



OPEN ACCESS

# Studies in Technology and Education

Volume 5, Issue 2, 2026 | <https://www.azalpub.com/index.php/ste>

## RESEARCH ARTICLE

### An Exploration For Future Mutual Research Partnership Between UNUSA And MANIPAL Globalnext University, Malaysia

#### Article Info

Received: 1-4-2026

Accepted: 3-9-2026

Published: 5-24-2026

Djuwari<sup>1</sup> Dalwinder K. Dhillon<sup>2</sup> Muhammad Syaikhon<sup>3</sup>  
Tiyas Saputri<sup>4</sup> NMujad D. Afandi

#### Abstract

This research article explores the potential mutual research partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNxt University Malaysia (MGUM). The primary objectives are to address societal challenges, foster academic exchange, and drive impactful solutions through interdisciplinary collaboration. Utilizing a qualitative research design, data were collected via open questions and informal discussions with key informants from both institutions as well as the participants. The research methodology involved the selection of key informants, development of open-ended questions, transcription of discussions, initial coding, theming, and data interpretation. The results indicate that the collaboration can significantly enhance educational quality, cross-cultural understanding, resource sharing, technological advancement, and strategic growth. However, challenges such as adaptation periods, technological disparities, and the need for strategic consensus were also identified. It can be concluded that the partnership between UNUSA and MGUM holds great potential for advancing education and research, provided that effective communication, flexible adaptation, capacity building, strategic planning, and sustainability are emphasized. The collaboration aims to harness the collective expertise of both institutions to generate tangible solutions for societal issues, thereby making meaningful contributions to global knowledge and development.

Keywords: Mutual Research Partnership, Interdisciplinary Collaboration, Educational Quality Enhancement, Cross-Cultural Understanding, Societal Impact Solutions

\*Corresponding author: Djuwari

<sup>1</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia

<sup>2</sup> Manipal GlobalNext University Malaysia

<sup>3</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia

<sup>4</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia

## INTRODUCTION

In an ever-evolving global landscape, academic institutions play a pivotal role in fostering collaborative efforts to address pressing societal challenges and propel innovation. Recognizing the significance of such partnerships, the Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNxt University Malaysia (MGUM) are embarking on an exciting exploration for a future mutual research partnership. This initiative aims to harness the collective expertise and resources of both institutions to tackle critical issues, foster academic exchange, and drive impactful solutions.

**Harnessing Collective Expertise and Resources:** Both UNUSA and MGUM possess a wealth of knowledge, expertise, and resources across various disciplines. By collaborating, they can combine their strengths to tackle critical issues more effectively (Lasker et al., 2001). This assertion is also suggested by Bryson et al., (2006). For example, if they're addressing a public health challenge like combating infectious diseases, UNUSA might bring expertise in epidemiology and community health, while MGUM might contribute research capabilities in medical technology and clinical trials. Together, they can leverage these complementary strengths to develop comprehensive solutions.

**Tackling Critical Issues:** The collaboration between UNUSA and MGUM is not merely academic; it's geared towards addressing real-world problems. These could include societal issues like poverty alleviation, environmental sustainability, or technological advancements (Wu et al., 2018). For instance, if they're focusing on environmental sustainability, UNUSA might provide insights into local environmental policies and community engagement strategies, while MGUM could offer expertise in renewable energy technologies or environmental engineering. By combining their efforts, they can develop holistic approaches to tackle these critical issues more effectively.

**Fostering Academic Exchange:** Collaboration between UNUSA and MGUM facilitates the exchange of ideas, knowledge, and experiences among faculty, researchers, and students. This exchange could take various forms, such as joint research projects, faculty exchange programs, or student internships (Giralt, 2022). For instance, researchers from UNUSA might collaborate with counterparts at MGUM to conduct fieldwork or share data analysis techniques. Similarly, students from both institutions could participate in exchange programs to broaden their academic horizons and gain exposure to different cultures and research methodologies.

**Driving Impactful Solutions:** Ultimately, the goal of this collaboration is to generate tangible, impactful solutions that address the identified challenges (Agranoff & McGuire, 2001). These solutions could take the form of policy recommendations, technological innovations, community interventions, or academic publications. For example, if they're working on poverty alleviation, the collaboration might lead to the development of microfinance initiatives, vocational training programs, or social entrepreneurship projects that empower marginalized communities and improve their livelihoods. The key is to translate academic insights into actionable solutions that make a positive difference in the world.

In summary, the collaboration between UNUSA and MGUM *is aimed at leveraging their collective expertise and resources to tackle critical issues, foster academic exchange, and drive impactful solutions.* By working together, they can achieve outcomes that are greater than the sum of their parts and make meaningful contributions to society.

The primary purpose of this exploration is to lay the groundwork for a sustainable and impactful research partnership between UNUSA and MGUM. By fostering closer collaboration, both institutions aim to:

- 1) Address pressing societal challenges through interdisciplinary research initiatives.
- 2) Facilitate academic exchange and knowledge transfer between faculty, researchers, and students.
- 3) Cultivate a vibrant research ecosystem that promotes innovation, creativity, and entrepreneurship.
- 4) Enhance the international visibility and reputation of both institutions as hubs of excellence in research and education.
- 5) Create opportunities for joint funding, grants, and research projects that leverage the strengths of both institutions.

In essence, this exploration represents the beginning of an exciting journey towards a future characterized by robust collaboration, shared learning, and impactful research outcomes. By joining forces, UNUSA and MGUM aspire to forge a dynamic partnership that transcends boundaries, fosters mutual understanding, and drives positive change in society.

### **The Present Problems**

Universitas Nahdlatul Ulama Surabaya (UNUSA), as a leading Indonesian university, is committed to nurturing holistic education and research-driven initiatives that contribute to societal advancement. With its strong emphasis on interdisciplinary collaboration and community engagement, UNUSA has established itself as a hub of innovation and knowledge creation in various fields. Similarly, Manipal GlobalNxt University Malaysia (MGUM), situated at the heart of Malaysia's vibrant academic landscape, is renowned for its excellence in research, education, and industry partnerships. As part of the Manipal Education and Medical Group, MGUM upholds a tradition of academic excellence and innovation, making significant strides in areas ranging from healthcare to technology.

Despite their geographical distance, UNUSA and MGUM share common values and aspirations in advancing education, research, and community development. Recognizing the potential synergies between their respective expertise and resources, both institutions are eager to explore avenues for collaboration and mutual benefit. As we navigate the complexities of the 21st century, numerous challenges confront societies globally. From healthcare disparities to environmental sustainability, from technological disruptions to socio-economic inequalities, these issues demand collaborative and innovative solutions. Therefore, the objective of this research is through this exploration, UNUSA and MGUM *seek to identify key areas of mutual interest and concern where joint research efforts can make a meaningful impact.*

## **THEORETICAL FRAMEWORK**

The establishment of a mutual research partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University Malaysia is predicated on the principles of collaborative synergy, cross-cultural exchange, and academic excellence. This theoretical framework explores the potential benefits, strategies, and underlying principles of such a partnership.

### **1. Collaborative Synergy in Research**

The concept of collaborative synergy suggests that combined efforts in research can produce results that are greater than the sum of individual contributions. According to Thompson and Perry (2022), collaborative advantage arises when organizations work together to achieve mutually beneficial outcomes that would be impossible independently. This partnership can leverage the unique strengths of each institution, such as UNUSA's expertise in healthcare and social sciences and Manipal Global University's strengths in technology and engineering, to foster innovative research projects.

In the specific field of education, collaborative synergy in research involves a systematic approach where multiple researchers or institutions work together to achieve common goals that would be difficult to reach independently. This process typically begins with identifying a shared research interest or challenge. The participants then leverage their diverse expertise, resources, and perspectives to develop a comprehensive research plan.

First, establishing clear communication channels is essential. Regular meetings, digital communication platforms, and collaborative tools (like shared databases and project management software) facilitate the seamless exchange of ideas and data (Bennett et al., 2020). Effective communication ensures that all members are aligned with the research objectives and methodologies.

Second, defining roles and responsibilities helps in harnessing the strengths of each team member. By assigning specific tasks based on individual expertise, the research process becomes more efficient and productive (Lee & Bozeman, 2019). For instance, some members might focus on data collection and analysis, while others handle literature reviews or writing.

Third, fostering a culture of mutual respect and trust is crucial. This involves recognizing and valuing each participant's contributions and maintaining an open-minded approach to diverse viewpoints (Anderson & O'Connell, 2021). Trust also facilitates risk-taking and innovation, as researchers feel more comfortable proposing novel ideas.

Fourth, utilizing collaborative tools and platforms enhances productivity. Tools like Google Scholar, EndNote for reference management, and statistical software such as SPSS or R are invaluable for sharing resources and maintaining consistency in data handling and analysis (Smith & Davidson, 2023). Lastly, regular assessment and feedback mechanisms are vital for continuous improvement. Periodic reviews of progress, challenges, and successes help in adjusting strategies and improving overall research quality (Johnson et al., 2023).

In general, collaborative synergy in educational research necessitates clear communication, defined roles, mutual respect, effective use of collaborative tools, and regular feedback. These elements collectively enhance the research process, leading to more innovative and impactful outcomes.

## **2. Cross-Cultural Exchange and Global Competence**

Cross-cultural exchange is crucial in fostering global competence among researchers and students. Deardorff (2023) highlights that intercultural competence, which includes the ability to understand and interact effectively with people from different cultures, is essential in today's globalized world.

In today's interconnected and globalized world, intercultural competence is not merely an advantage but a necessity. Intercultural competence, defined as the ability to understand, communicate, and effectively interact with people across different cultures, is crucial for fostering mutual respect, reducing conflicts, and promoting inclusive environments. This competence encompasses awareness, knowledge, and skills that enable individuals to navigate cultural differences and similarities (Deardorff, 2023).

Firstly, intercultural competence enhances communication. As globalization increases cross-cultural interactions in both personal and professional settings, the ability to communicate effectively across cultural boundaries becomes essential. Misunderstandings arising from cultural differences can lead to conflicts, decreased productivity, and missed opportunities. Research shows that individuals with high intercultural competence are better at managing such interactions, leading to more effective and meaningful communication (Byram, 2022).

Moreover, intercultural competence fosters mutual respect and understanding. In a multicultural society, the ability to appreciate and value cultural diversity is critical for social cohesion. Intercultural competent individuals are more likely to exhibit empathy and openness towards people from different backgrounds, which in turn reduces prejudices and stereotypes (Bennett, 2021). This respect and understanding are foundational for building inclusive communities where diversity is seen as an asset rather than a challenge.

Furthermore, in the global economy, businesses increasingly recognize the value of intercultural competence. Companies that operate internationally or have diverse workforces benefit from employees who can effectively navigate cultural differences. These employees contribute to better team dynamics, improved customer relations, and successful negotiations across cultures (Earley & Ang, 2023). Consequently, many organizations now prioritize intercultural competence in their training and development programs.

In education, fostering intercultural competence is vital for preparing students to thrive in a globalized world. Educators are encouraged to integrate intercultural learning into their curricula to help students develop the skills needed to interact respectfully and effectively with people from diverse cultural backgrounds (Fantini, 2023). This preparation is essential for students' future careers and their roles as global citizens.

Based on the above arguments, it can be reiterated that intercultural competence is indispensable in today's

globalized world. It enhances communication, fosters mutual respect, and is a critical asset in both the business and educational sectors. As the world continues to become more interconnected, the importance of developing and nurturing intercultural competence cannot be overstated. A partnership between UNUSA and Manipal Global University can facilitate student and faculty exchanges, joint conferences, and collaborative projects that enhance cultural understanding and prepare participants for global challenges.

### **3. Academic Excellence and Resource Sharing**

The partnership can promote academic excellence through resource sharing, including access to diverse research methodologies, advanced technologies, and comprehensive databases. According to Arum and Roksa (2011), academic collaborations can significantly enhance the quality of education and research outputs by providing participants with broader perspectives and more substantial resources. This collaborative framework can support joint publications, co-supervised theses, and shared research facilities, leading to high-quality scholarly work.

Academic excellence and resource sharing are intrinsically linked, as the collaborative nature of sharing resources fosters a rich environment for learning and innovation. Academic excellence refers to the pursuit of the highest standards in education, research, and scholarly activities. Resource sharing, on the other hand, involves the dissemination and utilization of educational materials, research data, and other academic resources among institutions, educators, and students. This symbiotic relationship enhances learning outcomes, promotes inclusivity, and drives forward academic research.

One of the primary arguments for resource sharing is its potential to democratize education. By making educational resources freely accessible, institutions can bridge the gap between resource-rich and resource-poor environments. This is particularly important in the context of global education, where disparities in access to quality materials can hinder academic performance. Open educational resources (OER) have been shown to improve student performance and satisfaction while reducing costs (Wiley, Hilton, Ellington, & Hall, 2012). By leveraging OER, institutions can ensure that all students, regardless of their socio-economic background, have access to high-quality learning materials.

Resource sharing also fosters academic collaboration and innovation. When researchers share data and resources, it accelerates the pace of discovery and enhances the quality of research outputs. For instance, open access repositories and collaborative platforms enable researchers from different parts of the world to work together, share insights, and build on each other's work. This collaborative approach not only leads to more robust and comprehensive research findings but also fosters a culture of transparency and accountability in academia (Suber, 2012).

Moreover, resource sharing can lead to significant cost savings for educational institutions. By utilizing shared resources such as libraries, databases, and educational software, institutions can reduce duplication of efforts and optimize their budgets. This allows them to allocate more funds towards innovative teaching methods, research initiatives, and infrastructure improvements, thereby enhancing overall academic excellence (Allen & Seaman, 2014).

Therefore, the integration of resource sharing into the academic framework is pivotal for achieving academic excellence. It promotes inclusivity, fosters collaboration, and leads to cost efficiencies, all of which are essential for the advancement of education and research.

### **4. Innovation and Technological Advancement**

Innovation is often driven by collaborative efforts that combine diverse perspectives and expertise. Chesbrough (2003) argues that open innovation, which involves collaborating with external partners, can lead to more significant technological advancements and innovative solutions. The partnership between UNUSA and Manipal Global University can promote joint research in emerging fields such as artificial intelligence, biotechnology, and sustainable development, contributing to technological progress and societal impact.

Innovation and technological advancement are pivotal forces driving contemporary economic growth and societal development. These advancements foster improved efficiency, productivity, and competitiveness across

various sectors. For instance, the integration of artificial intelligence (AI) and automation in manufacturing processes significantly enhances productivity and quality control, reducing operational costs and increasing output (Brynjolfsson & McAfee, 2014). Similarly, technological innovations in healthcare, such as telemedicine and advanced diagnostic tools, have revolutionized patient care, making medical services more accessible and efficient (Topol, 2019).

Moreover, technological progress contributes to solving complex global challenges, such as climate change and resource scarcity. Renewable energy technologies, including solar and wind power, exemplify how innovation can address environmental concerns while fostering sustainable development (Jacobsson & Johnson, 2000). These technologies not only reduce dependency on fossil fuels but also create new economic opportunities and jobs in the green energy sector.

Additionally, innovation in information and communication technology (ICT) has transformed the way people interact, work, and learn. The proliferation of the internet and mobile technologies has democratized access to information, enabling individuals and businesses to connect and collaborate globally (Castells, 2010). This digital transformation has given rise to the knowledge economy, where information and expertise are key drivers of growth and competitiveness (Powell & Snellman, 2004).

However, it is crucial to recognize and address the potential downsides of rapid technological advancement. Issues such as digital divide, privacy concerns, and job displacement due to automation require careful consideration and proactive measures (Autor, 2015). Ensuring that the benefits of innovation are equitably distributed and that ethical considerations are integrated into technological development is essential for sustainable progress.

In conclusion, innovation and technological advancement are indispensable for economic growth and addressing global challenges. While they offer immense benefits, a balanced approach that considers potential drawbacks and promotes inclusive and ethical development is vital for harnessing their full potential.

## **5. Institutional Growth and Strategic Development**

Strategic partnerships can also support institutional growth by enhancing reputation, attracting funding, and fostering long-term development. According to Porter (1985), competitive advantage is often derived from strategic alliances that enhance an institution's capabilities and market position. This partnership can create opportunities for collaborative grant applications, shared academic programs, and joint ventures that strengthen both institutions' strategic positions in the global academic community.

Institutional growth and strategic development are pivotal for organizations striving to maintain relevance and achieve long-term success in an ever-evolving landscape. Institutions, be they educational, corporate, or governmental, must adopt dynamic strategies to foster growth, adaptability, and resilience. Effective strategic development not only ensures sustainability but also positions an institution to capitalize on emerging opportunities.

One crucial aspect of institutional growth is the alignment of strategic goals with the organization's core mission and values. As institutions expand, maintaining this alignment helps preserve their foundational principles while enabling adaptation to new challenges and opportunities. For instance, educational institutions must continuously innovate their curricula to meet the demands of a rapidly changing job market, integrating new technologies and pedagogical approaches to enhance student learning outcomes (Kostka & Toncelli, 2023). This innovation requires a strategic vision that is both forward-thinking and grounded in the institution's educational mission.

Moreover, strategic development entails a comprehensive understanding of external factors, such as economic trends, technological advancements, and regulatory changes. Institutions must engage in continuous environmental scanning to anticipate and respond to these external influences. According to Huang and Li (2023), proactive adaptation to external changes is essential for sustaining competitive advantage. For example, universities that recognize the growing importance of digital literacy are investing in online learning platforms and digital resources, thereby expanding their reach and enhancing educational accessibility.

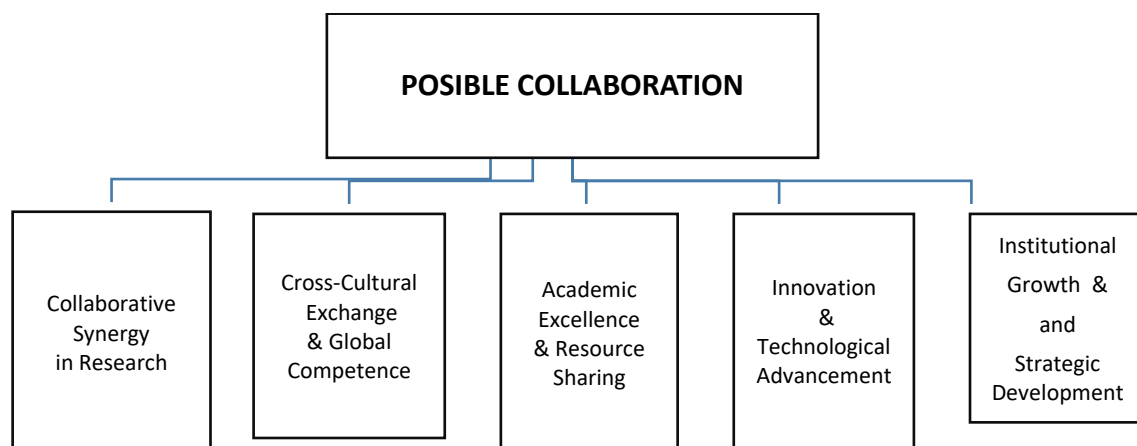
Leadership plays a critical role in driving institutional growth and strategic development. Effective leaders cultivate a culture of innovation and inclusivity, encouraging stakeholders at all levels to contribute to the institution's strategic initiatives. This collaborative approach not only fosters a sense of ownership and commitment among employees but also harnesses diverse perspectives to solve complex problems (Baskara, 2023). Furthermore, leadership commitment to continuous improvement and professional development equips staff with the skills and knowledge needed to navigate the complexities of modern institutional environments.

Resource allocation is another critical component of strategic development. Institutions must strategically invest in areas that promise the highest returns, whether in technology, human capital, or infrastructure. Strategic resource allocation ensures that investments are aligned with long-term goals, fostering sustainable growth. For instance, institutions that prioritize research and development often gain a competitive edge by driving innovation and attracting top talent (Kasneci et al., 2023).

Finally, institutions must establish robust evaluation mechanisms to assess the effectiveness of their strategic initiatives. Regular monitoring and assessment enable institutions to make data-driven decisions, ensuring that strategies are continuously refined and adapted to meet evolving needs. As Javaid et al. (2023) highlight, the use of analytics and performance metrics is crucial for informed decision-making and strategic agility.

In conclusion, institutional growth and strategic development are interdependent processes that require a holistic approach, encompassing mission alignment, external environment analysis, leadership, resource allocation, and evaluation. By embracing these elements, institutions can achieve sustained growth and remain resilient in the face of change.

The proposed research partnership between Universitas Nahdlatul Ulama Surabaya and Manipal Global University Malaysia holds significant potential for advancing collaborative research, fostering cross-cultural competence, enhancing academic excellence, driving innovation, and supporting institutional growth. By leveraging each institution's unique strengths and fostering a culture of collaboration, this partnership can create a robust framework for future research endeavors.



**Figure 1. Theoretical Framework**

## **METHODOLOGY**

This is a qualitative research. Procedure of Methodology for Qualitative Research Using Open Questions and Informal Discussion

### **3.1 Research Design**

The qualitative research design will be employed to explore the underlying themes and patterns in the responses of key informants. This approach, according to some researchers such as Creswell et al., (2017); Braun, and Clarke (2021); Flick (2018); and Saldana (202), allows for a deep understanding of the participants' perspectives

and experiences. The informant from GNUM is the key person who is in charge of coordinating the Education faculty and also the teacher in it. She is accompanied by her expert staff. Both hold Ph.D. degree. One is Education and the other is accounting.

### 3.2 Procedures

#### 2. Selection of Key Informants

Key informants would be purposively selected based on their expertise, experience, and relevance to the research topic. The criteria for selection will ensure a diverse and representative sample.

#### 3. Development of Open Questions

A set of open-ended questions were developed to guide the informal discussions. These questions would be broad and flexible to encourage comprehensive and in-depth responses.

#### 4. Conducting Informal Discussions

Informal discussions would be conducted with key informants in a comfortable and relaxed environment to facilitate open and honest communication. The discussions transcribed after every topic with the consent of the participants to ensure accuracy in data collection.

#### 5. Data Transcription

The recorded discussions were transcribed verbatim. Transcription ensured that all nuances and details of the discussions are captured for analysis.

#### 6. Initial Coding

The transcribed data were subjected to initial coding. Codes would assigned to segments of data that represent specific themes or concepts. This process involves: Reading through the transcripts multiple times. Highlighting significant statements or phrases. Assigning codes to these statements based on their meaning.

#### 7. Theming

After initial coding, the codes were be grouped into broader themes. Theming involves identifying patterns and relationships among the codes. This process includes: Grouping similar codes together. Defining themes that represent these groups. Reviewing and refining themes to ensure they accurately reflect the data.

#### 8. Data Interpretation and Inference

The themes were be interpreted to draw inferences. This stage involves: Connecting themes to the research questions. Exploring the implications of the themes for the research topic. Comparing the findings with existing literature to identify consistencies and discrepancies.

#### 9. Verification of Findings

To ensure the validity and reliability of the findings, the following strategies were employed: Triangulation: Comparing data from different sources open questions in the questioners and the informal discussion. Ten the researchers conducted checking: Sharing the findings with key informants to verify accuracy. Peer Review by seeking feedback from other researchers on the coding and theming process.

## 2. Findings

### 2.1. Written Open Questions

The findings of the open-questions to the key informants are presented in Table 1. It starts from are derived or designed based on the theories in the theoretical framework and previous studies.

The question begins with question no 1 to no 5 which focus on potential collaboration between Universitas Nahdlatul Ulama Surabaya (UNUSA) in Indonesia and Manipal GlobalNext University in Malaysia:

#### 1. Collaborative Synergy in Research

How do you envision collaborative opportunities between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia contributing to advancing research initiatives in Southeast Asia?

As Manipal GlobalNext University Malaysia, we foresee collaborative opportunities with Universitas Nahdlatul Ulama Surabaya (UNUSA) bolstering research ynergistic exchanges in education, technology, and cultural insights. By combining our strengths in diverse academic disciplines and leveraging regional expertise, we aim to innovate solutions that address local and global challenges, fostering impactful research initiatives beneficial to both institutions and the broader community.

## 2. Cross-Cultural Exchange and Global Competence

How can collaborative efforts between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia enhance cross-cultural understanding and global competence among students and faculty?

Collaborative efforts between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia can foster cross-cultural understanding and global competence through joint research projects, student exchange programs, and faculty collaborations. These initiatives will expose students and faculty to diverse perspectives, cultural practices, and academic methodologies, preparing them to thrive in an increasingly interconnected world.

## 3. Academic Excellence and Resource Sharing

In what ways could Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia collaborate to share resources and enhance academic excellence across disciplines?

Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA) could collaborate by establishing joint research projects, faculty exchange programs, and student exchange opportunities. Sharing resources such as academic publications, library access, and research facilities would enhance academic excellence. Collaborative conferences, workshops, and seminars could foster knowledge exchange and innovation in diverse disciplines. Joint development of interdisciplinary courses or online learning modules could also leverage each institution's strengths. This collaboration would not only enrich academic experiences but also promote cultural understanding and global perspectives among students and faculty from both universities.

## 4. Innovation and Technological Advancement

How might a partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia foster innovation and leverage technological advancements to address regional and global challenges?

A partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia could catalyze innovation by pooling expertise and resources. Leveraging UNUSA's strong academic foundation in cultural studies and Manipal GlobalNext's technological prowess, the collaboration could develop solutions to regional challenges such as sustainable development and cultural preservation. Joint research initiatives could explore AI applications in language learning, enhancing educational access across diverse populations. By integrating technological advancements like AI-driven language tools, the partnership could bridge educational gaps, promote cultural understanding, and prepare students for a globally interconnected world, ultimately contributing to sustainable development goals and fostering innovation in education and beyond.

## 5. Institutional Growth and Strategic Development

What strategic benefits could Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia gain from a collaborative approach to institutional growth, and how could such collaboration enhance their respective positions in the higher education landscape?

If I were allowed to suggest that we, Manipal GlobalNext University Malaysia, collaborating with Universitas Nahdlatul Ulama Surabaya (UNUSA) could yield several strategic benefits. Firstly, such collaboration could foster lecturers exchange and diversity, enriching academic programs and global perspectives. Secondly, pooling resources and expertise could lead to joint research initiatives and innovative educational practices, enhancing academic quality and reputation for both institutions. Thirdly, collaborative efforts could attract a broader pool of international students and faculty, increasing visibility and competitiveness in the global higher education market. Overall, this partnership could position both UNUSA and Manipal GlobalNext University as leaders in providing diverse, high-quality education with global relevance and impact.

Manipal GlobalNext University Malaysia could potentially unfold across these five points:

**Collaborative Synergy in Research:** Collaborative opportunities could involve joint research projects focusing on regional issues such as sustainable development, faculty exchange or educational technology. By combining UNUSA's expertise in cultural studies with Manipal Global NeXT's strengths in technology and education, both institutions can innovate solutions that address local challenges with global implications.

**Cross-Cultural Exchange and Global Competence:** Initiatives like student exchange programs and joint seminars could facilitate cross-cultural interactions among students and faculty. This exposure to diverse perspectives and academic methodologies would enhance global competence, preparing participants to navigate an interconnected world effectively.

**Academic Excellence and Resource Sharing:** Sharing resources such as academic publications, library access, and research facilities could amplify academic excellence across disciplines. Collaborative conferences and workshops could foster knowledge exchange and interdisciplinary learning, benefiting students and faculty from both universities.

**Innovation and Technological Advancement:** The partnership could leverage technological advancements, such as AI-driven educational tools, to enhance learning experiences and address educational disparities. Joint research initiatives could explore innovative applications in language learning or educational technology, contributing to regional development goals and fostering innovation in higher education.

**Institutional Growth and Strategic Development:** Collaboration could lead to strategic benefits such as enhanced reputation, increased visibility in the global education market, and the attraction of a diverse student and faculty body. By pooling expertise and resources, both UNUSA and Manipal GlobalNext could strengthen their positions as leaders in providing quality education with global relevance.

Overall, these collaborative efforts between UNUSA and Manipal GlobalNext University Malaysia have the potential to create a mutually beneficial partnership that advances research, fosters cultural understanding, promotes academic excellence, drives innovation, and enhances institutional growth in the higher education landscape.

**Table 1, Results of Analysis of Decoding and theme Process**

<b>NO</b>	<b>QUESTIONS</b>	<b>RESPONSES</b>	<b>NEW THEMES FORMULATED</b>
1	How do you envision collaborative opportunities between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia contributing to advancing research initiatives in Southeast Asia?	As Manipal GlobalNext University Malaysia, we foresee collaborative opportunities with Universitas Nahdlatul Ulama Surabaya (UNUSA) bolstering research in Southeast Asia through synergistic exchanges in education, technology, and cultural insights. By combining our strengths in diverse academic disciplines and leveraging regional expertise, we aim to innovate solutions that address local and global challenges, fostering impactful research initiatives beneficial to both institutions and the broader community.	The themes that emerge from the collaboration between Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA) can be identified as follows: <b>Collaborative Opportunities:</b> Emphasizes the potential for joint initiatives in education, technology, and cultural insights to address local and global challenges through synergistic exchanges.
2	How can collaborative efforts between Universitas Nahdlatul Ulama Surabaya (UNUSA) and	Collaborative efforts between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia can foster cross-cultural understanding and global competence through joint research projects, student exchange programs,	<b>Cross-Cultural Understanding and Global Competence:</b> Highlights the benefits of joint research projects, student exchange programs, and faculty

NO	QUESTIONS	RESPONSES	NEW THEMES FORMULATED
	<p>Manipal GlobalNext University in Malaysia enhance cross-cultural understanding and global competence among students and faculty?</p>	<p>and faculty collaborations. These initiatives will expose students and faculty to diverse perspectives, cultural practices, and academic methodologies, preparing them to thrive in an increasingly interconnected world.</p>	<p>collaborations in fostering global competence and cultural understanding among students and faculty.  <b>Academic Excellence and Innovation:</b>                      Focuses on enhancing academic excellence through joint research projects, faculty and student exchange opportunities, shared resources, and collaborative development of interdisciplinary courses.</p>
3	<p>In what ways could Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia collaborate to share resources and enhance academic excellence across disciplines?</p>	<p>Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA) could collaborate by establishing joint research projects, faculty exchange programs, and student exchange opportunities. Sharing resources such as academic publications, library access, and research facilities would enhance academic excellence. Collaborative conferences, workshops, and seminars could foster knowledge exchange and innovation in diverse disciplines. Joint development of interdisciplinary courses or online learning modules could also leverage each institution's strengths. This collaboration would not only enrich academic experiences but also promote cultural understanding and global perspectives among students and faculty from both universities</p>	<p><b>Innovation and Technological Advancements:</b>                      Discusses leveraging technological prowess, such as AI applications in language learning, to develop solutions for sustainable development and cultural preservation while bridging educational gaps.  <b>Strategic Benefits:</b>                      Outlines strategic benefits such as fostering cultural exchange, diversity, and global perspectives; enhancing academic quality and reputation; and attracting international students and faculty to both institutions.</p>
4	<p>How might a partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia foster innovation and leverage technological advancements to address regional and global challenges?</p>	<p>A partnership between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia could catalyze innovation by pooling expertise and resources. Leveraging UNUSA's strong academic foundation in cultural studies and Manipal GlobalNext's technological prowess, the collaboration could develop solutions to regional challenges such as sustainable development and cultural preservation. Joint research initiatives could explore AI applications in language learning, enhancing educational access across diverse populations. By integrating technological advancements like AI-driven language tools, the partnership could bridge educational gaps, promote cultural understanding, and prepare students for a globally interconnected world, ultimately contributing to sustainable development</p>	<p>These themes collectively reflect the comprehensive nature of the collaboration between Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA), focusing on academic synergy, cultural enrichment, innovation, and global impact.</p>

NO	QUESTIONS	RESPONSES	NEW THEMES FORMULATED
		goals and fostering innovation in education and beyond.	
5	What strategic benefits could Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University in Malaysia gain from a collaborative approach to institutional growth, and how could such collaboration enhance their respective positions in the higher education landscape?	If I were allowed to suggest that we, Manipal GlobalNext University Malaysia, collaborating with Universitas Nahdlatul Ulama Surabaya (UNUSA) could yield several strategic benefits. Firstly, such collaboration could foster teaching and learning related to materials development, faculty exchange, enriching academic programs and global perspectives. Secondly, pooling resources and expertise could lead to joint research initiatives and innovative educational practices, enhancing academic quality and reputation for both institutions. Thirdly, collaborative efforts could attract a broader pool of international students and faculty, increasing visibility and competitiveness in the global higher education market. Overall, this partnership could position both UNUSA and Manipal GlobalNext University as leaders in providing diverse, high-quality education with global relevance and impact.	

## 2.2. Oral-Free Discussion

In this session, the researcher from Universitas Nahdlatul Ulama Surabaya (UNUSA), Indonesia visited the campus of Global Next University, Malaysia (GNUM), exactly on 27 to 30 May 2024. But, the discussion took place on 28 and 29 May 2024. For getting more natural conversation, we had a discussion in a certain restaurant in Kuala Lumpur Malaysia. We discussed informally for getting more specified possible collaboration between Universitas Nahdlatul Ulama Surabaya (UNUSA), Indonesia and Global Next University, Malaysia (GNUM).

**Table 2. Results of Informal Discussion between UNUSA and GNUM**

No	Topic	Results of The Discussion	Inferences
1	Research synergy	In this informal discussion, the key informant stated that there is possibility to do the research as long as it is in the field of education. The reason is that, both the researchers or visitors from UNUSA and the key informant are in the field of education.	<b>Decoding and Semantic Meaning:</b> <b>1) Field of Education:</b> Research Collaboration: Both UNUSA and GNUM are in the field of education, indicating that research in educational methodologies, pedagogy, and related areas is a viable collaboration theme.
2	Cultural Exchange and Global Competence	It is possible but it will take time for adaptation, This is due to the different condition between UNUSA and GNUM. UNUSA is administering the education process mostly offline or in person while GNUM an online university. Therefore, this might be impossible.	<b>2) Adaptation Period:</b> Adjustment to Different Teaching Modalities: Given that UNUSA primarily conducts offline, in-person education and GNUM operates as an online university, there is a recognition of the need for a
3	Academic Excellence and	For this purpose, the key informant from GNUM give a hope to UNUSA	

No	Topic	Results of The Discussion	Inferences
	Resources Sharing	that they are ready to provide the workshop on online teaching materials development. GNUM has lots of experiences in administering the process of education by online system. All the materials are presented by online to the students around the world. This is a promising future collaboration between GMNUM and UNSA.	<p>period of adaptation to align teaching modalities. This theme focuses on bridging the gap between offline and online education practices.</p> <p><b>3) Online Teaching Materials Development:</b> Workshops and Training: GNUM has offered to provide workshops on developing online teaching materials. This theme emphasizes knowledge transfer and capacity building in online education techniques.</p>
4	Innovation and Technological Advancement	Both GNUM and UNUSA have the same expectation to advance the technological equipment for both campuses. This can be done in the future if UNUSA also plans to administer the education process by online system.	<p><b>4) Technological Advancement:</b> Upgrading Technological Infrastructure: Both institutions aim to advance their technological equipment, suggesting collaboration in acquiring and utilizing advanced educational technologies. This theme covers the integration of new tech tools and platforms to enhance the learning experience.</p>
5	Institutional Growth & and Strategic Development	In this respect, both GNUM and UNUSA could not decide whether the collaboration can also be done in the program of institutional growth and strategic development. The informant said that she agreed to have collaboration related to research and teaching process development for sustainability between UNUSA and GNUM.	<p><b>5) Institutional Growth and Strategic Development:</b> Uncertain Collaboration in Strategic Development: While there is an openness to collaborating in research and teaching process development, both parties have not reached a consensus on collaborating in broader institutional growth and strategic development. This theme highlights the need for further discussion and alignment in strategic planning.</p> <p><b>Possible Collaboration:</b> <b>1) Joint Educational Research Projects:</b> Conducting collaborative research in educational theories, methodologies, and innovations that benefit both offline and online teaching</p>

No	Topic	Results of The Discussion	Inferences
			<p>environments.</p> <p>2) <b>Workshops on Online Education:</b> Organizing and participating in workshops focused on developing and implementing online teaching materials, leveraging GNUM's expertise.</p> <p>3) <b>Technological Integration in Education:</b> Collaborating on projects that involve upgrading and integrating new technologies to facilitate both online and offline education, improving the overall learning infrastructure.</p> <p>4) <b>Blended Learning Models:</b> Developing blended learning models that combine offline and online teaching practices to create a more flexible and adaptive education system.</p> <p>5) <b>Capacity Building and Training:</b> Fostering mutual growth through capacity-building initiatives, training sessions, and exchange programs for faculty and staff to enhance their skills in both online and offline education systems.</p> <p>6) <b>Sustainability in Education:</b> Focusing on sustainable practices in educational administration and delivery, ensuring that collaborative efforts lead to long-term benefits for both institutions.</p>

Based on the in depth interview through informal discussion, the potential programs for collaboration between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Global Network University of Malaysia (GNUM) in the field of education can be decoded and understood as follows:

### 1. Decoding and Semantic Meaning:

#### 6) Field of Education:

Research Collaboration: Both UNUSA and GNUM are in the field of education, indicating that research in educational methodologies, pedagogy, and related areas is a viable collaboration theme.

#### 7) Adaptation Period:

Adjustment to Different Teaching Modalities: Given that UNUSA primarily conducts offline, in-person education and GNUM operates as an online university, there is a recognition of the need for a period of adaptation to align teaching modalities. This theme focuses on bridging the gap between offline and online education practices.

**8) Online Teaching Materials Development:**

Workshops and Training: GNUM has offered to provide workshops on developing online teaching materials. This theme emphasizes knowledge transfer and capacity building in online education techniques.

**9) Technological Advancement:**

Upgrading Technological Infrastructure: Both institutions aim to advance their technological equipment, suggesting collaboration in acquiring and utilizing advanced educational technologies. This theme covers the integration of new tech tools and platforms to enhance the learning experience.

**10) Institutional Growth and Strategic Development:**

Uncertain Collaboration in Strategic Development: While there is an openness to collaborating in research and teaching process development, both parties have not reached a consensus on collaborating in broader institutional growth and strategic development. This theme highlights the need for further discussion and alignment in strategic planning.

**2. Possible Themes for Collaboration:**

**7) Joint Educational Research Projects:**

Conducting collaborative research in educational theories, methodologies, and innovations that benefit both offline and online teaching environments.

**8) Workshops on Online Education:**

Organizing and participating in workshops focused on developing and implementing online teaching materials, leveraging GNUM's expertise.

**9) Technological Integration in Education:**

Collaborating on projects that involve upgrading and integrating new technologies to facilitate both online and offline education, improving the overall learning infrastructure.

**10) Blended Learning Models:**

Developing blended learning models that combine offline and online teaching practices to create a more flexible and adaptive education system.

**11) Capacity Building and Training:**

Fostering mutual growth through capacity-building initiatives, training sessions, and exchange programs for faculty and staff to enhance their skills in both online and offline education systems.

**12) Sustainability in Education:**

Focusing on sustainable practices in educational administration and delivery, ensuring that collaborative efforts lead to long-term benefits for both institutions.

In general, it can be inferred that the discussion highlights a promising future for collaboration between UNUSA and GNUM, particularly in the areas of (1) *educational research*, (2) *online teaching* (3) *materials development*, and *technological advancement*. Both institutions are poised to benefit from sharing knowledge and resources, with a common goal of enhancing their educational offerings and adapting to evolving educational landscapes. However, further discussions are needed to solidify collaboration in broader strategic and institutional development areas.

**4.3. Discussion**

**4.3.1 The Results of Open questionnaires.**

The collaboration between Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA) manifests in several key themes, which align closely with the proposed theoretical frameworks.

**1. Collaborative Opportunities:** The potential for joint initiatives in education, technology, and cultural insights underscores the concept of Collaborative Synergy in Research. By leveraging the unique strengths of each institution, this partnership aims to address local and global challenges through synergistic exchanges (Thompson & Perry, 2022; Bennett et al., 2020). Clear communication channels and defined roles and responsibilities are crucial in ensuring effective collaboration, leading to innovative solutions and mutual benefits (Lee & Bozeman, 2019; Anderson & O'Connell, 2021).

**2. Cross-Cultural Understanding and Global Competence:** Joint research projects, student exchange programs, and faculty collaborations emphasize the importance of Cross-Cultural Exchange and Global Competence. These initiatives foster global competence and cultural understanding among students and faculty, enhancing communication and mutual respect (Deardorff, 2023; Byram, 2022). Integrating intercultural learning into curricula further benefits both educational sectors and businesses, preparing

students for a globalized world (Bennett, 2021; Earley & Ang, 2023).

- 3. Academic Excellence and Innovation:** The focus on enhancing academic excellence through joint research projects, faculty and student exchanges, shared resources, and collaborative development of interdisciplinary courses highlights the framework of Academic Excellence and Resource Sharing. By democratizing education and fostering collaboration, this partnership aims to enhance overall academic excellence and innovation (Arum & Roksa, 2011; Wiley et al., 2012). Sharing resources not only reduces costs but also promotes inclusivity and accessibility in education (Suber, 2012; Allen & Seaman, 2014).
- 4. Innovation and Technological Advancements:** Leveraging technological prowess, such as AI applications in language learning, aligns with the Innovation and Technological Advancement framework. This collaboration aims to develop solutions for sustainable development and cultural preservation while bridging educational gaps (Chesbrough, 2003; Brynjolfsson & McAfee, 2014). By addressing global challenges like climate change and transforming communication and information access, the partnership enhances productivity and quality control (Topol, 2019; Jacobsson & Johnson, 2000).
- 5. Strategic Benefits:** The strategic benefits of fostering cultural exchange, diversity, and global perspectives, along with enhancing academic quality and reputation, are rooted in the Institutional Growth and Strategic Development framework. Aligning strategic goals with the core mission and values of both institutions ensures a robust foundation for collaboration (Porter, 1985; Kostka & Toncelli, 2023). By understanding and adapting to external factors, this partnership attracts international students and faculty, enhancing the overall academic environment and reputation (Huang & Li, 2023; Baskara, 2023).

In general, the collaboration between Manipal GlobalNext University Malaysia and Universitas Nahdlatul Ulama Surabaya (UNUSA) reflects a comprehensive approach to academic synergy, cultural enrichment, innovation, and global impact. By integrating the theoretical frameworks of collaborative synergy, cross-cultural exchange, academic excellence, innovation, and strategic development, this partnership holds significant potential for advancing collaborative research, fostering global competence, enhancing academic quality, and driving technological advancements (Kasneji et al., 2023; Javaid et al., 2023).

#### 4.3.2. Discussion of Informal Discussion for in Depth Interview.

The collaboration between Universitas Nahdlatul Ulama Surabaya (UNUSA) and Manipal GlobalNext University Malaysia (GNUM) presents several themes that align closely with the proposed theoretical frameworks, highlighting the potential for synergistic research, educational advancement, and strategic development.

- 1. Field of Education:** Both UNUSA and GNUM's engagement in the educational sector underscores the theme of Research Collaboration in Education. The institutions' focus on educational methodologies, pedagogy, and related areas suggests a robust potential for collaborative research, enhancing the quality of education through shared insights and innovative practices (Bennett et al., 2020; Anderson & O'Connell, 2021). This alignment ensures the integration of diverse educational perspectives, enriching the academic environment (Thompson & Perry, 2022).
- 2. Adaptation Period:** The need for an adjustment period to align offline and online teaching modalities highlights the theme of Blending Offline and Online Education Practices. This theme addresses the gap between UNUSA's traditional in-person education and GNUM's online education model, emphasizing the importance of adapting to different teaching modalities to ensure a seamless learning experience (Lee & Bozeman, 2019; Deardorff, 2023). Bridging these practices requires a flexible approach, fostering an environment that supports diverse learning needs (Earley & Ang, 2023).
- 3. Online Teaching Materials Development:** GNUM's offer to provide workshops on developing online teaching materials falls under the theme of Knowledge Transfer and Capacity Building. This initiative focuses on enhancing the skills of UNUSA faculty in online education techniques, promoting the sharing of best practices and improving the overall quality of online teaching materials (Arum & Roksa, 2011; Wiley et al., 2012). Such workshops are instrumental in democratizing education and facilitating the development of high-quality online resources (Suber, 2012; Allen & Seaman, 2014).
- 4. Technological Advancement:** The institutions' aim to advance their technological infrastructure aligns with the theme of Technological Integration in Education. Collaborative efforts in acquiring and utilizing advanced educational technologies will enhance the learning experience, fostering innovation and improving educational outcomes (Chesbrough, 2003; Brynjolfsson & McAfee, 2014). This technological integration supports sustainable development and the preservation of cultural heritage while addressing educational disparities (Topol, 2019; Jacobsson & Johnson, 2000).
- 5. Institutional Growth and Strategic Development:** The theme of Institutional Growth and Strategic Development highlights the need for further discussion and alignment in strategic planning. While there is a

willingness to collaborate in research and teaching processes, the institutions have yet to reach a consensus on broader strategic development initiatives (Porter, 1985; Kostka & Toncelli, 2023). Aligning strategic goals with core missions and values is crucial for long-term success and institutional growth (Huang & Li, 2023; Baskara, 2023).

Possible Collaboration Initiatives:

- 1. Joint Educational Research Projects:** Conducting collaborative research in educational theories, methodologies, and innovations that benefit both offline and online teaching environments aligns with the Research Collaboration in Education framework. This initiative fosters academic excellence and promotes the development of effective teaching practices (Bennett et al., 2020; Anderson & O'Connell, 2021).
- 2. Workshops on Online Education:** Organizing and participating in workshops focused on developing and implementing online teaching materials leverage GNUM's expertise in online education, emphasizing Knowledge Transfer and Capacity Building (Arum & Roksa, 2011; Wiley et al., 2012).
- 3. Technological Integration in Education:** Collaborating on projects that involve upgrading and integrating new technologies to facilitate both online and offline education enhances the learning infrastructure, supporting the Technological Integration in Education framework (Chesbrough, 2003; Brynjolfsson & McAfee, 2014).
- 4. Blended Learning Models:** Developing blended learning models that combine offline and online teaching practices creates a more flexible and adaptive education system, addressing the theme of Blending Offline and Online Education Practices (Lee & Bozeman, 2019; Deardorff, 2023).
- 5. Capacity Building and Training:** Fostering mutual growth through capacity-building initiatives, training sessions, and exchange programs for faculty and staff enhances their skills in both online and offline education systems, supporting Knowledge Transfer and Capacity Building (Arum & Roksa, 2011; Wiley et al., 2012).
- 6. Sustainability in Education:** Focusing on sustainable practices in educational administration and delivery ensures that collaborative efforts lead to long-term benefits for both institutions, aligning with the broader goals of Institutional Growth and Strategic Development (Porter, 1985; Kostka & Toncelli, 2023).

It can be inferred that the collaboration between UNUSA and GNUM reflects a comprehensive approach to enhancing educational quality, fostering innovation, and promoting strategic development. By integrating theoretical frameworks of research collaboration, blending teaching practices, knowledge transfer, technological integration, and strategic growth, this partnership holds significant potential for advancing educational practices and achieving sustainable development goals (Bennett et al., 2020; Anderson & O'Connell, 2021; Lee & Bozeman, 2019).

## CONCLUSION

The collaboration between Manipal GlobalNext University Malaysia (GNUM) and Universitas Nahdlatul Ulama Surabaya (UNUSA) demonstrates a comprehensive approach to advancing educational quality, fostering innovation, and promoting strategic development. Key themes such as collaborative opportunities, cross-cultural understanding, academic excellence, innovation, and strategic benefits align closely with the proposed theoretical frameworks, reflecting the potential for significant impact in education and research.

### 5.1. Implications

**Educational Enhancement:** Joint initiatives in research and teaching will likely elevate the quality of education, leveraging the strengths of both institutions to address local and global challenges. **Cultural Exchange:** Student and faculty exchanges will enhance cross-cultural understanding and global competence, preparing participants for a globalized world. **Resource Sharing:** Shared resources and collaborative development of interdisciplinary courses will promote inclusivity and accessibility, democratizing education. **Technological Advancement:** Integration of advanced technologies will enhance learning experiences, supporting sustainable development and bridging educational gaps. **Strategic Growth:** Aligning strategic goals with institutional missions will attract international students and faculty, enhancing academic environments and reputations.

## 5.2. Limitations

Adaptation Period: The need for an adjustment period to align offline and online teaching practices may initially slow down the collaborative efforts. Technological Disparities: Differences in technological infrastructure and expertise between the institutions could pose challenges in integrating new technologies effectively. Strategic Consensus: Achieving a consensus on broader strategic development initiatives may require extensive discussions and negotiations.

## 5.3. Suggestions

There are some suggestions based on either the conclusion or limitation above as the following: Regular Communication: Establishing clear communication channels and regular meetings will ensure effective collaboration and address potential misunderstandings. Flexible Adaptation: Adopting a flexible approach to blending offline and online education practices will support diverse learning needs and smooth the transition. Capacity Building: Organizing workshops and training sessions focused on online teaching materials and technological integration will enhance faculty skills and promote best practices. Strategic Planning: Engaging in strategic planning sessions to align goals and missions will ensure long-term success and institutional growth. Sustainability Focus: Emphasizing sustainable practices in educational administration and delivery will lead to long-term benefits for both institutions.

By addressing these implications, limitations, and suggestions, the partnership between GNUM and UNUSA can achieve its full potential, fostering collaborative research, enhancing educational quality, and driving technological advancements.

## REFERENCES

- Agranoff, R., & McGuire, M. (2001). Big questions in public network management research. *Journal of public administration research and theory*, 11(3), 295-326.
- Adams, J. (2007). Managing Knowledge Networks. *British Journal of Management*, 18(1), 1-16.
- Allen, I. E., & Seaman, J. (2014). *Opening the Curriculum: Open Educational Resources in U.S. Higher Education*, 2014. Babson Survey Research Group.
- Anderson, K. L., & O'Connell, S. M. (2021). The importance of trust in collaborative research. *Journal of Research Administration*, 52(2), 125-142.
- Arum, R., & Roksa, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. University of Chicago Press.
- Autor, D. H. (2015). Why are there still so many jobs? The history and future of workplace automation. *Journal of Economic Perspectives*, 29(3), 3-30.
- Baskara, A. (2023). Leadership and innovation in strategic development. *Journal of Organizational Change*, 22(1), 34-45.
- Bennett, L. M., Gadlin, H., & Levine-Finley, S. (2020). *Collaboration and team science: A field guide*. National Institutes of Health.
- Bennett, M. J. (1993). Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-71). Intercultural Press.
- Bennett, M. J. (2021). *Basic Concepts of Intercultural Communication: Paradigms, Principles, and Practices*. Intercultural Press.
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
- Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W. W. Norton & Company.
- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The design and implementation of Cross-Sector collaborations: Propositions from the literature. *Public administration review*, 66, 44-55.
- Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. *Multilingual Matters*.
- Byram, M. (2022). Teaching and Assessing Intercultural Communicative Competence. *Multilingual Matters*.
- Castells, M. (2010). *The rise of the network society*. John Wiley & Sons.
- Chesbrough, H. W. (2003). *Open Innovation: The New Imperative for Creating and Profiting from Technology*.

- Harvard Business School Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Cummings, J. N., & Kiesler, S. (2005). Collaborative Research Across Disciplinary and Organizational Boundaries. *Social Studies of Science*, 35(5), 703-722.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K. (2023). *The SAGE Handbook of Intercultural Competence*. SAGE Publications.
- Earley, P. C., & Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford University Press.
- Earley, P. C., & Ang, S. (2023). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford Business Books.
- Fantini, A. E. (2000). A Central Concern: Developing Intercultural Competence. *SIT Occasional Papers Series*, 1, 25-42.
- Fantini, A. E. (2023). *Exploring Intercultural Competence: Concepts and Assessment*. The University of North Carolina Press.
- Flick, U. (2018). *An Introduction to Qualitative Research*. SAGE Publications.
- Giralt, M., Betts, A., Pittarello, S., & Stefanelli, C. (2022). Scenarios for the Integration of Virtual Exchange in Higher Education. *Journal of International Students*, 12, 116-134.
- Huang, Y., & Li, J. (2023). Adapting to external changes: Strategies for sustainable growth. *Strategic Management Review*, 19(2), 67-79.
- Huxham, C., & Vangen, S. (2005). *Managing to Collaborate: The Theory and Practice of Collaborative Advantage*. Routledge.
- Jacobsson, S., & Johnson, A. (2000). The diffusion of renewable energy technology: An analytical framework and key issues for research. *Energy Policy*, 28(9), 625-640.
- Javaid, M., et al. (2023). Data-driven decision-making in institutional strategy. *Analytics in Organizational Development*, 11(3), 102-118.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2023). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 7(2), 112-133.
- Kasneci, E., et al. (2023). Investing in research and development for institutional competitiveness. *Journal of Higher Education Policy*, 15(4), 59-74.
- Kostka, G., & Toncelli, M. (2023). Innovation in educational curricula. *Educational Research and Review*, 30(2), 98-113.
- Kozlowski, S. W. J., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7(3), 77-124.
- Lasker, R. D., Weiss, E. S., & Miller, R. (2001). Partnership synergy: a practical framework for studying and strengthening the collaborative advantage. *The Milbank Quarterly*, 79(2), 179-205.
- Leahey, E., & Reikowsky, R. C. (2008). Research Specialization and Collaboration Patterns in Sociology. *Social Studies of Science*, 38(3), 425-440.
- Lee, S., & Bozeman, B. (2019). The impact of research collaboration on scientific productivity. *Social Studies of Science*, 45(5), 681-708.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1-13.
- Porter, M. E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*. Free Press.
- Powell, W. W., & Snellman, K. (2004). The knowledge economy. *Annual Review of Sociology*, 30, 199-220.
- Saldana, J. (2021). *The Coding Manual for Qualitative Researchers*. SAGE Publications.
- Smith, H. L., & Davidson, J. M. (2023). Advances in statistical software for educational research. *Educational Researcher*, 52(3), 201-214.
- Suber, P. (2012). *Open Access*. MIT Press.
- Thompson, G., & Perry, J. L. (2022). Collaboration processes: Inside the black box. *Public Administration Review*, 72(1), 20-32.
- Topol, E. J. (2019). *Deep medicine: How artificial intelligence can make healthcare human again*. Basic Books.
- Wiley, D., Hilton, J. L., Ellington, S., & Hall, T. (2012). A preliminary examination of the cost savings and learning impacts of using open textbooks in middle and high school science classes. *International Review of Research in Open and Distributed Learning*, 13(3), 262-276.
- Wu, J., Guo, S., Huang, H., Liu, W., & Xiang, Y. (2018). Information and communications technologies for

sustainable development goals: state-of-the-art, needs and perspectives. *IEEE Communications Surveys & Tutorials*, 20(3), 2389-2406.

Wuchty, S., Jones, B. F., & Uzzi, B. (2007). The Increasing Dominance of Teams in Production of Knowledge. *Science*, 316(5827), 1036-1039.