

Features of Higher Education Development in Indonesia

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Abstract: Under the influence of globalization, in order to promote the national economic development and meet the increasing demand for higher education from the domestic social development, the Indonesian government's reform of higher education has never been interrupted since independence. There was a time, though, when the economic crisis was temporarily interrupted by domestic political instability. After independence, the Indonesian government launched a series of higher education reform programs, such as the long-term planning and development of several higher education, and has promulgated related higher education regulations. Under the guidance of these policies and regulations, Indonesia's higher education has undergone a dramatic change: it has expanded rapidly, especially in private institutions, at a much faster rate than in public institutions. The Indonesian government has introduced a new higher education management system that includes quality, autonomy, accountability and evaluation in order to improve the internal management inefficiency, lack of motivation for scientific research, and lack of public accountability. At present, after the continuous reform of Indonesian Higher Education, Indonesian higher education has formed its own development characteristics, such as internationalization, privatization, massification. But there are also some problems and challenges.

Keywords: Indonesia, Higher Education, Features

1. Introduction

Since the early 1980s, Indonesia has been paying increasing attention to its higher education as universities respond to the effects of globalization. As the most populous country in Southeast Asia, Indonesia occupies an important position in ASEAN and has a great influence in Islamic countries. The main content of this paper is the features of the development of higher education in Indonesia since modern times. Higher Education in Indonesia has been adjusted in the sixty's and expanded rapidly in the 1970s to a considerable scale. However, the rapid increase in the number of colleges and universities and the large increase in the number of students have led to a decline in the quality of education. Since the 1990s, higher education has been consolidating. On the basis of the adjustment and reform in the 1980s, it develops further to meet the needs of the country's social development, and at the same time, it prepares for the better role of its higher education in the 21st century.

2. Features of higher education in Indonesia

2.1 Internationalization of higher education in Indonesia

The internationalization of higher education can be seen in historical and development trends. In response to the challenges of globalization, the Indonesian government has affirmed the need for internationalization of universities. Unlike developed countries, the internationalization ability of higher education in Indonesia is still weak. Its cross-border capacity is inadequate, its educational input is not very active, and there are few structured exchanges of higher education amongst Indonesia. The large numbers of students travelling abroad, particularly to Western developed countries, for studies is the main indicator of internationalization. Despite Southeast Asian students effectively absorbing foreign advanced science and technology and promoting economic development in their own countries, there is still a large outward flow of people. Due to the positive immigration policies, Indonesia students stay in the United States, UK and other developed countries and do not return, causing a 'brain drain' of Southeast Asian countries. Unbalanced development of national productive forces is the fundamental reason for the international flow of talent and the brain drain.

2.2 Inequality or imbalance of higher education development in Indonesia

There is large inequality of higher education in Indonesia, according to the Ministry of Education, Youth and Sports, the higher education enrolment rate is below the international standard of 402 university students per 100,000 people[1]. Most Indonesians still see education as the only option for vertical economic and social mobility, but not everyone is eligible for university or can afford the high costs.

Indonesia's college entrance examination system is divided into three categories of students: the first category is excellent students, free admission. The second category is students with medium academic performance, who take the national examination and are admitted by state-run institutions of higher learning. The third category consists of students with poor academic or intellectual performance who enter the labour market or who attend adult higher education in order to obtain a diploma. These limited paths to admission has resulted in large disparities between urban and rural areas and between the sexes. The unbalanced development of economy and cultural diversity in Indonesia lead to the unbalanced development of education among different regions. And the level of economic development has a direct impact on the scale of educational development and the construction of educational environment. 45% of students at public institutions come from the capital, 40% from the more urbanized provinces and only 15% from remote areas. The remaining high school graduates apply to private colleges or enter the labor market, but it is clear students from low-income families cannot afford high cost private education [2].

2.3 Massification of higher education in Indonesia

Many countries emphasize the far-reaching significance of institutions of higher learning in promoting and enhancing national competitiveness in a globalized knowledge-based economy. A key to the reform and development trend of higher education is to increase the student enrollment rate. The mass production of higher education reflects global trends towards improving access to higher education for all. The higher education system no longer solely focuses on the elite but instead aims to ensure all socio-economic, income, and geographical groups, have access and are represented.

The promotion and massification of higher education in Indonesia has established a competitive environment. Many countries and regions within are expanding the scale of existing institutions of higher learning and encouraging the development of private institutions of higher education. With such massification and rapid expansion of higher education care must be taken to follow to key principles, thus avoiding the creation of problems and undesirable side-effects.

Despite expansion of higher education the quality should be maintained. This was not the case in most Southeast Asian countries. The 1970s and 1980s were a golden age for development with a rapid increase in both the number of institutions of higher learning and the number of students enrolled. However, this came at the expense of quality and large numbers of unemployed professionals. In the Philippines, Thailand and Indonesia, the problems of poor quality and efficiency of higher education are more serious.

With Southeast Asian countries as a case study we can learn from the positive outcomes and the mistakes. Upon development of high education in a country there must be alignment with national goals, actual needs, and practical policies. The development cannot ignore the social and economic impact and the needs of the country. Once established the maintenance of the quality of higher education is essential.

2.4 Privatization of higher education in Indonesia

The role of privatization of higher education in Indonesia has arisen due to a lack of supply in a demanding market, the financial crisis of education, the outflow of capital due to the increase students studying abroad, and the popularity of neoliberalism. There are at least three ways to privatize institutions of higher education: to industrialize public universities, to set up public-private partnerships, or charge tuition.

Throughout the 1980s, Indonesia was unable to enroll more than 40% of domestic students in higher education at the country's public universities [3]. Many Indonesia students have chosen to study abroad in the absence of sufficient supply in the domestic higher education market. With the expansion of the overseas study market, private enterprises have set up for-profit domestic higher education institutions. Simultaneously, with the development of the domestic economy, the demand for skilled workers gradually increased, but higher education in Indonesia is still positioned to train at the incorrect level and is thus unable to meet market demand. As guided by government, enterprises gradually saw the advantages of low risk, yet high investment return, of education, and began to invest in the establishment of higher education institutions. Private higher education has ushered in a golden age of development.

Privatization has brought positive change to higher education in Indonesia First, the privatization of higher education breaks the government monopoly of the supply and promotes its overall development in Indonesia. Secondly, high school graduates now have many more opportunities to receive higher education. Thirdly, to a certain extent, it has met the diverse requirements of modern education consumers and promoted the democratization of higher education. Finally, it has alleviated the financial pressure of higher education. With the industrial transformation of the economic development model, the demand for high-level talent in most countries and regions of cannot respond quickly to these changes, however, private institutions can make up for this deficiency.

3. Conclusion

At present, many developing countries have entered the stage of massification of higher education. Since 2004, Indonesia has also entered the stage of mass higher education development. According to Martin Trow's theory of massification of higher education, the process of massification is bound to be accompanied by the change of the quality of higher education. However, the sharp increase in quantity will inevitably lead to the decline of the overall quality of higher education and the phenomenon of the high and low quality of private higher education .

Now, Indonesia to ensure that the number of higher education growth, but also to improve the quality of higher education, this is undoubtedly a difficult and important work. Quality Assurance is not a method designed to achieve specific goals and procedures, but a continuous process of improvement. A series of Quality Assurance Measures of higher education in Indonesia are essentially aimed at training high-quality talents and promoting the development of higher education in the country. However, based on the above analysis, there are still many problems to be solved in the development of Indonesian higher education. The main problem is that the quality of higher education is low, and the factors that affect the quality of higher education include education funds, the quality of teachers and the quality of students. Therefore, the development of higher education in Indonesia must meet the challenges of globalization and improve the international competitiveness of university graduates. How to improve the quality of private higher education development has also become the focus of attention of Indonesian higher education This is quite different from the development of private higher education in developed countries.

References

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