



ARTICLE

Internationalization of Higher Education

A Case Study on Media Utilization, Policies Consistency and Stakeholders' Insights in Indonesia

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Abstract: The research discusses media utilization and contents for supporting the internationalization, the consistency of internationalization policies at the macro-level (Ministry), mezzo-level (Directorate General), and micro-level (Sebelas Maret University or known as UNS), and the stakeholders' insights of the internationalization of Higher Education. The data were obtained through in-depth interviews and documentation, and a descriptive-qualitative analysis technique was used. The results showed that UNS utilized various media to support internationalization, namely visual media, auditory media, audiovisual media, and other new media. Media contents include academic information, international research collaboration, and intercultural activities. Policy consistency from macro to micro levels took place only at the activity level, whereas there is no consistency in the mission, strategies, policies, and programs. The stakeholders' insights varied from understanding internationalization entirely as a goal, strategies, activities, media, and intra-cultural dimension standardized at the world level until the internationalization dimension. The implication of this research is the need to harmonize policies at all levels of the organization. Besides, the content of the media should be adjusted to the indicators of internationalization.

Keywords: media; internationalization; higher education; stakeholder's insights

1. Introduction

Indonesia's global competitiveness index ranking dropped from 45th out of 140 countries in 2018 to 50th out of 141 countries in 2019. Indonesia ranks 4th in ASEAN after Singapore (1), Malaysia (27), and Thailand (40) (World Economic Forum, 2019). To improve the quality of human capital as one of the pillars that contribute to a country's Competitiveness Index, the Indonesian government since 2016 has issued a policy of internationalizing higher education to become a World-Class University.

Internationalization of a Higher Education is a process at Higher Educations that integrates an international component into the goals, functions, or delivery of education to improve its quality and enhance its competitiveness (Knight & de Wit, 1997; Nayono, 2012; Shattock, 2017; Söderqvist, 2002). The primary key to internationalization is the standardization of measurement tools recognized internationally. The internationalization of Higher Education needs to be communicated through various media to make all stakeholders understand.

Along with media development as a communication technology presenting attractive, familiar, and dynamic information to influence individuals or groups locally, nationally, and internationally (Anderson, 2020), today's society has also developed into an information society (Aritonang, 2011). Therefore, Higher Education uses media to influence students and academic programs (Stathopoulou et al., 2019) that help achieve the goals of Higher Education internationalization (Currie et al., 2014). Media is used as an innovation tool in learning such as mobile learning, international student recruitment, university image and promotion as well as resource efficiency (Choudaha, 2013; Currie et al., 2014; Ruiz-Corbella & Álvarez-González, 2014), online-based teaching, digital library, and online journal provision (Kurniali, 2012; Situmorang, 2012). Media is also used to form the image or branding (Kurniali, 2012; Situmorang, 2012) and then disseminated to the public (Ruiz-Corbella & Álvarez-González, 2014). However, it turns out that the presence of increasingly sophisticated communication technology is also used for things that are not good, such as plagiarism (Robson & Wihlborg, 2019; Šprajc et al., 2017), academic dishonesty (Qudsyi et al., 2018), as well as violations of ethic codes (Winardi et al., 2017).

Research on internationalization of Higher Education has been carried out, among others related to motivation, challenges, strategies, benefits, and implementation of internationalization of Higher Education (Altbach & Knight, 2007; Childress, 2009; de Wit, 2018; Maringe, 2009; Spencer-Oatey, 2012; Zolfaghari et al., 2009). In contrast, research analyzing Higher Education internationalization policies focuses more on the gap between policy contents and its implementation, policy context, and policy history (Green, 2015; Hauptman Komotar, 2019; Sanders, 2019). Moreover, how mid-level administrators working in international student service centers make meaning of their roles and perceive their institutions' support (Bodine Al-Sharif et al., 2021). If internationalization of Higher Education and organizations are linked, previous studies analyze the effectiveness of organizations (Saito & SoungHee, 2019) and organizational pressure (Guri-Rosenblit, 2015; Zapp & Ramirez, 2019). Meanwhile, research on the media and internationalization of Higher Education are still few. Previous research focuses more on media usage as a promotional tool or branding image of universities to attract international students (Anderson, 2020; Choudaha, 2013) and learning innovation (Bedenlier & Zawacki-Richter, 2015; Currie et al., 2014; Edler & Fagerberg, 2017; Ruiz-Corbella & Álvarez-González, 2014; Stathopoulou et al., 2019). Jibeen and Khan (2015) examine how to overcome the dilemmas and risks of international reputation and led to a polemic between the positive and negative impacts of internationalization of higher education in terms of potential benefits and costs. Gu and Lee (2019) and Söderlundh (2018) examine students' actual experiences and how they respond to new forms of the curriculum in internationalization practice, and how internationalized local policies were implemented in universities. Can and Hou (2021) identified the most topical issues and trends concern "Asian immigration and mobility," "transnational education,"

"international students and acculturation," and "international branch campuses." [Holland and Ford \(2021\)](#) identifies how higher education Institutions represent ethnic racial diversity across levels of selectivity.

So far, research on internationalization related to media, policy, and organization has not been found. The research novelty analyzes the media and internationalization of Higher Education in terms of policy consistency and stakeholders' understanding. Sebelas Maret University (known as UNS) utilized various media to convey information on internationalization to the entire academic community to make them actively involved in realizing UNS as a World Class University. The media contents can open the insight of the educational community-including stakeholders- about the internationalization of higher education. In addition, UNS (as the micro-level) should operationalize the internationalization policy of the Directorate General of Higher Education (as mezzo-level). Furthermore, the internationalization policy of the Director-General of Higher Education must refer to the internationalization policy of the Ministry of Research, Technology, and Higher Education (as macro-level).

The research examines the use of media in supporting the internationalization of higher education at UNS Indonesia. In addition, this research examines the consistency of internationalization policies at the macro, mezzo, and micro levels, as well as stakeholder insights on the internationalization of higher education.

2. Methods

The research uses content analysis of the higher education policy document at the macro-level, mezzo level, and micro-level. The data were collected through documentation and in-depth interviews with the stakeholders and analyzed with descriptive-qualitative analysis.

The informants were determined based on their involvement in internationalization activities, namely the vice chancellor for planning and cooperation, the head of the international office, the deans, and the person in charge. The data collection step began with secondary data collection activities in regulations at the ministry level and UNS and publications on internationalization in various media. After analyzing the contents of relevant documents, in-depth interviews were carried out. The interview stopped after saturated information was obtained. Data analysis was conducted descriptively and qualitatively using domain analysis. It is based on the classification of internationalization, namely internationalization as a target, internationalization as a strategy, internationalization as an academic activity, and internationalization as a cultural exchange, or a combination of these criteria. Stakeholders' understanding will use the classification of knowledge, attitudes, actions between and post-action behavior as developed by Hallahan ([Holtzhausen & Zerfass, 2014](#); [Robson & Wihlborg, 2019](#)).

In the first discussion, the position of UNS compared to other universities in Indonesia based on ranking institutions followed by UNS, namely UniRank/ 4ICU, Webometrics, THE (WUR & AUR), and QS Star is presented. In this section, it will be known whether the position of UNS from year to year increases or decreases. In the following discussion, the types of media used by UNS in supporting internationalization and media content analysis are presented. Then an analysis of the consistency of internationalization policies is carried out at the macro, mezzo, and micro levels. Lastly, the analysis of stakeholders' understandings about the internationalization of Higher Education is presented.

3. Results and Discussion

3.1. UNS Position in International Ranking

One of the success indicators of the internationalization of Higher Education is to be recognized at the international level indicated by the ability to reach positions in the rating and Higher Education ranking at the world level, through several ranking

institutions, such as UniRank/4ICU, Webometrics, QS Rank (WUR & AUR), and QS Star. Each rating agency uses different indicators.

UNS is one of the state universities in Indonesia, which was established in 1976. Currently, UNS position is in cluster 1 of Indonesian tertiary institutions based on the criteria of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia. Since 2015 UNS has actively participated in ranking and ranking activities with results in Table 1.

Table 1. UNS Rank in the World Ranking Institutions

No.	Ranking Institution	Year											
		2016			2017			2018			2019		
		World	Asia	Indonesia	World	Asia	Indonesia	World	Asia	Indonesia	World	Asia	Indonesia
1	UniRank/4ICU	1,326	196	6	1,038	186	7	812	175	6	635	150	10
2	Webometrics	2,269	729	11	3,231	1,153	13	1,678	493	8	1,319	310	7
3	QS rank (WUR & AUR)	-	-	-	-	351 400	16	-	401 450	12	-	401 450	10
4	QS Star	2 Stars			2 Stars			3 Stars			3 Stars		

Source: Sebelas Maret University (2019)

Table 1 shows that the position of UNS in the ranking institutions is quite encouraging. In the ranking of the Union Rank/4ICU, UNS's rank at the world level improved significantly, from 1,326th in 2016, rose to 1,038th in 2017, and then increased sharply to 635th in 2019. The increased rank also occurred at the level of ASIA, from 729th in 2016 to 150th in 2019. However, the UNS rank in UniRank/4ICU in Indonesia declined from the 6th in 2016 to the 10th in 2019.

In the Webometrics ranking, UNS's position has increased since 2016, at the level of the world, Asia, and Indonesia. Whereas in the scale of QS ranks (WUR and AUR), UNS's position at the Asian level decreased from rank 351-400 to rank 401-450, while at the Indonesian level, it increased from rank 16th to rank 10th. Meanwhile, the UNS Rating on QS Star increased from QS Star 2 to QS Star 3. According to the research informants achieving a high position in the ranking is not easy when we have entered the position of "hell," namely the position where all the best Higher Educational institutions compete to get higher ranks. So, an accurate strategy is needed. The strategy focuses not only on methods alone but rather on strategic changes at the policy level through the integration of international standardization measures as the main performance indicators of institutions. Thus, all the stakeholders of Higher Education can be moved towards the determined goals.

3.2. Utilization and Media Content in Internationalization of UNS

According to Wayong (2017), the internationalization of Higher Education will increase intense international relations due to the needs of each of them to be met. Furthermore, the existence of internationalization amid globalization has caused countries worldwide to strive to build an education system that is accessible to the people and people from other countries. Therefore, to connect in the implementation of internationalization, appropriate media is needed to communicate.

At present, the development of new media technology has changed the system of providing education in the world. Institutions use various media to connect themselves with other parties who want to work together. In addition, the presence of technology has also revolutionized the education system in various countries. The forms of communication between the scientific community are a mixture of teaching and learning (Argumosa-Villar et al., 2017) and developing a technology-based curriculum. The media used are virtual learning, websites, teleconferencing, e-learning, development of learning platforms, industrial collaborative learning, and the use of virtual reality (Antonelli et al., 2019; Ardakani et al., 2011; Grodotzki et al.,

2018; Liagkou et al., 2019). A technology-based learning system using several media will open up opportunities for the widespread distribution of knowledge and opportunities for collaboration with competent experts. These benefits directly contribute to the implementation of internationalization in Higher Education.

The development of the application of technology in the world of education is no longer a novelty. Since the 21st century, more and more technological innovations have contributed to improving the efficiency of learning systems. For example, a virtual learning method (i.e., a knowledge transfer methodology) helps and enhances students' understanding by shaping the visualization of an object (Grodzki et al., 2018). With the increasingly distributed internet network, the process of knowledge transfer is also gradually undergoing evolution (Morrar et al., 2017). One of the benefits of the internet is accessing information at a more flexible place and time.

For universities, the internet is a bridge that connects institutions with students and several experts from other countries. Therefore, the institution has prepared a forum for information that can be accessed by all academics in the world, such as websites and social media. According to Roga et al. (2015), social media plays a role in connecting individuals and students through online networks. Many international students use social media to access educational information at Higher Education. In addition to social media, a coordinated and coherent web portal is also very necessary in the context of branding (Sataøen, 2019). Seeing these opportunities, it is very important to Higher Education to utilize the media in supporting internationalization.

Concerning internationalization, UNS uses various media as a means of information, namely visual media (photos, pictures, posters, magazines, books, newspapers), audio media (radio broadcasts), and audiovisual media (films, television broadcasts, VCD, and other new media (Facebook, Instagram, Twitter, websites, WhatsApp). The most frequently used media is new media through Facebook, Instagram, Twitter, websites, and WhatsApp. The utilization of media in supporting internationalization is adjusted to the targets to be achieved.

Some content on visual media, auditory media, and audiovisual media have supported UNS Internationalization efforts. The existing contents are related to the objectives, strategies/ ways, programs and activities, media accessibility, and intercultural internationalization. The info can be described in full as follows:

3.2.1. Information on the Objectives and Indicators of Internationalization

UNS intensively informs UNS international standardization as an indicator of institutional performance. UNS ranking in world ranking positions such as UniRank/4ICU, Webometrics, QS Rank (WUR & AUR), and QS Star as well as the achievement of Scopus publications are informed to all academic community and stakeholders to foster a sense of pride towards the institution and as a trigger of enthusiasm when the position of UNS is under its competitors through various media. This information was found on the International Office home page.

3.2.2. Information on Academic Activities

Information on academic activities communicated intensively through:

- a. Information on International MoU describes the various collaboration between UNS and Higher education abroad. Until March 2019, 20 countries collaborated with UNS. Both UNS's website and the international office's website show the news about partnerships activities. However, the international office's website has a global partnership menu that provides a list of the universities and countries collaborating with UNS.
- b. Information on Visiting Lecturer describes lecturer who visits foreign universities and vice versa.
- c. Information on the internship program describes the Field Experience Program for overseas students, both in student exchanges between universities and

assignments of students in Indonesian schools abroad. The activity is called the Pre-Service Student Teacher Exchange in Southeast Asia.

- d. Incoming Exchange Student describes the acceptance of students from partner institutions to take some certain credits and be recognized abroad.
- e. International Seminar describes the holding of an international conference with foreign universities.
- f. UNS International Students describe the number of UNS international students by country and their activities outside academic activities such as visiting village communities, practicing batik making, puppet playing, musical playing, etc.
- g. Global Challenge describes the opportunity for students to compete and take chances for internships, short course lectures, or international conferences abroad.

3.2.3. Information on Cultural Exchange Activity

Intercultural is an annual event of UNS Cultural Night which is participated by all international students from various countries currently studying at UNS. There are 180 international students from 30 countries, including Cambodia, Myanmar, Turkmenistan, Madagascar, Ukraine, South Korea, etc. Theme “Longing for Home: Home is not a place, but it’s a Feeling,” the foreign students were expected to express their feeling about their homeland. However, to be home is not about being in a place. But it is about feeling. The international students confessed that they are home when they are in Solo because they have been one with society.

3.2.4. Information about Living in Solo

This info presents how to live in Solo City, such as the things related to the cost of living, culture, special food, and everything interesting in Solo. In the English version of the website contents, there is an admission menu containing student registration (domestic and foreign), how to apply, scholarship, visa, and immigration arrangements.

The official UNS Facebook page contains the latest activities carried out by UNS. For example, job fairs. If you look closely, the upload will also be found on the official UNS Instagram and the official UNS Twitter.

Based on the content analysis on the media, it was found that the information contained in the media was not included in the domain of the same category according to the basis of standardization, ranking, and rating. In addition, there is no similarity of information between Indonesian-based and English-based websites. Detailed information regarding internationalization is more easily found on the International Office’s website.

Website is one of the important media for Higher Education in transferring information and providing services for its visitors (Elsayed, 2017; S. Al-Khalifa, 2014; Wilson, 2015). Usually, a website contains the structure, the elaboration of the university's vision and mission, news, activities, campus maps, including various service needs from stakeholders, students, lecturers, researchers, and alumni. The emergence of the smartphone has made access to various information for academics, students, and staff becomes easier. The number is consistently increasing along with an increasingly good internet network (S. Al-Khalifa, 2014). Technological developments have impacts on the increasingly exploited websites and social media that therefore change the way of Higher Education in the process of transferring information both services and learning systems (Elsayed, 2017).

One aspect that needs to be considered in making a website is the contents. Contents in media are more important than the quality of the design (Elsayed, 2017; S. Al-Khalifa, 2014). Based on the results of Elsayed's research (2017), 77% of respondents consider that website contents can represent the branding of Higher Education. Contents are the main reason for visitors to access a website. Thus, the

website contents must at least accommodate some needs from Higher Education. The aspects that need to be considered in creating effective website content are information quality, completeness of information, multimedia, navigation, services provided, service quality, and authority (Ongus et al., 2006; S. Al-Khalifa, 2014). In addition, the importance of developing media such as website contents is based on the existence of several rating agencies such as those using the indicator. Like Webometrics, the ranking is based on the volume of web content and the quality of the impact produced (Elsayed, 2017). To reach wider visitors, media need to have multilingual content. This is because language is proven to increase access beneficial for media development in the future (Wilson, 2015). Considering these various reasons, Higher Education must produce media contents that are suitable for every user (Elsayed, 2017).

3.3. Consistency of Internationalization Policies at the Macro, Mezzo, and Micro Level

Pal (2014) states that policy consistency can be seen in three ways, namely: Internal consistency, vertical consistency, and horizontal consistency. What is meant by internal consistency is consistency in the policy itself, judged by the consistency between the problem definition, objectives, and instruments used. What is meant by vertical consistency is consistency between policies, programs, and activities that are underneath. In contrast, horizontal consistency is the absence of contradictions between existing policies and other policies. In this study, consistency analysis was carried out vertically, especially between The Ministry of Research & Technology and Higher Education and UNS. The policy is said to have vertical consistency if the Ministry of Research and Technology's strategic plan policy is referred to in UNS policy. Vertical consistency will also be seen in the consistency of each policy, whether internationalization is contained in the Vision, Mission, Strategy, Policy, programs, and activities.

The vertical consistency of higher education internationalization at the Macro, Mezzo, and Micro levels does not occur in the vision, mission, strategy, policy, and program but occurs in activities. Internationalization activities at the Macro level are carried out through coaching colleges to get into the world's top 500 universities, international publications, registered intellectual property, international scholarships, collaboration among domestic and foreign universities, and international publication facilitation. Internationalization activities at the Mezzo level are carried out through scientific works of colleges to get internationally publicized. Meanwhile, internationalization activities at the Micro-level are carried out through capacity development of patents, international research, international publications, international scholarships, international classes, double degrees, international collaboration, scholar exchange, international academic activity, international expert lectures, international students' internships, international centers of excellence, and student exchange.

Meanwhile, vertical inconsistencies at the Macro, Mezzo, and Micro levels occur in the formulation of Vision, Mission, Strategy, Policy, and Program (V, M, S, P, P). This happens in the use of different terminology and position of internationalization of higher education. For example, at the Macro level, the term is at the Vision, while at the Mezzo level, the same word is used at the Mission and Strategy level. At the Macro level, internationalization uses the nation's competitiveness (V), the added value of innovative products (M), quality of higher education (S), supporting the nation's competitiveness (Policy), and quality improvement (Program). At the Mezzo level, internationalization uses the terms the nation's competitiveness (M), the nation's competitiveness (S), reinforcement in research and development (P). While at the Micro level, internationalization uses the terms excel at international level (V), internationally qualified University (M), international reputable of University (Strategy),

acceleration of global reputation acceleration (P), and reinforcement program on the international reputation (P).

3.4. Stakeholders' Understanding of Internationalization

As mentioned in the previous section, internationalization is a process in tertiary institutions that integrates international components into the goals, functions, or services of education to improve the quality of education and enhance competitiveness. Thus, stakeholders are seen to understand internationalization as a whole if they can mention about:

- a. The purpose of internationalization is to make PT included in the world ranking as a world-class university (WCU).
- b. Know the strategies/ways, namely through standardization of all forms of services based on international accreditation and certification standards, the development of system innovations, changes in mindsets, changes in policies (such as remuneration, planning systems implementation, implementation, monitoring, and evaluation).
- c. Know its activities, namely educational and teaching activities (such as visiting lectures, Inbound & Outbound), research collaboration activities, and international publication collaboration activities), as well as internationalization campaigns.
- d. Know the media that must be prepared (accessibility), such as the use of international languages, space.
- e. Know there is an intra-cultural dimension as a vehicle for mutual understanding of the cultural settings of each collaborating party.

UNS stakeholders understand the internationalization of Higher education as a target, method or strategy, and academic activity. Vice-rector stresses internationalization on the target, way or strategy, and educational activity, such as 5% of students from abroad, international standardization, international collaboration, international class, double degree, joint research & student mobility. The head of the international office stated that internationalization is considered a whole system (stressing on the goal, way or strategy, activity & inter-culture). The deans have various points of view on the internationalization of higher education. The dean of the faculty of Mathematics and Natural Sciences and the dean of faculty of Engineering only stressing internationalization as a way/ strategy, meanwhile the dean of the faculty of Agriculture, the dean of the faculty of Medicine, and the dean of the faculty of Social and Political Sciences emphasizing internationalization as a goal, way/ strategy and activity, such as achieving an international target, the strategic plan of internationalization, the collaboration of research, visiting lecturer and student exchange. Most PICs of internationalization focus on internationalization as going international, international students, prominent programs, lectures in the English language and ease of access to teaching, resources and English books, and inter-culture relation.

Higher education internationalization is the way a university can be internationally recognized and having international standards. So, universities can cooperate since they have similar ultimate goals. To be able to support internationalization, stakeholders must also have the same view. This corresponds to [Nguyen \(2018\)](#), whose stakeholder understanding of internationalization is very important. Higher education's internationalization is influenced by how stakeholders understand internationalization since human actions are guided by their views and life experiences ([Piaget, 1952](#)). It means the views and experiences of different stakeholders can create an understanding of different internationalization. This difference in understanding can disrupt the course of internationalization. According to [Hudzik \(2013\)](#), differences in understanding require unification so that internationalization runs effectively. When there is a consensus, stakeholders can act following the internationalization goals made by the university. The actions of

stakeholders will lead to this goal. If stakeholders' understanding does not have in common, stakeholders will have different activities which may not lead to a common goal. Therefore, stakeholders must understand internationalization in full to act following pre-determined goals (Castro et al., 2015; Nguyen, 2018).

Internationalization definition varies. Internationalization is interpreted as one of the ways a country can respond to globalization and increase competitiveness while respecting the nation's individuality (de Wit, 2011; Knight & de Wit, 1997, p. 15). Internationalization of Higher Education is a process of integrating international components into the goals, functions, or services of education (including curriculum development and innovation; lecturer and student exchange, development and expansion of study programs, utilization of technological assistance for the learning, cultural training, education for international students, and joint research/publication (Nayono, 2012).

Internationalization is the process of integrating international, intercultural, or global dimensions into the purpose, function, or delivery of post-secondary education (Knight, 2015). Internationalization is a change process from a National to an International Higher Education, leading to the inclusion of an international dimension in all aspects of its holistic management to enhance the quality and learning to achieve the desired competencies (Söderqvist, 2002). Internationalization is a process to introduce intercultural, international, and global dimensions in Higher Education; to improve the goals, functions, and delivery of Higher Education and thus upgrade the quality of education and research (de Wit, 2011). Internationalization policy at the Higher Education level aims to promote an internal transformation that strives for global competition, which increasingly affects the Higher Education sector requiring strategic partnerships and research linkages (Van Der Wende, 2001). Based on these definitions, internationalization is a process in Higher Education that integrates international components into educational goals, functions, or services to improve the quality of education and enhance competitiveness (Knight & de Wit, 1997; Nayono, 2012; Söderqvist, 2002).

In the Webometrics ranking, UNS's position has increased since 2016, at the levels of the world, Asia, and Indonesia. Whereas in the scale of QS ranks (WUR and AUR), UNS's position at the Asian level decreased from rank 351–400 to rank 401–450, while at the Indonesian level, it increased from rank 16th to rank 10th. Meanwhile, the UNS Rating on QS Star increased from QS Star 2 to QS Star 3. According to the research informants, *“achieving a high position in the ranking is not easy when we have entered the position of “hell,” namely the position where all the best Higher Educational institutions compete to get higher ranks.”* So, an accurate strategy is needed. The strategy focuses not only on methods alone but rather on strategic changes at the policy level through the integration of international standardization measures as the main performance indicators of institutions. Thus, all the stakeholders of Higher Education can be moved towards the determined goals.

4. Conclusion

UNS utilized various media to support internationalization, namely visual media, auditory media, audiovisual media, and other new media. Media contents include academic information, international research collaboration, and intercultural activities. Policy consistency from macro to micro levels took place only at the activity level, whereas there is no consistency in the vision, mission, strategies, policies, and programs. The stakeholders' insights of internationalization varied from understanding internationalization entirely as a goal, strategies, activities, media, and intra-cultural dimension which standardized at the world level until only a part of the internationalization dimension. The implication of this research is the need to harmonize policies at all levels of the organization. Besides, the content of the media should be adjusted to the indicators of internationalization.

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