

Indonesian University Management in 21st Century (Issues And Challenges)

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Abstract: Entering a decade of the 21st century, after the Reformation, it turned out that most of the information media contained news of violence, robbery, corruption, collusion and nepotism, oppression, extortion, rape, infidelity, human rights violations, and other irregularities. Responding to this news, some people tend to see that irregularities in managing the state as if addressing the low quality of national education in a comprehensive manner, specifically directed at the mistakes of educators or teachers and religionists. This international standard school or universities apply the rules of payment at high prices to its participants. The curriculum also uses international standards with a lot of burdens and heavy tasks. Moral education is ruled out and only emphasize the ability of brain development. All growth is seen only from the material side. As a result, people who have money can participate in quality education and the poor remain in poverty and cannot attend education at quality schools or universities. Education which is part of the economic development must inevitably accept the fact that educational institutions as social institutions must be managed efficiently and effectively. This means that educational institutions must be managed by applying modern management science which in reality has succeeded in building an open world.

Keywords: 21st Century Education Issues, Modern Management, University Management

I. INTRODUCTION

The phenomenon of the proliferation of schools labeled "International Standards" starting at the elementary level until higher education is one example of education now in the grip of capitalism. This international standard school or universities apply the rules of payment at high prices to its participants. The curriculum also uses international standards with a lot of burdens and heavy tasks. Moral education is ruled out and only emphasize the ability of mere brain development. All growth is seen only from the material side. As a result, people who have money can participate in quality education and the poor remain in poverty and cannot attend education at quality schools or universities.

Being faced with a problem like this, education that should be grown is education that continues to develop good national character, foster self-confidence to overcome problems faced by the people. In other words, what is needed is national education, not global education. National Education which is based on national pride, healthy nationalism, Indonesian unity based on diversity of Indonesian culture. Planting the seeds of nationalism is an important thing in the era of capitalism. [4], states that Global power in the form of idealized colonialism, cultural colonialism, and global economic colonialism can only be overcome by re-arousing a sense of nationality to overcome poverty through mastery of science, skills, hard work, and national unity.

The question is, what kind of management model can be applied to actualize education that has an Indonesian character? The answer can be seen in the following explanation.

II. FINDINGS

A. 21st Century Indonesian Education Issues

These days, the phenomenon of industrialization permeates most of the third world. There has even been an imperative shift, from the industrial era to the information age. The development of the industrialization era affected the mindset of education, which affected the awareness and way of life of the people. Educational practices become free or autonomous. Teaching practices, subject matter, and learning facilities, all must be adapted to the technical requirements of the industrial world. The demand for technology is very rapid, causing the government to become troublesome and ultimately change the education curriculum in Indonesia which is adjusted to the demands of the globalization era [3].

However, globalization, in the end, cannot be rejected or canceled but must be faced. The impacts it brings need to be analyzed, so that strategic anticipatory policies are created, such as the creation of education based on local and national cultural values, so that education can be an effective tool that functions as a basic value that can filter the effects of globalization that includes many areas of life.

Entering a decade of the 21st century, after the Reformation, it turned out that most of the information media contained news of violence, robbery, corruption, collusion and nepotism, oppression, extortion, rape, infidelity, human rights violations, and other irregularities. Responding to this news, some people tend to see that irregularities in managing the state as if addressing the low quality of national education in a comprehensive manner, specifically directed at the mistakes of educators or teachers and religionists. It is interesting to note that leaders and political elites in their speeches and discourses stated that education is a very strategic field of cultivation and even key to national development. But ironically, the portion of discussion and debate is dominated by politicians who are more intense

with practical political problems, igniting each other and seeking self-justification [3]. This fact shows that political behavior, including economics, does not favor education. Why? Because it seems clear, the struggle of politicians is only limited to discourses, not into action. Political practitioners are less serious about making education policies that favor the people mostly backward and poverty-stricken. In this context, the main task of the government is to make an education policy that is able to erode ignorance because the knowledge of each person independently will be able to erode his poverty.

In the book of Telikungan Global Capitalism in the history of Indonesian Nationality, Hasyim Wahid, as quoted by the creative team of the [5], explained that education in Indonesia is in the influence and shackles of global capitalism. Education is in the hegemony of foreign parties that are more ideologically and capital stronger. The character of capitalism can be seen from the emergence of the spirit of competition ideology which requires all parties to compete with each other for education in all ways. Next is the liberalization of education which legalizes the view that people must spend a lot of money to achieve a quality education.

The creative team of the LKM UNJ further said, like an item that can be traded on the market freely, as if education can be ordered according to the economic capital capabilities of each individual. For strong rupiah holders, he can enjoy according to his class. But for small people who are not wealthy, don't expect to get a quality education, just fill your stomach is already profitable. Education is no longer in a neutral, free and clean position of all interests, it is even more "intimate" by a great power that makes education a free commodity in the process of buying and selling.

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Being faced with a problem like this, education that should be grown is education that continues to develop good national character, foster self-confidence to overcome problems faced by the people. In other words, what is needed is national education, not global education. National Education which is based on national pride, healthy nationalism, Indonesian unity based on diversity of Indonesian culture. Planting the seeds of nationalism is an important thing in the era of capitalism. [4], states that Global power in the form of idealized colonialism, cultural colonialism, and global economic colonialism can only be overcome by re-arousing a sense of nationality to overcome poverty through mastery of science, skills, hard work, and national unity.

The impact of the changes caused by the shift in values as stated above brings confusion to the LPTK. This phenomenon has been seen since the transition from IKIP to University. This change in IKIP to the University is a consequence of the application of capitalism which always bases itself on the demands of market demand to pursue material. Every policy issued by the university is unwittingly regulated by the power of capitalism.

Another problem with the change of IKIP to University according to Drost [5] is the creation of multiverse without leadership with adequate vision and managerial skills, faculties and departments within the university will run independently and not synergize to achieve universal goals. The obscurity of the vision of education at the ex-IKIP university is evident from the widespread opening of new non-educational study programs, the development of student motivation to enter the world of work rather than the world of education, and the quality of Field Experience Practices (PPL) of students who tend to decrease. This condition is reinforced by the practice of science teaching and theory of the majority of lecturers who tend to be conservative, procedural technical, and mis-philosophical education. Harry Patrinos in Reza Taofik's writing stated that this condition was due to the infiltration of market mechanisms in the area of education implementation, thus changing the foundation of the college philosophy from humanism to utilitarianism, with the supply-demand paradigm dominating university operations.

B. Strategic Issues of Indonesian Higher Education in the 21st Century

Since the reform era, there have been big leaps in the life of the Indonesian nation. In the fields of politics, economics, social affairs, and in the field of education, there have been enormous changes. Democracy develops very fast as if it is heading towards a democracy that is too excessive. Likewise, awareness of human rights raises mutual suspicion with one another. Democracy has also awakened to the identity of groups and even their own groups so that nationalism seems to be dimming. These leaps of change in society are also accompanied by elitist phenomena in national education such as the birth of various international standard schools which turned out to be intended only for wealthy groups. Higher education also struggles to become a world-class university which essentially keeps higher education out of the reach of children from poor families. Looking at the problems, we can now describe how the management of national education today. The chaotic situation in the management of national education today needs to be reorganized and directed in accordance with the spirit of the 1945 Constitution which pro on behalf of the society.

The birth of Law number 23 of 2004 concerning regional government, giving authority to local governments in the implementation of education and allocation of potential human resources. Higher education even in the region should be a development center that utilizes the potential of nature and culture in the region. However, higher education which is expected to have broad autonomy is apparently very limited by various central regulations so that higher education in the area

remains perched on ivory towers. Higher education must be the motor of intellectual development or intelligence of the people in the region and become a research center for potential regions that have regional economic and cultural potential which can be a contribution to regional development.

Covered with the autonomy of higher education, the government gives freedom to a number of higher education to organize and seek their own funds in the implementation of their education. This is because the government actually lacks funding for education, thus providing opportunities for advanced universities to seek additional funds in addition to funds obtained from the government. Some of the consequences of this policy include the increase in tuition fees and the entry of universities in the business world. This means that knowledge has become the main commodity of higher education. This is understandable, but the next effect is that access to knowledge is limited to privileged people. BHMN universities like this, unwittingly become elite universities that can only be entered by students from the upper classes.

These days, several universities, both public and private, are competing to call themselves towards the world-class university. Of course, the goal is excellent, but to achieve this requires large funds. Becoming a world-class University is the goal of all universities if sufficient funds to improve quality are the same as the best universities in the world, but if that is done these universities will be very exclusive and unreachable to students from the poor, and cannot be denied that these universities will be very commercial.

This phenomenon can be seen from the opening of study programs at universities that follow market needs. The best-selling department/study program in the market is the goal of higher education institutions. This is mostly seen in private universities, almost all of them open faculties/study programs that are marketable. For instance, in economic faculties, the best-selling faculties/study programs are business and accounting department. Faculties/study programs such as philosophy, pure sciences, studies that do not promise material rewards in society, lack interest in prospective students. This also can be seen from the courses of private universities held in shophouses because education has turned into training that does not require an educational campus with library facilities, laboratories, and other educational facilities.

Related to the policy on BHP [4], it was explained that the BHP Law was not only a violation of the 1945 Constitution but also a serious violation of human rights. According to [4], since the BHP RUU was launched many highlights were given by the public to our world of education. Two highlights are: (1) BHP has eliminated the historical existence of many foundations that have contributed to the development of education in Indonesia, (2) The emergence of BHP is said to eliminate or minimize the role of society in actively participating in national education development. The emergence of BHP as a legal entity that imposes uniformity in the implementation of education which eliminates the role of society means seizing private space which is the growth

of diversity in a democratic society. If so, what is the status and progress of management education in the modern world today? Follow the following reviews.

C. Management of Indonesian Education Facing the issues and challenges of the 21st century

The progress of management science in the field of economics and business has a huge influence on the management of social organizations, such as in the fields of politics, social and education. These institutions certainly want to be created as efficient and effective institutions to apply modern management principles that apply in the fields of economics and business to other nonprofit social fields. Education which is part of the economic development must inevitably accept the fact that educational institutions as social institutions must be managed efficiently and effectively. That is, educational institutions must be managed by applying modern management science which in reality has succeeded in building an open world.

The entry of modern management principles into the world of education was received enthusiastically so that the emergence of what is called fad management in the world of education. Fad is something that is popular and temporary, as in the world of fashion that comes suddenly and disappears. The world of education has also been hit by fad management, not only developed countries but also developing countries. [4] stated that not refuse to apply various management principles which turned out to have succeeded in the field of economics and business as long as these principles were pleased with the management of education as a non-profit social organization. However, in our education, it does not stop at the creation of a fit educational institution that is profitable and efficient in a certain sense but needs to be continued with efforts to see whether the processes that occur within the educational institution provide the maximum benefit for the students. This means that students are not a commodity or an object of education. Students are intact individuals who have potentials that need to be developed in the education process so that the process can be useful for the life and livelihood of the subject itself and for the community and country.

Regarding the management of higher education, [4] cites several views of experts, chancellors, and professors of several universities in the western world. Among them, Prof. Derek Bok was former President of Harvard University. Bok is very concerned about the current trend of higher education that has entered the trap of commercialization. In America for example, campuses take advantage not only from sports but also from education and research. The commercialization of education according to Bok is accelerated by opportunities to print money in an economy based on science and technology. Chancellors and professors, even administrative staff from universities cannot stand being tempted by open opportunities to make their expertise as a money machine. According to Bok, facing these temptations will destroy the fundamental mission of the university. According to Bok, only universities called entrepreneurial universities can temporarily defend

academic values to gain public trust and respect from teaching staff and students. Bok advised the university to maintain ideal educational values by saving research to be dedicated to humanity and not to the marketing goals of large industries.

In another part Prof. Bok (as quoted by [4]) notes that at least the trend of commercialization of education, especially higher education is due to several things, as follows: (1) the influence of economic forces on universities such as computer development, (2) the influence of corporate culture with the use of business terms in a university environment such as CEO, bottom line, branch mind, (3) the influence of changes in student interest in the curriculum, among others on vocational courses, (4) efforts to economize higher education funding, among others, by using methods - administrative methods adapted from the business world, (5) efforts to quantify problems in universities that do not really need to be quantified. In conclusion, the commercialization of education is intended to make educational institutions seek benefits from teaching, research, and other various campus activities.

Furthermore, Jennifer Washburn [4] states that in the past two decades commercial forces have quietly transformed various aspects of higher education academic life. Phenomenons such as funding from large companies for university research are not non-binding. University activities are like patent factories that provide benefits, and professors are more as businessmen. This also appears from a trend that is increasingly eliminating basic science such as humanity science replaced by science that has commercial value that is supported by various types of laboratories. Teaching skills are increasingly undervalued. Washburn sees these phenomena as an academic-industrial complex that greatly disrupts the survival of higher education. In studies funded by giant companies, there may be conflicting interests so that research will lose its scientific objectivity. According to Washburn, there is a toxic mixing between science and profit. Thus, he said that the university would lose its ability to carry out research that led to change and innovation. By Washburn, this phenomenon is referred to as a university incorporated company.

[4], further states that the world of universities in America is already accustomed to using the term management that applies in the business world. For example, almost all universities have a CEO. Prof. Henry Rosovsky (in Tilaar, 2009) who is famous for conservatives, his views on the mission of the university continue to distinguish between the functions of a CEO in a business company and a CEO in a university. A university CEO can also be called the President or Chancellor of the University. In America, Europe, Japan, and Israel, the Chancellor is usually a professor chosen by the academic senate. Similarly, the Dean is chosen for a more limited time. In this case, the European model is more democratic and political, whereas in America it is more Unitarian. The strength of the American model is in efficiency and fast in carrying out changes. That is, the position of a president of a university in America is more assertive and stronger than a president or chancellor in the European system.

What about the management of academic staff in changing university systems? [6]), responding to the ongoing changes faced by university leaders and

higher education with more flexible use of human resources and staff policies, although in some countries, such as in the United States, variations of this approach have been used for years. These policies include changes in tenure; non-standard contracts; wider pay differential; decentralized fee bargaining; performance-related fees; staff assessment; and work restructuring, all collectively, leads to the emergence of a working model of the university, where these conditions exist. The transition of the system in higher education from an elite, introspective and stable system that is traditionally directed at open masses, is less stable which is sometimes driven by needs that are not suitable for 'clients' - government, employers and students.

In the development of the world, there is increasing hope about the practice of higher education to raise living standards, help countries compete in the global economy and train young people to meet the demands of a dynamic and deregulated labor market. The integrity behind this change is primarily contextual: economic, political, social and technological but all have implications for higher education, what is produced and the role of the academic profession in it.

This universal phenomenon requires to be internationally handled as has been done by David Farnham who along with some of his colleagues, with their professionalism, commitment and academic expertise contributed their thoughts and experiences to solve contemporary issues ahead of this second millennium.

The university management model in Figure 1, refers to 2 interests: academics in protecting disciplinary interests and participating in internal institutional management can conceptualize the university's management system into the typology model below:

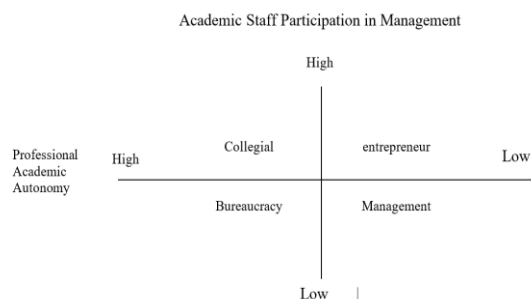


Figure 1. University Management Model [6]

The picture above, according to Farnham is an 'ideal' type and in institutional practice tends to exhibit more than one typological features even though some are dominant but useful for descriptive and heuristic purposes. The university management model that best represents the interests of academic staff is a collegial university that combines a high level of professional autonomy with a high level of staff participation in management.

In addition to following this model effective collaboration and mutual understanding between those who fund,

govern, manage, teach, research and study in institutions are needed if the learning center is dynamic, has high-quality responsiveness, its scholarship and research are well maintained. Only in this way all expectations of shareholders in higher education - the government, students, business profession and local community and the academic profession itself can be fulfilled.

Another thing that needs more attention in carrying out efficient and effective tertiary education is the sustainability of each plan prepared by higher education institutions. According to the Directorate General of Higher Education (2004), basically the sustainability that needs to be considered consists of 3 things, namely: (1) Sustainability aspects that guarantee the existence of institutions, (2) Sustainability aspects that guarantee the level of quality achieved through development programs, and (3) Sustainability aspects of resources that have been held. The sustainability aspect that guarantees the existence of the institution is shown from the operational funds that have been obtained from various sources. The sustainability aspect that guarantees the level of quality is shown by how many good practices are adapted to be carried out during the implementation of routine and continuous activities. The sustainability aspect of the resources held is shown from the efforts made by these institutions in ethics and morality to preserve and maintain existing resources and use them to achieve previously set goals in order to fulfill the organization's vision and mission.

D. CONCLUSION

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