

Article

Geopolitical Risk and Higher Education in Indonesia: A Systematic Literature Review

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Abstract: As the 2024 elections in Indonesia draw attention, the issue of democracy on universities is often overlooked. Despite the political nature of power dynamics within universities, debates about campus democracy can create tension and harm the academic environment; such conflicts can negatively affect community, cooperation, and mutual respect among students and faculty. This study aims to help universities make better governance decisions, focusing on transparency, accountability, and other key factors. This article emphasizes the geopolitical risk effect in higher education circumstances, which was then developed as a basis for finding solutions for the sustainability of higher education in Indonesia. This research uses the PRISMA systematic literature review method to assist researchers in reporting transparently and systematically why the review was carried out, what the author did, and what was found which was then analyzed using the SLR method which was carried out systematically by following the correct research stages or protocols, includes review studies, structured evaluations, classification and relevant categorization of previously generated evidence bases. As a result Universities behoove sterile from elements of power or, in other words, have political immunity; the functions and roles of campuses need to be revitalized and decontextualized in campus democracy from any political anomaly that causes turmoil. In addition, this research can help stakeholders at the political level to provide consideration in granting full autonomy to campuses both in academic and non-academic aspects.

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INTRODUCTION

Empirical research on geopolitics has been carried out by several authors who relate it to several substantial areas such as the energy sector, the financial sector, cultural politics, and the environment, where most of them state that the impact of geopolitics has very crucial risks in the development of industries that are considered strategic and reap impact in the long term. Higher education is one of the critical sectors that are studied from a geopolitical aspect. What has so far been considered a significant advance in higher education and an important development to gain more access, participation, and social relevance has become the object of criticism and controversial debate (Rizvi, 2022). This research focuses on the geopolitical risks to the development of higher education in Indonesia in facing global challenges for the sustainability of higher education progress, which has tended to be under pressure from government political anomalies. As stated by (Jackson et al., 2023) the link between education and politics is very close and always connected, so with these circumstances, we can see that state politics plays a vital role in influencing the direction of education development in a country.

Geopolitics refers to the relationship between politics and territory at both local and international levels (Holdar, 1992). In Indonesia, higher education faces challenges linked to geopolitical factors such as bureaucratization, feudal traditions, and a culture focused on ceremonies. Many universities view these issues as geopolitical risks to their cross-border operations. This aligns with research by Shahjahan and Morgan (Shahjahan & Morgan, 2016) which emphasizes that global competition is driven by economic or political rationality based on market principles. Developing geopolitical awareness in management can help universities better understand and navigate the risks and challenges associated with political turbulence (Belhoste & Dimitrova, 2023). In contrast to the research by (Moscovitz & Sabzalieva, 2023) which discusses the 'New Geopolitics of Higher Education', this article presents an alternative understanding of how geopolitics impacts higher education. It argues that higher education should be shaped and influenced by prevailing geopolitical dynamics to effectively address challenges and seize opportunities in the era of globalization. The independence of higher education institutions is significantly affected by executive leadership, which plays a crucial role in overcoming challenges, implementing effective strategies, and ensuring consistent execution (Papers, 2017). Therefore, it is

essential to develop a new conceptual framework that acknowledges the uneven landscape of higher education and incorporates the local socio-political and geographical context in which each institution operates (Uzhegova & Baik, 2022). Thus, Governments need to account for the multiple ways geopolitics interact with higher education policy decisions and actions, offering flexible tools that can be applied to current and future investigations (van der Wende et al., 2020).

The dynamics of the problems facing education in Indonesia are currently very complex. Moreover, the presidential election of 2024 will affect the sustainability aspects of higher education coupled with centralized and decentralized government systems, which will impact the effectiveness and efficiency of tertiary institutions' higher education management. Despite these changes, the role of the state as regulator and coordinator of services as a whole has been strengthened rather than weakened under decentralization policies (Mok & Han, 2017). Theoretically, the political dynamics model of higher education (DHEP) draws on the conceptual history of political contingency, agenda-setting theory, and previous research on the dynamics of higher education (Kauko, 2013). It is essential to study the progress made in different dimensions, what the obstacles are, and what strategies can address the need for sustainability rigorously and effectively.

Based on various qualitative methods, this article will answer the problem by analyzing the findings discussed in the available documents in the context of geopolitical risks and higher education around the world by reframing discussions and articles with the geopolitics of higher education. The novelty of this paper lies in the absence of a broad and systematic study that focuses on agenda issues and challenges related to geopolitical risk anomalies experienced by universities in Indonesia in recent years. In addition, this study will help revitalize and re-contextualize university democratic life, including the function and role of the university as a forum for student and community learning, learning about democracy, and political education through educated and character university officials.

GEOPOLITICAL AND HIGHER EDUCATION IN INDONESIA

This section outlines the significant geopolitical influence on the development of higher education in Indonesia. The structure of society has undergone substantial changes due to advancements in science and technology, particularly those originating from

America and Europe. These developments often referred to as globalization, have had a notable impact on the higher education sector. Globalization is a multifaceted concept that is increasingly used, often with varying interpretations depending on the commentator and their focus on different aspects (Odin & Manicas, 2004). However, it is possible to identify common institutional patterns or archetypes that influence organizational interactions and behavior (Vaira, 2004). For scholars, a key issue regarding the impact of globalization on higher education is understanding the nature of institutions facing these challenges (Odin & Manicas, 2004). In other words, universities must be free from the shackles of political risk to restore the idealism of higher education independence. Thus, a government system that is geopolitically in Indonesia divided into two, namely centralization and decentralization. Centralized power leads to group domination, often resulting in impoverishment due to a lack of broader community oversight, which makes this power difficult to control. Indonesia can learn from various examples, such as the study by (Mok & Han, 2017) which examined higher education reform in China. This reform involved a shift from a highly centralized system, where the central government made most key decisions, to a decentralized model, demonstrating greater effectiveness in managing internal operations, whether concurrently or sequentially (Gérard et al., 2012).

This can be interpreted within the framework of the planned model, the political dialectic model, and the socio-cultural model (Mehralizadeh, 2005), on mapping policies related to the sustainability of higher education, in line with (Collin et al., 2022) highlighting the bureaucratization of higher education institutions and how this sclerosis resulted in a broad weakening of individual initiative and innovation. There are two levels of bureaucracy in higher education: (1) external from regulatory policies from government and other accreditors, and (2) internal in each university's processes for addressing these regulations and additional rules (Collin et al., 2022), which become a challenge for this research and examined in more depth empirically. Nevertheless, (C. H. Page, 1951) stated the most apparent indication of duration in higher education in a geopolitical risk context is seen in the bureaucracy's most strategic field are competition between the state and soft power, geo-economics, territorial politics, and neocolonialism, therefore they can be used to measure and hedge geopolitical risk (Caldara & Iacoviell, 2022).

Research by Toakley & Aroni (1998) suggested that universities in both developed and developing countries have distinct roles and responsibilities in

addressing the challenges of sustainable development. The influence of metaverse systems further contributes to this by offering a conceptual model that encompasses innovation, context awareness, perceived enjoyment, ubiquity, complexity, and value (Salloum et al., 2023).

MATERIAL AND METHODOLOGY

In this study the Preferred Reporting Items for Systematic Review (PRISMA) method was used to help systematic reviewers report transparently why the review was carried out, what the authors did, and what they found (M. J. Page et al., 2021). Systematic Literature Review (SLR) method was conducted systematically by following correct stages or research protocols that cover review studies, structured evaluations, classifications, and relevant categorization of the evidence base that has been produced previously. The PRISMA statement was used to guide the formal systematic review for database collection (Abelha et al., 2020).

The database search process consists of several sub-stages, such as selecting from digital libraries and determining search strings. The digital libraries used in this research are Scopus (177 articles), Web of Science (138 articles), Science Direct (46 articles), and Google Scholar (15 articles). (Kuckertz & Block, 2021) define triangulation of different literature databases is a good practice to help compensate for certain weaknesses that naturally limit the results of each database. Research questions can be determined using the concept of population, intervention, comparison, outcomes, and context (PICOC) approach to avoided bias (Kitchenham & Charters, 2007). According to (Mengist et al., 2020) this helps minimize bias by conducting an exhaustive literature search and formulating research questions. Table 1 is the result of the interpretation of the PICOC.

Regarding PICOC analysis considering the synonym of the search term was used: *Geopolitical Risk AND (Higher Education OR University OR Collage OR Academic)*. The search process generates a bibliography of candidate studies that typically includes titles and abstracts of potentially relevant studies. The search process was carried out in August 2023 and based on the PRISMA guidelines (Preferred Reporting Items for Systematic Review), followed by the selection of inclusion and exclusion criteria, which can be seen in Table 2 engaging review and organized how the studies are conducted grouped for synthesis (M. J. Page et al., 2021). Based on the PICOC table, the research questions for this literature review are:

- **RQ 1.** What is an appropriate definition of geopolitical risk in higher education?
- **RQ 2.** What is the challenge of geopolitical risk toward higher education in Indonesia?
- **RQ 3.** How to implement the right geopolitical model system on higher education in Indonesia?

The article search process begins by identifying 376 articles for the first stage to assess the literature review's quantitative and qualitative content analysis. The search process is based on the eligibility criteria established by the reviewers before they begin the process of identifying, discovering, and retrieving the research needed to address evidence-based practice issues. After an initial screening of selected articles by reading abstracts and identifying inclusion and exclusion criteria, SLR will usually report the search funnel and the authors' inclusion and exclusion criteria applied to narrow down a search. As a result, 31 articles were selected for the screening stage, and ultimately 22 articles were considered and retained for further use in the SLR.

Research outside the inclusion criteria, such as studies on geopolitical risk in energy, law, or philosophy, publications on higher education's role in risk anticipation unrelated to sustainability, or articles not focused on sustainability in Indonesian higher education amid global geopolitical challenges (2013–2023), is excluded. (Kuckertz & Block, 2021) recommend using a flowchart to graphically and transparently illustrate the selection process, including the initial number of studies identified and the number of studies called PRISMA.

The reference selection flowchart is illustrated in Figure 1. At this stage of the selection process, the emphasis is on excluding studies that clearly fulfill the exclusion criteria. Studies will be eliminated from the candidate study of a literature review if the title and abstract clearly disqualify them in a systematic way that provides a basis for the researcher to draw valid and reliable conclusions regarding the effect of the intervention for the disorder under consideration.

The analysis phase includes evaluating the synthesized data, extracting meaningful information, and concluding the selected papers (Kuckertz & Block, 2021). At this stage, the formulated research questions will have answers. It includes qualitative and quantitative explanations and results narrative, discussions, showing the way forward about future research work, and summarizing conclusions (Mengist et al., 2020).

RESULT AND DISCUSSION

Geopolitical risk on higher education in Indonesia In Indonesia, the geopolitical concept is known as the Archipelagic Outlook, which is generally interpreted as the views and attitudes of the whole of Indonesia and the geographical environment of the archipelagic state based on Pancasila and the 1945 Constitution, which uses advanced and revolutionary nationalism principles (Akmaliza et al., 2022). Instrument of power to create “*a New World Order*” that bridges humanity, international legal solidarity, justice, fairness, and peaceful coexistence. From this concept, four important things must be learned. First, the concept of space, Second, the Frontier concept; Third, concepts of political power related to the life of world political power; Fourth, the concept of state and nation security. In the SLR study conducted for this research, 22 papers explicitly discussed geopolitical definitions in the context of higher education. Table 3 highlights the five most relevant definitions from all the articles included to answer the first research question.

From the definitions reviewed above, the author concludes that geopolitical risk is the study of the relationship between geography, foreign policy, and political power in an unavoidable global context. It involves analyzing how geographic factors such as location, territory, natural resources, and other physical aspects can affect political dynamics and relations between states. Geopolitics is often used to understand power shifts, conflict, international cooperation, and foreign policy strategies.

The Challenge of Geopolitical Risk towards Higher Education

Based on the analysis of the current implementation of geopolitical risks to higher education obtained from the articles that have been obtained and mapped through the SLR study, to answer the second research question, all articles that focus on the relationship between geopolitics and higher education from the perspective of geopolitical risks and higher education from the perspective/objectives, participants, result, and challenges, are summarized and can be seen in table 4.

Higher education plays a crucial role in a country's development. In Indonesia, geopolitical factors can have a significant impact on the higher education system. Geopolitics involves the complex relationship between geographical, political, economic, and social factors in a global context. In summary, the geopolitical risk challenges in Indonesia are summarized in table 4 is based on the

results of an analysis of the literature study from the 22 articles that were previously described, as well as answering the second research question. According to the 22 articles analyzed, there are several challenging points in the geopolitical concept that have been described, which have also been experienced and are still having an impact on higher education in Indonesia and are still being debated.

Discussion

This section will explain what strategies the Indonesian government should prepare to address the challenges of geopolitical risks for the development of higher education in Indonesia to anticipate the impact of globalization and support sustainability and the academic community as well. Changes in international policies, such as trade relations, diplomacy, or cross-border cooperation, can impact the higher education sector. For example, if Indonesia establishes partnerships with certain countries, Indonesian students may have opportunities to obtain scholarships or exchange opportunities at universities in those partner countries. Geopolitical factors, such as relations with neighboring countries or regional policies, can influence the direction and policies of higher education in Indonesia. Educational cooperation with neighboring countries or specific regions can affect the focus of higher education programs as stated by research (Hinš, 2021) and (Shahjahan, 2019).

Higher education can also play a role in international relations (Kauko, 2013). Universities can be a meeting place for students from different countries, creating opportunities to exchange cultures and ideas (Malihah & Tanshzil, 2018). Geopolitics within higher education institutions is no longer confined to privileged elites who leverage their academic authority to influence national policies (Flint, 2021). Therefore, in order to deal with these complex relationships, Indonesian governments, universities, and other educational actors must understand changes in international policy and geopolitics and respond with adaptive higher education policies. Developing strong international networks, improving the quality of education, and ensuring the relevance of study programs to global needs are essential steps in addressing the challenges and capitalizing on the opportunities of these relationships.

Today, higher education is a global service provided by quasi-companies in an increasingly complex and competitive knowledge market (Pucciarelli & Kaplan, 2016) and could reduce the university's revenue from foreign student tuition fees (Vlachou & Tlostanova, 2023). To anticipate this, universities

should look for ways to attract more foreign students, such as improving the quality of education, offering scholarships, or developing attractive academic programs. Geopolitical risks may also impact university funding, especially if there are funding cuts from governments or international organizations affected by geopolitical instability ("The Politics of Higher Education in the Middle East: Problems and Prospects," 2009). Therefore, colleges must invest in diversifying their funding sources, including seeking support from the private sector, establishing partnerships with companies, and developing fundraising initiatives and prepared to change their strategies according to changes in the geopolitical environment (Shahjahan, 2019) by making the best efforts to overcome obstacles to opportunities for the academic community in anticipating global progress (St. John, 2023).

Geopolitical risks can include political conflicts, regional instability, economic sanctions, changes in immigration regulations, and similar factors that affect international movement (Kauko, 2013). Mobility restrictions due to geopolitical risks can decrease the number of foreign students enrolling in Indonesian universities. Foreign students bring essential financial contributions to universities and also help in cultural diversity and improving the quality of learning. A decrease in foreign students may impact universities' income and diverse learning environments (Moscovitz & Sabzalieva, 2023) and academic mobility (Komljenovic, 2023). Disruptions can lead to a decline in orders and a lack of international recognition of educational institutions. Restrictions on academic mobility can hinder access to research collaborations and the exchange of ideas between scientists (R'boul, 2022). This can impact the advancement of research and innovation in Indonesia and prevent universities from significantly contributing to global solutions to geopolitical issues. Universities in Indonesia can seek alternative markets and endeavor to attract foreign students from regions unaffected by mobility restrictions. Universities can focus on regional cooperation with institutions in Southeast Asia and beyond, which may face similar impacts. This can help maintain fruitful academic exchanges, and developing online learning platforms and access to digital resources will help students and academics stay connected to global knowledge despite physical restrictions, as suggested by (Scott, 2015) the 'hegemonic internationalization' approach is more helpful in understanding the trend of academic mobility and the accessibility of education for the community (Trilokekar et al., 2020). Armed conflicts and bad security situations can endanger the safety of students and lecturers in some parts of

Indonesia region. This threat to safety can cause inconvenience to the education community (Shahjahan & Morgan, 2016) and disrupting the learning process, curriculum, and student assistance (Vlachou & Tlostanova, 2023). Universities in Indonesia can establish partnerships with international and regional institutions to mitigate the impact of conflict, facilitate academic mobility, and educate students, faculty, and staff about security threats and precautions that must be taken to maintain the preservation and security of geopolitical sovereignty in line with research by (Malihah & Tanshzil, 2018).

Geopolitical risk is often the main cause of concern for corporate stakeholders, including policy makers, corporations, financial investors, and politicians, including the use of technology in the higher education field (Fossung et al., 2021) and disrupt the supply of technology essential for learning and research (Császár et al., 2023). In times of geopolitical uncertainty, higher education institutions and student digital data may become more susceptible to security breaches, while regulatory changes related to data privacy in different countries could impact how universities in Indonesia manage and safeguard personal information in the future. Furthermore, research by (Komljenovic, 2023) stated geopolitical tensions could cause technology companies to be more careful in investing or collaborating with higher education institutions (Lee, 2015). To address the impact of geopolitical risks on technology and connectivity in tertiary institutions, Universities in Indonesia can seek alternative sources of technology to reduce dependence on technology from certain countries, encourage domestic technology development and innovation to reduce reliance on imported technology, make contingency plans in the event of disruption of connectivity or technology infrastructure to maintain smooth operations. In facing geopolitical risks related to technology and connectivity, universities need to remain flexible, proactive, and continuously adapt to changes in the geopolitical environment to maintain quality education and technological progress, to create new opportunities in the context of geopolitical risks (Portuguez-Castro et al., 2022).

International cooperation in higher education covers various things, such as student exchanges, research collaborations, joint curriculum development, and academic mobility (Si & Lim, 2023). Geopolitical instability, international conflicts, changes in regulations, and other factors related to international relations can affect various aspects of this collaboration and impact higher education in Indonesia. Geopolitical instability can hinder the

exchange of students and lecturers between Indonesian universities and international partners (Malihah & Tanshzil, 2018). If this access is limited due to geopolitical risks, universities may need help accessing the latest information and literature (Shih & Forsberg, 2023), and impacting their rankings and reputation (Müller, 2011) and divert resources to deal with changing situations (Dee et al., 2023). In Indonesia's higher education context, sacrificing some aspects of collaboration considered a lower priority, flexibility in cooperation plans, strengthening regional cooperation, and increasing local innovation, to the drive to secure access to vital global resources (Dannreuther, 2013). Limited access to global resources in the context of geopolitical risk severely impacts the development of higher education in Indonesia. Global resources in this regard include various types of information, knowledge, research data, scientific journals, databases, and access to international collaborations and networks.

Another factors such as international conflicts, regulatory changes, economic sanctions, and political instability can affect access to these resources, affecting the quality and innovation of higher education (Shahjahan & Morgan, 2016). Limited access to global resources such as scientific journals and research databases can result in limitations. With the latest information and research findings, students and lecturers may find it challenging to access the newest literature and data essential for understanding the latest trends and developments in various fields (Vlachou & Tlostanova, 2023). The inability to collaborate with international institutions or researchers due to access restrictions can hinder the ability of higher education institutions in Indonesia to participate in global research projects. This reduces opportunities to contribute to broader research and global innovation (Holdar, 1992) as similar obstacles. According to (Trilokekar et al., 2020), limited access to global resources can reduce the competitiveness of universities at the international level and generate local quality of research and innovation that may be different from institutions with broader access to global knowledge. To overcome the impact of limited access to global resources in the context of geopolitical risk, universities in Indonesia can invest in internal resources by encouraging the development of local research and innovation to reduce dependence on global resources.

Higher education in Indonesia faces challenges, including geopolitical risks affecting multiple aspects, including citizenship (nationality) and identity issues. These issues are becoming increasingly complex due to global geopolitical

shifts and changing national interests. Ethnicity refers to a person's legal status as a citizen of a particular country (Gérard et al., 2012). On the other hand, identity includes culture, religion, nationality, and values that shape one's self-view. These issues are essential in higher education because they can affect the integration of foreign students, cultural diversity on campus, and cross-border academic exchanges (Vlachou & Tlostanova, 2023), integration of foreign students, and cultural diversity (Császár et al., 2023), mobility of foreign students (R'boul, 2022).

To overcome the impact of geopolitical risks on issues of nationality and identity in higher education in Indonesia, several essential steps can be taken, including developing integration programs, building special programs for the integration of foreign students, including psychosocial support and culture, and introducing local culture. Increasing cooperation with institutions in the Southeast Asian region to mitigate the impact of geopolitical shifts and facilitating academic exchanges is also a solution to this problem (Watson, 1986). Universities in Indonesia must take proactive steps to overcome these impacts, focusing on inclusivity, diversity, and global collaboration (Rizvi, 2022). Overall, the results of the analysis and discussion are transformed into a geopolitical model of higher education in Indonesia (see Figure 2.) as well as answering the third research question. The relationship between theory and qualitative research has been extensively researched in the literature and has emerged as a problematic issue (Guzmán-Valenzuela & Barnett, 2019). However, the importance of geopolitical factors has yet to be the subject of a systematic empirical analysis (Caldara & Iacoviell, 2022). Refer to (Hinduja et al., 2023) the article provides a model for considering logistical support and quality education progress toward the Sustainable development goals (SDGs) to help analyze educators and managers in higher education institutions.

CONCLUSIONS AND RECOMMENDATIONS

Geopolitical risks have the potential to disrupt Indonesia's higher education system in various aspects. In the face of these challenges, it is important for the government, educational institutions, and relevant stakeholders to maintain the resilience of the education system, strengthen sustainable international cooperation, and develop strategies to address the negative impacts of geopolitical changes. The impact of geopolitical risk on Indonesian universities cannot be ignored.

Universities must be able to adapt to geopolitical changes, maintain sustainable international cooperation, and manage emerging risks. Collaborative efforts between the government, universities, and relevant stakeholders are essential in facing these challenges in order to maintain the quality and important role of universities in national development. Based on the results of the analysis, the emphasis on geopolitical risk challenges in Indonesia as well as suggestions for local governments to be able to pay more attention to the following aspects.

First, access to resources and international cooperation geopolitical risk can affect a university's access to global resources such as research materials, academic literature, and technology. Conflicts, international sanctions, or policy changes may limit this access. International cooperation for knowledge and technology exchange can also be disrupted. However, wise and strategic management of this risk can encourage universities to be more independent in developing local resources (Moscovitz & Sabzalieva, 2023). Second, student and academic mobility: Geopolitical changes can affect student and academic mobility. Travel restrictions due to conflict or changes in immigration can hamper international study opportunities and knowledge exchange. Conversely, these impacts can also encourage universities to focus more on building local capacity and improving the quality of education within the country. Third, curriculum development and research, certain geopolitical issues can affect curriculum development and research. Universities may have to adjust learning materials or change the focus of research according to specific geopolitical circumstances.

This can also be an opportunity to produce research that is more relevant to global challenges. Fourth, dependence on international cooperation, universities that rely heavily on international funding or cooperation can be vulnerable to geopolitical changes. Fifth; campus and academic environment security, geopolitical risks can affect campus security and the academic environment. Geopolitics-related protests, conflicts, or social unrest can disrupt the teaching-learning process of universities to further promote intercultural dialog, tolerance, and understanding within the campus community. Sixth; International Reputation, by increased geopolitical risks that lead to a negative image for a country, can impact a university's international reputation. Thus, universities can try to be more active in spreading positive information and their achievements to keep attracting students and academics from abroad. Seventh, innovation and

adaptation, geopolitical risk can encourage universities to be more innovative and adaptive in dealing with the changing environment. This could involve the development of new programs, more flexible learning approaches, and efforts to address global challenges through research and collaboration.

Geopolitical risks can provide both challenges and opportunities for the advancement of higher education. Wise universities will be able to manage negative impacts, identify new opportunities, and adapt themselves according to the changing geopolitical dynamics. One of the program strategies currently being carried out by the government is implementing an independent campus program that can maintain the continuity of higher education in Indonesia effectively and efficiently (Arie & Nagy, 2023). Research in geopolitics will face a number of increasingly complex and dynamic challenges in the future of Indonesia. Some of these challenges include global uncertainty.

The future will be influenced by a variety of factors that are difficult to predict, such as changes in major state policies, regional conflicts, and sudden shifts in global dynamics. Technological developments such as artificial intelligence, big data analysis, and cryptographic technologies may affect the way states and non-state actors interact in the geopolitical arena. Geopolitical research must continue to understand and respond to the impact of these technologies in terms of cyber security, intelligence, and communications. Climate change will have major implications for natural resources, such as water, food, and energy. Geopolitical research must address how these changes may affect interstate relations, the potential for conflict, and how to jointly address environmental challenges. Shifts in global power, particularly the economic and political growth of countries in Asia, will affect geopolitical dynamics. Research could identify the impact of these changes on alliances, rivalries, and collaborations in different regions, and technological competition and cyber conflict are becoming increasingly relevant in modern geopolitics (Hinšt, 2021). Research could explore the impact of cyber-attacks, espionage, and the use of advanced technologies on interstate cooperation and conflict.

RESEARCH LIMITATION AND DIRECTION FOR FUTURE STUDIES

Research on geopolitical risk faces several limitations that complicate understanding and

managing these risks. Key challenges include limited or inaccurate data, with much sensitive information being inaccessible, leading to uncertainty and unpredictability, especially in Indonesia. Geopolitical factors, such as policy changes, conflict dynamics, and power shifts, are complex and difficult to forecast. Analytical models, while useful, cannot fully capture all variables and often rely on assumptions that may impact results. Non-quantifiable aspects, such as political instability, public sentiment, and actor intentions, add further complexity. Additionally, internal factors like domestic politics, economics, and social dynamics significantly influence a country's geopolitical interactions.

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LIST OF TABLES

Table 1.
PICOC Summary

Research Object	Higher Education In Indonesia
Intervention	Geopolitical risk
Outcomes	New geopolitical transformation in higher education
Context	Geopolitics in private and public higher education in Indonesia
Comparison	Asia, Europa, US
Scope	Social science, Multidiscipline
Scale	Geopolitics culture of Higher Education

Sources: Authors 2024

Table 2.
Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Topic of study	Geopolitics risk in higher education	Geopolitical risk in fields other than higher education
Language	English, Indonesia	Other language
Publication Type	Journal, book	Proceedings
Accessibility	Full-text	Full-text is not available

Sources: Authors 2024

Table 3.
Definition of geopolitical risk in higher education

Ref.	Definition of Geopolitical Risk on Higher Education
(Shahjahan & Morgan, 2016)	Using the OECD's AHELO (analysis of higher education learning outcomes) approach, we find that geopolitical risk is shaped by global competition, the desire for opportunity, and the desire for recognition and pride in the international community, leading to "educational coloniality"
(Moscovitz & Sabzalieva, 2023)	Higher education policy practices are shaped by the changing geopolitical dynamics of a particular geographical scale or context from the perspective of particular agents and their different motivations, thus risking an unwitting transformation of higher education into a culture with both positive and negative impacts. Another study(Belhoste & Dimitrova, 2023) by The effect of geopolitics on economic activity is an undeniable reality, as reflected by the fact that an increasing number of profit and non-profit organizations, who share common characteristics and are connected across national boundaries(Spring, 2008).
(Kauko, 2013)	Geopolitical risk draws on the conceptual history of political contingency, which consists of four types of dynamics: reform, gridlock, consensus change, and friction. In sum, the political situation is the result of the interaction between the institutional framework of the higher education system, the political system, and the socio-historical context, depending on actors and decision-makers(Sin, 2014).
(Nguyen, 2020)	Geopolitical risks to higher education cannot be reduced to the conceptual workings of internationalization and globalization; the point is that political trends and agendas are directly proportional to higher education, which transparently shows how the system is evolving. As emphasized by (Flint, 2021) Geopolitics as a framework for understanding the world in its complexity, it implies a new and purposeful engagement with the academic topic as a risk to try to explore and empathize with the diversity of political contexts and actors around the world.
(Császár et al., 2023)	Geopolitical risk is a "side effect" of global and/or governmental "soft power" initiatives that have become territorialized and globalized and adapted to higher education institutions,

it has become territorialized and globalized and adapted to higher education institutions in multidimensional and multi-stakeholder networks(Ho, 2017). To be successful, universities also need to create appropriate strategies for themselves and use the opportunities offered by governments and organizations pragmatically(Jöns & Hoyler, 2013),to develop their capabilities and positioning to perform better on the global stage(Le Ha, 2018).

Sources: Authors 2024

Table.4

Challenge of geopolitical risk towards higher education in Indonesia

Ref	Challenge	Impact	Dimension of Geopolitical Area
(Moscovitz & Sabzalieva, 2023),(Kauko, 2013),(Hinšt, 2021),(Koch, 2014),(Nguyen, 2020) (Shahjahan, 2019),(Tran et al., 2022),(Dee et al., 2023)	Changes in International Policy	Educational cooperation, bilateral relations, or international sanctions	Higher education practices and policies
(Shahjahan, 2019),(Vlachou & Tlostanova, 2023),("The Politics of Higher Education in the Middle East: Problems and Prospects," 2009)	Global Economic Uncertainty	budget allocations for higher education development, including research and facilities	Global ranking and accreditation
(Moscovitz & Sabzalieva, 2023),(Kauko, 2013),(R'boul, 2022),(Komljenovic, 2023)	Restrictions on Student and Academic Mobility	Conflicts, pandemics, or strict immigration	Transnational education
(Holdar, 1992),(Shahjahan & Morgan, 2016),(Trilokekar et al., 2020),(Vlachou & Tlostanova, 2023)	Security and Conflict	Disrupt academic activities	Soft power and educational, cultural diplomacy
(Császár et al., 2023),(Komljenovic, 2023),(Lee, 2015)	Impact of Technology and Connectivity	Hampered by geopolitical disputes	Economic shifts and technological advancements
(Müller, 2011),(Guzmán-Valenzuela & Barnett, 2019),(Dee et al., 2023)	Reliance on International Cooperation	Knowledge exchange	Education as a resources
(Holdar, 1992),(Shahjahan & Morgan, 2016),(Trilokekar et al., 2020),(Vlachou & Tlostanova, 2023)	Limited Access to Global Resources	Geopolitical risk disputes can result in limited access to global resources, including scholarly journals, research materials, and international collaborations	Soft power and educational, cultural diplomacy
(Gérard et al., 2012),(Vlachou & Tlostanova, 2023),(Császár et al., 2023),(Strassel, 2018),(R'boul, 2022)	Nationality and Identity Issues	Disrupt the teaching and learning process	Internationalization

Sources: Authors 2024

LIST OF FIGURES

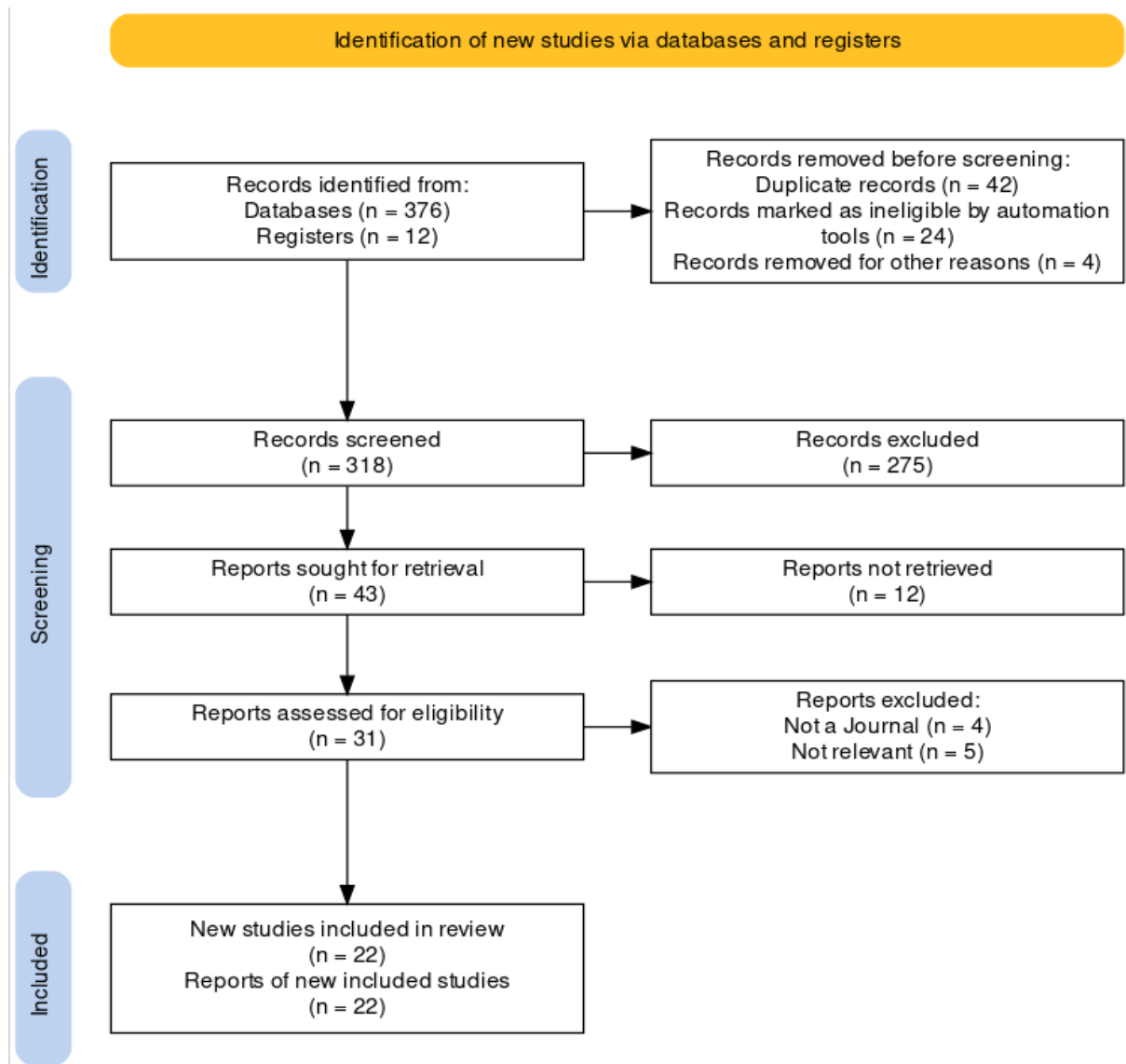


Figure 1.
Strategies of search and selection
Sources: PRISMA Flow Diagram Generator

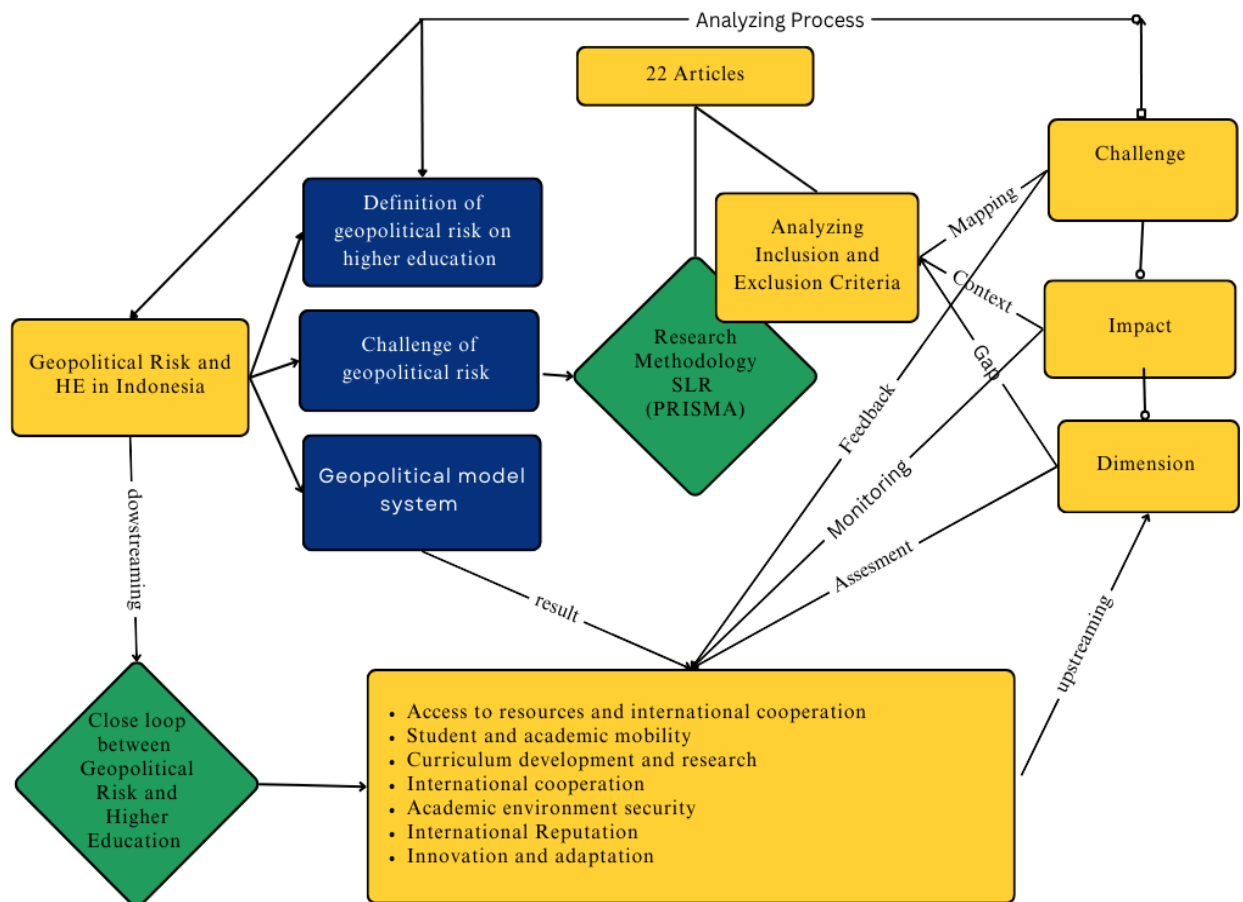


Figure 2.
Geopolitical risk model of Higher Education in Indonesia
Sources: Authors 2024