

The Essence Of Autonomy-Based Higher Education Arrangement

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Abstract: This research aims to understand and analyze the autonomy-based higher education arrangements in Indonesia. This study was conducted at the Directorate General of Higher Education Jakarta, and in the autonomy-based higher education as legal entity higher education, respectively at Indonesia University, Bogor Agricultural Institute and Hasanuddin University using empirical-legal research. The results showed that the autonomy-based higher education arrangement as stipulated in Act No. 12 of 2012 on Higher Education, and essentially has accommodated the principles of education includes availability, accessibility, acceptability and adaptability. The strategies of higher education policy in the arrangement of higher education are divided based on the policies in academic and non-academic. The authority of government in the autonomy-based higher education is through institutional control and coordination.

Index Terms: Autonomy, Education, Legal Entity, Higher Education

1 INTRODUCTION

Indonesia enacted the 1945 Constitution of the Republic of Indonesia, as state constitution. One of the mandates of the Founding Fathers, as set forth in Paragraph 4 in the Preamble of 1945 Constitution of the Republic of Indonesia is "...Protect the whole nation and the entire homeland of Indonesia, promote the general welfare, educating the nation and participate in the establishment of world order based on freedom, eternal peace and social justice". As this objective, it explicitly explained that the educating the nation is a constitutional obligation that must be done by the state, because the education was implemented in order to achieve the life of the nation. Universities that conducts the higher education process is a source of innovation and solutions for the growth and development of the nation and at the same dimensions along with the development of globalization, every country demanded to become more competitive in world markets and can sustain economic growth (Dicey, 2007). The role of higher education is the key to the nation's progress through its graduates with character, intelligent, skillful to develop science, technology and art. Universities should be encouraged to conduct a key role so that it can optimally respond to changes quickly and can be used effectively and efficiently. In practical terms, Indonesia cannot be separated from the competition among nations on the one hand, and partnerships with other nations on the other (Arofa et al., 2015). Therefore, to improve the nations' competitiveness and Indonesia partnership in the era of globalization, the higher education needs to realize the dharma of education is to produce intellectual, scientist or professional cultured, creative, tolerant, democratic strong and brave stand for truth in the interest of the nation and mankind.

Education in modern society today like Indonesia has become public domain. We can see how education has become the motor of global change radically. Education and even became seizure of power in a society where political parties make education as a tool to persuade people in the general election. It shows how education has shifted from personal domain to the public (Hasbullah, 2010). The liberalization of education has implications for education industrialization. Educational institutions that are supposed to be instruments of the state in educating the people as mandated in preamble of the 1945 Constitution will be a means of producing a profit for some parties. Certainly, it is very detrimental to the people of Indonesia who are less able because it will be increasingly high cost of education in Indonesia. In this case the government considered to have failed as the guarantor or responsible for the fulfillment of the right of citizens to the education. The existence of the Higher Education Act applying to all higher education authorities in Indonesia raises its own concerns for the community. The Higher Education Act is a basic rules governing higher education in Indonesia authorizes autonomy for universities in organizing academic and non-academic. Presentation of autonomy in the management of higher education is clear as a form of release the States' responsibility. This could definitely injure national education goals. This autonomy-based higher education are apparently not teach how the chasm of social stratification was stopped and everyone gets equal right in education and opportunities for access to higher education especially for the poor is still far from expectations. This is one of the facts of the autonomy-based higher education. In principle, education serves to improve the intellect so that people can support themselves, develop skills so that people can live together very well, and build character so that people can participate glorify life and build an advanced civilization (Azra, 2006). As with the role of university as a moral force, a house of learning, house of wisdom are never discarded in accordance with the academic values espoused namely the search for truth. As described above indicates a disparity between *das sollen* (the ideal) and *das sein* (reality), which is the phenomenon or symptom of higher education based on autonomy, which is related to the governance (Amiruddin & Asikin, 2012). The autonomy-based higher education in management requires governance that puts the principles of good governance. Universities as part of the government bureaucracy are only given certain authority delegated by the government. Management of academic activities by universities for example, does not currently have

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sufficient autonomy, in terms of opening, changing or closing the study program, academic system arrangement and others. This condition is felt greatly hindered the development of science and technology in the higher education.

2. METHOD OF THE RESEARCH

2.1 Type of the Research

This study is a legal research that uses normative-empirical research. By normative research as legal research refers to the norms of law, the rules of law contained in the legislation or jurisprudence. In addition to the normative research has also been conducted empirical research to support the literature by conducting research into the reality of the facts or data in the community.

2.2 Site of the Research

The research was conducted at the Directorate General of Higher Education in Jakarta as well as in three legal entity state universities namely, in which the implementation of education is based on autonomy namely Indonesia University in Jakarta, Bogor Agriculture Institute in Bogor, and Hasanuddin University in Makassar, Province of South Sulawesi, chooses to the third of Universities as research site by the consideration that all 3 of universities can be a representation of the autonomy-based higher education in Indonesia.

2.3 Population and Sample

The population in this study is the parties that have relevance to the field of education or higher education. The population in question in this case is the government and the organizers of Higher Education. Sampling of the population mentioned above is done by using purposive sampling based on certain criteria and considerations.

3. RESULTS AND DISCUSSION

3.1 Commemoration of Higher Education in Indonesia

In Indonesia, higher education can be considered as a form of education that not so long ago when compared with other forms of education that has lower level. Since the beginning of Indonesian independence, there have been efforts and strong determination to establish a higher education primarily by the government of the Republic of Indonesia, although the establishment of the university was first performed by the Dutch colonial government. The establishment of the first universities in Indonesia was established by the Dutch colonial government. The higher education institutions are Technische Hoohe School in Bandung in 1920, the establishment is encouraged for the need of highly educated experts. The development of higher education post-proclamation is experiencing various challenges. With the return of the Dutch government to the Indonesia, the agenda of higher education in the Dutch government which was abandoned began again. In 1946, the Dutch government has established Universiteit van Indonesia, as a combination of universities, which established before 1942, and centered in Jakarta, Indonesia. Universities is a higher education level in the national education system which is a continuation of secondary education is organized to prepare students or the nation people who have the academic and professional capability to implement, develop and create science and technology. It is the educational unit that

organizes higher education based on the nation culture. Universities are one of the pillars of the nation or the state. It as a moral force in society must be autonomous. In Indonesia, the university can be shaped as public universities or abbreviated PTN is established or organized by the government or a private university or abbreviated as PTS is established or held by the public. In the concept of Legal Entity State Universities (PTN BH – Perguruan Tinggi Berbadan Hukum) established that the autonomy granted to universities in order to act as a moral force, and this is one aspect of higher education reforms that are currently being executed. The term PTN BH is first mentioned in Article 65 Paragraph 1 of Act No. 12 of 2012 on Higher Education, which stated that the autonomy of university can be granted selectively based on performance evaluation by the minister for state universities by applying the financial management of public service agency or by establish PTN BH to produce high-quality education. In Indonesian Dictionary, the definition of the word "autonomous" is a social group that has the right and power of determining the direction of its own actions. This means that the legal entity state university has the right and power to determine the direction of higher education.

3.2 The Essence of Autonomy-Based Higher Education Arrangement

Essence of autonomy-based higher education arrangement is to provide the availability, accessibility, acceptability, and adaptability for the community in efforts to achieve a society welfare and equitable. This is in accordance with the mandate contained in the preamble of the 1945 Constitution that the Indonesia government that protects the whole Indonesian nation and the homeland of Indonesia and to promote the general welfare, educating the nation and participate in the establishment of world order based on freedom, eternal peace and social justice (Parkins, 1972). Furthermore, in Article 31, paragraph 1 the 1945 Constitution states that every citizen has the right to education, paragraph 3 confirms that the government shall manage and organize a national education system that enhances faith and piety and good character in the context of the intellectual life of the nation.

a) Availability

Availability of adequate educational services in accordance with the standards, whether the minimum service standards as well the national standard of education. In terms of education, Indonesia has extraordinary service where there is education institution with the availability of facilities and infrastructure, but some are conversely to it. Therefore, the availability of education services must be in accordance with established standards. The magnitude of the efforts of University to maximize the availability of education services does not necessarily make the students receive it with positive appreciation and there is always a shortage in the availability of educational services both in terms of facilities and infrastructure. Based on the results of interviews with several students including Richi a student of the Faculty of Engineering, Indonesia University explain that in terms of availability of educational services at Indonesia University is still not fully meet their expectations as a student, for example, in terms of availability of campus bus were still very poor number so the students had to crowd in the bus, so unable to feel comfortable for the bus, it is compounded by scheduling for arrival and departure the bus is increasingly making the

number of students crowd to the bus.

b) Accessibility

Accessibility emphasizes the principle of rights and justice to obtain education for all citizens without exception, this accessibility should pay attention to the geographical conditions and economic ability. It is expected to also be of concern to stakeholders and decision makers. Based on the results of research, in each PTN BH provides a fairly large portion for students who have weak economic and different region/ geographical conditions or other regions in Indonesia. In Article 10 of Government Regulation No. 53 of 2015, Statute of Hasanuddin University explained that required to seek and attract prospective students who have academic potential is high but weak economically, and students from leading regions, outermost and disadvantaged to be received at least 20% of all new students received and distributed to all undergraduate programs. This accessibility leads to the financial aspects in which every citizen has the right to education, albeit with disadvantage financially. To realize the equal distribution of education, especially higher education, the Directorate General of Higher Education and communities seeking to reduce disparities in access to higher education of higher education age children. This is done by adding a continuous basis the number of recipients and the types of available scholarships, especially for students who disadvantage economically, as well as the development of systems and selection procedures for scholarship applicants to be effective and efficient. The financing aid in the form of scholarships and loans for students is developed through cooperation of central government, local government, business and industry. Education assistance management system must also be well developed to be effective and efficient.

c) Acceptability

This acceptability in higher education can be expanded through the empowerment of legislation on human rights which the Indonesian people have a right to prioritize the use of the mother tongue which is Indonesian language as introductory language in the learning process. Perception emerge of children as subjects who are entitled to education and right to education has expanded its limits in terms of acceptability that includes the contents of curriculum and more considered in the perspective of human rights today. The suitability of the educational curriculum in accordance with the interests of students developed on each PTN BH. As in Indonesia University, in Article 13 of the statutes of UI asserted that the curriculum developed at UI is directed towards achieving college graduates profile is mastery of all competencies, including soft skills and character development of graduates. The curriculum in each study program was determined based on the rectors' decision. Supervision of the policy of curriculum development carried out by the academic senate. To determine the compatibility between the curriculum with study program that exist, based on the results of study for 45 respondents, the assessment of 45 respondents indicate that as many as 37 people or 82.2% stated that the existing curriculum in accordance with the study program available, while only 8 respondent or 17.7% of respondents stating that only part of their curriculum in accordance with their study program. Based on the data, the researcher concludes that in terms of acceptability; generally, have compatibility between

the curriculums at each university (PTN BH) with study program courses available. A benchmark of university is competitiveness of graduates in the job market. As a university based on the values of Pancasila need to produce graduates who have the personal integrity and religious morality both in the context of individual life and social so that the learning process conducted can emphasize the learning with orientation for learning to know, learning to do, learning to be and learning to live together.

d) Adaptability

Improving the Higher Education quality is the main priority of the Strategic Plan of the Ministry of Research, Technology and Higher Education in 2015 - 2019. It ranging from institutional governance, academic process, to the output of graduates, becomes imperative. Map of higher education quality in Indonesia admit-tedly generally is not living. When using the quality standards of the National Accreditation Board of Higher Education (BAN-PT), based on BAN-PT data per January 2015 is only 26 (0.66%) universities in Indonesia accredited 'A'. Most of these universities are state universities, especially for legal entity status. Efforts have been conducted by the Directorate General of Institutional Science and Higher Education to boost the quality of higher education in Indonesia as stated in the Strategic Plan of the Directorate General of Institutional Science and Higher Education in 2015 - 2019, is realize 5 Indonesian universities included in the top 500 in the world by the QS World standard and increasing the number of universities accredited A (excellent). In addition, other policy instruments that are currently conducted by the Directorate General of Institutional Science and Technology and Higher Education in the context of improving the quality of institutional for higher education, among others deregulation process of the establishment of the universities/college, the acceleration of program empowering for private universities (PP-PTS), provide incentives to universities/colleges to be world class university, draft guidelines and rules to "force" the administrator of the college to increase the minimum quality standards of academic and so forth. All of these programs are ongoing in synergy and periodically conduct monitoring and evaluation. In order to encourage and facilitate the improvement of the quality and relevance of higher education, resources and college academic programs need to facilitate its development, particularly in improving the capacity of universities in providing higher education services are high quality and relevant. Expanded access (expansion) need to be followed by the addition of resources and programs based on the real needs both in terms of higher education as a service provider (supply side) and in terms of community as services user (demand side). Providers and adding resources include human resources, infrastructure, information, and etc. University autonomy mandates that universities/ colleges must also manage independently for control the higher education. While the government still has the authority to supervise or control the implementation of higher education, but such supervision should be carried out transparently for accountable to the public (public accountability). This means that supervision is not the interests of government but to protect the public interests (stakeholders), which follow and utilize the results of higher education. The above is in line with what is stated in the Higher Education Act, where Article 7 of the Higher Education Act stipulates that one of the governments' authority in this case the Ministry of Research,

Technology and Higher Education is to conduct supervision or control. In the era of university autonomy, the people are given a right to monitor the implementation of higher education. This supervision structures called horizontal supervision. Therefore, implementing regulations on supervision over higher education should be characterized by horizontal supervision. Therefore, by supervision can determine whether that is done according to plan, with careful supervision can also be found weaknesses in the implementation, it is known errors or mistakes in the work. Or supervision is a preventive action in order to avoid errors or omissions in implementing the objectives so it can be immediately identified and improved.

4 CONCLUSION

The arrangement of autonomy-based higher education is a necessity to answer stiffness in the higher education to fully accommodate the essence of education itself includes availability, accessibility, acceptability and adaptability. In autonomy-based higher education, availability either in facilities and infrastructure already accommodated well in education despite the fact that there are still some shortcomings perceived by the academic community, especially students. In terms of accessibility, the government and the universities themselves open the widest possible opportunity so that every citizen can enjoy education in the universities or college, with the presence of Uang Kuliah Tunggal (UKT) system; the students are expected to be able to reach the tuition fees with the system. In addition, the availability of scholarships is good to help students in the educational process in the universities/college. The policy strategic of Legal Entity University (PTN BH) as the organizer of autonomy-based higher education includes the policy in both academic and non-Academic. In the field of academic, some policies are development strategy of study program as necessary with the world of work, department system development (major-minor system) in lectures, where the student for department or particular faculty may take more courses as a complement to the faculty or another department. While, the strategy of policy for non-academic. Based this, it necessary acceleration for government policy in supporting the autonomy-based higher education. In addition, necessary same perception in optimizing government authority through coordination between the government and the universities in a forum involving all stakeholders in order to gives similar policy in the autonomy-based higher education.

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