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**THE DUAL SYSTEM OF HIGHER EDUCATION  
OF INDONESIA (HEIS) AND THE STRUCTURAL SYSTEM  
OF BAN-PT**

**ДВОЙНАЯ СИСТЕМА ВЫСШЕГО ОБРАЗОВАНИЯ  
ИНДОНЕЗИИ И СТРУКТУРНАЯ СИСТЕМА БАН-ПТ**

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**Abstract:** this article analyzes the dual-system of higher education in Indonesia and the structural system of BAN-PT.

**Keywords:** higher education in Indonesia, dual-system in education, BAN-PT, research and applied training.

**Аннотация:** Эта статья анализирует двойную систему высшего образования Индонезии и структурную систему БАН-ПТ.

**Ключевые слова:** Высшее образование Индонезии, двойная система образования, БАН-ПТ, исследовательское и прикладное обучение.

### Introduction.

The wave of modernity had been attained in the beginning of 20<sup>th</sup> century in the Indonesian history. By the moral duty of Dutch colonialisation, the Ethical Policy were applied for the Indonesian people to gain Western education. The first Higher School of Indonesia started in the period of revolution by the establishment of Gadjah Mada University in 1949. New universities were established during the 20<sup>th</sup> century, with the aim to generate new knowledge 'as a springboard to the future' [4, p. 52]. Some obstacles encounter in the development of higher education, in which the aim for evolving quality is against the purpose of expanding quantity. Moreover, under the geographical structure of Indonesian archipelago, the development of universities in every regions differs in the various levels. Through these main research questions, this paper analyzes the dual-system of Higher Education of Indonesia (HEI) and the structural system of BAN-PT.

### Dual-System in the Indonesian Higher Education.

The Indonesian Ministry of Education and Culture (MoEC) is applying a dual-system – academic and vocational/professional learning – of Higher Education of Indonesia [2, p. 3]. The differentiation between the two systems based on the period of the study and its system. On the one hand, vocational programs consist of four-year non-degree trainings with further specialist programs based on mastering the practical skills. Professional learning can be divided into three categories – academy, polytechnic and specialized college (Sekolah Tinggi). The academy offers vocational degree by focusing on specific field of study, for example the military and nursing academy. Addition to this, polytechnic proposes practical learning in various technological branches and the specialized college based on both theoretical and vocational degree. On the other hand, academic programs compose by four-year Undergraduate degree (Strata – S1), two-year Master degree (Strata – S2), and three-year doctoral degree (Strata – S3). It is focusing on professional skill at technology, science and research. To become a student in the public university, the person need to pass 'the national examination for higher education' (Seleksi Penerimaan Mahasiswa Baru/SPMB) which will be held once a year [5, p. 163]. It is highly competitive process. To be accepted in one of the public university, the applicant can submit three different study programs. Through this system, the university will accept students with the highest score.

The Institutional Structure: Improving HEIs Structural System in Indonesia.

According to the First Education Law No. 15 in 1961, the established universities need to fulfill the standardization of their faculties and structural administration. The ‘Tri Dharma Perguruan Tinggi’ (Three Pillars of National Higher Education) is the main pillar of educational law by directing the universities into three goals: learning, research and community service [5, p. 161]. The concept of learning is through the interaction between lecturer and students in the classroom with debate, seminars and presentations. Meanwhile, students should do their own research by elaborating their academic papers and final dissertations, whereas community services (Kuliah Kerja Nyata/KKN) is a program in which the students will spend one until 2 months in the local society to provide constructive community program.

The educational system of Indonesian accreditation is divided into external and internal quality controls. It has been re-assigned in the National Law 12/2012 under the MoEC [2, loc. cit.]. Only several universities have the credibility to conduct internal accreditation system, for example, Universitas Gadjah Mada (UGM) and Institut Teknologi Bandung (ITB), for improving the collateral qualities of education services [5, p. 170]. The National Education Board for Higher Education (Badan Akreditasi Nasional Perguruan Tinggi/ BAN-PT) is the official institution for measuring the external accreditation for public and private HEIs. It was established in 1994 under the authority of National Education Act No. 2/1989 and Government Regulation on Higher Education No. 60/1999 [5, p. 170]. It contains seven standards to evaluate the quality and quantity of the universities that are included in the ‘Tri Dharma Perguruan Tinggi’. In Standard 1 and 2 includes the structure of the institution, leadership, management, vision and mission. Standard 3 and 4 contains the quality and quantity of the students by referring to the total of graduate students. Standard 5 and 6 focuses on the curriculum, facilities of the university, and academic environment. Standard 7 refers to the research, community services and external relationships between institutions. According to the latest accreditation process of 2016, the Top Ten Universities are still dominated by the public universities – whereby Bandung Institute of Technology got the highest score of 3,78 and followed by Gadjah Mada University in 3,72. Moreover, it follows by Indonesian University (3,69), Bogor Agricultural University (3,54), Brawijaya University (3,24), Sepuluh November Institute of Technology (3,17), Airlangga University (3,15), Hasanuddin University (3,06), Diponegoro University (3,04), and Padjadjaran University (2,97) [1]. The indicators for measuring the rankings are based on the lecturers’s qualification by summing up the doctoral degree, post-docs, and professors (12%) and permanent lecturers (18%). The score

of accreditation also influencing the ranks (30%), with the quality of student's community services (10%) and the quality of researches (30%) according to Scopus Indexed Journal.

Through the BAN-PT's evaluation in 2016, the quality of most universities in Indonesia are still below the standard. From the total of 3244 public and private universities, only 26 public universities are accredited A and the rest of the universities are classified as B and C. In the general viewpoint, 80% of universities accredited A are positioned in Java, with the complete facilities and infrastructure. The lack of provisions for the universities outside Java island is one of other factors that influence the quality of institutions. To enhance the quality of the Indonesian universities, the central government applied decentralization as the educational reformation. It has been implemented since 2001 based on the idea of World Bank-report in 1998 [3, p. 2], where the distribution of facilities and infrastructure of education management system could enhance the equality between universities.

#### Conclusion.

As a conclusion, through the dual-system of Indonesian education, the aim for producing educated and professional young generations could be achieved. With the implementation of BAN-PT as a standardization of educational system, the public and private universities will maintain their quality and quantity of their graduate students. Although there are still unequal facility and infrastructure through the HEIs, but the Indonesia government are improving their development progress by referring to the standard evaluation and decentralization program.

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**СРАВНИТЕЛЬНЫЙ АНАЛИЗ ИНСТИТУТА ВЫСШЕГО  
ОБРАЗОВАНИЯ В РОССИИ И США**

**COMPARATIVE ANALYSIS OF HIGHER EDUCATION  
INSTITUTES IN RUSSIA AND THE USA**

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**Аннотация:** в статье рассмотрен институт высшего образования в России и США, дан сравнительный анализ высших школ России и США, показано, что российское образование в настоящее время находится в стадии реформирования.

**Ключевые слова:** высшее образование, автономия университетов, элитарное образование, партнерство частного и государственного сектора, Болонский процесс, рейтинг университетов, индивидуализация образования, индивидуальный образовательный маршрут.

**Abstract:** the article considers the institute of higher education in Russia and the USA, gives the comparative analysis of the higher education institutions of Russia and the USA; it is shown that Russian education is in the process of reforming.