum and students' perception on the implementation of glocal vision using GEF to deconstructing

internationalization between male and female students in sociology education students. This study uses a purposive sampling technique to compare the level of internationalization. There were 383 students participating in the study consisting of 191 male students and 192 female students. They were selected from 4 different forces from sociology education at MMU, Indonesia. The characteristics of the selection of study subjects are based on their gender, that is, the traits inherent in men and women socially and culturally constructed. This is done because gender differences in men and women can affect their own social and cultural lives.

### **Instrumentation**

The instrument in this study was a questionnaire that was adapted from Klyukanov (2005). The questionnaire was conducted with multiple-choice options, this questionnaire consisted of a total of 27 question items consisting of 9 items each in the glocal dimensions of intellect, emotion, and action and morally to identify students' perceives and perceptions. The questionnaire data being compared is the result of the level of internationalization of two different genders of higher students. This study uses the GEF, which provides alternative guidelines for the application of the glocal vision paradigm so that it can be adapted and modified to include the perspectives of indigenous peoples from the cultural context of the university implementing the curriculum glocal vision.

In this study, a questionnaire was given to 383 MMU students with Alpha Cronbach value of 0.89. With this value, the questionnaire in this study was declared valid and reliable due to more than 0.7 (standard validity and reliability of a research instrument). The statement on the questionnaire shows the effectiveness of the glocal vision curriculum towards internationalization at MMU.

The question method is included in the observation technique because students are given an open questionnaire. The type of survey tool each allows for specific observations about how the results of applying the glocal vision curriculum from the point of view of female and male students. Some examples of open-ended question items in the questionnaire are as follows.

In the scope of intellect, the question about: (1) What type of knowledge do students need to be involved in the curriculum? What type of knowledge do students need if they want to address the specific real-world sustainability issues they are interested in?; (2) What resources in your field can you use to ensure students not only acquire and reproduce knowledge but also generate new knowledge for understanding or solutions to complex real-world sustainability problems?; (3) How

can you facilitate the process of actively disclosing knowledge and adjustments needed to understand and overcome real-world sustainability issues in different social, geographical, and cultural contexts? How will students learn to deal with the uncertainties and risks that are embedded in the process of understanding and overcoming real-world sustainability problems in such changing contexts?

In the scope of the actions, the question about: (1) How do you imagine collaborative and synergistic learning in your transnational collaboration?; (2) How do you imagine students learning to use virtual and digital technology to improve communication and foster collaboration among people from different cultural and geographical contexts?

In the scope of the emotions and morally, the question about: (1) What kinds of mindsets, attitudes, and feelings in the world can help students work in different geographical and cultural contexts?; (2) What is their mindset, attitude, and sense of self in the world that fosters a commitment to creating solutions to real-world sustainability problems and the ability to produce systemic change?

### **Data Collection Procedure**

In this study, data collection and data analysis are not activities carried out simultaneously but are recursive. The author repeats the organization-gathering-analysis-phase several times, gathering or excluding material progressively until a clearer framework emerges. The distribution of this measuring instrument took two months because of the large number of research subjects, namely 383 students, so the distribution of measuring instruments was divided into eight classes. Within one month, lecture learning is applied glocal vision in one class so that research subjects are divided into eight groups.

The research procedure for implementing the glocal vision curriculum is divided into three stages, namely: (1) the first stage, the questionnaire was given as a preliminary pretest; (2) the second stage, the application of glocal vision which takes one month to carry out the stages in the section design, students were invited to develop and identify a case in local social life; (3) the third stage, the questionnaire was given as a posttest to measure perceptions of internationalization deconstruction in higher education.

The measuring instrument used was the adaptation of the NEO-FFI scale (a trait of neurotic personality) by McCrae and Costa with a reliability coefficient of 0.900 and an adaptation of the

resistance to change the scale by Oreg with a reliability coefficient of 0.937. The results of data analysis using the Pearson correlation technique showed a correlation coefficient ( $r$ ) of 0.295 with a value of  $p = 0.000$  ( $p < 0.05$ ).

### Data Analysis Techniques

Data were analyzed quantitatively by performing calculations using T-table calculations to determine differences in the results of applying the glocal vision curriculum seen from a student's gender perspective. The NEO-FFI-3 computer software automatically selects the T-score as the default score. In each case, the T-scores were calculated using American norms published by the authors of each questionnaire. Participants are considered to be distinguished based on the place or university background (Kenny & Cook, 1999). The results of the GEF that have been distributed to students are analyzed again with additional assessments from studies about the assessment of the glocal vision curriculum that has been applied to students within this one month period.

### Findings

#### Research Question 1: What features do students perceive on the implementation of the glocal vision curriculum at MMU?

The effect of glocal vision was not seen significantly in the application of glocal vision in the deconstruction of internationalization of higher education institutions. However, there is an influence on the deconstruction of internationalization through the glocal vision.

**Table 1.**

*GEF results in the application of the glocal vision curriculum*

	Female	Male		Female	Male
Dimensions of Glocal	Mean (Std)	Mean (Std)	P	T	T
<b>Independent:</b>					
Intellect	47.61 (2.1)	46.51 (2.05)	.005	-11.13	-16.37
Emotion	48.1 (1.51)	48.19 (1.62)	.011	-12.3	-10.72
Action	47.32 (1.97)	48.57 (3.69)	.171	-13.27	-3.74
Morally	46.5 (2.14)	46.88 (2.8)	.065	-16.0	-10.74
<b>Local and global:</b>					
Intellect	46.93 (2.07)	44.72 (1.19)	.088	-14.51	-42.71
Emotion	46.51 (2.17)	47.31 (3.68)	.151	-2.21	0.82
Action	48.78 (1.83)	50.41 (1.33)	.049	0.96	2.47
Morally	48.41 (1.23)	49.37 (1.01)	.021	3.42	1.35
<b>Real and virtual:</b>					
Intellect	51.04 (0.25)	50.26 (0.81)	.055	1.78	1.80



Emotion	49.34 (1.05)	49.17 (0.56)	.049	3.19	2.94
Action	49.97 (2.19)	51.43 (1.2)	.010	-0.13	1.14
Morally	49.29 (3.67)	48.03 (4.11)	.044	3.44	0.08
<b>Collaboration and Relation:</b>					
Intellect	50.06 (0.24)	52.18 (0.57)	.032	2.52	3.69
Emotion	49.12 (0.6)	49.32 (1.06)	.088	2.03	2.92
Action	48.32 (3)	45.84 (3.4)	.039	4.31	-3.3
Morally	49.92 (0.57)	49.91 (0.6)	.002	-1.42	-1.37

Table 1 shows that the P and T table columns are the results of the features do students perceive the implementation of the glocal vision curriculum at MMU between male and female students. While the results in the Mean (Std) column are data for students' perception on the implementation of the glocal vision curriculum deconstructed in the international curriculum. In all the dimensions of glocal vision in GEF, the highest average values appeared in the Intellect and Action aspects. The lowest average appears on Emotion and Morally. Thus, the application of the glocal vision curriculum has not been able to achieve the emotion and morally possessed by students.

In its application, students' emotions and morals are expected to increase with the era of globalization. However, the curriculum can slightly improve the emotions and morals of students, as evidenced by the t-value that exceeds the T-table, which is 1.745 in the independent dimension. Male's T-score is 1.775 and the Female's T-Score is 1.7523.

Glocal vision, which is the idea that we need to find a way to do it actually applies the work of an experimental group. Global Class experiments show that it is indeed possible to implement curricular innovations that are in the real world problem, complexity thinking, and the very contextual nature of knowledge in the world. Our students - from different cultures and with life experiences and values - find ways to incorporate these factors in productive and creative ways into their learning environments and study projects. Combining two different cultures is not easy. However, recognizing the importance of cultural differences and different life experiences, our social and communication competencies, especially intercultural competencies - which are often theorized about and proposed as friendly outcomes but are rarely included in traditional academic programs - are truly important to the success of glocal vision.

The results on the glocal vision dimensions appear in table 1 for the means, and standard deviations of the T-scores and their g-effect hedges centered on the mean differences for paired sample tests for Male and Female.

### ***Independent Dimension***

The independent dimension shows that there are differences perceived in the application of the glocal vision curriculum in the university with different genders' backgrounds. Male students perceive are in an intellectual condition about independence in a glocal vision that is very different from female students' perceive. The T score of female students was -11.13 that different from the T score male students was -16.37. Female students are superior to perceive glocal vision at intellectual independence because their culture is very independent in living a global life but still accompanied by their local life, which is far from urban. Intellect in independent dimensions is seen in how students understand about independence that exists in the era of globalization but in the local scope.

### ***Local dan global Dimension***

Table 1 shows that in columns P and T the table is the result that students feel the implementation of the glocal vision curriculum at MMU. While the results in the Mean column (Std) are data for students' perceptions about the implementation of the glocal vision curriculum, which is deconstructed in the international curriculum. On the local and global dimensions, we use the universalization stage to see cross-sectional comparisons or aspects of the two gender of higher students. This involves the use of comparisons to develop fundamental theories with significant generalizations and relevance; go further to provide theories that explain the case being studied. The case given is a case that is happening in Indonesia, which is about religious debate. The perception of male students is ready for the internationalization process because they have good intellectual and action aspects. They use intellect in taking action to deal with problems between the global world and the opposing local world.

### ***Real dan Virtual Dimension***

In the real and virtual aspects, male students have a better view of the action dimension than the female student's view of 1.14 with a comparison of female students with a T value of -0.13. In the real and virtual aspects, the T value is stable, so it can be said that glocal vision can follow the internationalization of students through real and virtual aspects. The author uses the universalization stage to look at comparisons or cross-sectionals from the two genders, namely, comparing various forms of a single phenomenon to find logical differences between events and

setting a standard of variation in the character or intensity of the phenomenon. The single phenomenon discussed in the glocal vision curriculum is about the educational changes that will be brought about by the new education minister on digital education.

### ***Collaboration and Relation Dimension***

In the aspect of collaboration and relations, the view of female students has a T value that is approximately the same as the view of male students, although there is a difference in the T value of female students in action that is 4.31 while the T value of male students in action is -3.3. On the dimensions of collaboration and relationships, the study uses the universalization stage to see cross-sectional comparisons of the two genders including comparison 'placing various events in various locations in the same system, on the way to explaining their characteristics as a function of their various relationships with the system as a whole'. So that on this dimension, the author review how the relationships and interactions that occur in students of male and female students.

### **Research Question 2: How are students' perceptions on the implementation of glocal vision curriculum deconstructed in the international curriculum design at MMU?**

The results of the study described in table 1 show that how students' perception on the implementation of the glocal vision curriculum in deconstructing internationalization in MMU. The results on the glocal vision dimensions appear for the means and standard deviations of the T-scores and their g-effect hedges centered on the mean differences for paired sample tests for Male and Female. Results of the Std between the dimensions in the GEF with the dimensions of the glocal vision curriculum, which have values that influence each other. So, it can be said that students have a good perception of the glocal vision curriculum so that it can influence the internationalization of a higher education institution in MMU.

The highest value of students' perceptions is on the intellect dimension on aspects of collaboration and relations with an average value of GEF 51.12 of all research subjects. This indicates that their knowledge in collaboration and relations in the curriculum of glocal vision can help students in internationalizing higher education. Students have a good mean in collaboration and relation aspects after real and virtual aspects. With students' statements about their mindsets, attitudes, and feelings in the world that foster a commitment to create solutions to real-world sustainability problems and the ability to produce systemic changes in collaboration and relationships. As a

result, male students have collaborative learning and synergy in implementing learning with the glocal vision curriculum so that the goals of internationalization can be easily reached. In addition, male students have excellent knowledge of collaboration and relationships at the international level.

The value of students' perceptions of glocal vision for the deconstruction of internationalization of higher education in the real and virtual aspects is a total of 50.7. Students who have a good perception of the opinion of the new Indonesian Ministry of Education because, according to them, the use of the virtual digital aspect in the current era could increase the index of education in Indonesia into technology-literate education. But it must be balanced with equal distribution of facilities in all corners of schools in Indonesia. Students gave perception through their statement not to forget about the locality around campus that many students do not have digital capabilities for all students in the area.

In this case, students understand that independent is very high, but its implementation is less demonstrated. This basically involves describing the full characteristics or features of each case being studied. This helps broaden the knowledge of studies and provides insight to see cases in depth. This method cannot be said to be truly comparative but instead utilizes comparisons in small aspects of the study (Fredrickson & Roberts, 1997).

In the emotional and moral aspects, in the local and global dimensions, students are able to think about patterns and kinds of attitudes and behaviors that can be accepted in the global world and the local world simultaneously seen at the total mean with a value of 45.83 shows the perception of students about glocal vision in local and global aspects is still low compared to other aspects. Students still do not have a good perception of how we as the next generation to protect our locality from coinciding with the culture that enters through globalization. However, they have flaws in conflicting matters, namely about religion. So, with the same case, the two genders have different views. Male students are more inclined towards internationalization, while female students have not been included in the assessment of internationalization.

### **Discussion**

The results showed that students who participated in glocal vision became more confident in their capacity to recognize and critically assess their own position and the role of social and cultural contexts in shaping their perspectives and others, and to understand problems from the

perspectives of various others while implementing the glocal vision. Students have more readiness to develop internationally with this glocal vision. The results of the study show about features do students perceive the implementation of glocal vision curriculum and there are different perceive from higher students. This difference is due to the existence of various cultural streams, originating from anywhere in the world, held to increasingly coexist in one cultural space (Emeraldien, 2018). In addition, each gender has the choice to accept the culture that comes into that one space. Glocal vision can make students think that they think globally in local applications.

Glocal vision is an abstraction; it exists in a great many which are produced empirically in various contexts through local-global interactions. Although glocalization refers to the process of refraction through the locality, it refers to the conditions under which globalization is experienced globally. The best way to define it is to distinguish glocality from globality (Roudometof, 2015). Glocal vision can be a real, new prospect, being characterized by some extrinsic features and namely the universal nature, concreteness, mobilize human energy, and sustainability (Emeraldien, 2018; Khondker, 2004).

In the author's view, a pragmatic view of the world is very important in the discourse of international higher education. In the context of this paper, glocal refers to local and global integration because local and global social and environmental problems affect the glocal community. Learning based on glocal vision requires students to involve their minds in the glocal learning space to reach solutions and act to find consensus to overcome natural disasters, human dangers, religious conflicts, land, and families.

In learning spaces that apply glocal vision, real-life natural disasters, and human hazard situations in our glocal environment is an assessment case study in which the assessment approach as learning is recommended to be taken into consideration in curriculum design and implementation (Patel, 2017). It is very important that the glocal vision framework in international higher education focuses on the quality of learning. The unbalanced diffusion of new educational and communication technologies throughout the world is increasingly widening the innovation gap (Patel & Hochfeld, 2012; Servaes, 2016). Access to and lack of access to new communication media technologies create tensions and obstacles to achieving social equality (Shamsuddoha, 2008). In the internationalization paradigm, factors that influence relations of development of glocal communities include stereotypical, prejudiced, and discriminatory behavior among proponents of the internationalization of other cultural communities.

As a final point, the need for internationalization in higher education through glocal vision is an increasing awareness that the idea of "internationalization" is not only related to relations between countries but even more seriously with relations between cultures and between global and local. The inclusive reason is that the internationalization of higher education is considered as an end in itself, not as a means to an end. Internationalization is a strategy to improve the quality of education and study (Saridakis et al., 2019). The results of this study give more effort to redefine the concept of internationalization, which is still young, so it must be a call for action to bring the core values and goals of internationalization of higher education through glocal vision.

### **Conclusion**

The glocal vision curriculum shows the difference from the perspective of local think global act to internationalize a tertiary institution in Indonesia, in all four dimensions of glocal vision, namely independent; global and local; virtual and real; collaboration and relationships. The four dimensions have different intensities, respectively, in the independence of female students, which is generally local is higher than male students and the difference is seen in other dimensions, which show that with glocal vision can improve or prepare universities for the deconstruction of internationalization. In this study shows about features do students perceive the implementation of a glocal vision curriculum. In addition, students have a good perception on the implementation glocal vision curriculum that can deconstruct the internationalization of higher education institutions in its application and the benefits in social and cultural contexts are increasingly understood by students.

### **References**

- Baswedan, A. R. (2014). *Gawat Darurat Pendidikan di Indonesia. The Emergency of Indonesian Education. A paper delivered at the meeting between Ministry and Head of Education Offices Indonesia-wide in Jakarta, on December.*
- Caniglia, G., John, B., Bellina, L., Lang, D. J., Wiek, A., Cohmer, S., & Laubichler, M. D. (2017). The Glocal Curriculum: A Model for Transnational Collaboration in Higher Education for Sustainable Development. *Journal of Cleaner Production*, 9, 1–15. <https://doi.org/10.1016/j.jclepro.2017.09.207>
- Emeraldien, F. Z. (2018). Culture in Glocalization Process: A Study of Indonesian Newspapers.

*Jurnal Ilmu Komunikasi*, 1(2), 82–94.

- Fredrickson, B. L., & Roberts, T. A. (1997). Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly*, 21(2), 173–206. <https://doi.org/10.1111/j.1471-6402.1997.tb00108.x>
- Fuadi, D. (2018). Internasionalisasi Perguruan Tinggi: Studi Multisitus pada Perguruan Tinggi Islam di Yogyakarta. *The Progressive and Fun Education Seminar*, 1, 594–607.
- Gobo, G. (2016). Glocalization: A Critical Introduction. *European Journal of Cultural and Political Sociology*, 3(2–3), 381–385. <https://doi.org/10.1080/23254823.2016.1209886>
- John, B., Caniglia, G., Bellina, L., Lang, D. J., & Laubichler, M. (2017). *The Glocal Curriculum: A Practical Guide to Teaching and Learning in an Interconnected World*. Baden-Baden: Critical Aesthetics Publishing.
- Kenny, D. A., & Cook, W. (1999). Partner Effect in Relationship Research: Conceptual Issues, Analytic Difficulties, and Illustrations. *Personal Relationships*, 6, 433–448. <https://doi.org/http://dx.doi.org/10.1111/j.1475-6811.1999.tb00202.x>
- Khondker, H. H. (2004). Glocalization as Globalization : Evolution of a Sociological Concept. *Bangladesh E-Journal of Sociology*, 1(2), 1–9.
- Klyukanov, I. E. (2005). *Principles of Intercultural Communication*. Boston, USA: Pearson Education.
- Mathews, S. A. (2016). Using Digital Participatory Research to Foster Glocal Competence: Constructing Multimedia Projects as a Form of Global and Civic Citizenship. *Journal of Social Studies Education Research*, 7(2), 1–29. Retrieved from [www.sosyalbilgiler.org](http://www.sosyalbilgiler.org)
- Park, E., Sklad, M., & Tsirogianni, S. (2015). A Qualitative Evaluation of “Going Glocal.” In J. Friedman, V. Haverkate, B. Oomen, E. Park, & M. Sklad (Eds.), *Going Glocal in Higher Education: The Theory, Teaching, and Measurement of Global Citizenship* (pp. 174–192). Roosevelt: University College Roosevelt.
- Patel, F., & Hochfeld, T. (2012). Developmental Social Work in South Africa: Translating Policy Into Practice. *International Social Work*, 56(5), 690–704. <https://doi.org/https://doi.org/https://doi.org/10.1177/0020872812444481>
- Patel, F., & Lynch, H. (2013). Glocalization as an alternative to internationalization in higher education: Embedding positive ‘glocal’ learning perspectives. *International Journal of Teaching and Learning in Higher Education*, 25(2), 223–230. Retrieved from

- <http://www.isetl.org/ijtlhe/past2.cfm?v=25&i=2>
- Patel, Fay. (2017). Deconstructing Internationalization: Advocating Glocalization in International Higher Education. *Journal of International and Global Studies*, 8(2). Retrieved from <https://www.lindenwood.edu/files/resources/64-82-deconstructing-internationalization.pdf>
- Rihoux, B. (2006). Qualitative Comparative Analysis (QCA) and Related Systematic Comparative Methods. *International Sociology*, 21(September), 679–706. <https://doi.org/10.1177/0268580906067836>
- Roudometof, V. (2015). Theorizing Glocalization: Three Interpretations. *European Journal of Social Theory*, 1–18. <https://doi.org/10.1177/1368431015605443>
- Saridakis, G., Idris, B., Hansen, J. M., & Dana, L. P. (2019). SMEs' Internationalisation : When Does Innovation Matter? *Journal of Business Research*, 96(September 2017), 250–263. <https://doi.org/10.1016/j.jbusres.2018.11.001>
- Servaes, J. (2016). How “Sustainable” is Development Communication Research? *International Communication Gazette*, 78(7), 701–710. <https://doi.org/https://doi.org/https://doi.org/10.1177/1748048516655732>
- Shamsuddoha, M. (2008). Globalization to Glocalization: A Conceptual Analysis. *SSRN*. <https://doi.org/https://doi.org/http://dx.doi.org/10.2139/ssrn.1321662>
- Soulard, J., Gard, N., & Stern, M. (2019). Annals of Tourism Research Transformative Tourism Organizations and Glocalization. *Annals of Tourism Research*, 76(March), 91–104. <https://doi.org/10.1016/j.annals.2019.03.007>
- Svensson, G. (2001). “Glocalization” of Business Activities: A “Glocal Strategy” Approach. *Management Decision*. <https://doi.org/10.1108/EUM0000000005403>
- Tarman, B., & Gürel, D. (2017). Awareness of Social Studies Teacher Candidates on Refugees in Turkey. *Journal of Social Studies Research*, 41(3), 183–193. <https://doi.org/10.1016/j.jssr.2016.11.001>
- Tilly, C. (1984). *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage Foundation.
- Yunus. (2018). Islam dan Budaya (Nilai-Nilai Islam dalam Proses Pernikahan Masyarakat Bugis). *Titian: Jurnal Ilmu Humaniora*, 2(1), 5–7.