UNIGE – Indonesia

Structure of the Higher Education Sector and Recommendations for Collaboration

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Executive Summary

Over the next 30 years, Indonesia is set to overtake the US to become the third biggest nation by population after China and India if current growth trends continue.¹ Not only will it be among the largest countries in the world, but demographically it will also be an extremely young country. In 2014, 44.72% of the population was under the age of 25 according to a report published by the British Council, which explains why Indonesia is the third largest education system in the Asia region and the fourth largest in the world.² The purpose of this report is to explore how these rapidly changing dynamics present both challenges and opportunities for the University of Geneva (UNIGE) in seeking to establish partnerships with universities in Indonesia.

Structure of the Tertiary Education Sector in Indonesia

There are several different degree types in the higher education sector in Indonesia:

<table>
<thead>
<tr>
<th>Indonesia degree</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma I (D I)</td>
<td>• Normally 1 year</td>
</tr>
<tr>
<td>Diploma II (D II)</td>
<td>• Normally 2 years</td>
</tr>
<tr>
<td>Diploma III (D III)</td>
<td>• Normally 3 years</td>
</tr>
<tr>
<td>Sarjana I (S I)/Diploma IV (D IV)</td>
<td>• Normally 4 years</td>
</tr>
<tr>
<td>Sarjana II (S II)/Margister</td>
<td>• Normally 2 years</td>
</tr>
<tr>
<td>Sarjana III (S III)/Doktor</td>
<td>• Normally 4-4 ½ years with a Bachelor’s degree</td>
</tr>
<tr>
<td></td>
<td>• Normally 2-2½ years with a Master’s degree</td>
</tr>
</tbody>
</table>

There are five types of higher education institutions (HEIs) in Indonesia with diploma-awarding powers or degree-awarding powers that apply both to private and public HEIs:

- **Academies**: HEIs that can award vocational diplomas up to **D III level** in specific field (military academy, film academy).
- **Polytechnics**: HEIs that can award vocational diplomas up to **D III level** typically in the fields of engineering, agriculture or business.
- **Specialised Colleges**: Single faculty HEIs that can award both vocational diplomas and academic degrees up to **S I level** usually in a single professional field.
- **Institutes**: HEIs that award vocational and academic degrees up to **S III level** in a few fields.
- **Universities**: A multi-faculty HEI that can award vocational diplomas and academic degrees up to **S III level** in a variety of fields.⁴

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¹ Adam, Moestafa & Manurung, 2014
² Moeliodihardjo, 2014; World Bank, 2014
³ Equivalent to a brevet fédéral.
Following independence from Dutch rule in 1945, the university sector in Indonesia grew significantly with public institutions dominating. In the 1980s however, this picture was reversed with the adoption of Structural Adjustment Policies (SAPs) that led to the rapid expansion of the private education sector in Indonesia. The introduction of free market policies and the deregulation of the higher education sector, in tandem with rising incomes and demographic changes, meant that by the ‘mid-1990s [private HEIs] far outnumber their public counterparts’. Today, whilst the private sector continues to expand, the lack of regulation and feeble enforcement on the part of the Indonesian Ministry of Education and Culture (MoEC) has meant that public universities have maintained a better reputation and a better quality of education, both domestically and internationally. As a result, the recommendation of this report is to seek to partner with the established public universities outlined below.

Avenues for Collaboration

As far as the International Affairs Office is informed, UNIGE has quite a small presence in Indonesia. There is only one formal agreement with the Pharmacy department of the University of Airlangga, which was first signed in 2005 and then renewed in 2013 until August 2018. Other than this agreement, there have been several attempts spearheaded primarily by Indonesian universities to formalize further collaborations with UNIGE without success.

Based on the preliminary findings in this report, links could be further explored with the following universities (all of the following are comprehensive universities with the exception of the Bandung Institute of Technology, which specialises in Engineering):

- University of Gadjah Mada
- University of Indonesia
- Bandung Institute of Technology (ITB)
- University of Udayana
- University of Padjadjaran

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5 Rosser, 2016: 117.
1. Context

There are over 300 ethnic groups and 700 languages used in Indonesia. The most commonly spoken language is Bahasa Indonesia, which is the official language. The vast majority of universities use Bahasa Indonesia as the language of instruction. Indonesia’s best universities are bilingual with classes being offered in both English and Bahasa Indonesia. The figures below provide a general overview. Quite patently, the context in Switzerland is very different from that of Indonesia, which should be taken into account in seeking to establish partnerships with universities.

<table>
<thead>
<tr>
<th>General statistics</th>
<th>Indonesia</th>
<th>Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (million)</td>
<td>258</td>
<td>8</td>
</tr>
<tr>
<td>Size (sq. km)</td>
<td>1,904,569</td>
<td>41,277</td>
</tr>
<tr>
<td>Under 25 years of age (% of population)</td>
<td>42.45%</td>
<td>26.21%</td>
</tr>
<tr>
<td>GDP, PPP (billion)</td>
<td>$3028</td>
<td>$494.3</td>
</tr>
<tr>
<td>GDP per capita (PPP)</td>
<td>$11,700</td>
<td>$59,400</td>
</tr>
<tr>
<td>Unemployment</td>
<td>6.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Youth unemployment, 15-24</td>
<td>31.3%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education and research statistics</th>
<th>Indonesia</th>
<th>Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education expenditure (% of GDP) (2014)</td>
<td>3.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Education expenditure (% of government expenditure) (2012)</td>
<td>18.09%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Gross enrolment ratio, tertiary education (% of population) (2014)</td>
<td>31.1%</td>
<td>57.23%</td>
</tr>
<tr>
<td>R&amp;D expenditure (% of GDP)</td>
<td>0.08% (2013)</td>
<td>2.97% (2012)</td>
</tr>
<tr>
<td>Researchers in R&amp;D (per million people)</td>
<td>89.53 (2009)</td>
<td>4,481.07 (2012)</td>
</tr>
</tbody>
</table>

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6 The Economist, 2014.
7 Data from: CIA World Factbook, 2017.
8 Indonesia is made up of 13,466 islands of which 922 are permanently inhabited (CIA World Factbook, 2017).
9 Data from: World Bank, 2017.
2. Introduction

With over 50 million students and 2.6 million teachers in more than 250,000 schools, Indonesia is the third largest education system in the Asia region and the fourth largest in the world. The higher education sector in Indonesia is undergoing major changes. As of the beginning of the 2013-2014 academic year, there were over 4 million students studying in around 3,485 HEIs across Indonesia. The graphs below show the changes that the sector has undergone since the turn of the century in terms of both the number of HEIs and students.

These trends are likely to continue in the near future due to Indonesia’s demographic youth bulge, with 30% of Indonesia’s population between the ages of 19 and 24 according to the World Bank. Moreover, in 2002 an Act was passed by parliament that made it mandatory for the government to spend at least 20% of the government budget on education. In the foreword to the act the Minister of National Education described this as ‘a major decision’, which ‘recognizes the importance of education

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Data from: Indonesian National Education Department, 2002; 2007 cited in Susanti, 2010: 211; European Higher Education Fair, 2013

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10 World Bank, 2014.
12 Cited in Hardjono, 2013.
as an investment in human capital formation that lays the foundation for future economic growth and
development in Indonesia’.\(^\text{13}\)

However, despite this rather lofty rhetoric and whilst the government’s commitment to spend 20% of
its budget on education is commendable, ‘Indonesia’s public expenditure as a percentage of GDP are
among the lowest in the world’.\(^\text{14}\)

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{education_expenditure_graph.png}
\caption{Government expenditure on education (% of GDP for years where data is available)}
\end{figure}

Data from: UNESCO, 2015

Furthermore, a report by the World Bank, whilst recognising that ‘few countries in the world have
increased public expenditure on education by over 60% in real terms over a five-year period, as
Indonesia did between 2005 and 2009’, provocatively asks whether it is more important to spend
more or to spend efficiently.\(^\text{15}\) It also points out that participation in secondary and tertiary education
among low-income students remains stubbornly low.\(^\text{16}\) More worrying still is the tertiary education
sector’s dangerous dependence on government funding, which is in turn highly susceptible to
fluctuations in the global price of oil – one of Indonesia’s principle exports.\(^\text{17}\) In contradiction to the
government narrative, these dynamics present a more sombre picture of the state of tertiary
education in Indonesia.

\(^{13}\) Republic of Indonesia, 2003: 3-4.
\(^{14}\) Institute of International Education, 2013: 10.
\(^{15}\) World Bank, 2013: 19.
\(^{16}\) Ibid, 11.
\(^{17}\) Institute of International Education, 2013: 10.
3. Higher education in Indonesia

This section addresses the historical development of the higher education sector in Indonesia in order to explain its contemporary structure. It also examines some of the key trends in the higher education section in Indonesia notably the drive towards privatisation.

3.1. Historical Development of Higher Education in Indonesia

With the end of Dutch colonial rule in 1945, the university sector in Indonesia underwent profound changes. Whilst initially many of the teaching staff in Indonesian universities were Dutch, by the late 1950s the influence of the Dutch on higher education began to decline.\textsuperscript{18} At the beginning of the 1960s when the university sector mushroomed, there was very little regulation of the sector. Consequently, public universities were set up ‘without any physical facilities such as classrooms, laboratory equipment, research facilities, libraries, sufficient full-time teaching personnel and the like’.\textsuperscript{19}

The unregulated growth of the university sector continued when Muhammad Suharto came to power in a coup in 1965. However, under what came to be known Suharto’s New Order parliament and political parties were reduced to little more than a ‘rubber stamp’, with real power being placed in the hands of centralised, military-dominated government. Dissent was violently repressed, corruption became rampant at all levels of government and academic freedom severely curtailed.\textsuperscript{20} Yet under Suharto demand for higher education continued to rise, largely because of Indonesia’s demographics and the 1973 and 1979 oil crises. In contrast to oil-dependent nations, the oil crisis proved beneficial for many middle class Indonesians as it is an oil exporting country. Resultantly, income levels continued to rise in the 1980s due to the oil revenue generate by the crises and families had more disposable income that could be spent on higher education. That being said, this honeymoon period proved short-lived. At the beginning of the 1990s, the oil price dropped and the enrolment rate for public universities followed suit, meanwhile enrolment at private institutions continued to rise at 9% per year.\textsuperscript{21} The situation was worsened further with the onset of the 1997 Asian financial crisis. During the crisis, the Indonesian rupee lost 72% of its value relative to the US Dollar and by 1998 the unemployment rate stood between 15-20% of the labour force. As a result, the Indonesia government was forced to turn to the World Bank, International Monetary Fund (IMF) and Asian Development Bank and was bailed out to the tune of US$ 23 billion.\textsuperscript{22}

3.2. Overview of recent trends

- **Privatisation of higher education**: In return for assistance from International Financial Institutions (IFIs), the Suharto government was forced to implement Structural Adjustment Policies (SAPs) and accepted IFI policy advice. These policies included: the privatisation, deregulation, liberalisation of the market and the retrenchment of the state, most notably removal of subsidies to the tertiary education sector. As such, the private tertiary sector

\textsuperscript{18} Welch, 2007: 682.
\textsuperscript{20} Rosser, 2016: 116-117.
\textsuperscript{21} Fahmi, 2007: 3.
\textsuperscript{22} Welch, 2007: 668.
mushroomed and today there are 4,019 private HIEs in comparison to 378 state HEIs. Interestingly however, both the private and public sector suffered during the crisis. Students at private universities could no longer afford tuition and resultantly, private sector HIEs’ budgets which continue to depend primarily on tuition fees, were substantially cut. Similarly, the public sector had its subsidies cut to come into line with IFI policy. Students from low-income backgrounds were hardest hit by these changes as unlike students at private universities who could still enter cheaper second-tier public universities, they could not afford tuition and were simply forced to drop out of education altogether.

- **Rising inequality:** Such policies further entrenched the divide between rich and poor and if they are not reversed, Welch warns they will ‘lead to a significant decline in equitable access to higher education in Indonesia’. What is more, Rosser contends that private universities are primarily competing for what he terms ‘the spillover market’ or those who fail to gain admittance to top-tier public universities, but can still afford to pay. Another development in the privatisation of tertiary education has been the creation of the Jalur Khusus or ‘special passage’ whereby up to 10% of a cohort are able to pay private fees at public universities. In justifying the use of such a system, the argument is often put forward that these fees are then used to subsidise places for poorer students, but Welch maintains that the accountability for these funds is severely lacking.

- **Expansion and poor quality education:** A report commissioned by the British Council, also details how in 2012 the National Accreditation Agency found that the quality of education in public sector far exceeded that of its private sector counterparts, partly due to class size. For private universities to remain economically viable they must maintain high enrolment rates and large class sizes that negatively impact the quality of the education that they can provide. Enrolment rates in higher education have been steadily rising in line with population growth. In the mid-2000s it stood at 2.5 million whereas in 2016 it was just under 5 million.

### 3.3. Structure of Degrees

HIEs can award the following degrees:

<table>
<thead>
<tr>
<th>Indonesia degree</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma I</td>
<td>Vocational diploma</td>
</tr>
<tr>
<td>Diploma II</td>
<td></td>
</tr>
<tr>
<td>Diploma III</td>
<td></td>
</tr>
<tr>
<td>Sarjana I/Diploma IV</td>
<td>Bachelor degree</td>
</tr>
<tr>
<td>Sarjana II/Margister</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Sarjana III/Doktor</td>
<td>Doctoral degree</td>
</tr>
</tbody>
</table>

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24 Welch, 2007: 668.
27 Rosser, 2016: 199.
29 Moeliodhardjo, 2014: 11.
30 Brewis, 2016: 9.
For admission to a HEI in Indonesia students must sit both the Senior Secondary School Certificate (Ijazah - Sekolah Menengah Atas) and the State Examination (Ujian Nasional).\textsuperscript{31} To be admitted to a Bachelor’s programme at UNIGE, an Indonesian applicant must have obtained at least an average of 70% on the State Examination. They must also have an upper secondary school-leaving certificate and sit the Examen Complémentaire des Hautes Écoles Suisses.\textsuperscript{32} Most Indonesian universities also have their own admission tests that they require Indonesian students to sit before gaining admission. In part this is because over the years, there have been many controversies surrounding the state examination including cheating, corruption scandals and leaked copies of examinations. So much so, that the Ministry of Education and Culture announced that they will not hold the national examination in 2017.\textsuperscript{33}

In Indonesia, there is a \textbf{distinction between degrees and diplomas}. A diploma is awarded after having completed a professional education programme, whereas a degree can only be bestowed on graduates of a university programme.\textsuperscript{34}

There are three different types of diplomas:\textsuperscript{35}

- **Diploma I**
  - Normal length: 1 year
  - Total credits: 40-50 Indonesian credits\textsuperscript{36}

- **Diploma II**
  - Normal length: 2 years
  - Total credits: 80-90 Indonesian credits

- **Diploma III**
  - Normal length: 3 years
  - Total credits: 110-120 Indonesian credits

There are three different types of degrees:

- **Sarjana I – Bachelor equivalent**
  - Normal length: 4 years
  - Maximum length: 7 years
  - Total credits: 144-160 Indonesian credits

- **Sarjana II – Master equivalent**
  - Normal length: 2 years
  - Maximum length: 5 years
  - Total credits: 39-50 Indonesian credits

- **Sarjana III – Doctorate equivalent**
  - Normal length for candidates with a Bachelor’s degree: 4-4 ½ years
  - Normal length for candidates with a Master’s degree: 2-2½ years

\textsuperscript{31} Nuffic, 2015: 7.
\textsuperscript{32} Swiss Universities, 2017.
\textsuperscript{33} Ompusunggu, 2016.
\textsuperscript{34} Nuffic, 2015: 8.
\textsuperscript{35} Information in section below from: Nuffic, 2015: 8-11.
\textsuperscript{36} Though there is no official conversion from Indonesian credits to ECTS, 1 Indonesian credit is equivalent to 36 hours, whereas 1 ECTS credit is worth 25-30 hours.
3.4. The structure of higher education institutions

There are two types of HEIs in Indonesia with diploma-awarding powers:

- **Academies:**
  HEIs that can award vocational diplomas up to *D III* level. These tend to be very small and specialised institutions such as military, film or music academies. To be admitted to an academy students must usually pass an entrance exam and have completed 12 years of primary and secondary education.

- **Polytechnics:**
  HEIs that can award vocational diplomas up to *D III* level. Polytechnics tend to offer diplomas in practical fields such as engineering, agriculture or business. In principle, graduates can enter the job market after graduating, but some also continue onto higher-level education (Sarjana). In order to be admitted, students must pass an entrance exam known as *Uigan Masuk Politeknik* (UMP) and have completed 12 years of primary and secondary education.

There are three types of HEIs in Indonesia with diploma-awarding and degree-awarding powers:

- **Specialised Colleges:**
  HEIs that can award both vocational diplomas and academic degrees up to *S I* level. Colleges are usually very small, single faculty institutions that provide training in a single professional field such as dentistry or law. The majority of colleges are private institutions and the number of colleges has been steadily growing.

- **Institutes:**
  HEIs that award vocational and academic degrees up to *S III* level. Most institutes predominantly provide education up to S I level, but some also award S II and S III level degrees. Institutes differ from colleges in that they don’t necessarily provide professional education, but tend to provide more academic education or even religious education. Again the majority of institutes tend to be private and have their own entrance examinations.

- **Universities:**
  HEIs that can award vocational diplomas and academic degrees up to *S III* level. They are made up of several faculties and can award degrees in variety of fields. Universities can be both public and private, though since 1998 the government has stopped issuing permits for the founding of private universities. As of 2015, there were a total of 96 public universities and over 3,600 private universities.  


In addition, to the public universities there is also one Indonesia Open University (Nuffic, 2015: 11). The Open University was set up in 1984 to provide distance learning courses and is one of the top ten biggest universities in the world in terms of student enrolment (Indonesia Open University, 2016).
3.5. Governance, regulation, quality assurance and accreditation of higher education

HIEs are under the control of the Directorate General of Higher Education (DGHE) in the Ministry for Education and Culture (MoEC), which is responsible for financing and regulating tertiary education as well as developing national policy.\(^{38}\) To a large degree this governance structure is the result of Suharto’s authoritarian and centralised rule where power, money and influence all flowed from the nation’s capital – Jakarta. Moreover, despite IFI advice to devolve power and to grant greater autonomy to universities in accordance with the Post-Washing Consensus, tertiary education has continued to remain highly centralised up until today, unlike primary and secondary education.\(^{39}\) Rosser again points out that this is because post-New Order period that has existed since the fall of Suharto has been marked by continuity rather than change.\(^{40}\)

That being said, in 2012 a new Law on Higher Education 12/2012 was enacted that granted HIEs slightly more financial autonomy. As such, Moeliodihardjo contends that public universities can now be grouped into three categories:\(^{41}\)

- **Autonomous public universities (PTN-BH)**
  - The board of trustees is the highest authority.
  - The board of trustees controls general operations, the budget and appoint a Rector.
  - Are able to set their own tuition fees.

- **Public universities that have control over their financial management (PTN-BLU)**
  - The rector is appointed by the MoEC based on recommendations from the university senate.
  - Are able to set their own tuition fees.

- **Public universities that are entirely government run (PTN)**
  - The rector is appointed by the MoEC based on recommendations from the university senate.
  - Fees are centrally determined.

For the most part, government regulation has tended to focus primarily on public universities and private universities have remained largely unregulated.\(^{42}\) Resultantly, private universities have developed their own internal regulations and the Rector tends to be appointed by the foundation that supports the private HIE based on recommendations of the senate.\(^{43}\)

In terms of quality assurance and accreditation, this responsibility falls under the National Accreditation Agency (BAN-PT) in the MoEC, which was established in 1994.\(^{44}\) Each programme from

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38 With the sole exception of religious HIEs that are managed by the Ministry of Religious Affairs (MoRA).
40 Rosser, 2016: 118.
42 Rosser, 2016: 115.
43 Moeliodihardjo 2014: 5.
Diploma I to Sarjana III is given a rating from A (very good) to D (unsatisfactory). If a programme receives ‘D’ it is not accredited.

According to Moeliodihardjo,

In 2012 the majority (78.26%) of 3-year Diploma programs in public universities is [sic] rated A or B, whilst only 56.67% in private institutions. The figure is 85.82% and 55.53% for 4-year Bachelor programs, whilst for graduate programs the figure is 91.54% and 66.93%.45

It was only recently that this same quality assurance framework was applied both to public and private universities. Prior to this, private HIEs had been rated relative to public universities. They could either be ‘registered’, ‘recognised’ or ‘equal’. If a private HIE was not ‘equal’, candidates had to sit a separate state examination to move from a private to a public university.46

However, as Rosser notes because there were so many private HIEs an under-resourced accreditation agency had to rely on false reports made by private HIEs.47 This remains a problem today. The World Bank estimates that the National Accreditation Agency’s budget is only sufficient to accredit around 2,200 of more than 16,000 programmes per year.48 In some instances, Welch writes that engineering faculties have borrowed equipment temporarily from private sector companies to meet accreditation standards.49 As such, there is little faith in the accreditation process from both the public and within the tertiary education sector alike.

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45 Moeliodihardjo, 2014: 5.
47 Rosser, 2016:120.
4. Research and Development in Indonesia

R&D in Indonesia falls under the responsibility of the Ministry of Research and Technology. As part of the National Long-Term Development Plan (2005-2025) the government identified the following areas as priorities in terms of R&D:

1. Food security
2. Energy
3. Transportation technology and management
4. Information and communication technology
5. Defence and security
6. Technology, health and medicine
7. Advanced materials

Gross domestic expenditure on R&D however, constitutes only 0.08% of GDP, which is very low when compared with neighbouring countries in the region such as Malaysia with 1.13% or Singapore with 3.174%. The picture is the same when scientific publications are taken into consideration. In 2016, the University of Gadjah Mada ranked first in Indonesia with 16,809 citations, whilst the University of Malaya had 67,971 and the National University of Singapore had 419,702. In terms of the world ranking of journal academic article produced Indonesia ranks 57th, again substantially behind its regional counterparts Thailand, Malaysia and Singapore, which rank 43rd, 36th and 32nd respectively.

In part, this is surprising considering that it is mandatory for all undergraduate and postgraduate students to publish an article in a journal before sitting their final examination according to the Directorate General of Higher Education (DGHE)’s regulation no. 152/E/T/2012 regarding student publications. That being said, this regulation is rarely enforced and articles are often published in unaccredited domestic journals that do not necessarily feature in international indexes such as Scopus, Compendex or Web of Science. For instance, of the 7,000 scientific journals in Indonesia, only 16 are categorized as international journals and thus included in international indexes. Below is a graph that details the (extremely low) total publications by Indonesian scientists in internationally accredited journals compared to other countries in the region.

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50 World Bank, 2013: 16.
51 UNESCO, 2015.
52 Hermansyah, 2016.
53 Sabarini, 2016.
54 Wiryawan, 2014.
As a report by the Global Development Network puts it there is ‘a gap between the policies issued by the DGHE and the practices within state universities’. As it stands, government funding for research is divided into decentralised research grants and national research grants. Roughly, 30% is allocated nationally, whilst the remaining 70% of funds are decentralised research grants. For decentralised grant, each state university manages the funds for the region. For national level research grants, universities apply directly to the DGHE. Contrary to the norm in most other countries, around 75% of the little funding that goes towards R&I from the government rather than the private sector. One of the criticisms of the current system is that it is extremely bureaucratic and time-consuming to apply for research funding, which the Global Development Network suggests is hangover from the New Order period. Even though overall funding levels have increased, they argue that there has been ‘low absorption due to bureaucratic inertia’.

The gap between research policy and practice can also be attributed to the push towards decentralisation. As part of the DGHE’s 2012 regulation state universities were meant to spend at least 30% of the Operation Assistance provided by the government on research. Yet, when granted greater autonomy state universities often chose instead to increase enrolment numbers to cover costs, ‘resulting in misplaced funding for research capacity building in institutions whose main income is generated from teaching’. What is more, the funding received by both public and private universities is based on a ranking conducted by the DGHE that divided universities into four tiers. The ranking is based on the activities of research centres, research conducted with foreign and domestic funding as well as the management of research centres. In effect, this means that research-intensive institutions end up receiving more funding and cementing their position as centres of research excellence. There

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56 World Bank, 2013: viii.
57 GDN, 2016: 21.
is a strong regional bias with 12 of the 14 top-tier research universities being located in Java in 2015 (see the following table).

<table>
<thead>
<tr>
<th>No</th>
<th>Higher Education Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Institut Teknologi Bandung (ITB)</td>
<td>Bandung, West Java</td>
</tr>
<tr>
<td>2.</td>
<td>Universitas Gadjah Mada (UGM)</td>
<td>Yogyakarta</td>
</tr>
<tr>
<td>3.</td>
<td>Universitas Indonesia (UI)</td>
<td>Jakarta</td>
</tr>
<tr>
<td>4.</td>
<td>Universitas Padjadjaran (UNPAD)</td>
<td>Bandung, West Java</td>
</tr>
<tr>
<td>5.</td>
<td>Institut Pertanian Bogor (IPB)</td>
<td>Bogor, West Java</td>
</tr>
<tr>
<td>6.</td>
<td>Universitas Sebelas Maret (UNES)</td>
<td>Solo, Central Java</td>
</tr>
<tr>
<td>7.</td>
<td>Universitas Hasanuddin (UNHAS)</td>
<td>Makassar, South Sulawesi</td>
</tr>
<tr>
<td>8.</td>
<td>Universitas Diponegoro (UNDIP)</td>
<td>Semarang, Central Java</td>
</tr>
<tr>
<td>9.</td>
<td>Universitas Brawijaya (UNBRAW)</td>
<td>Malang, East Java</td>
</tr>
<tr>
<td>10</td>
<td>Universitas Airlangga (UNAIR)</td>
<td>Surabaya, East Java</td>
</tr>
<tr>
<td>11</td>
<td>Institut Teknologi Sepuluh Nopember</td>
<td>Surabaya, East Java</td>
</tr>
<tr>
<td>12</td>
<td>UPN Veteran Jawa Timur</td>
<td>Surabaya, East Java</td>
</tr>
<tr>
<td>13</td>
<td>Universitas Muhammadiyah Malang (UMM)</td>
<td>Malang, East Java</td>
</tr>
<tr>
<td>14</td>
<td>Universitas Andalas (UNAND)</td>
<td>Padang, West Sumatra</td>
</tr>
</tbody>
</table>

A recent development of note was the creation of the Indonesian Science Fund in 2016. According to its website, its mission is to ‘fund researchers to produce world-class scientific research needed to build Indonesia’s global competitiveness’. Moreover, the fund was also created in response to the finding that almost 75% of Indonesian scientific projects are internationally funded highlighting the need for a national body dedicated to financing research projects. However, for the moment its budget is still rather limited with only US$ 3 million to disburse per year.

To sum up, there remains a large gap between the aspiration vision for improving Indonesia’s R&D policy and the reality of the situation. Whilst the government is making important steps towards increasing funds available to researchers, accessing funding still remains highly bureaucratic. More to the point, the availability of funds has not necessarily translated into improvements in the number of journal articles published – one of the main measures of research output. For the time being, research in Indonesia is still in its nascent stages, however the top-tier universities have clear potential provided government support continues and increases as projected.

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60 Indonesian Science Fund, 2016.
61 Sabarini, 2016.
5. Indonesian and International Universities

The links between Indonesian and foreign universities are noticeably underdeveloped when compared to regional counterparts such as Malaysia or Singapore. In part, Welch contends that this is because of Indonesia’s relative poverty and because of a language barrier where courses are taught in Bahasa Indonesian. Moreover, there are quite stringent regulations that foreign universities must adhere to should they wish to establish a presence in Indonesia. The most recent 2012 Law on Higher Education stipulated that foreign HEIs could be present in Indonesia if they:

i. Operated on a not-for-profit basis
ii. Cooperated with an Indonesian HEI
iii. Served the national interest
iv. Prioritised the employment of Indonesian citizens
v. Operated in regions and disciplinary areas approved by the central government

Rosser goes on to note that though this law was passed in 2012, as of April 2015 no such regulation was actively being enforced. That being said, as of 2013, no foreign university had established a presence in Indonesia even though it was rumoured several Australian universities were thinking of doing so. This could potentially be due to uncertainty in terms of how they will be regulated or perhaps also due to resistance on the part of both private and public universities to give up the benefits of controlling the market in higher education. What is more, there are several student groups that are hostile to the opening up of the sector, which they fear will accelerate the pace of the commercialisation of higher education in Indonesia driving up the cost. Some Indonesians are also sceptical about the role that foreign universities will play in shaping society and fear that ‘lessened state control over universities is the first step in the removal of nationalistic principles and religious values central to Indonesian culture from education.’

In terms of exchange programmes for students and staff, the degree of collaboration varies widely depending on the calibre of the university. The best universities in the country have established partnerships with a variety of universities most notably, in Australia, Japan, South Korea, Malaysia, Singapore, France, Germany, the Netherlands and the USA. For instance, the University of Gadjah Mada has over 190 agreements with different universities (for an overview click here), whilst the University of Indonesia has almost 170 (for an overview click here). In Switzerland, the University of Zurich has a specific exchange agreement in anthropology with Bogor Agricultural University, whilst the University of Bern has signed a teaching and learning agreement with the University of Gadjah Mada.

In terms of degree-seeking mobility of students to and from Indonesia, there are substantially more outbound students than there are inbound students, as the following graph demonstrates:

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63 Rosser, 2016: 127.
64 Nurdiani & Sharma, 2013.
65 Rosser, 2016: 127.
In terms of outbound destinations, the majority travel to Australia, Malaysia, Japan, Korea, China, the US or Germany to seek further education. However, it is primarily wealthier Indonesian that seek an international education and for the average Indonesian the cost is prohibitively high.\(^{67}\)

Twinning programmes are another means through which universities have established a presence in Indonesia. Again, however, these are also heavily regulated by Ministerial decree past in 1999, that stipulates that a maximum of 50% of the credits can be taught in English and that the degree is formally recognised in the partner university's country. There have been twinning agreements primarily with Indian and Dutch universities.\(^{68}\)

Worth mentioning is also the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS), which offers students from member universities the possibility of doing a semester abroad in a range of subjects at some of the best universities in Indonesia such as Gadjah Mada University, University of Padjadjaran or the University of Indonesia. To join the consortium there is an initial membership fee of AU$ 7,155 in addition the AU$ 7,155 annual fee. Members of the consortium include some of the best Australian universities such as the Australian National University, the University of Sydney and the University of Melbourne as well as the University of Leiden in the Netherlands and the School of Oriental and African Studies (SOAS) in the UK.

Also of note is the Darmasiswa Scholarship which is funded by the Indonesian Ministry of Education and Culture (MoEC) and open to foreign students from countries that have diplomatic relations with Indonesia to study in Indonesia for one academic year. The scholarship is intended to promote awareness of Indonesian culture and language abroad. Darmasiswa scholars can pick which university

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\(^{67}\) Ambassade de France en Indonesie, 2014.

\(^{68}\) One interesting twinning programme was the establishment of the Swiss German University (SGU) in South Tangerang (Welch, 2007: 683). According to their website, SGU was established in 2000 as a collaboration between the Indonesian government and investors from Germany. To qualify for a double degree, students must undertake an internship in both Indonesia and Switzerland or Germany (Swiss German University, 2015).
in Indonesia they want to attend to study either Bahasa Indonesia or different aspects Indonesian art and culture. The universities in Indonesia that accept Darmasiswa scholars primarily offer language courses in Bahasa Indonesia. Swiss applicants have to contact and submit their application through the Indonesian embassy in Bern.
6. Recommendations for collaboration

To date, there is only one signed agreement with an Indonesian university – the University of Airlangga. Other than this agreement, there were plans for several delegations from Indonesia to come to Switzerland as well as other attempts to establish further formal collaborations with other universities in Indonesia but without success. There has also been one joint research project that received funding from the State Secretariat for Education, Research and Innovation through the Leading House programme. The partner institution in Indonesia was the Tual State Fisheries Polytechnic in Langgur and the project was submitted by Prof. Jan Pawlowski from the Faculty of Science. UNIGE has also received eight Indonesian students who received funding through the bourses d’excellence de la Confédération. These students came from the University of Gadjah Mada, University of Airlangga, Parahyangan Catholic University and the Semarang Institute of Education and Teachers’ Training. Of these eight students, two studied what is now the Graduate Institute of International and Development Studies whilst studied at the Faculty of Social Sciences, the Faculty of Humanities and the Geneva School of Economics and Management.

Section 6.1 details those universities with which UNIGE has already been in contact with, whilst section 6.2 explores potential partner universities. Whilst the use of rankings is an imperfect and highly problematic system especially for universities conduct comparatively little research, they are used here as a rough guide to gauge what are considered to be the best public universities in Indonesia. The rankings below are: QS, 4ICU, the Times Higher Education (THE) and Webometrics. All the institutions listed below are universities that can award diplomas and degree up to Sarjana III level (doctorate).

6.1. Universities that UNIGE has already had formal contact with:

- University of Airlangga (UNAIR)
  
  The establishment of UNAIR can be traced back to the Nederlands Indische Artsen School (NIAS) which was opened in 1913. It was however, first officially opened by the Indonesian government in 1954 and is the first higher education institution to have been established in Eastern Indonesia. It has around 21,000 students and 15 faculties.
  
  - Interactions with UNIGE: UNIGE has been collaborating with UNAIR since 1988 when the Laboratoire de Pharmacognosie et Phytochimie of UNIGE was part of the University of Lausanne (UNIL). In 2005, a 5-year agreement was signed that permitted two UNIGE Masters or Doctorate students from the Pharmacy Department of the Faculty of Science to study pharmacy at UNAIR. The agreement is currently in effect until August 2018.
  
  - Contact at UNIGE: Prof. Jean Luc Wolfender
  
  - Ranking: QS (Asia: 190, Global: 701+), 4ICU (Indonesia: 10, World: 1578), Webometrics (Indonesia: 10, Asia: 612, Global: 2187)
  
  - Head of International Office and Partnership: Dian Ekowati

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69 There were no Boursières d’excellence from Indonesia.
70 See Shin, Toutkoushian, & Teichler, 2011; Bowden: 2010
• **University of Udayana**

Established in 1962 as the first institution of higher education on the island of Bali and one of the leading universities in Eastern Indonesian. It has 13 faculties, 25 master programs and 10 doctoral programs. It is reputed for Tourism Management.

- **Interactions with UNIGE:** Contacted the International Affairs Office in 2014 about the possibility of setting up an exchange with their Centre for International Education.
- **Contacted by:** Mr. Xavier Clapin-Pépin (baliradar8@gmail.com)
- **Ranking:** 4ICU (Indonesia: 23, World: 2732), Webometrics (Indonesia: 9, Asia: 596, Global: 2147)
- **Head of Centre for International Programs:** Dr. Ni Putu Sri Harta Mimba
- **Contact details:** cip.unud@gmail.com; +62 361 895 2640; [https://cip.unud.ac.id/](https://cip.unud.ac.id/)

• **University of Padjadjaran**

Established in 1957, it was the first state university in Bandung, West Java. It has roughly 41,000 students, over 15 different faculties and is known for social sciences.

- **Interactions with UNIGE:** Invited UNIGE students to apply for their Economics and Business Summer Program.
- **Contacted by:** Ms. Gracinta Putri, International Affairs Office (gracinta.putri@fe.unpad.ac.id)
- **Ranking:** QS (Asia: 199), 4ICU (Indonesia: 9, World: 1570), Webometrics (Indonesia: 6, Asia: 441, Global: 1695)
- **General contact details for the International Office:** international@unpad.ac.id; +62 22 842 888 46; [http://international.unpad.ac.id/](http://international.unpad.ac.id/)

6.2. Other universities that UNIGE could collaborate with:

• **University of Gadjah Mada**

The University of Gadjah Mada is the oldest and largest institution of higher learning, which began teaching in 1946, but was not founded until 1949. It has roughly 55,000 students and 18 faculties. It is considered to be one of the best universities in Indonesia and has a very good social sciences faculty.

- **Ranking:** QS (Asia: 105, World: 501-550), 4ICU (Indonesia: 2, Asia: 48, World: 540), Webometrics (Indonesia: 1, Asia: 119, Global: 817)
- **Head of Office of International Affairs:** Dr. Danang Sri Hadmoko
- **Contact details:** hadmoko@ugm.ac.id; head-oia@ugm.ac.id; +62 274 563974; [http://oia.ugm.ac.id/](http://oia.ugm.ac.id/)
• **University of Indonesia**

The University of Indonesia was established in 1947 and also claims to be the oldest university in Indonesia since it was founded before the University of Gadjah Mada. It has a student population of roughly 47,000 and 14 faculties. It is generally regarded as one of the most prestigious university in Indonesia, particularly in the areas of economics and sciences. Exchange students need a minimum GPA of 3.00 on a 4.00 scale to be accepted.

- **Ranking:** [QS](https:// QS Asia: 67, World: 325), [THE](http://th ech (Asia: 181-190, World: 801+), [4ICU](http://4icu (Indonesia: 1, Asia: 47, World: 534), [Webometrics](http://webometrics (Indonesia: 2, Asia: 132, World: 861)
- **Head of International Affairs Office:** Prof. Melda Kamil Ariadno
- **Contact details:** io-ui@ui.ac.id; +62 21 78880139; [http://international.ui.ac.id/](http://international.ui.ac.id/)

• **Bandung Institute of Technology (ITB)**

The Bandung Institute of Technology was founded in 1920 and focuses primarily on technology-orientated teaching, but also teaches fundamental sciences and has one of the best business schools in Indonesia. It has around 20,000 students and has three faculties offering nine specialised programmes. It is often cited as being in the same league as the University of Gadjah Mada and the University of Indonesia.

- **Ranking:** [QS](https:// QS (Asia: 86, World: 401-410), [THE](http://th ech (World: 801+), [4ICU](http://4icu (Indonesia: 3, Asia: 99, World: 862), [Webometrics](http://webometrics (Indonesia: 3, Asia: 171, World: 987)
- **Head of International Relations Office:** Dr. Edwan Karden
- **Contact details:** iro@itb.ac.id; +62 22 2504282; [http://www.international.itb.ac.id/](http://www.international.itb.ac.id/)
7. Conclusion

In conclusion, Indonesia is set to become one of the largest tertiary education sectors in the world. Not only is it on the cusp of a major demographic shift that will see it overtake the US to become the third largest population in world, but it is also an extremely young country. For these reasons, it makes sense for UNIGE to seek to establish partnerships with universities in Indonesia.

That being said, there are several risks. The privatisation of higher education has led to the mostly unregulated expansion of private HIEs that tend to circumvent the official accreditation process and provide sub-standard education. Partnering with any such institution would risk giving credibility to institutions, which as a well-regarded institution, UNIGE should be weary of. This report consequently recommends that UNIGE should avoid partnering with private sector HIEs in Indonesia altogether.

It is thus the recommendation of this report to seek to partner with well-established public universities that are generally regarded as the best in the country. Chief amongst these are the University of Gadjah Mada, the University of Indonesia and the Bandung Institute of Technology. These three universities should be a priority, whilst a partnership with second-tier universities mentioned in this report could be envisaged if they are requested by UNIGE faculty in specific fields.

With the exception of the University of Indonesia, there has so far been no official interaction with any of these universities. As for the University of Indonesia, the only interaction at an institutional level an attempt to arrange an academic visit that never materialised. A renewed attempt to collaborate with these universities would do well to start by exploiting the connections that professors at UNIGE have already established. In particular, those that Prof. Jean Luc Wolfender established during his trip to Indonesia on behalf of UNIGE in 2016. It would also be worthwhile, reaching out directly to the international affairs office or the rectorate of these universities – a step that has not been taken as of yet.
8. Bibliography


Nuffic. (2015). The Indonesian education system described and compared with the Dutch system. Amsterdam: Nuffic.


