INVESTIGATING THE IDEOLOGY OF INDONESIAN UNIVERSITIES THROUGH THE VISION AND MISSION STATEMENTS: A CORPUS-ASSISTED DISCOURSE STUDY

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Abstract

Literatures have shown that discursive investigation on universities' vision and mission statements can reveal the universities' ideologies as well as the prevailing sociopolitical factors in the country. However, there is no such investigation within Indonesian higher education discourse yet. This study seeks to fill the gap by conducting a corpus-assisted analysis on the vision and mission statements of 100 Indonesian universities. By implementing CADS (Corpus-Assisted Discourse Studies) procedures, this study combines corpus linguistics techniques and ideological discourse analysis approach. The final results reveal the social responsibility of Indonesian universities to support public welfare and the emergence of internationalization movement within the educational system of the country, denoting collectivism and neoliberalism as 'negotiating' ideologies within the institutional discourse. It is related to none other than the view that universities are institutional bodies that cannot be stagnant as they must always be progressing towards the current development of society and even the world.

Keywords: ideological discourse analysis, CADS, Indonesia, universities, vision and mission

Abstrak

Literatur telah menunjukkan bahwa penyelidikan diskursif atas pernyataan visi dan misi perguruan tinggi dapat mengungkap ideologi perguruan tinggi serta faktor sosiopolitik yang berlaku di negara tersebut. Namun, dalam wacana perguruan tinggi Indonesia, belum ada investigasi semacam itu. Kajian ini berupaya mengisi kekosongan tersebut dengan melakukan analisis dengan bantuan korpus atas pernyataan visi dan misi 100 perguruan tinggi di Indonesia. Dengan menerapkan prosedur CADS (Corpus-Assisted Discourse Studies), penelitian ini menggabungkan teknik linguistik korpus dan pendekatan analisis wacana ideologi. Hasil akhir dari keseluruhan penelitian mengungkapkan tanggung jawab sosial perguruan tinggi di Indonesia untuk mendukung kesejahteraan masyarakat dan munculnya gerakan internasionalisasi dalam sistem pendidikan negara. Hal ini menunjukkan kolektivisme dan neoliberalisme sebagai ideologi yang sedang 'bernegosiasi' dalam diskursus institusional tersebut. Hal ini tidak lain terkait dengan pandangan bahwa universitas adalah badan kelembagaan yang tidak bisa stagnan karena harus selalu maju mengikuti perkembangan saat ini di masyarakat dan bahkan dunia.

***Kata kunci:** analisis wacana ideologis, CADS, Indonesia, universitas, visi dan misi*

INTRODUCTION

Universities as higher education institutions arguably have a critical role in the society. Universities are often regarded as a state instrument leading the "efforts for social transformation" (Özdem, 2011). This is related to the notion that education field especially higher education subfield partakes an important part in the development and growth of a country. As an institution, university must have the aim to achieve a certain goal by implementing their strategic plans. The goal and the strategic plans to achieve that particular goal are often embedded in their vision and mission statements.

Vision statements are defined as statements of an institution/organization which are used to project the desired future they want to achieve as an institution/organization (Tanković 2013, p. 332). Meanwhile, mission statements are defined as statements of an institution/organization stating "the values and priorities of strategic decisions" which indicates alignments with the institution/organization's vision (Tanković 2013, p. 333). In other words, vision statements stipulate an institution/organization's future destination while mission statements serve as the description of the attempts to stay in the direction of pursuing the destination. Therefore, vision and mission statements are generally seen as a unity rather than standalones due to their interrelatedness.

Ideally, vision and mission statements are utilized to represent the distinct characteristics of the institution in order to distinguish itself from others (Taiwo et al., 2016). However, it is revealed by a case study in the UK that universities these days tend to show "discursive uniformity and standardisation" more than their uniqueness (Sauntson & Morrish, 2010, p. 74). This can be related to the notion that social and political factors are put into consideration by universities, hence the representation of shared values.

In the context of Indonesia, most universities, either public or private, are administered by the Directorate General of Higher Education, Research, and Technology (*Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi* in Indonesian, commonly abbreviated into Ditjen Diktiristek). The practice of education in general is regulated by the government through law. According to Law Number 20 of 2003 on National Education System (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003):

> National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia (the ideology of the nation) which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times. (Article 1, Paragraph 2)

> Higher education is obliged to organize learning, research, and community service. (Article 20, Paragraph 2)

The education policies mentioned above regulate the management of universities in Indonesia. The definition of national education regulated in Article 1 Paragraph 2 elaborates the basis of education in the country by which university as an educational institution must aim to implement. Article 20 Paragraph 2 further specifically mentions the main obligations of Indonesian universities. The concept of Learning-Research-Community Service or what is known as the *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education) refers to the mission of higher education institutions established by the Indonesian government through the first law on higher education; Law Number 15 of 1961 (Fahmi (2007) in Susanti, 2011). Based

on these regulating laws, it can be inferred that universities in Indonesia are mandated by the government to reflect the main ideology of the country in their practice. However, this should be taken as the ideal state and whether or not universities are fully committed to the mandate must be proven further.

Research on higher education discourse has revealed that vision and mission statements are useful in investigating the ideology of the institutions which reveals the country's sociopolitical context. This finding is apparent in some of the previous studies on the field as shown in university vision and mission statements researches by Kuenssberg (2011), Lee et al. (2013), and Efe & Ozer (2015). Kuenssberg's work (2011) is a textual analysis on the vision and mission statements of 20 Scottish universities. Lee et al.'s work (2013) is a content analysis on the vision and mission statements of 39 Australian universities' public websites. The last one, Efe & Ozer's work (2015) is a corpus-based critical discourse analysis on the vision and mission statements of 105 state and 66 private universities in Turkey.

Among the three studies mentioned above, Efe & Ozer's (2015) is the most similar to this study because it combines corpus linguistics and discourse approach. The study inspired the researcher to also make a corpus-assisted analysis of vision mission statements of universities in Indonesia, because there has been no ideological research on vision mission statements of Indonesian universities at the moment. Discourse on Indonesian higher education primarily emphasizes on the historical development and the implementation of regulating laws affecting higher education institutions in the country, leaving the discussion on the ideological stance of the institutions themselves to be lacking. The researcher believes that understanding how universities present themselves ideologically is arguably important, since it might equip scholars a broader perspective on the implementation of higher education by including the perspective from the institutions themselves. For these reasons, this study was conducted with the aim to investigate the ideology of Indonesian universities as depicted through their vision and mission statements.

THEORY

Corpus-Assisted Discourse Studies (CADS)

Corpus linguistics is a research subfield in linguistics that distinguishes itself from other subfields by the utilization of a corpus (or *corpora*, the plural form of it) in language research. Corpus is defined as "a large, principled collection of naturally-occurring texts that is stored in electronic form" by which the text can be in the written or spoken form and the design of a corpus is aimed to provide "reliable and generalizable results" (Conrad, 2002). Therefore, related elements like corpus size, number and types of texts used as the data, and sampling size procedures need to be seriously considered in the making of a corpus. This can be linked to the major emphasis of corpus linguistic research that is to show a general pattern in language use by using computer-assisted technique of analysis.

The tendency of multidisciplinary nature of corpus linguistics has been discussed by McEnery & Hardie (2012, pp. 1-3). They argued that as an area of study, corpus linguistics is in no way monolithic but rather a heterogeneous field. It stems from their belief that the corpus use is to serve the purpose of answering research questions, by which in the process corpus data can be analyzed using various approaches. This stance is supported by the Park and Nam's work

(2017) examining trends in corpus linguistic research published in 1997-2016 which reveals that corpus linguistics has the possibility to grow into a multidisciplinary field overtime.

One of the growing multidisciplinary areas of corpus linguistics research is Corpus-Assisted Discourse Studies (henceforth CADS). As the name suggests, CADS refers to an area of discourse studies with the "assistance" of corpus. This assistance refers to the use of corpus linguistics techniques in processing the corpus data, before the results are finally interpreted quantitatively with discourse approaches. To put it simply, CADS is a combination of corpus linguistics and discourse analysis. The term "CADS" itself was first introduced by Partington (2004). Even so, it is important to note that this term does not stand as the only exclusive term on the matter. As summarized by Taylor & Marchi (2018, p. 5), similar type of research would also go with different terms, such as "corpus-based CDA", "corpora and discourse studies", "corpus stylistics", "corpus pragmatics", "corpus-based sociolinguistics", or even go with no particular term at all. In this study, the researcher decided to use CADS as the default term.

The discussion on the research scope has grown significantly in the past two decades. However, combining corpus linguistics and discourse analysis is not a relatively new convention (Baker, 2006) since it has been practiced long before the establishment of the terms as evidenced by the study of Hardt-Maurtner (1995), Krishnamurthy (1996), and Stubbs (1996). Since these early studies, discursive investigations using corpus as method continue to develop on more diverse and relevant themes, for example varying from media study on identity construction (Jaworska, 2016) or more specifically on masculinity (Baker & Levon 2015; Ismail et al., 2020) to sociopolitical situation of refugees (Baker et al., 2008) and immigrants (Al Fajri, 2017) as well as the portrayal of a religion and its members (Al Fajri, 2019).

Endorsements for CADS methodology are found in literatures including the ones mentioned earlier. The positive note for the multidisciplinary approach mainly emphasizes on the mixed characteristics deemed capable for countering the critics for each approach. CADS is argued to be beneficial in uncovering a general pattern from a big set of data while avoiding the tendency of overgeneralization in the corpus linguistics research (Conrad 2002; Gray and Biber 2011). As for the discursive analysis counterpart, CADS can be used to prevent discursive investigation from being too narrow and lessen the chance of the researcher to do "cherry-picking" or projecting biases in the qualitative description (Baker & Levon, 2015).

Going back to the discussion about CADS, Partington (2008, p. 96) analogizes CADS as a place where observation and contemplation interacts. The observation stage in CADS focuses on the comparison of corpora, which can be pre-existing or built independently by the researcher, followed by data testing and investigation of word lists and concordances (Partington, 2008, p. 98). Below is the basic series of steps in implementing CADS as proposed by Partington (2008, pp. 101-102) which can be summarized into these following stages.

1. Formulating research question(s);
2. Selecting/compiling/editing "an appropriate corpus" and the reference corpus/corpora;
3. Making frequency lists and performing a comparative keyword analysis of the corpora;
4. Determining "sets of key items" based on the result and performing concordance analysis of interesting "key items".

Upon completing these stages, the researcher might reassess the research question and revert to the second stage. It is also important to note that these stages are not absolute and might undergo changes in accordance to the situations and the requirements of the researcher.

Corpus Techniques in CADS

It has been elaborated in the earlier explanation that CADS researchers usually implement corpus techniques such as keyword lists comparison and concordancing. Keyword lists comparison is commonly related to frequency analysis since keywords are essentially words that appear more often than others in a corpus or file (Baker, 2010, p. 104). Concordance analysis is usually performed after keyword lists analysis to complement the whole corpus investigation. Concordances provide more details especially in terms of the context by highlighting a few words surrounding the examined word or phrase which are deemed useful for the investigation about the practical use of the word or phrase (Baker, 2010, p. 106). However, the corpus techniques that might be applied to CADS are not limited to these two. CADS researchers are known to utilize any kind of techniques necessary in accordance to the corpus data. This means that they might insert new techniques and/or reduce the ones mentioned in Partington's CADS procedure (Baker, 2008, pp. 101-102).

Another corpus technique that is also found in CADS research is semantic grouping. Semantic grouping refers to the process of categorizing lemmas based on the similarity of the sense of meaning and reference. Semantic grouping is usually aimed to make corpus analysis more effective because corpus research usually deals with a lot of data and patterns of word use can be revealed by grouping words semantically. An example of CADS research that employed semantic grouping is Efe & Ozer 's (2015). It is stated that the semantic groups they created for their analysis on vision and mission statements in Turkey are drawn on the words' "context of use" (Efe & Ozer, 2015, p. 5).

A limitation is made for the categorization process that only content words were chosen for this process while grammatical words such as prepositions and articles are omitted "[f]or the sake of economy analysis" (Efe & Ozer, 2015, p. 5). For the categorization process itself, they emphasized on the similarity and strong collocations of the words hence when a word is found to imply two contexts, the word would be categorized to the semantic group for the context that dominates the whole data for the word. This way of interpreting the context would use an analysis strategy that heavily relies on the researcher's judgment as one of the features of CADS techniques (Partington, 2008, pp. 101-102). The five semantic groups and some examples for each group are as follows.
1. Education (for instance *education*, *university*, and *research*)
2. Values and commitment (for instance *modern*, *values*, and *respected*)
3. People (for instance *individuals*, *human*, and *society*)
4. (Inter)nationality (for instance *international*, *universal*, and *national*)
5. Fields of knowledge/development/growth (for instance *social*, *cultural*, and *economical*)

The naming of the semantic groups is pretty self-explanatory. As for the words that do not belong to the said groups such as *field* and *institutional* for instance, they would be categorized under the group 'Other'.

Discourse and Ideology

Discourse essentially refers to the use of language to convey particular meanings. According to Hyland & Paltridge (2011, p. 1), studying discourse in the sense of applied linguistics means studying "language in action" by which the texts are being analyzed to be related to the

prevailing social contexts. Discourse analysis in general can be distinguished into two approaches: descriptive and and critical (Fairclough, 1985). Descriptive approach focuses on the content of the text by describing meaning through the microstructures of language, while critical approach focuses beyond that. Critical approach does not only stop at analysis on microstructures of the text, but also investigate how it is related to the function of the language in use at the macro level.

Critical discourse analysis (henceforth CDA) is an area of discourse study which stems from such critical approach. According to Wodak (2001, p. 10), CDA scholars are interested in examining "the ways in which language mediates ideology in a variety of social institutions" which would later reveal the unequal power relations that is implied within the frame of context. It can be connected with the belief that ideology plays a major part in the establishment and the maintenance of such dynamic of unequal power relations. At the very core, CDA perspective believes in implied meanings beyond text since it argues that language is always political and never neutral. Consequently, considering the institution as the producer of a text is a must within this framework.

Van Dijk (1993; 2001), one of the most remarkable CDA scholars, theorized the triangular concept which emphasizes on the connections of discourse, cognition, and society known as "the discourse-cognition-society triangle". The cognition here refers to the cognitive processes which significantly affects the interpretation process of a discourse. The interpretation process is a two-way street; it does not only consider how discourse audience decode the text but also consider how text producer encode the text to deliver intended meaning. Van Dijk's socio-cognitive approach is basically concerned with implied ideologies upheld by institutions.

Derived from the same emphasis on cognition and society, Van Dijk (1995) proposed another discourse analysis approach that he argued 'critical' but does not necessarily belong to the umbrella of mainstream CDA: Ideological Discourse Analysis. The main purpose of the approach is to reveal the ideological stance of the maker of an ideological discourse. The main difference between this approach and CDA lies on how each focus on ideologies at play related to the final aim of the discursive research. CDA seeks to reveal unequal power relation, hence the highlight lies especially on the dominant group and its ideology. Meanwhile, ideological discourse analysis stops at uncovering ideology of the discourse producer in its general notion (Van Dijk, 2006, pp. 131-132), meaning that the focus is on how the producer self-represent their ideology despite their status as the dominant or the dominated group.

Ideological discourse analysis specifically attempts to connect ideologies and discourse based on the analysis on structures of ideologies and meanings within a text. The theoretical framework of this approach typically revolves around conveying the local meanings and the implications depicting these topics: (1) Self-identity descriptions, (2) Activity-descriptions, (3) Goal-descriptions, (4) Norm and value descriptions, (5) Position and relation descriptions, and (6) Resource description (Van Dijk, 1995, pp. 146-149).

It is important to note, however, that even though ideology could strongly affect the content of a discourse, not all discourse can be categorized as ideological. A discourse is said to be ideological if the discourse producer as a member of a particular group "explain, motivate or legitimate their (group-based) actions" through the text (Van Dijk, 2006, p. 121). As an institutional text aimed to self-represent strategic planning of the institution, universities vision and mission statements thus can be treated as an ideological discourse. Therefore, the

researchers decided to use Van Dijk's (1995) ideological discourse analysis approach for the qualitative investigation of this study in order to reveal the ideology of Indonesian universities.

The Current State of Higher Education in Indonesia

As mentioned earlier in the introduction, universities as higher education institutions in Indonesia are generally administered by the Directorate General of Higher Education, Research, and Technology (which henceforth will be addressed as Ditjen Diktiristek). Ditjen Diktiristek is hierarchically under the Ministry of Education and Culture (henceforth Kemendikbud). According to *Pangkalan Data Pendidikan Tinggi* (PPDitjen Diktiristek), a higher education database page managed by Ditjen Diktiristek, the latest number of higher education institutions in Indonesia is 4,593 as of December 7, 2020 (*PDDitjen Diktiristek - Pangkalan Data Pendidikan Tinggi*, 2020). These institutions consist of academies, institutes, polytechnics, colleges, and universities. However, in this research all of these types are referred as universities due to its position as the most general term used in Indonesian higher education context.

All Indonesian universities are generally divided into public and private university. In the past, the segregation of universities' status as public or private university was a very important matter in the discourse of higher education in Indonesia. Public universities held the predominant position due to the privileges of public universities since the New Order era (Rosser, 2016). Rosser (2016) further explained that public universities received financial subsidy from the government which enables them to provide better quality at cheaper educational cost compared to its competitors from private sectors. This resulted in public preference towards public universities hence private universities could only attract the rest of the customers. There was a small indication of competition in national settings. However, the form is not direct and the public universities were at the top of the game owing to the shared assumption that 'public universities must be better than private universities' which has been ingrained in Indonesian society.

This competition recently has entered a new level by the emergence of internationalization movement within the higher education context in Indonesia. The movement at first started inevitably due to globalization. However, this new chapter of higher education has been made official in Indonesia by the endorsements by Ditjen Diktiristek under the guidance of Kemendikbud. One of the attempts undertaken by the national higher education officials to increase the international index of Indonesian universities is by making scientific publication, commonly in the form of journal articles, as graduation requirements. As of 27 January 2012, the minimum publication requirement for graduating from university is: scientific journal article for undergraduate students; nationally-accredited scientific journal article for graduate students; and international scientific journal article for postgraduate students (Surat Edaran Ditjen Diktiristek 152/E/T/2012 Tentang Publikasi Karya Ilmiah, 2012). However, the policy has been updated recently by Kemendikbud which raised the standard to be nationally-accredited and/or international scientific journal article for graduate level and scientific article at reputable international journals for postgraduate level (Permendikbud No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi, 2020).

The other attempts by Indonesian government to encourage its universities to compete at the global scale include accreditation system for all universities and privatization for public universities (Harun et al., 2020). Privatization that is identical with marketization denotes the

emergence of neoliberal values in education (Lynch, 2006). Troubles arise as the result of the free-market capitalism approach encounters the traditional collectivist values of Indonesia. The inconsistency of the clashing ideologies upon meeting for the implementation in general has been discussed in literatures by which it is argued to result in "market retarding" (Rosser, 2016), counterproductive for the desired aim on internationality (Harun et al., 2020), and create negative impacts on the issue of educational equity (Susanti, 2011). However, whether or not this notion of clashing ideologies is apparent on Indonesian universities' vision and mission statements would be proven by the further analysis of this study.

METHOD

This corpus-assisted discourse study is inherently a mixed-methods approach, which refers to the research approach which combines qualitative and quantitative as two elements of research method (Cresswell & Plano Clark, 2011). The quantitative nature of this research lies on its quantitative CADS procedures (Partington, 2008) especially for the comparison of universities and the making of frequent word lists. Meanwhile, the qualitative nature of this research is embodied on the semantic grouping process and the discursive interpretation based on ideological discourse analysis framework (Van Dijk, 2006) of the results for the purpose to reveal the underlying ideology reflected in the vision mission statements being investigated.

Population and Sample

The population of research object for this study is the vision and mission statements of universities established in Indonesia by which the sample is taken from 100 top Indonesian universities according to Webometrics list (2020a) January 2020 edition. This list of 100 top Indonesian universities consists of 56 public and 44 private universities. This limitation to 100 samples was set as an attempt of purposive sampling in order to maintain the quality of the research. The prerequisites for the sample selection criteria are based on data reliability, availability, and objectivity. This relates to the decision of the researcher to select Webometrics list and the limitation to such number of research sample based on the hierarchical position.

Webometrics's university ranking is based on the visibility of universities on the web (Webometrics, 2020b). The visibility of universities on the web is arguably a strong and reliable parameter to assess the quality of universities especially related to their academic contributions on the global scale through the web. To add, Webometrics' university ranking has previously been mentioned in Ditjen Diktiristek's official web pages (for instance see Lembaga Layanan Pendidikan Tinggi Wilayah V Yogyakarta 2020; and Rustandi, 2020) inferring that it is admitted as a legitimate third party providing the assessment of university ranking according to the governmental body. In short, these are the considerations in deeming that the Webometrics rank is reliable to be taken as a parameter of research data. Besides, the use of this list from a third party, not one made by the researcher, is aimed exhibit a more objective stance in the conduction of this research.

Furthermore, in relation to data availability, being "visible" through the web means that the universities have already possessed an official website which would be the place for the researcher to obtain the vision and mission statements to be studied. The limitation to 100 based on the hierarchal position is also related to this decision. There is no guarantee that the universities that did not make it to the top 100 list have their official websites and disclose their

information online. Moreover, the number is deemed enough to represent the whole population of universities in Indonesia since both public and private universities from various regions of Indonesia are present on the list. This would enable the researcher to obtain the general pattern of Indonesian universities objectively.

Data Collection

Since this study is ideological discourse analysis with corpus techniques assistance, the data analyzed in this research is in the form of corpus data. The main research instrument of this study is the researcher herself who did the whole process of deciding the perquisites of sample data, performing non-participatory online observation, gathering all the data needed, and making the analysis according to the theoretical frameworks chosen. The second research instrument is the corpus tools used to generate and process the corpora. At the end of this data collection stage, it is found that the whole corpus data consists of 8,091 tokens in total by which were obtained by completing these following steps:

1. Obtaining the list of names of Indonesian universities enlisted on the top 100 ranking (January 2020 edition) on the website of Webometrics (2020a) for the country (https://www.webometrics.info/en/asia/indonesia%20);
2. Accessing the official website of each university on the list with the utilization of a web search engine;
3. Observing and gathering the vision and mission statements of each university on the list from their official website; and
4. Making two separate vision and mission statements corpora of the Indonesian public and private universities in Microsoft Excel.

Data Analysis

The data analysis stage of this study would begin with corpus analysis first then followed by the ideological discourse analysis for the final interpretation. Microsoft Excel, AntConc 3.5.8 (Anthony, 2019) and AntWordProfiler 1.4.0 (Anthony, 2013) software were used as corpus tools. There are three stages of corpus analysis that had to be undergone for the data analysis of this study: (1) keyword list analysis, (2) frequency based on range distribution analysis, and (3) concordance lines analysis. The concordance lines analysis would later cover the ideological discourse analysis for interpreting the processed data. The flow of each analytical process would be elaborated in the sections below.

The keyword list analysis was performed to compare the vision and mission statements of the public and private universities. Firstly, keyword lists for public and private universities were made using AntConc 3.5.8 software (Anthony, 2019). The reference corpus used in this process were 1,130 nationally accredited journal articles. Secondly, the results would be compared using Duplicate Values feature on Microsoft Excel to see whether the words were found in both categories (public and private universities) or exclusively shown in one category. This stage would later be followed by chi-square test with a 0.05 significance level to examine the similarities and the differences of both lists. The hypotheses in use are if the p-value is lower than 0.05, it means that the difference is significant and vice versa.

In the next part which is frequency based on range distribution analysis, the researcher did a frequency and range analysis to find the most frequent words (with minimum range: 20) in

the vision and mission statements by utilizing AntWordProfiler 1.4.0 software (Anthony, 2013). The results would later be categorized into semantic groups by Efe & Ozer (2015) based on the context of use. The default semantic groups in use are: (1) *Education*, (2) *Values & Commitment*, (3) *People*, (4) *(Inter)nationality*, and (5) *Fields of Knowledge/Development/ Growth*. These semantic groups by Efe & Ozer (2015) serve as the starting point of the data categorization as explained in the earlier section about Corpus Techniques in CADS.

For the last part of data analysis, the concordance lines of a significant lexeme from each semantic group were analyzed. After all of these stages, the researcher interpreted the findings by focusing on how the values, beliefs, and assumptions of the universities are communicated through the use of words in the discourse. The result would further be related to the sociopolitical context of Indonesia before finally the research conclusion about the underlying ideology of the universities is drawn.

DISCUSSION

Keyword List Analysis Result

In order to see the differences between the vision and mission statements from Indonesian public and private universities, a keyword analysis was performed in this research. As has been stated in the methods section, the data of vision mission statements were put into two separate corpus: one for state university and the other for private university. Keyword lists were made for each corpus and then the results would be compared to each other. The comparison for the keyword lists can be seen in the screenshot on the next page.

Based on the comparison using Duplicate Values feature in Microsoft Excel, it is found that the majority of the keywords are present in both lists, shown by cells highlighted with red as seen on Figure 1. Differences are also found as shown by cells not highlighted with red but the quantity is evidently outnumbered. It can be inferred from a quick observation of the whole tabulation that the similarity level is very high between both lists. This is supported by the result of chi-square test to measure the significance of the difference found in the lists that exhibits p-value = 0.10999. Referring to the hypotheses elaborated in the earlier section, if the p-value is higher than 0.05, it means that the difference can be concluded as not significant.

Moreover, a deeper analysis for the different keywords shows more indication of sameness rather than difference. Most of the differing keywords are apparently from same family of lemma, synonyms/translation/presenting minor typological difference, and specific names that are mostly institutional (universities referring themselves). The rest is inarguably different in terms of the category of specific field/identity of the universities and most importantly, the use of specific terms that is only apparent in each list. State-related terms such as *bela* which collocates with *negara* (*bela negara* which translates to 'defending the country') and *Pancasila* (the state ideology of Indonesia) are only found in public universities list, while the term 'enterprise' is only present in private universities list.

Based on the finding it can be inferred that Indonesian universities still seeks to emphasize their status as public and private higher education institution through vision and mission statements, indicating the importance between the differing statuses. Competition between Indonesian public and private universities is rooted from the privileges of public universities since the New Order era (Rosser, 2016). Rosser (2016) further explained that public universities receive financial subsidy from the government which enables them to provide better

quality at cheaper educational cost compared to its competitors from private sectors. This results in public preference towards public universities, which would further contribute to the shared assumption that 'public universities must be better than private universities' ingrained in Indonesian society.

Overall, based on the whole keyword list analysis it can be concluded that mission and vision statements of the public and private universities in Indonesia are similar in terms of wording. For this reason and also for the sake of efficiency, the two corpus data for public and private university would later be combined into one corpus data of vision mission statements.

Range Analysis and Semantic Groupings Result

A word range analysis was performed to find the most frequent words in the vision and mission statements. The finding shows that there are 54 words with minimum range 20% for the distribution in the corpus data. For the sake of analysis efficiency, grammatical words and particles are omitted from the list. All of the remaining words on the list were further categorized into semantic groups by Efe and Ozer (2015). The result for the semantic groupings is shown in Table 1 as follows.

Table 1. The result of the semantic grouping of the most frequent words

Semantic Group	Key Items
Education	**PENDIDIKAN** (education); **PENELITIAN** (research); **ILMU** (science); **PENGETAHUAN** (knowledge); **UNIVERSITAS** (university); **PERGURUAN** (college); **AKADEMIK** (academic).
Values & Commitment	**PROFESIONAL** (professional); **PENGABDIAN** (service); **TINGGI** (high); **UNGGUL** (superior); **TAHUN** (year); **BERBASIS** (based on); **BAIK** (good); **NILAI** (value); **KESEJAHTERAAN** (welfare); **KERJASAMA** (cooperation); **BERKUALITAS** (qualified); **MAMPU** (capable); **TINGKAT** (level).
People	**MASYARAKAT** (society); **MANUSIA** (human); **LULUSAN** (graduate); **DAYA** (power).
(Inter)nationality	**NASIONAL** (national); **INTERNASIONAL** (international); **BANGSA** (nation); **INDONESIA** (Indonesia).
Fields of knowledge/ development/growth	**TEKNOLOGI** (technology); **SENI** (art); **BIDANG** (field); **BUDAYA** (humanities/culture).
Action*	**MENYELENGGARAKAN** (to organize); **MENGEMBANGKAN** (to develop); **PENGEMBANGAN** (development); **MENGHASILKAN** (to produce); **MENINGKATKAN** (to increase).

The first five semantic groups on the table: (1) *Education*, (2) *Values & Commitment*, (3) *People*, (4) *(Inter)nationality*, and (5) *Fields of knowledge/development/growth* are the semantic groups based on the context of word use proposed by Efe & Ozer (2015). In the data, it is found that there are some words in the data that cannot be put into these categories. Therefore, the researcher expanded the semantic groups by adding a new category *Action* which is put in the table with asterisk (*).

Concordance Lines Analysis Result

In this part of analysis, one significant lexeme was taken from each semantic group. The concordance lines of the lexemes were further analyzed in order to see the context of use in the data to be later interpreted and related with the sociopolitical context of Indonesia.

1.   Concordance lines for Education - UNIVERSITAS (university)

For the semantic group *Education*, the word chosen is *universitas* or 'university'. Based on the concordance lines, the context of use of this word is mostly about how universities want to be depicted through the vision and mission statements. Similar notion is also apparent in Efe & Ozer's (2015) research. In this analysis's findings, the collocates of the word mostly revolves around the qualities that the universities aspire to have which depict the aim of the universities themselves. This can be related to the argument that I proposed earlier that vision and mission statements of universities are indeed ideological, since it deals with characteristic attributions made to make an in-group description as an ideological discourse strategy (Van Dijk, 2006).

2.   Concordance lines for Values & Commitment - KESEJAHTERAAN (welfare)

For the semantic group *Values & Commitment*, the word chosen is *kesejahteraan* or 'welfare'. Based on the investigation of the concordance lines, the context of use of this word is mostly about how university is seen as an active agent to contribute to public welfare. This notion can be said as the embodiment of the Indonesian concept of Learning-Research-Community Service known as the *Tri Dharma Perguruan Tinggi* (Three Purposes of Higher Education), which implies the expected contribution or service from university towards the society. This finding can be related to the Law Number 20 of 2003 on National Education System article 20 paragraph 2 (Dewan Perwakilan Rakyat Republik Indonesia, 2003) which details about the social responsibilities of Indonesian universities. Some of the examples of the concordance lines for this word are as shown in the following table.

Table 2. Five examples of the concordance lines of '*kesejahteraan*'

No.	Concordance
1	perubahan yang mampu meningkatkan <u>kesejahteraan</u> bangsa Indonesia
2	berwawasan lingkungan dalam upaya meningkatkan <u>kesejahteraan</u> masyarakat
3	bermanfaat bagi pengembangan ilmu dan <u>kesejahteraan</u> masyarakat
4	/atau seni yang diabdikan bagi <u>kesejahteraan</u> masyarakat, bangsa
5	kepada masyarakat untuk mewujudkan <u>kesejahteraan</u> dan kemajuan masyarakat

3.   Concordance lines for People - MASYARAKAT (society)

For the semantic group *People*, the word chosen is *masyarakat* or 'society'. Based on the concordance lines, the context of use of this word is mostly about the obligations of university for the society and the demand from the society towards university. This implies the perspective of Indonesian society that university "owes" the society favors thus it should give contributions related to the implementation of Law Number 20 of 2003 on National Education System article 20 paragraph 2 (Dewan Perwakilan Rakyat Republik Indonesia, 2003). The findings on the

concordance lines analysis for the word *masyarakat* or 'society' in this part of discussion and for the word *kesejahteraan* or 'welfare' in the earlier discussion are still based on the same premise which is the emphasis on public welfare. This reflects the values of collectivism being upheld in Indonesia.

4. Concordance lines for (Inter)nationality - INTERNASIONAL (international)

For the semantic group *(Inter)nationality*, the word chosen is *internasional* or 'international'. Based on the concordance lines, the context of use of this word is mostly about the aim of universities regarding internationalization which implies that Indonesian university seeks recognition on international level. The same case is also reported in Turkish universities (Efe & Ozer, 2015), Scottish universities (Kuenssberg, 2011) and very possibly universities in many other countries. It can be related with the fact that internationalization in many aspects of life including education is an important theme in the era of globalization that we are living in now, which at the same time indicates the growth of neoliberalism values.

Table 3. Five examples of the concordance lines of '*internasional*'

No.	Concordance
1	menjadi perguruan tinggi swasta bereputasi <u>internasional</u> berbasis
2	nggarakan dan mengembangkan pendidikan berstandar <u>internasional</u> berbasis
3	unggul di tingkat nasional dan <u>internasional</u> dalam mentransformasikan
4	lain pada tingkat nasional dan <u>internasional</u>. Diakui dunia sebagai
5	yang berstandar mutu nasional dan <u>internasional</u>; Melaksanakan tata

5. Concordance lines for Fields of Knowledge/Development/Growth - TEKNOLOGI (technology)

For the semantic group *Fields of Knowledge/Development/Growth*, the word chosen is *teknologi* or 'technology'. Based on the concordance lines, the context of use of this word is mostly about technology that is put into consideration in the outputs of the university. This finding can be related to the raising awareness towards the needs to integrate education and technology due to modernization and rapid growth of globalization movements in order to compete at global scale. In addition, it can also be related to the implementation of the Law Number 20 of 2003 on National Education System article 1 paragraph 2 (Dewan Perwakilan Rakyat Republik Indonesia, 2003) that education must be "responsive to the demands of changing times".

6. Concordance lines for Action* - MENGHASILKAN (produce)

For the semantic group *Action*, the word chosen is *menghasilkan* or 'produce'. Based on the concordance lines, the context of use of this word is mostly about the output of the institution that is the graduates. The phrase that often appear in the concordances is *sumber daya manusia* which translates to 'human resources'. Seen from the legal perspective, this can be related to the law by which universities are subject to as higher education institutions. However, it can also be seen from business point of view that the description of the university output in the vision and mission statements might be done to attract potential customers. This standpoint again raises the

theme of competition among Indonesian universities that can be related to internationalization movement in higher education system that would be discussed further in the following discussion.

As evident in the result of frequency analysis, the word *internasional* or 'international' is revealed to be one of the most frequent words in Indonesian universities' vision and mission statements. Besides, the researcher found an interesting finding during observation and keyword list analysis that English terms and phrases are used in the vision and mission statements. This denotes that internationalization has starting to be an undeniably important in the discourse of higher education in Indonesia, as also apparent in Turkey (Efe & Ozer, 2015) and the UK (Kuenssberg, 2011), despite the status of the institutions as a public or private entity.

It is also important to consider that the use of English terms and phrases is not only found in the vision and mission statements of Indonesian private universities. Such situation is also present in the data for public universities, indicating that both public and private universities were competing within national border as shown in the past (Rosser, 2016) but now the competition has developed to be at an international level. This movement is hugely motivated by Indonesian government by the handling of Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek) under The Ministry of Education and Culture (Kemdikbud). One of the attempts undertaken by national higher education officials to increase the international index of Indonesian universities is by making scientific publication, commonly in the form of journal articles, as graduation requirements.

As per 27 January 2012, the minimum publication requirement for graduating from university is: scientific journal article for undergraduate students; nationally-accredited scientific journal article for graduate students; and international scientific journal article for postgraduate students (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2012). However, the policy has been updated recently by Kemdikbud which raised the standard to be nationally-accredited and/or international scientific journal article for graduate level and scientific article at reputable international journals for postgraduate level (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

The other attempts by Indonesian government to encourage its universities to compete at the global scale include accreditation system for all universities and privatization for public universities (Harun et al., 2020). Privatization that is identical with marketization denotes the emergence of neoliberal values in education. Troubles arise as the result of the free-market capitalism approach encounters the traditional collectivist values of Indonesia. The inconsistency of the clashing ideologies upon meeting for the implementation in general has been discussed in literatures by which it is argued to result in "market retarding" (Rosser, 2016), counterproductive for the desired aim on internationality (Harun et al., 2020), and create negative impacts on the issue of educational equity (Susanti, 2011).

CONCLUSION

Based on the analyses results and the discussion in the earlier explanation, it can be inferred that universities' vision and mission statements are heavily affected by the sociopolitical contexts within the country. Universities are subject to the regulating laws, hence the results show positive correlation between vision mission statements of the universities and the implementation of national education policies. This research on the vision mission statements of

universities in Indonesia has also revealed the underlying circumstances that: (1) university in Indonesia is seen as an active agent in education which is expected to give contributions to the society as a way to support public welfare, and (2) the universities are competing to be the best and seeking recognition on the global/international level. These two main premises reveal that there are two main ideologies at play within the ideological discourse: collectivism and neoliberalism. Discussion on the macrostructure level highlights the 'negotiating' phase upon the encounter of these clashing ideologies in the implementation of higher education in Indonesia, resulting in broader challenges to be addressed.

This investigation on the vision and mission statements as institutional text has brought us to the insight about the occurring ideologies within Indonesian universities. However, this study has some limitations in it that should not be overlooked. The categorization of data and the discussion of concordance analysis did not involve an additional rater/coder besides the researcher themselves. Furthermore, this analysis seeks to be a "base" study which describes a general pattern of Indonesian universities, hence the uniqueness of the universities being in different areas in terms of geography has not been addressed. Consequently, it is hoped that this could be an opportunity for the conduction of further studies on Indonesian universities' vision and mission statements. In addition, the occurring ideologies mentioned in the results of this study would make an interesting subject to be discussed more in-depth. The researchers believe any perspectives that would add more discussions to the discourse of Indonesian universities especially in relation to their vision and mission statements is very much needed, especially since this area of discussion has been neglected for far too long despite its level of importance.

NOTE

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