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Kualiti dan Kecemerlangan dalam Pendidikan

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KATA PENGANTAR DEKAN

Prosiding ini mengumpulkan artikel ilmiah yang dibentangkan di Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013. Seminar ini dianjurkan oleh Fakulti Pendidikan, Universiti Kebangsaan Malaysia (UKM) dan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Riau (UR) dengan kerjasama daripada enam buah universiti, iaitu Universiti Malaya, Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Ekasakti Padang dan Kolej Universiti Perguruan Agama Seri Begawan. Penglibatan pelbagai universiti dari tiga negara serantau dalam satu seminar yang besar ini merupakan satu sejarah di peringkat fakulti. Justeru, kerjasama sinergi sebegini perlu diteruskan demi kemajuan pendidikan serantau.

Setiap negara, baik di Malaysia mahupun di Indonesia dan Brunei Darussalam, aspek kualiti pendidikan amat diberi penekanan. Kementerian Pelajaran Malaysia misalnya telah merangka suatu pelan yang dinamakan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. PPPM ini dirangka sebaik mungkin dengan antara objektif lainnya adalah untuk melahirkan modal insan yang cemerlang dalam akademik dan juga sahsiahnya. Demikian juga di negara Brunei Darussalam. Sistem Pendidikan Negara Abad Ke-21 atau SPN 21 juga antara lain bertujuan untuk meningkatkan kualiti pendidikan supaya setanding dengan negara-negara maju. Di negara Indonesia, Sistem Pendidikan Berbasis Sekolah juga bertujuan untuk meningkatkan kualiti pendidikan pelajar di seluruh Indonesia. Justeru, tidak dapat dinafikan lagi bahawa kualiti pendidikan adalah prioriti kepada semua negara serantau.

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Prof. Dr. Lilia Halim

Dekan Fakulti Pendidikan

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KATA PENGANTAR EDITOR

Prosiding yang terhasil daripada kompilasi artikel sempena Seminar Internasional Pendidikan Serantau Kali Ke-6 2013 yang diadakan di NIOSH Bangi Malaysia pada 22 dan 23 Mei 2013 telah mencatat sejarah kerana telah berjaya mengumpulkan hampir 400 artikel ilmiah. Sebahagian besarnya adalah kertas kerja yang berasaskan penyelidikan. Kompilasi artikel dalam prosiding menghimpunkan ilmu dan hasil penyelidikan daripada pelbagai perspektif dan negara. Seminar yang bertemakan 'Kualiti dan Kecemerlangan dalam Pendidikan' telah mengumpulkan artikel-artikel pendidikan dalam sub-topik berikut: inovasi pengajaran dan pembelajaran, kepimpinan dan pengurusan, kesejahteraan komuniti dan modal insan (karakter bangsa), teknologi maklumat dan komunikasi dalam pendidikan, penyelidikan pendidikan, kurikulum dan pedagogi, bahasa dan budaya, pengukuran dan penilaian, perkembangan profesional, pembelajaran sepanjang hayat, polisi dan dasar dalam pendidikan, isu-isu pendidikan dan amalan dalam pendidikan.

Prosiding ini amat penting dijadikan rujukan kerana ia mengumpulkan idea dan hasil penyelidikan dari pelbagai negara serantau. Artikel dari pelbagai negara dalam prosiding ini menjadikan isu kualiti dan kecemerlangan pendidikan dilihat dari pelbagai perspektif. Justeru prosiding ini mempunyai nilai yang tersendiri. Sidang editor berharap agar kompilasi artikel dalam prosiding ini dapat dijadikan rujukan dan boleh dimanfaatkan sama ada untuk rujukan ilmiah, ataupun perbincangan akademik ataupun bacaan umum.

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THE CHALLENGES HIGHER EDUCATION IN SOCIO-CULTURAL CHANGE

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Abstract

Higher education plays a central role in building the future fundamentalism funmamen human kind. Tertiary graduates are expected to not only have the ability / skill is high, but also have a good personality, so that they can live and run her life and living in the meetings and interaction with others and the world, and in his relationship with God, the organic unity, harmony and dynamic. Moral values, core activities (core activities) which includes: "teaching and learning, student assessment, staff development, quality assurance processes" that characterizes higher education in realizing quality, and higher education challenges need to be addressed in order to make education have a high high quality and excellence. Generations produced the nation's higher education, it is expected to have a high commitment to academic ethics in developing and enlightening himself, his nation and mankind.

Keywords: Higher education, socio-cultural changes

Introduction

We are devoted to fostering education, to grow and change (progressive), but not at a price as high as the destruction of the existence and identity of our own. We would like to get an and contributed scientific and technological advances, but not short-term apparent progress that presents backfire, causing long-term total setback for human values. We want to build a nation in human life that can lift the nation to the degree of human life through education.

And the pace of development in the 21st century this step we are faced with a number of tensions, namely: (1) The tension between the global and the local, (2) tension between the universal and the individual, (3) The tension between tradition and modernity, (4) Tensions between term considerations long and short-term considerations, (5) and the need for equitable distribution of competing needs (Delors, 1996). This fondness and strain problems need to be addressed in a formal education in general and higher education in particular.

Education is a fundamental or basic phenomena in human life. We can say, that where there is human life, however, there must be education (Driyarkara, 2006). Education as a phenomenon inherent in human life, in which there is always an effort that aims to humanize the man himself, or by one of the leading schools of philosophy perenialisme education, education system aims "to improve man as a man" (RM Hutchins, 1953), thus forming a human truth-fully human, dignified, which uphold human values and the values of divinity.

Education is essentially a "process leading to the enlightenment of mankind" (Frederick Mayer, 1963), from not knowing to knowing, from not understanding to understanding, from not live up to live up to, the practice of not being practiced, for example, about the value of life-niali (fact / truth, psychological beauty, goodness, and religious values), so that people can run and develop his life in the encounter and interaction with others and the world, as well as in his relationship with God.

Soedjatmoko speech in 1985 in the International Association of Universities have confirmed that higher education institutions must remain rooted in their own culture, but also become

involved in global issues. Besides Soedjatmoko noted the importance of the humanities, which have the function of educating the community so that citizens can participate in public life carefully and responsibly (Kathleen Newland & Kemala Candrakirana Soedjatmoko, 1994). Education according to Ki Hajar Dewantara, is the business culture, principled civilization, namely advancing life that heightens the degree of humanity.

In the development of human culture, there arose a demand for a better education established, more organized and based on careful thought and systematic. Humans want to be more accountable for the way it educates future generations to be more successful in carrying out his life in the encounter and interaction with others and the world as well as his relationship with God. Hence the necessity of thinking in theoretical education involving both "philosophical theory of education, scientific theory of education" and "practical theory of education." To apply educational theories that support the achievement of national education goals, must be supported by the educational policies and implementation, both concerning primary education, secondary education and higher education, so that the mission of education as a human enlightenment can be realized. This paper will focus on the development of higher education in the face of current challenges of socio-cultural changes in national education goals.

New Paradigm for Higher Education

New paradigm of higher education such as accountability, quality of education, autonomy, self-evaluation and accreditation of higher education with respect to the conditions required by the future, demanding excellence actualization of human capabilities optimally, which is now part still "hidden" in the self ("hidden excellence, in personhood ") (Conny R. semiawan, 1999). The principles of the new paradigm of the above was blocked by the various crucial issues in its development strategy. New civilization 21st century requires the ability of higher education graduates for high performance, so it can survive and thrive actualizing excellence capabilities optimally.

Strategy in achieving that goal, according to Conny R. Semiawan (1999), largely determined by the vision and policy decision-makers in the educational development process. Developing high-level cognitive skills and interpersonal skills needed to face the demands of the future, not only with regard to what the acquisition of our graduates, but especially with respect to how the acquisition was obtained (college mission). Community development required however strongly influenced by the quality of coaching and human development, which is expected at the party will be able to be independent, and also on the other hand are also able to adapt to rapid changes in society. Accountability and autonomy of higher education can not be separated from high quality human, who must have not only the right knowledge and professional training, but also get it in the right way.

Higher education quality assurance in higher education can be organized through various quality control management model. Quality assurance of higher education is the process of determining and meeting the quality standards of higher education management consistently and continuously, so that the "stakeholders" to obtain satisfaction. Higher education in college stated grade or quality, if: (a) The college was able to establish its vision and mission through the implementation of (deductive aspects); (b) The college was able to meet the needs of "stakeholders" (inductive aspect), such as: (1) Societal needs, (2) Industrial needs, (3) Professional needs. Thus universities must be able to plan, execute, and control a process that ensures the achievement of quality (Department of National Education, 2003). Higher education development strategy should continue to refer to high quality human. Vision,

mission and purpose of higher education must be well characterized by a precise formulation of his position as a factoring point (point of departure, POD), refers to the embodiment of the ideals as described by an arrival point (point of arrival, POA). The journey of "POD to POA" is characterized by the study of strengths and weaknesses that can not be seen apart from the internal and external influences (Conny R. Semiawan, 1999).

By Sidney Hook (Parsudi Suparlan, 1993), the greatness of the university is due to the work of the teachers. The activities of the faculty and their works reflect the university's success in carrying out the tasks expected by society and the state to be implemented in accordance with the ethos of the university. The success of these lectures may not be realized without the leadership of the university and the university administration officials are weighing. Leadership capable mewjudkan academic freedom in university life.

Academic freedom, according to Edward Shills (1993), not the individual freedom to do whatever it pleases for the sake of personal or group, in academic positions as a lecturer. Academic freedom, according to Edward Shills (1993), not the individual freedom to do whatever it pleases for the sake of personal or group, in academic positions as a lecturer.

Academic freedom is the freedom as scholars to explore the truth and publish it and make findings or his views are to be discussed critically in the relevant scientific community to be rejected, corrected, or recognized and strengthened. Freedom is the freedom of a scholar in his field of expertise in the lesson and educate his students about how science is truth in it can be obtained or known through processes that apply according to the scientific method or logic that makes sense.

Value of Higher Education

Higher education is a continuation of secondary education was organized to prepare students to be citizens of a nation that has the ability / skill (occupied areas) and has a noble personality. Higher education is education after secondary education includes diplomas, bachelor's, master's, specialist, and doctoral degrees are held by the college. Higher education can form colleges, polytechnics, colleges, institutes, or univertsitas (Law No.. 20 Year 2003 on National Education System).

Ronald Barnett identifies a general background value of higher education along these lines: (a) the pursuit of truth and objective knowledge, (b) research, (c) public education, (d) constitutional autonomy, (e) academic freedom, (f) a neutral and open forum for debate, (g) rationality, (h) the development of skills - critical capabilities of students, (i) maintain the intellectual culture of the community (Chris Duke, 1992).

Assessed the quality of higher education on the ability of a person's growth and development (people), through a good learning process rather than the end result is good, providing added value for learners, as well as to maintain the historical value of its reputation. Higher education by Berquist and Armstrong were assessed using measures: "(a) attractiveness, (b) beneficial, (c) congruent, (d) effective, (e) functional, and (f) producing growth" (Suprodjo Pusposutardjo , 1999).

A higher education institution worth mentioning college (university) because "a private mature" students as human beings and citizens. Higher education only prepares students for work, not worth mentioning because the university never pay much attention to the values that determine the weight of a human being and a citizen (J. Drost SJ, 1999). College at least

has three missions: (a) carry out the task of humanistic, ie helping learners to enter the culture and play an active role in it, (b) study the culture of the people and critically interpret, and (c) help learners to be able to enter the world of work , because after all the work is essential to human life (M. Sastrapratedja SJ, 1996). It is important for the university, in which shelter the professors, is the Statement of Professional Ethics ever issued by the "American Association of University Professors" in 1966, is as follows (Parsudi Suparlan, 1993):

First, professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the existence of a number of specific responsibilities placed placed on his shoulders. The main responsibilities of the science is looking to find the truth as he sees it and express it. For this purpose he devoted his energies to developing and improving scholarly competence. He received the obligation to use self-discipline and critical decisions in the use, development, and transmission of knowledge. He practices intellectual honesty. Although he may be interested in and follow a number of other concerns, but more attention must not impede or compromise the freedom to discover and tell the truth.

Second, as teachers, professors encourage and encourage students to learn with the spirit of freedom. He must be able to demonstrate in front of their scholarly standards of the best in the discipline of science. He must be able to show respect to her as an individual, and hold on to its role as intellectual guide and counselor. He avoids all forms of exploitation of students who benefit personally and acknowledge their assistance is significant. He protects their academic freedom.

Third, as colleagues, professors have obligations that come with membership in a community of scholars. He respects and protects the academic freedom of colleagues. In the exchange of criticism and ideas he shows respect for the opinions of others. He acknowledged the debt-academic indebtedness has on other scholars and strive to remain objective in judgments given against his colleagues. He received part of obligations as a lecturer for the orderly regulation of his or her university.

Absorbed the essence of academic ethics in scientific freedom, as implied in the above statement Professionals, is honesty, is honesty in seeking and finding the truth and express it. Honesty is filled with critical power and wisdom

Realize the Higher Education Quality

There are four core activities (core activities) that characterizes an institution of higher learning that seeks to achieve quality seriously. namely: (1) teaching and learning, (2) student assessment (3) staff development, and (4) quality assurance processes (Ronald Barnett, 1992). Through this activity domains of higher education also conduct quantitative and qualitative assessment: how well databases must address satisfying institutions in each domain? Where there is still opportunity for improvement?

Each institution, of course, have the right to provide its own limits seriously, and if states invest in this type of business specific type of event, and want to as "market leaders" to what invested, aspects of the assessment should be done critically. Assessment will describe the numerical performance indicators, it still needs to exceed the data to gain insights into the institutional aspects of life relevant. Even formal written policies are nothing more than a start. The issue is how the policies are implemented on the base of the heart to heart? What perceptions of the policies undertaken by the academic community at the right destination?

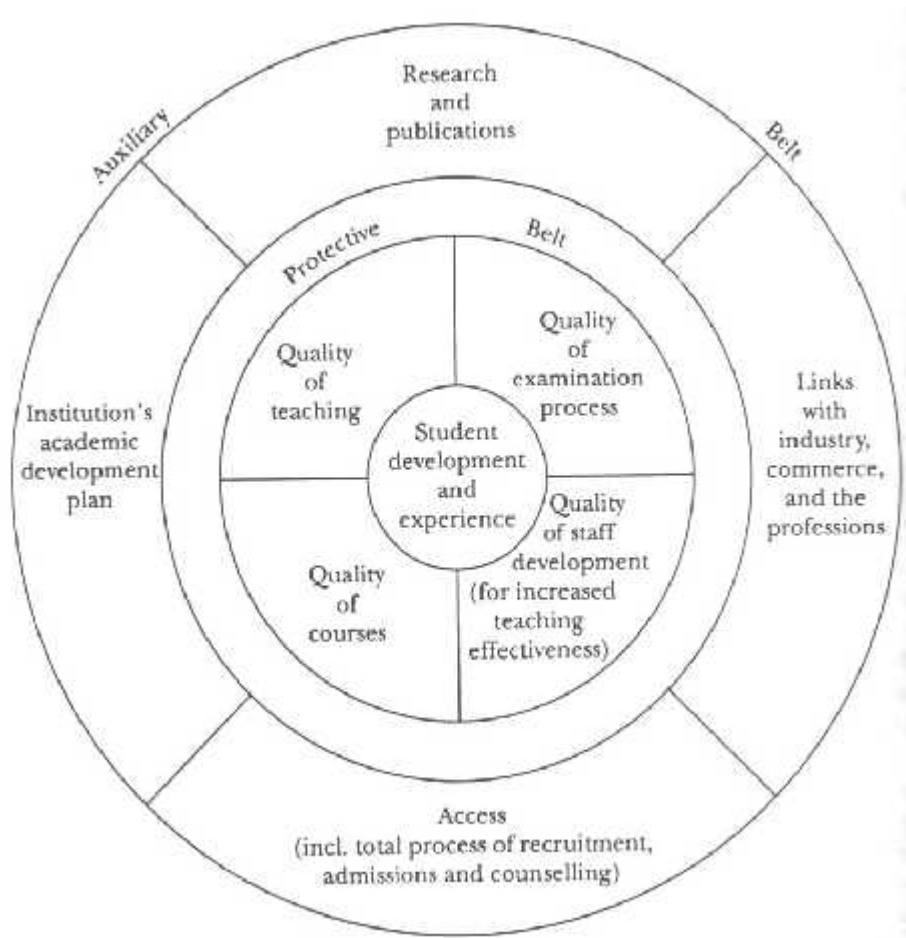


Figure Institutional activities Affecting Quality Higher Education

Therefore, it is necessary the existence of an institutional quality audit, adjusted to the extent of special characters sebagaimana institution he sees himself. "How widespread", because, as is known, of course, there are a number of elements of the institutional life of a general nature are taken seriously in creating the idealized quality education. Decisions can be taken in diamabil and every thing about the quality of education, is an educational institution caring for core activities mentioned above. Core activities that is the heart of higher education activity. The ride was good, solid and dynamic of these core activities, will be able to fly the flag and the image of higher education, which in turn, the graduates are expected to be able to have a place and a good image in the public eye. Ronald Barnett (1992) illustrates the structure of the institutional activities of higher education such as the Figure above.

At the center of the diagram is an essential activity of student learning and development education. The central activity is directly influenced by the four core activities of education above. Fourth educational activities that form protective belt for the elements of institutional safeguards the quality of the student experience. Outside the circle at the top there is a circle of institutional activities auxiliary (a ring of auxiliary institutional activities) are important though less directly related to the qualities of student educational experiences. Unlike the elements that make up the element "protective belt", these essential elements can vary between institutions, the different elements in the diagram outside the ring in activities such as research staff, agency policies on access and recruitment, program development

institutional relationships with the wider community such as community - business and professional communities, etc..

From the above, it appears that students learn the essential activities and educational development is the outcome of a variety of other activities that channel good quality of "protective belt" or of "auxiliary belt". This is related to the dominant concepts of alternative concepts in higher education. Dominant concepts include the establishment of "qualified manpower" and "a research career", while other concepts are also important are the: (1) the development of individual autonomy-autonomy of students, (2) the establishment and abilities → perspective of general intellectual perspective, (3) the establishment of the personal character of the individual student, and (4) development of competence to participate in the community in the form of critical comments.

Higher Education in the Context of National and Global

Ronald Barnett (1992) states "... the twinned assertion that higher education is Essentially a process of student development, ..." This suggests to us that higher education should focus its activities on the development of personality and ability / skills of students in the organic unity of harmonious dynamic. Do not let the reduced activities on the things that are technical economical partial disintegrative, so it only produces arid craftsmen of the values (the values of natural, human values and the values of the deity). Indonesia's education, including higher education should be always refer to what the Notonagoro (1974) in a follow author lecture, referred to as single dual nature of education nationally, the development of personality and ability / expertise in dynamic harmonious organic unity, thus supporting efforts to achieve human beings.

Sydney Hook (1946) argued penah things that must be considered in the educational objectives, namely: (1) Education aims to develop "the power of critical, independent thought", (2) trying to cause sensitivity Education perception, receptivity to the idea → idea new, imaginative sympathy with the experiences of others, (3) Education produces an awareness of "the main streams" our cultural traditions, literature, and science, (4) Education is important to make a set of knowledge about nature, society, self their own, our country and useful history; (5) education attempted to form an intelligent loyalty to the ideals of a democratic society; (6) On one level, education to equip young men and women the skills and general skills and specialized knowledge, in addition to the virtues and intelligence-intelligence that has been called, which enable it to do some productive work in accordance with the interests and abilities; (7) Education strengthen inner resources and character traits that allow individuals, where necessary, stand alone.

Wave of globalization that have abolished the boundaries of space supported by information technology that breaks the boundaries of time, has changed the social order of mankind. Even the notion of the nation-state began to change. Everywhere born new forms of nationalism known as ethnonationalism or bentu state "post-nation state"

There is a growing trend in the national sentiment turned to primordial sentiments in the form of culture, race, religion. The new development is certainly an influence on the education system which is known today (lit. Tilaar, 2002). As stated by R. Robertson, globalization is shrinking the world and the intensification of consciousness of the world as a whole (M. Sastrapratedja, 2001). Globalization is a dynamic process of the various actors in the history of mankind (lit. Tilaar, 2003).

According to Anthony Giddens, the political dimension of globalization, technology, and culture, and also the economy, so we need to restructure \neg agencies or institutions that we have created a new one, because globalization is no small thing in our lives today. Globalization is a change in every niche of our life (lit. Tilaar, 2002). Globalization is a reality that can not be denied and prevented. Our problem is how to engage in globalization intelligently, so it does not become a victim? Foray into globalization without a clear cultural identity will make us late in globalization, can participate without directing itself towards globalization. We will be a "coolie" sheer from the major powers (Mochtar Buchori, 2002).

Problems facing higher education, among others, is that employment growth is far below the growth of the labor force, as well as their quality is far below the demands of work, the gap between the knowledge and the ability to participate in the utilization of technological innovation as well as production, inertia interest in research and development activities science, all of which will have an impact on the process and products of higher education. Therefore higher education should always improve the quality of the extrinsic and quality instrinsikrya. Extrinsic quality is the ability to answer the needs of society in constant flux. While the intrinsic quality which is the main characteristic and heart-existence of higher education, the basic

Soedjatmoko (1985: 265) has warned that universities should be able to more effectively link the study of human knowledge and culture with moral issues that are both small (micro) and large (macro), which is about the social objectives and national, including social justice in the context of national, regional and global. In short this means the need to strengthen the nation's ability to run the "moral reasoning" in connection with the development efforts.

In addition, higher education should also play a role in the assessment of the concepts of national education reforms in the macro sphere (education reform) and the micro sphere (education innovation), so that reform efforts are not impress patchy without a clear frame and partial disintergratif, by using the "borrowing approach" from the outside like today. This is what had long ago been pointed out and worry by Notonagoro. With the model of "borrowing" of the system, theory, practice foreign education will have a negative impact on education in Indonesia, the parting of the personality of students. If so, efforts to form a complete Indonesian man, will be far from complete, and a betrayal of the desire of leaders advance education freedom fighters.

Conclusion

From the above it can be concluded that the students' learning activities and educational development is the outcome of a variety of channel activity in college. Therefore higher education should always improve the quality of the extrinsic and intrinsic quality. Extrinsic quality is the ability to answer the needs of society in constant flux. While the intrinsic quality is the main characteristic roomates and heart-existence of higher education, the basic values and ideals are constantly searching for the truth and the incessant develop science, technology and art of enlightening humanity.

This is related to the development of "qualified manpower" and "a research career" in the frame "teaching university", "university learning", and "research university" dynamic. Higher education as part of the national education should also always refer to the properties of a single bi-national education and personality development of expertise in dynamic harmony organic unity, thus supporting efforts to achieve a high-quality complete human beings.

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