

ROLE OF HIGHER EDUCATION IN NATIONAL DEVELOPMENT TO FACE GLOBAL CHALLENGES

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Received :21/12/2022 Revised: 23/12/2022 Accepted: 31/12/2022

Abstract:

Higher education has a significant contribution in improving the quality of human resources in a country. As an institution that can produce quality and competent human resources, higher education institutions also have a role for their graduates to face challenges in the global era. Higher education is also able to have a significant impact on the progress of a country in the midst of intense competition in various fields of life such as technology, education, health, and the global economy.

This study uses an empirical qualitative method using secondary data based on literature research. The results of this study indicate that higher education institutions in Indonesia can run well and produce competent graduates if they apply a good management system, in line with the vision and mission of the *tri dharma perguruan tinggi* and are supported by government policies. In addition, higher education institutions in Indonesia will be able to score success if they are in line with the values of Pancasila as the basis of the Republic of Indonesia.

Keywords: Higher Education, National Development, Global Competition

1. Introduction:

Indonesia is a country that ranks the 4th largest population based on data accessed from the World meters website with a percentage of the productive age, 70.7% from the total population of Indonesia. From this data, Indonesia can be classified as a country with the largest demographic bonus in Southeast Asia. This situation is in line with the wealth of natural resources, government facilities, infrastructure, and the goal of the Indonesian people in creating prosperity. The large number of people after being productive in Indonesia has a positive impact on the progress and development of the country so that in the future this generation can achieve the nation's goals towards a Golden Indonesia 2030 which is able to become a leader in the several section, such as the world trade, global technology, science, renewable natural resources and Indonesia is expected to be able to make a major contribution to the international community in the field of young researchers and experts in various global scientific fields.

Looking at these conditions, the higher institutions in Indonesia have an important role to create human resources who have high quality, capability, and spirit of competence. In addition, higher education institutions have an important role to provide workers who have the professional abilities and competencies needed by the global world. Other than that, the excellence of higher education institutions will also produce leaders and thinkers of a nation who will determine the development of their country in the future.

The determining factors in efforts to improve the quality of higher education in facing global challenges include: vision and mission; rule; governance guidelines; student body; human Resources; infrastructure; *the tri dharma perguruan tinggi* which is the main guideline for the implementation of all higher education programs in Indonesia; international cooperation; visiting lectures; and global issues. All of these factors are the basis for higher education management. The governance of a university depends on these factors which are integrated with each other. If one factor is not good, it will have an unfavorable impact on other factors and of course causing the higher education institution to be less good. Therefore, the management of higher education institutions become

the central point in this research because it becomes the main focus in improving the quality of education in a university.

Based on the explanation above, the writer compiled this article with the title

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2. Literature Review

2.1 *Peranan Perguruan Tinggi dalam Meningkatkan Kualitas Pendidikan di Indonesia untuk Menghadapi ASEAN Community 2015* (The Role of Higher Education in Improving the Education Quality to Face the ASEAN Community in 2015), the journal is written by Soni Akhmad Nulhaqim, R. Dudy Heryadi, Ramadhan Pancasilawan, Muhammad Fedryansyah from Padjajaran University, Bandung. The journal tells us about how the higher education institutions have a role in improving the quality of national education and how it affects the ASEAN Community in 2015.

2.1 *Peran dan Manajemen Perguruan Tinggi di Era Globalisasi* (The Role and Management of the Higher Education in Globalization Era), the journal is written by Imam Turmidzi from STAI Binamadani, Tangerang. The journal tells us about how the higher education institutions have several roles in the era of globalization.

2.1 *The Role of Higher Education in the National Development*, written by Pavel Zgaga from the University of Ljubljana, Slovenia. The journal tells us how the European higher education institutions have their roles in the national development.

3. Research Method

The research methods have been developed to guide the writing of this article as a way to find data that will be used to solve a problem in this thesis, which are as follows:

3.1 Types of research

The type of this thesis research is qualitative research. Qualitative research is defined as a research procedure that produces data from people and observable behavior.¹¹ In line with Lexy J. Maleong's opinion; the data of this research will be obtained orally or in writing. This research also used a descriptive research type, which aims to obtain a complete, detailed, clear, and systematic description limitation time of residence permit for asylum seeker in Indonesia. This research was also conducted in a critical analysis to examine a problem that arises due to the legal vacuum regarding limitation time of residence permit for asylum seeker in Indonesia

3.2 Research Approach

The research approach used in this study is an empirical approach. This research approach is used to find out the government's policy regarding the legal vacuum limitation time of residence permit for asylum seeker in Indonesia.

3.3 Data Source

The data used in this article are from the materials that relate and provide further explanation of higher education and its role which are from books, journals, articles, or internet.

4. Results And Discussion

A. Role Of Higher Education Institutions In Creating The National Development

Higher education occupies a strategic position in economic development and government management when excellent quality human resources are seen as a determining factor for a country's success. Management and development theory in the past adhered to the principle that poverty occurs because of a lack of ability for saving and having physical asset. However, citing the research results of Theodore W. Schultz, later proves that the "quality" of the population, which are physical and intellectual abilities, is actually more important than physical asset in the development

process. Likewise, referring to the opinion of Michael Todaro, Wicaksono states that most of economists agree that human resources of a nation are the most decisive factors for the character and speed of the social and economic development of a nation concerned. Based on this view, developed countries have taken the initiative to prioritize human capital investment in the fields of health and education.

This view is emphasized by Amartya Sen (winner of the Nobel Economics in 1998) in her book, *Inequality Reexamined* which emphasizes the importance of opportunity (entitlement) because the provision of educational institutions and schools only is not enough if it is not simultaneously created an institutional framework. The problem of education is becoming increasingly important and strategic because it can be used as a social foundation to encourage the process of community transformation. Education is directly related to crucial issues such as poverty, welfare, health, social cohesion, government management, and democracy.¹

Furthermore, the author describes the various roles of higher education institutions as one of the institutions providing knowledge-based human resources in the formation and better management of the Indonesian government, as follows:

1. First, higher education can increase a person's knowledge, abilities, and skills, so that they become more productive and therefore can increase income adequately which leads to the welfare. In this sense, education is a form of investment in the Human Resources - human capital development that can continue the responsibility for better government management in the future.
2. Second, in line with increasing income and improving welfare, it will also affect the increase in population prosperity.
3. Third, improve the quality and standard of living, because higher education makes individuals and society more educated so that they are socially stronger.

¹ Amartya Sen. (1992). *Inequality Reexamined*. USA: Harvard University Press (p. 203-204).

4. Fourth, encourage the process of social development through strengthening cohesion in society, opening up various opportunities and better opportunities. Education with economic and social themes will encourage accelerated development and micro growth.

Higher education also contributes significantly to the management of economic growth in two ways. First, education discovers new knowledge that has an influence on the production process. This approach is commonly called Schumpeterian growth, which assumes that economic growth is driven by the accumulation of human capital. Human capital, played by professionals, experts, technicians, and workers, is the main driver of economic progress. Second, education is a medium for the process of diffusion and transmission of knowledge, technology, and information that can change the way of thinking, acting, and working culture.²

Elements of knowledge, technology, and information are transformative forces that can accelerate economic development. Entering the global era marked by the strengthening of the neoliberal economy, the superiority of science is a determining factor in accelerating the progress of a nation. The dynamics of science-driven economic development is technically called knowledge-driven economic growth. The concept of knowledge-driven economic growth places higher education institutions in a very important and strategic position because they can:

1. Create a trained, competitive, and adaptive workers such as professionals, experts, technicians, and managers;
2. Discover and find to new knowledge and create technological innovations;
3. Improve the ability to access scientific developments at the global level and adapt them according to the local context

Based on the explanation about the management and economic development in Indonesia, higher education is the highest level of education that has the most potential to make a major contribution to economic progress. People, especially the poor, have high hopes

² Mawardi, I. (2017). *Transformasi Lembaga Pendidikan Tinggi: Penguatan Kualitas Luaran SDM Di Era Globalisasi*. Universitas Muhammadiyah Magelang (p. 58.)

for the role of higher education in improving their standard of living. Seeing the small number of community participation in higher education, it can be concluded that only a small proportion of the community members are able to improve their standard of living. For this reason, increasing the participation rate at the higher education level is the most appropriate step to improve people's living standards. This effort is very strategic considering the level of public demand and the labor market for higher education institutions in the future is still quite high.

Institutionally, higher educations in Indonesia are divided into various kinds, university, college, institution, polytechnic, academy, vocation, and professional education. Each of them is different from others, which usually people could freely take the higher education according to their will and need. But, most of student will go to the university or vocation. The university then classified into three, first the State Universities (*Perguruan Tinggi Negeri*), second the state college (*Peguruan Tinggi Kedinasan*), and Private University (*Perguruan Tinggi Swasta*) with various program advantages offered. As an institution that provides human resources, Indonesia currently has a variety of study programs that necessary needed in advancing Indonesia, which are:

1. Faculty of Technology and Engineering program that prepares human resources to build infrastructure and improve technological progress in Indonesia through various institutions, such as State-Owned Enterprises (*Badan Usaha Milik Negara*), Private-Owned Enterprises (*Badan Usaha Milik Swasta*), or through independent programs to help improve Indonesia's development.
2. The Faculty of Economics program has various branches of knowledge, including management, economics and development, accounting, banking, and administration. Through this study program, Indonesia hopes to be able to produce a generation that is proficient in the economics, finance, as well as mastering administrative science as a provision in financial management and management related to these fields. As a country that won the title as the largest economy in Southeast Asia, Indonesian government collaborates with various universities in Indonesia is trying

- to create a modern and compete curriculum in the Faculty of Economics.
3. The Faculty of Education program has an important role in preparing educators, both teachers / lecturers or any educator role like a volunteer teacher. Based on the preamble to the 1945 Constitution of the Republic of Indonesia (UUD 1945), the Government of the Republic of Indonesia is responsible for educating the nation's life through educational programs. The 1945 Constitution mandates the Indonesian government to establish and organize a national education system. National education system has a purpose to increase faith and piety to God Almighty and noble character. Also, the national education system must be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management. National education to face challenges in accordance with the changing demands of local, national, and global life.
 4. Religious study programs that have a main focus on preparing religious leaders who are able to integrate religious aspects in various fields of life, both in government and in the community. Through the Ministry of Religion, Indonesia has various religious higher education institutions such as the universities based on the Islamic value, Islamic religious institutes, and Islamic religious colleges. These various institutions have an important role in creating an educated generation who are able to understand knowledge and are proficient in spiritual/religious aspects in Indonesia. In this case, the author as the rector of State Islamic University (*Universitas Islam Negeri/UIN*) Syarif Hidayatullah Jakarta argues that in the era of globalization and modernization, the position of religion has an important role as control in carrying out various activities both in the government and civil fields.
 5. The Faculty of Social and Political Sciences program prepares honest and skilled politicians in state management.
 6. Faculty of Law program that creates prospective academics and wise, honest, brave practitioners who are proficient law, regulation-making, and advocacy. Given the rapid development of the times, the law as a state instrument, which is the main rule and main rule in the implementation

of governance, must be adjusted based on existing developments.

7. Faculty of Medicine and Health Sciences Program. This program is urgently needed by every country around the world considering that since 2020 until now the corona virus pandemic outbreak has become a major problem that has not been resolved. So that in anticipating and dealing with it, the Indonesian government cooperates with universities providing medical and health science graduates to be able to take part in solving this pandemic case.

Beside sharpen the skills, both hard skills and soft skills, educational institutions have an important role in maintaining the nation's morale. Former Chairman of the Constitutional Court of the Republic of Indonesia, Prof. Dr. Moh. Mahfud MD said that the moral decline of the nation couldn't be separated from the responsibility of educational institutions. Furthermore, it is said that the education applied in educational institutions only educates children to have brain intelligence and never educates to build character. Prof. Statement. Dr. Moh. Mahfud MD clearly shows the strategic role of education in the nation's moral development. In line with this, Ali³ said that the characteristics of national education include three elements that are intelligence, which includes intellectual, emotional and spiritual intelligence; Noble character; and personal characteristics. The characteristics of national education show that one of the education functions of education is to shaper the morals and especially the character of each student. Higher education is an educational institution that is responsible for preparing its students to become good members of society. The university's responsibilities are included in the Three Righteousness of Higher Education (*Tri Dharma Perguruan Tinggi*), which are the education and teaching; study; and community service. Ali said that in relation to the *Tri Dharma Perguruan Tinggi*, universities have three main functions, namely the development of human resources, the development of science and technology, and as agents of social

³ Hurlock, E. B. (2000). *Psikologi Perkembangan*. Jakarta: Erlangga, (p. 42-43). ⁴ Hurlock, E. B. (2000). *Psikologi Perkembangan*. Jakarta: Erlangga, (p. 42-43).

change. One of the biggest contents of community service is to become an agent of social change, which is seeking a social change to be better⁴.

The moral development of the nation cannot be separated from the character that is attached to its society. Character is closely related to the cultural values adopted by a nation. Hedipuspita wrote that Indonesia is a religious country, which prioritizes religious values, on the other hand, this country is also a country of various religions. The relationship between character and religious values is difficult to separate. Marzuki then defines a noble character is a character resulting from the process of applying religious teachings. Noble character as a product of religious teachings certainly has a different perspective from each religion.

Peterson and Seligman describe 24 aspects of character strength, including: creativity, curiosity, open-mindedness, love of learning, perspective, courage, persistence, integrity, vitality, love, kindness, social intelligence, citizenship, justice, leadership, forgiveness and mercy, humility, wisdom, self-regulation, appreciation of beauty, gratitude, hope, humor, and spirituality. The character component presented by Bailey and Peterson and Seligman is used as a framework for the noble character component.

Furthermore, self-concept is understood as the perceptions and feelings of individuals about themselves regardless of being realistic or not. Fitts suggests that the self-concept has five aspects, including:

1. Physical self refers to self-description of the individual's physical state including physical abilities and physical appearance,
2. The moral self represents oneself from a moral and ethical point of view,
3. Personal self signifies feelings of worth and a sense of completeness as a person,
4. The family self reflects feelings of worth and worth as part of a family member, and
5. The social self indicates a feeling of worth in social interactions with other people.

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Another variable that plays a role in influencing character is spirituality. Naagarazan says that spirituality has a function as a supporter of one's character growth. This statement is also reinforced by the John Templeton Foundation who wrote that spirituality and religion play a role in shaping character.

In a study conducted at a university in Surabaya and research by Komalasari, it was stated that self-concept has a greater influence than values to shape one's character. Self-concept has been empirically proven to have a role in shaping the noble character of students. Universities have the responsibility and role to be able to improve students' self-concept. The higher education institution provides a positive atmosphere and environment for students. It means for self-development and morale for students. In a positive environment, a person will be required to maintain his behavior, so that the cultivation of good behavior will eventually become a habit and perspective for students. In addition, the role of lecturers is also needed in building a positive environment. A small thing that a lecturer could do is when lecture teaching in class it is better to use positive sentences when advising students, it would be better if the lecturer said "It's better, you do remedial so that your understanding is deeper and your grades are also good" rather than saying "You must do remedial because you are a lazy and stupid student!" These practical steps are expected to be able to improve self-concept, which has an impact on increasing the noble character of students.

To be able to compete with globalization, improving the quality of institutions and human resources in this era of educational autonomy can be done through macro and micro approaches. The macro approach can be developed through structuring the bureaucratic system, the existence of transparency (openness), empowering human resources for teachers and lecturers, and staff (employees) with competitive advantages, network optimization, administrative and management professionalism, structuring the quality of inputs, processes and outputs, establishing synergistic relationship with stakeholders (government, private sector, and government), seeking sources including sources of financing to advance the institution. While the micro approach can be done through structuring the quality of lecturers and developing

character education. In addition, to improve the quality of the institution, efforts are also made to develop new majors that are relevant to the needs of the community and employment, as well as relevant to the needs of institutional development.

Educational institutions must be committed to developing the character of students based on these values, defining them in the form of behavior that can be observed in everyday school life, exemplifying these values, studying and discussing them, using them as a basis in human relations, and appreciate the manifestation of these values in the learning environment and in society.⁴

Education is a very important institution and plays an active role in instilling the character of the nation, which becomes a common goal. Therefore, through education, it hoped that the cultivation of national character could be carried out on students, who are the next generation of the nation. The existence of the lecturer as a central figure in education has placed the lecturer as the most important figure in the development of character education in schools. The lecturer is the person who is responsible for the teaching and learning process, has space to be conditioned and directed, namely the class where he and his students interact. Although currently there are teaching references that must be followed to guide the learning process, practically, the authority of the teacher in the classroom is still absolute. The existence of this authority determines the direction of student character development.

The efforts to build character through universities, apart from the character education above, can also be carried out simultaneously through value education by applying the "modeling" or "exemplary" approach, with socializing and adapting the school environment to revive and enforce moral values through models or examples. Every lecturer and other education staff in the higher education environment should be able to become a living exemplary for every student. They should also ready be open and discuss with students about these good values. Thus, educators

⁴ Burke, Mary Thomas, Jane C. Chauvin and Judith G. Miranti. (2005). *Religious and Spiritual Issues in Counseling*. NewYork: Brunner-Routledge, (p. 36).

within the scope of schools and universities (teacher or lecturers) are a vital and fundamental component in the educational process, which puts forward the process of mental maturation, mindset, and the formation and development of the nation's character to realize a complete Indonesian human being.

The existence and role of educators in the learning process cannot be replaced by anyone and anything. Educators who are reliable, professional and highly competitive, as well as having strong and intelligent characters are the basic capital in realizing quality education that is able to produce human resources with character, intelligence, and high morals. We need to realize that due to the development of contemporary science and technology, we are currently faced with a digital and cyber media era where the role of lecturers will be challenged and students are required to be smarter. In addition, the growth of various thoughts and understandings that tends to be destructive so that it can be dangerous for the younger generation. Only the smart and educated young generation can survive this position

B. The Role of Pancasila as the Ideology of Indonesia in Education

Pancasila is the philosophical basis for the foundation of independent Indonesia. Prescribed in the Indonesian Constitution, it has been an immovable foundation of Indonesia since independence. Pancasila consists of five inseparable and mutually qualifying principles:

1. Belief in the One and Only God
2. Just and civilized humanity
3. The unity of Indonesia
4. Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives
5. Social justice for all the Indonesian people.

Pancasila also has been the key philosophical concept in Indonesian formal education. Without a clear and accurate understanding of Pancasila, it is not possible to understand properly the national education of independent Indonesia. This paper will thus examine Indonesian national education in relation to Pancasila.

National education in Indonesia usually means the education since independence of the nation as a sovereign country.⁵

As the basis of philosophy and ideology, Pancasila is the source of all sources of law in Indonesia. Pancasila values already existed and came from the Indonesian people themselves in the form of customs, culture, and religious values. It shows that Pancasila is a set of customs values, socio-cultural values, and spiritual values of the Indonesian nation crystallized in Pancasila that reflects the characteristics of the Indonesian country. Pancasila has various functions and roles, including:

1. Pancasila as the Nation's Life View. It means that Pancasila is a series of noble values, which are comprehensive to live itself that serves as a frame of reference both for managing personal life and in interacting between humans in society and the natural surroundings.
2. Pancasila, in this position, is often referred to as the underlying philosophy or philosophy of the state (Philosophische Grondslas) of the country, the state ideology (stateside).
3. Pancasila as the Ideology of the Indonesian State and Nation. Pancasila as an ideology for the Indonesian people is mostly lifted from the view of the Indonesian people themselves so that the Indonesian nation is a materialist causa (original material) Pancasila. Pancasila is often regarded as a national guard to ensure that every citizen in Indonesia, regardless of their background, will be treated the same. The values of Pancasila were then translated into the official national motto, Bhineka Tunggal Ika, literally meaning Unity in Diversity. Many see that despite all the values inherent in Pancasila, Pancasila can be a form of control. It is in line with the five pillars of the Pancasila philosophy, which designed to unite 300 ethnic groups in this vast archipelago. They include belief in one God,

⁵Shigeo Nishimura. (1995). *The Development of Pancasila Moral Education in Indonesia*, Japan: Kyoto University Press, (p.303-304).

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humanity, Indonesian unity, consultative democracy, and social justice.

In addition, in creating the excellent and competent human resources, the role of *Pancasila* and religious teachings will not be separated.

The understanding the First point in *Pancasila* will be able to build human resources who have moral and pious to God Almighty. This is very important; of course, the blows of foreign cultural attacks that are far from religious moral values will be able to be ignored by understanding the values of the precepts of the Belief in the only and one God. Understanding the first precepts will be able to produce spiritually qualified human resources.

The civilized humanity will form human resources who care about others. Individuals who are formed will realize how important it is to respect each other. Every individual will compete in a healthy manner for the progress of the nation regardless of differences. Every human being has the right to be appreciated regardless of differences because every Indonesian human has the same rights and obligations. Mutual respect for each other will foster mutual respect and produce healthy competition.

The precepts of Indonesian Unity are certainly important. Unity of Indonesia has a fairly broad meaning in the sense of respecting the Indonesian nation with the nature of the nation's life itself, fostering a sense of Nationalism in the next generation. Every individual must be able to put the interests of the nation above personal and group interests. Human resources who have a high sense of nationalism will realize that all their potential must be used to advance the Unitary State of the Republic of Indonesia. Often we see many outstanding figures who are abroad forget to return and work in their own country.

The fourth precept, the Democracy Led by Wisdom in Deliberation/ Representation, explains the understanding of democracy. This fourth precept teaches about the importance of deliberation and consensus in decisionmaking, especially when it concerns the needs of many people. In addition, this precept also teaches the leaders of the country to be wise in

leading their people and not to sacrifice the people for their interests. Sadly, it's the exact opposite. For this reason, it is very important to instill *Pancasila* values from an early age.

The fifth precept, Social Justice for All Indonesian People, the fifth precept emphasizes that each individual can be fair to others. In fact, a leader must be fair, especially in leading his community. The presence of a fair leader is a manifestation of the success of an organization or country. The quality of human resources will certainly be fair not only to others but also to themselves, which is realized by maximum performance with all the potential, it has. Appreciating the work of others, innovating the best for the common good and increasing the productivity of the organization and the community. But unfortunately, the facts are the opposite. Leaders who are given power and authority actually use it as a shield when he makes mistakes. The law that is the commander of justice is blunt up and sharp down. Based on this, it can be said that so far the teaching of *Pancasila* has only been limited to theory without ever putting it into practice.

In general, it can be concluded that improving the quality of human resources through character education is carried out through several stages, which are: Management of education and human resource development carried out professionally for the purpose of creating national education goals; providing education and developing human resources by involving the government, the community, and the individual concerned; and developing curriculum by accommodating needs that are in accordance with the dynamics of diverse needs and making education personnel and developing human resources as role models in social life.⁶

C. Role Of Higher Education In Indonesia To Face The Global Challenges:

National Education has a function to improve the quality of Indonesian people. Written in the Act of the Republic of Indonesia Number 20 of 2003 about the National

⁶ Farid, M., & Mashuri. (2003). *Mengenal Inteligensi*. Jakarta: Sains, (p. 13-14).

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Education, in its third article states that National Education functions: “to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students in order to create them a human being who believes and fears of God Almighty, has noble character, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.” Soedijarto argues that carrying out the function of national education means realizing an advanced, fair, and prosperous society through the production of educated people who have strong abilities, values, attitudes, character, and behavior for the community development which sometimes are not possessed by members of the community of developing countries.

Education is expected to be able to empower the wider community. People who are empowered by the education system have a comparative and competitive advantage in national and global competition. Education must be conceptualized as an effort and empowerment process, which really must be realized collectively, both by individuals, families, communities, especially by the government as an investment in the nation's future. Thus, education plays an important and strategic role in creating human resources who will build this nation.

Higher education, as one of the educational institutions that carry out the national education mandate, have a great opportunity to participate in empowering the wider community. Regarding the role of higher education, Clark Kerr stated:

“The basic reality, for the university, is the widespread recognition that new knowledge is the most important factor in economic and social growth. We are just perceiving that the university is invisible product, knowledge, may be the most powerful single element in our culture, affecting the rise and fall profession and even social classes, regions and even nation.”⁷

⁷ Clark Kerr. (2001). *The Uses of the University*. USA: Harvard University Publisher, (p. 233-234).

UNESCO in its recommendation regarding the function of higher education in the 21st century states that there are four functions that need to be carried out by higher education institutions in the 21st century, which are:

1. As the center for the development of science and as the learning center that leads to theoretical and applied research and teaching.
2. As the center for professional development that combines academic knowledge with skills in accordance with the needs of economic development.
3. As the center for lifelong learning that opens for adults to learn or experience a wider cultural life.
4. International cooperation.

Meanwhile, Soedijarto said that producing graduates who are intellectually and professionally, science and technology, and participate in solving national problems of the nation as well as humanitarian problems are the essence of the *Tri Dharma Perguruan Tinggi*. Based on this premise, it seems that President Sukarno in his Eight Year Universal Development Plan from 1961-1969, among other things, set a target for the establishment of at least one public university for each province. The essence of the *Tri Dharma Perguruan Tinggi* in 1962 was to try to implement the *Land Grant Movement* of President Abraham Lincoln of 1862 in Indonesia, in order to directly involve universities in the development process to accelerate the industrialization and manufacturing processes.

In 1809, with the pioneering Von Humbolt (Germany), the university developed as a research institution and in 1862 became a community service institution with the movement of *Land Grant* by President Abraham Lincoln through his *Morril Act*. After this period, especially in the US and Western Europe (UK, Germany, and France), beside become the educational institutions, higher education institutions are also become the research and community service institutions. Therefore, Soedijarto views that the application of *Tri Darma Perguruan Tinggi* is the current form of university in the world, which written in Clark Kerr's book, *The Uses of The University*, stated as follows:

“A university anywhere can aim no higher than to be as British as possible for the sake of the undergraduates, as German as possible for the sake of the graduates and research personnel, as American as possible for the sake of the public at large.”

D. The Management Of Higher Education In Indonesia In The Globalization Era

It has been mentioned that in order to develop human resources who have excellences and play a role in the era of globalization, higher education institutions in Indonesia need to build and develop good higher education management. Higher education should be implemented using flexible and dynamic management principles in order to develop each higher education institution according to their respective potentials and the external demands they face.

The understanding of management is the achievement of organizational goals effectively and efficiently through planning, management, leadership, and control of operational resources. Meanwhile, Handoko said that management is the art of getting work done through other people. From the conclusion above, it can be concluded that the similarities above definition are : 1). Managers use a variety of resources to achieve organizational goals through planning, management, leadership, and control. 2). Managers achieve organizational goals by arranging for other people to perform tasks that may be necessary or meaningful by not doing the tasks themselves. Managerial activities themselves include many aspects, but the main aspects that can be implemented in managing higher education are planning, management, leadership, and control:⁸

⁸ Kemendiknas. (2011). *Panduan Pelaksanaan Pendidikan Karakter*. Jakarta: Balitbang, (p. 56-57).

D.1.Planning

Planning is the basic process by which management decides on goals and how to achieve them. According to Richard L. Daft planning means identifying the various objectives for future organizational performance, deciding tasks, and use of resources required to achieve goals. In other words, managerial planning determines the organization's future position and how to achieve it. According to Bryson, strategic planning is a disciplined effort to make the important decisions and actions that shape and guide how an organization (or any other entity) becomes, what an organization does, and why it does the way it does.

Regarding the benefits of planning, several authors (Steiner, 1979; Barry, 1986; Bryson, Freeman and Roering, 1986; Bryson, Van de Ven, and Roering, 1987) believe that strategic planning can help an organization:

1. Think strategically and effectively;
2. Clarify the future direction
3. Creating priorities;
4. Make decisions with future consequences in mind;
5. Develop a coherent and solid foundation for decision making;
6. Use maximum discretion in areas under the organization's control;
7. Make decisions that cross levels and functions;
8. Solve key organizational problems;
9. Improve organizational performance;
10. Handle rapidly changing circumstances effectively; 11.Build group work and expertise.

Planning activities in the management of tertiary institutions can go through the following four stages: The first stage is to set a goal. Planning begins with decisions about the wants or needs of the organization or working group. Without a clear formulation of objectives, the organization will use its resources ineffectively. The second stage, formulate the current condition. Understanding the current position of the goals to be achieved or the resources available for the achievement of goals, is very important, because goals and plans involve the future. Only after the current situation

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has been analyzed can a plan be formulated to describe further action plans. This second stage requires information obtained through communication within the organization. The third stage, identify all the conveniences and obstacles. All strengths and weaknesses as well as conveniences and obstacles need to be identified to measure the organization's ability to achieve goals. Therefore, it is necessary to know the internal and external environmental factors that can help the organization achieve its goals, or which may cause problems. Although difficult to do, anticipating circumstances, problems, and opportunities and threats that may occur in the future is an essential part of the planning process. The fourth stage, is to develop a plan or series of activities to achieve goals. The final stage in the planning process includes the development of various alternative activities to achieve goals, assessing these alternatives and selecting the best (most satisfactory) alternative among the various alternatives.

In order for higher education planning to be more stable, there needs to be a special unit in the organization that is tasked with it. In the Government Regulation Number 30 Year 1990, Article 54, this unit has been regulated. In paragraph (3), this unit is called the planning and information system administration bureau. Perhaps not all, higher education institutions can use this large unit name. whatever the name of the appropriate unit for each tertiary institution, the most important thing is that the main function of the unit must be to think about and carry out the planning of the higher education institutions concerned, both long and medium term, as well as short term, including preparing evaluation, monitoring, and implementing evaluation and monitoring.

The head of the higher education planning unit must be a professional person, that is, a person who is specially educated and trained for the task. Every higher education institution should prepare the cadres of the planning unit leaders in a planned and sustainable manner.

D.2. Management

Management or organizing is usually done after planning and reflects how the organization tries to realize the plan. Organizing includes assigning tasks, group tasks, delegating authority, and allocating resources across the organization. Organizing, according to Fattah, has two general meanings, which are: First, the organization is defined as an institution or functional group, for example a company, a school, an association, agencies government. Second, it refers to the organizing process, how the occupation is organized and allocated among members, so that organizational goals can be achieved effectively. While the organization itself is defined as a collection of people with a system of working together to achieve a common goal.⁹

Anoraga said that there are several things that need to be considered in order to obtain an efficient organizational structure:

1. The existence of specialization and division of work.
2. A clear and certain delegation of authority
3. There is a span of control that is in accordance with one's supervisory abilit
4. The existence of process of delegation and integration.
5. There are line and staff elements.

D.3. Leadership

Leadership means using influence to motivate employees to achieve organizational goals. Leadership means creating shared values and culture, communicating goals to employees throughout the organization, and injecting the passion to demonstrate the highest performance to employees. Leadership includes the process of motivating all departments and divisions, as well as individuals who work directly with managers. In an era filled with uncertainty, global competition, and an increasing diversity of workforce, the ability to shape culture, communicate goals, and motivate

⁹ Ismail Solihin. (2012). *Pengantar Manajemen*. Jakarta: Erlangga. (p. 12).

employees is critical in succeeding the higher education institutions.¹⁰

Effective leadership directs and influences the behavior of all elements in higher education, following the values, norms, ethics, organizational culture, and able to make the right and fast decisions. Leadership is able to predict the future, formulate and articulate a realistic, credible vision, and communicate a vision for the future, which emphasizes the harmony of human relations, able to stimulate intellectually and wisely for members to realize the organization's vision, and able to provide direction, goals, roles, and duties to all elements in the university.

The implementation of the tasks of higher education leadership itself is carried out based on 10 principles of *good governance*, namely:

1. The accountability principle,
2. The principle of supervision,
3. The principle of capture power,
4. The principle of professionalism,
5. The principles of efficiency and effectiveness,
6. The transparency principle,
7. The principle of equality
8. The principle of foresight
9. The principle of participation,
10. The principle of justice.

D.4. Control

Control or supervision is the fourth function of the management process. Controlling means monitoring employee activities, determining whether the organization is in line with its objectives, and making corrections if necessary. Managers must ensure that their organization is moving towards its goals. All the former functions would not be effective without a controlling function.

¹⁰ Usman Effendi. (2014). *Asas Manajemen*. Jakarta: Rajawali Press. (p.1).

Supervision or *controlling* is the discovery and application of methods and equipment to ensure that the plan has been carried out in accordance with what has been determined. GR Terry in the book *Principles of Management* stated that:

“Controlling can be defined as the process; what is being accomplished, that is the performance, evaluating the performance, and if necessary applying corrective measure so that performance takes place according to plans, that is, in conformity with the standard”

Meanwhile Henri Fayol in the book “General And Industrial Management” stated that:

“Control consist in varifying wether everything accurs in conformity with the plan adapten, the instruction issued and principles established. It has for object to point out weak ness and errors in order to restify then and prevent recurrence. It operates in everything, people, actions”.

So, in monitoring activities, the things that need to be done are:

1. Measuring work performance based on performance measurement standards and methods,
2. Assessing deviations that occur and taking corrective actions,
3. Conducting a review of the plan.

The function of supervision basically includes 4 elements, which are

1. Setting implementation standards,
2. Determining implementation measures,
3. Measuring actual implementation and comparing it with predetermined standards, and
4. Taking necessary corrective actions if implementation deviates from the standard. .

While the basic types of supervision, namely

- 1.Preliminary supervision,
- 2.The supervision of *concurrent*, and
- 3.Feedback control.

Preliminary Supervision (*feedforward* control), often referred to steering controls, designed to anticipate problems or deviations from standards or objectives and allow for corrections made before a particular processing step completed. So, this monitoring approach is more active and aggressive, by detecting problems and taking the necessary action before a problem occurs. This control will be effective only when managers are able to obtain accurate and timely information about changes in the environment or about progress towards desired goals.

Supervision carried out simultaneously with the implementation of activities (concurrent control), *screening control*, is carried out during an activity. This type of supervision is a process in which certain aspects of a procedure must be approved first, or certain conditions must be met before activities can be continued, or become a kind of "tool *double-check*" that ensures the accuracy of the implementation of an activity.

Feedback control, also known as past-action control, measures the results of a completed activity. The causes of deviations from plans or standards are determined, and findings are applied to similar activities in the future. This monitoring is historical in nature, measurements are made after the activity occurs.

To control or control the implementation of higher education activities as a whole, adhere to the legal basis which is formally stated in the statutes are translated into Master Development Plan for 5-10 years.¹¹

Components Control formally cover all university activities according to their form. Controlled components, as well as controllers, including:

1. The leaders (Chancellor, Vice Chancellor, Head of Bureau, Head of Institution, Dean, Assistant Dean, Head or Secretary of the Department).
2. Administration (general, academic and student affairs, planning administration and system administration).

¹¹ Suyadi. (2013). *Implementasi dan Inovasi*, Jakarta: Rosda, (p.40).

3. Facilities and infrastructure (regulations, classes, laboratories, studios, etc.).
4. Employees (TU, Laboratory Technician, errand boy).
5. Lecturers (permanently and non-permanently carry out the tri dharma).
6. Students who receive services (information, as customers, teaching and learning process, learning resources, development of interests and talents and welfare).
7. National Accreditation Board (*Badan Akreditasi Nasional/BAN-PT*)

With reference to Government Regulations Number 30 Year 1990 and the Decree of the Minister of Education and Culture no. 0326/U/1994, dated December 13, 1994 which was amended by Decree of the Minister of Education and Culture no. 0224/U/1995, dated June 28, 1995 concerning the National Accreditation Board (*Badan Akreditasi Nasional/BAN-PT*) periodically covering: curriculum, quality and number of educational staff, condition of students, education implementers, infrastructure, academic management, staffing, finance, and housekeeping.¹²

5. CONCLUSION

Higher Education institutions in Indonesia play several roles; to create the competent and capability graduates, to train students hard-skill and soft-skill, and to prepare graduates to face the challenge in global era. In the global era, the higher education institutions face several challenges such as the fast and dynamic rhythm of life, a strict competition among others because of the population exploded, and the lack of natural resources.

Talking about Indonesia, it has the 4th most populated country in the world which could become the strength or even the weakness of the country. To overcome the challenges that might happen, the higher education institutions must be adaptable with the change of world. in Indonesia could be run well if they implemented the

¹² Atmodiwirio, S. (2000). *Manajemen Pendidikan Indonesia*. Jakarta: Ardadizya Jaya, (p. 76).

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management system properly. In Indonesia, we have *tri dharma perguruan tinggi* as the guide for Indonesian Higher Education Institutions. *Tri dharma perguruan tinggi* is in line with *Pancasila*, the ideology of Indonesian State. The management of higher education institutions also supported by the government policy.

In fact, government continuously develops the policy about education and gives the right for Indonesian citizen to learn at school that is supported by Indonesian government which already explain above. The government also innovate a program for Indonesian in order to create the graduates which could be ready to face the global era.

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