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Belajar dari China tentang  
Sistem Perguruan Tinggi  
(Sumber: Li Lanqing,  
“Education for 1.3 Billion”)

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2 Agustus 2007

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## Condition in 1950s

... Conditions in those days [i.e. 1950s] were harsh, but educators in central and local universities alike were dedicated to the cause of higher education and indelible contributions to *the cultivation of the growing human resources pool of well-trained professionals that the nation needed for its modernization.*

[p. 69]

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# Major flaws pronounced (1)

... with economic development, progress in science and technology, and a changing economic system, flaws in the administrative system, school organization and structure were becoming increasingly pronounced.

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# Major flaws pronounced (2)

Among the major flaws were:

- Bureaucratic barriers erected by excessive central;
  - Local and departemental administrative controls;
  - Conflicting departemental interests;
  - Extremely narrow range of curricula;
  - Small school size;
  - Needless duplication among universities and faculties;
  - Non-communication between production, study and research;
  - Heavy-handed government control that proved excessively manipulative.
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# Goals of the Reform

- The situation had an adverse impact on efforts to raise overall efficiency in educational management and improvements in teaching quality.
  - The goals of the Reform were:
    - To cultivate high-caliber professionals to meet demands of the 21<sup>st</sup> century;
    - To improve school-running quality and efficiency so that our universities could serve the needs of the socialist market economy and the modernization drive.
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# Joint Construction

... that central government departments and localities should quit going it alone and start running schools in cooperation. Accordingly, some universities have been set up by a central ministry or commission as the main partner with the cooperation of a locality; others have been established locally but with central government support.

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# Readjustment

... remedying any injudicious geographical distribution of higher education and rationalizing course set-up by adjusting the administrative system and regrouping universities and faculties.

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# Cooperation

... that universities should supplement each other with their strengths and resources, foster interdisciplinary cooperation in teaching and research, do their best to run the school in open manner, and avoid building “copycat” universities and overlapping faculties.

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# Consolidation

... **merging** certain universities in the light of local circumstances, so as to improve teaching quality and administrative efficiency, allowing faculties to make their resources mutually complementary and deliver efficiency benefits from the expanded scale that results from the mergers.

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# Before and After the Reform

On the eve of reform, besides local universities, there were 571 universities affiliated with central ministries and commissions. ...

... Huge population, inadequate funding, inefficient type of education.

Over the course of decade, China had basically accomplished the general reform of the national higher education administrative system and readjusted the geographical distribution of universities across the land.

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# No more look-alike universities

...It is obviously inappropriate and unrealistic to develop all higher education institutions into comprehensive universities.

University development should be diversified:

- ❑ Comprehensive universities: high-level universities geared to teaching and research, some must be of **world-class**.
  - ❑ Multi-disciplinary universities with a distinct academic character: featuring distinct fields of learning and integrate study, research, and production.
  - ❑ Art universities and military and semi-military universities with distinguished academic characteristics.
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# No arbitrary renaming of teachers' universities (1)

- A normal school is where educators, teachers in particular, are trained. For a time in China teachers' salaries and fringe benefits were so low that many people did not want to become teachers – education was a bad career choice at the time. As a result, these universities had trouble recruiting students.
  - When reform measures were introduced to allow universities to collect tuition and other fee from students, those enrolled in teachers' or agricultural universities were given tuition waivers.
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## No arbitrary renaming of teachers' universities (2)

- Despite all this, one principle is kept: no renaming of normal colleges, particularly the famous ones. A school name is both an expression of honor and a brand name.
  - Some of the finest normal universities in France, for instance, are normal universities which have become comprehensive institutions but retained their names although their curricula have long transcended what their name suggest.
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# WHAT MAKES A WORLD-CLASS UNIVERSITY

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# World Class Universities (1)

- A world class university must have a long-established academic reputation and rich academic resources. In other words, it must have a good foundation.
  - A world class university is born of self development and unremitting effort to measure up to universal public standards – nobody can designate a university as being world class by decree or a certificate.
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## World Class University (2)

- Government spending is necessary, but you can't buy a first class university merely by relying on government money.
  - It is unrealistic to set goals for every university to become a first-class or even world class institution. Nor do all universities have the potential.
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# World Class University (3)

Scientifically proven concepts and innovative systems involved in the creation of a world class university generally have something to do with an outstanding education, particularly its president.

... World class universities all have teams of distinguished experts and professors in various fields of study, many of them recognized worldwide as academic authorities.

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# World Class University (4)

The success of world-class universities lies in their ability to attract and nurture large number of outstanding people, many of whom go on to make a name for themselves and their alma maters through distinguished careers as political leaders, economic gurus, elite scientists and engineers, academic masters, multinational corporate bosses, etc.

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# World Class University (5)

They have all adopted school running modes and teaching methods that advocate academic freedom and encourage theoretical innovation. Their teaching is less based on cramming and more on elicitation methods and seminars. While the roles of leading scholars are valued, they advocate a teamwork ethos and concentrate on developing their own academic strengths while absorbing the strengths of other institutions and people.

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# World Class University (6)

They offer a whole spectrum of first class fields of study. Oxford is famous for its physics, chemistry, mathematics, biology and economics; Harvard for its economics, biology and physics.

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# World Class University (7)

World-class universities generally put great emphasis on graduate education, doctoral candidates in particular, with graduate students making up at least half of their student body.

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# World Class University (8)

As wellsprings of newly created knowledge, world-class universities are the source of new ideas, theories, technology and schools of thought to emerge in a constant flow. They are powerhouses for first-class research papers and academic works.

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# World Class University (9)

Most world class universities have a profound cultural heritage. They carry forward the fine cultural traditions of their own countries but also learn from the best of other cultures.

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# World Class University (10)

Serving society in various ways, world-class universities are a mainstay of socioeconomic development in their respective countries and regions.

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# From The Times Higher Education Supplement

2005:

1. Harvard
2. MIT
3. Cambridge
4. Oxford
5. Stanford
- ...
14. Cornell
15. Beijing

2006:

1. Harvard
  2. Cambridge
  3. Oxford
  4. MIT
  5. Yale
  - ...
  14. Beijing
  15. Cornell
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